

Honcut

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/l/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Heather Scott, Principal

Principal, Honcut

About Our School

The Honcut Staff recognizes that one of our foremost responsibilities is to see that our students learn to become socially and civically aware productive citizens. As you view our 2013-2014 School Accountability Report Card (SARC) please keep in mind that it takes all of us: parents, teachers, students and our community to ensure that our goals progress academically, socially and emotionally.

Sincerely,

Heather Scott

Contact

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Oroville, CA
95966

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[View Larger Map](#)

Map data ©2015 Google

About This School

Contact Information - Most Recent Year

School		District	
School Name	Honcut	District Name	Palermo Union Elementary
Street	68 School St.	Phone Number	(530) 533-4842
City, State, Zip	Oroville, Ca, 95966	Web Site	www.palermoschools.org
Phone Number	530-742-5284	Superintendent First Name	Bryan
Principal	Heather Scott, Principal	Superintendent Last Name	Caples
E-mail Address	hscott@palermoschools.org	E-mail Address	bcaples@palermoschools.org
County-District-School (CDS) Code	04615236089080		

Last updated: 1/12/2015

School Description and Mission Statement (Most Recent Year)

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The District consists of six schools: Golden Hills (4-5), Helen Wilcox (K-3), Honcut School (K-2), Palermo (6-8), and two Community Day Schools (K-7 and 5-8). The total district enrollment is approximately 1,321 students. Honcut School, home of the Hornets, is a necessary small school located 22 miles south of Oroville. Enrollment is approximately 18.

The District operates a state pre-school on the Palermo School and Helen Wilcox campuses. These two programs and Head Start in Oroville are feeder programs to Honcut School. District schools have an auxiliary support system that includes a music teacher, a school psychologist, a school nurse, and a bilingual aide. Honcut has a multi-funded Title I and EIA instructional aide for additional support. Most special education student's needs are met at the Honcut site. However, students may be transferred to Helen Wilcox School for a more comprehensive program if needed. Honcut is unique in its size and location. The school has been instrumental in implementing the Response to Intervention (RTI) Model as well as focus groups, front-loading, after school tutoring, and the new Common Core State Standard.

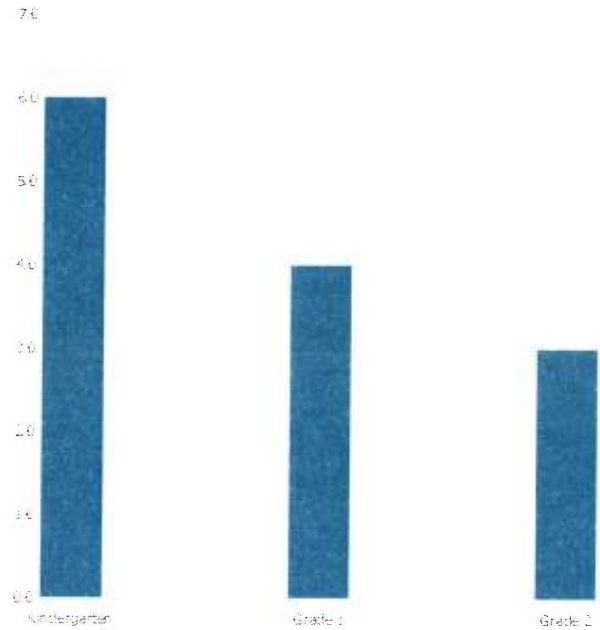
School Goals: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. Progress Indicators: STAR, AYP, and API are monitored annually. Local assessments, both formative and summative, are monitored weekly, each trimester, and at the end of the school year.

Mission: Honcut School is dedicated to preparing our students for the 21st century by providing each student with a quality education. We are committed to personalizing each student's program and instruction, regardless of complexity, to the best of their ability. Every opportunity is provided for each student to achieve his/her education. The process by which an individual develops mentally, physically, socially, culturally, and emotionally in his/her environment is a definition of education practiced by the staff.

