

Helen M. Wilcox Elementary

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/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.



Heather Scott, Principal

Principal, Helen M. Wilcox Elementary

About Our School

The Helen Wilcox Elementary Staff recognizes that one of our foremost responsibilities is to see that our students learn academically as well as preparing our students to become 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 each student progresses to reach these goals.

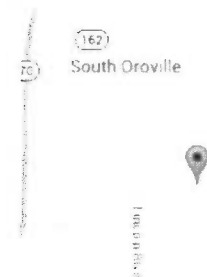
Sincerely,

Heather Scott

Contact

5737 Autrey Ln.
Oroville, CA
95966-7278

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Map data ©2015 Google

[View Larger Map](#)

About This School

Contact Information - Most Recent Year

School		District	
School Name	Helen M. Wilcox Elementary	District Name	Palermo Union Elementary
Street	5737 Autrey Ln.	Phone Number	(530) 533-4842
City, State, Zip	Oroville, Ca, 95966-7278	Web Site	www.palermoschools.org
Phone Number	530-533-7626	Superintendent First Name	Bryan
Principal	Heather Scott, Principal	Superintendent Last Name	Caples
E-mail Address	hscott@palermoschools.org	E-mail Address	bcaples@palermoschools.org
Web Site	http://wilcox.palermoschools.org/		
County-District- School (CDS) Code	04615236003289		

Last updated: 1/9/2015

School Description and Mission Statement (Most Recent Year)

Palermo Union School District is comprised of six schools: Helen M. Wilcox Elementary School (K-3), Honcut Elementary (K-2), Golden Hills (4-5), Palermo Middle School (6-8), and two Community Day Schools (K-7 and 5-8). The district is located in Butte County, in the northern part of California's Sacramento Valley.

Located four miles south of Oroville, Helen M. Wilcox Elementary was built in 1959. Wilcox provides a Title 1 school-wide program. We have a Transitional Kindergarten program and a full-day Kindergarten program. We also have the following programs: Indian Education, English Learner, reading interventions. The students also have access to a computer lab and library. Palermo Union School District implements a Professional learning Community (PLC) model. The teaching staff and administrators have developed strategies to teach students at all abilities. We have implemented a Response to Intervention (RTI), focus groups, front loading (introducing key concepts prior to instruction), and student tutoring within school hours. Teachers and administrators are implementing Explicit Direct Instruction (EDI) based on student engagement.

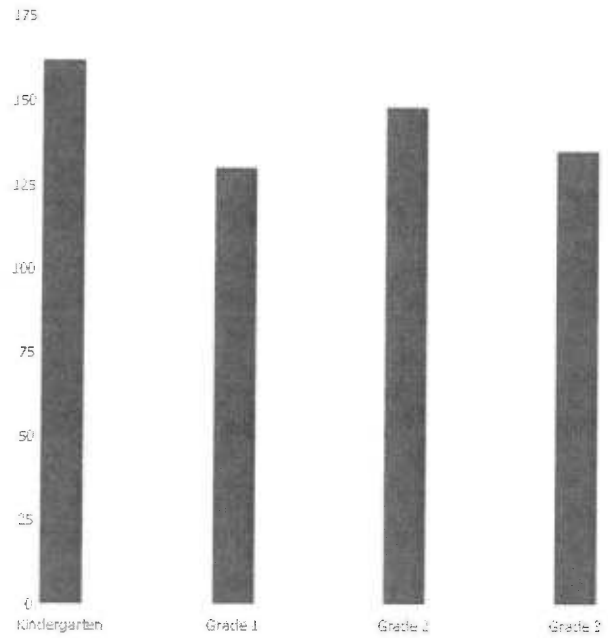
School Goals- All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-2014. For the next two years, progress indicators will be local district benchmarks. Each grade level has a SMART goal they have collaborated within their PLC time. In the spring of 2015, third graders will take the field test for Common Core State Standards California Assessment of Student Performance and Progress (CCSS-CAASPP).

Mission- Our goals are to inspire learning and foster success for all students in a caring school community with involved staff, committed to a goal of excellence in teaching. In collaboration with parents and the educational community, we strive to meet each student's needs- academic, social, emotional and physical. We recognize, respect and develop each student's unique potential. Helen Wilcox's purpose is to facilitate and support students to become compassionate, responsible and successful members of our learning community. Staff will provide appropriate interventions and enrichment activities driven by common assessments while honoring the whole child.

Last updated: 1/14/2015

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

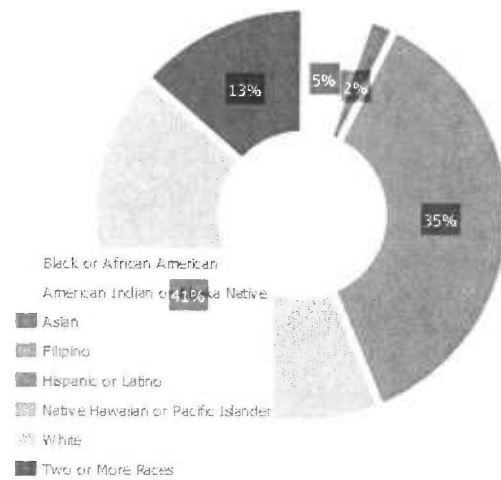
Grade Level	Number of Students
Kindergarten	162
Grade 1	130
Grade 2	148
Grade 3	135
Total Enrollment	575



Last updated: 1/9/2015

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

Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	5.7
Asian	2.9
Filipino	0.0
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.3
White	41.2
Two or More Races	13.1
Socioeconomically Disadvantaged	82.3
English Learners	16.9
Students with Disabilities	9.8



Last updated: 1/9/2015

A. Conditions of Learning