Last updated: 1/14/2015

Student Enrollment by Grade Level (School Year 2013-14)

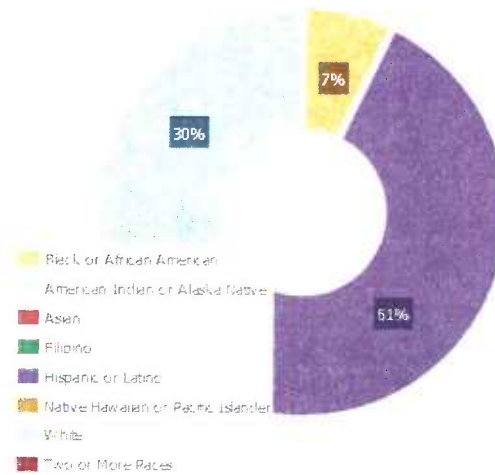
Grade Level	Number of Students
Kindergarten	6
Grade 1	4
Grade 2	3
Total Enrollment	13



Last updated: 1/12/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	7.7
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	61.5
Native Hawaiian or Pacific Islander	0.0
White	30.8
Two or More Races	0.0
Socioeconomically Disadvantaged	100.0
English Learners	38.5
Students with Disabilities	7.7



Last updated: 1/12/2015

A. Conditions of Learning

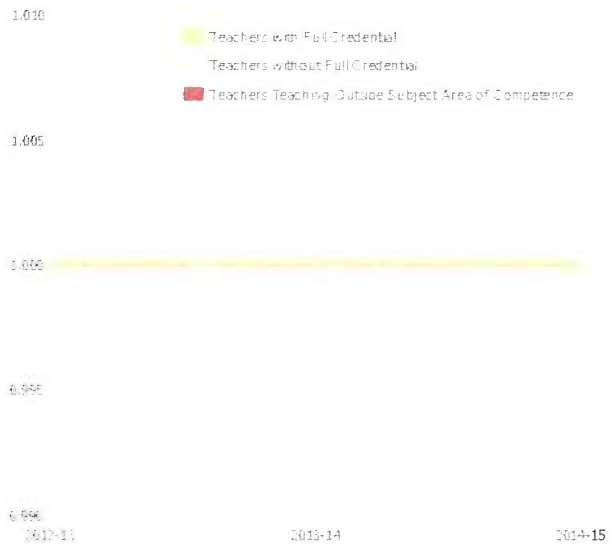
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

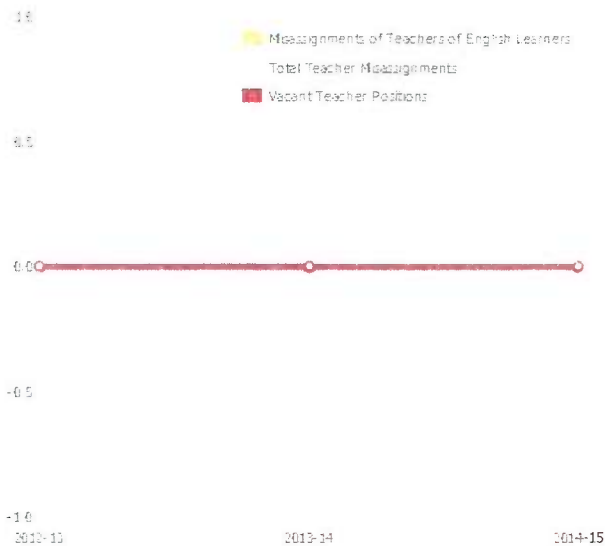
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	1	1	1	1
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/12/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	0	0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

last updated: 1/17/2015

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: November 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin: A Legacy of Literacy 2002	Yes	0.0
	Houghton Mifflin: Medallion Edition 2010		
Mathematics	Piloting: Houghton Mifflin GO Math!	Yes	0.0
Science	MacMillan/McGraw-Hill: California Science 2006	Yes	0.0
History-Social Science	Houghton Mifflin: History-Social Studies 2005	Yes	0.0
Foreign Language			0.0
Health			0.0
Visual and Performing Arts			0.0
Science Laboratory Equipment (grades 9-12)			0.0

last updated: 1/17/2015

School Facility Conditions and Planned Improvements - Most Recent Year

School Facilities: Condition of school facilities meets Education Code Sections: 17014 Necessary repairs, renewals and replacements; enforcement; plan preparation certification; 17032.5 Portable classrooms; leases, conditions; 17010.75(a) Maintenance of facilities; and 17089(b) Lease of portable classrooms; amount; maintenance; repairs; costs.

Teaching and learning space: Honcut has one classroom with a small computer station for student use and the food services distribution facility. Another room houses Butte County Office of Education (BCOE) library depository for student and staff use and serves as a teacher workroom. A third building houses the BCOE after school program. All buildings are portables and between ten to twelve years old. Student and staff rest rooms are adequately maintained, clean and in working order. Honcut playground is adequate in size with sandy and grassy areas. Large oaks provide ample shade. Play structures are safe and adequately maintained.

Maintenance and repair: District maintenance staffs ensure that any necessary repairs are completed in a timely manner. A work order process is used to provide efficient service and ensure that emergency repairs are given the highest priority. Emergency facilities needs specified in Education Code Section 17592.72(c) (1).

Cleaning process: The district governing board has adopted cleaning and safety standards for all schools in the district. A summary of these standards is available at the school office or the district office. The Maintenance & Operations Supervisor works with custodial staff to develop cleaning schedules to ensure a clean and safe school. A Safety & Cleaning checklist is used during school breaks (summer, Christmas, Easter).

Deferred maintenance: The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building component.

Facility Inspection Tool: August 20, 2014

Last updated: 1/14/2015

School Facility Good Repair Status - Most Recent Year

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Carpet wear. Scheduled: replace carpet Minor ceiling tile damage. Scheduled: replace Sliding repair needed. Scheduled: repair sliding
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Skirting to be repaired.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Rating

Good

Last updated: 1/12/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)

Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	N/A	N/A	43%	50%	44%	54%	56%	55%
Mathematics	N/A	N/A	N/A	49%	55%	54%	49%	50%	50%
History-Social Science	N/A	N/A	N/A	43%	28%	44%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/17/2015

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement - Most Recent Year

Honcut School benefits from an active Parent Teacher Group (PTG) shared with Helen Wilcox School. The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, and runs the Accelerated Reader Store. Parents are encouraged to serve on the School Site Council, (SSC). Parents and guardians can support their child's learning environment by: monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, attending SSC meetings, and/or planning and participating in activities at home that are supportive of classroom activities.

State Priority: Pupil Engagement

Last updated: 1/12/2015

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

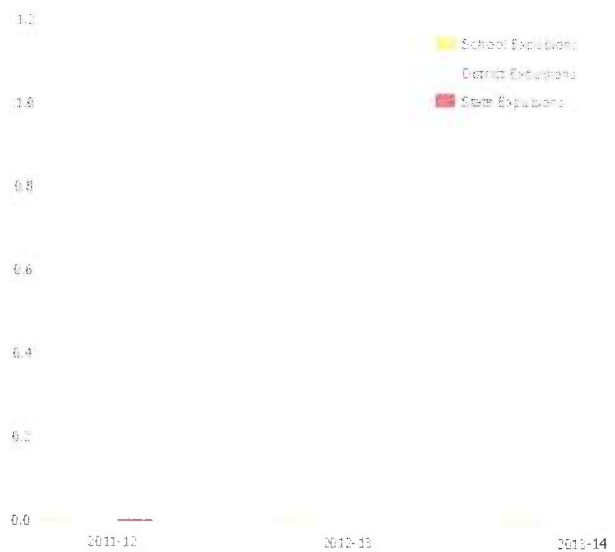
Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.00	0.00	0.00	27.00	24.00	16.00			
Expulsions	0.00	0.00	0.00	1.00	1.00	0.50			

Suspensions



Expulsions



Last updated: 1/12/2015

School Safety Plan - Most Recent Year

In compliance with Ed Code 35329.6, the District Comprehensive Safety Plan/Emergency Management Plan is reviewed, updated, and approved by the Governing Board annually by March 1. Each school maintains a copy of the Safety Plan on site and a copy of the site's Emergency Conditions in each classroom. Key elements of the Safety Plan include: a plan of action for maintaining a safe and orderly environment conducive to learning at the school (i.e.: assessment of school safety, identification of strategies and programs that will maintain school safety and campus security) and emergency management procedures consistent with the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) developed by the U.S. Department of Homeland Security. Key elements of the site Emergency Conditions include: a plan of action for a coordinated school wide response to emergencies (i.e. intruder on campus, fire, emergency lockdown, evacuation, etc). Safety drills are held on a regular basis. Fire drills are held monthly. Earthquake/disaster and intruder drills are held twice a year. Visitors to the campus are required to sign in at the school office and wear a visitor's pass at all times.

Last updated: 1/12/2015

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement *	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells with NA values do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/17/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	16.0	1	0	0	6.0	1			6.0	1		
1					6.0	1			4.0	1		
2					4.0	1			3.0	1		
3												
4												
5												
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/17/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

Note: Cells with N/A values do not require data.

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/17/2015

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$9,012	\$1,728	\$7,284	\$69,518
District	N/A	N/A	\$5,752	\$62,284
Percent Difference – School Site and District	N/A	N/A	126.63%	111.61%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	155.31%	103.31%

Note: Cells with N/A values do not require data.

Last updated: 1/17/2015

Types of Services Funded (Fiscal Year 2013-14)

- Economic Impact Aid/Limited English Proficient (EIA/LEP) funds to support programs and activities to assist English learners achieve proficiency in the English language as rapidly as practicable and to support programs and activities to improve the academic achievement of English learners.
- Economic Impact Aid/State Compensatory Education (EIA/SCE) funds to support programs and activities designed to assist educationally disadvantaged students achieve state standard proficiency.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title I funds to meet the educational needs of low-achieving students enrolled in the highest poverty schools and to provide parent education.

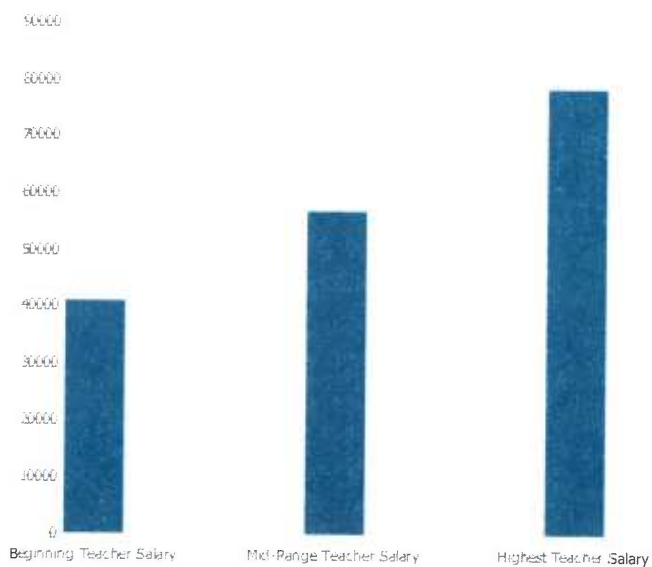
Last updated: 1/14/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

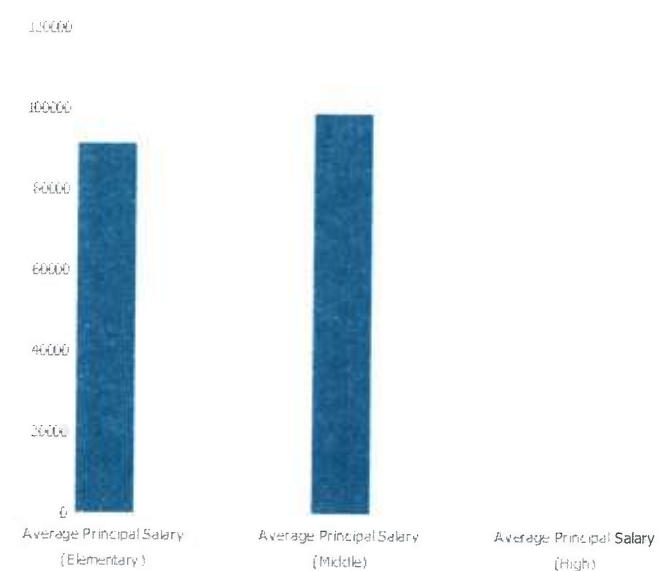
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,535
Mid-Range Teacher Salary	\$56,794	\$64,101
Highest Teacher Salary	\$78,473	\$82,044
Average Principal Salary (Elementary)	\$91,457	\$104,336
Average Principal Salary (Middle)	\$98,881	\$107,911
Average Principal Salary (High)	\$00	\$102,488
Superintendent Salary	\$125,000	\$155,309
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	5.0%	6.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Professional Development – Most Recent Three Years

The district schedules staff development on non-contract days or after school hours: afterschool workshops, conference attendance, individual mentoring, and PLC. Areas of focus for staff development is selected based on needs of district from achievement data. Teachers are supported through teacher-principal meetings and professional learning communities.

PUSD teachers engage in active staff development throughout the year by attending in-District training sessions given by staff and consultants, as well as site-based sessions presented at staff meetings, committee/grade level meetings, and during formal observation post conferences. Staff development has focused on fostering the Explicit Direct Instruction (EDI) and professional collaborative teams. District and site sessions, as well as follow-up classroom observation and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPLE, Corrective Feedback, and Delivering Information.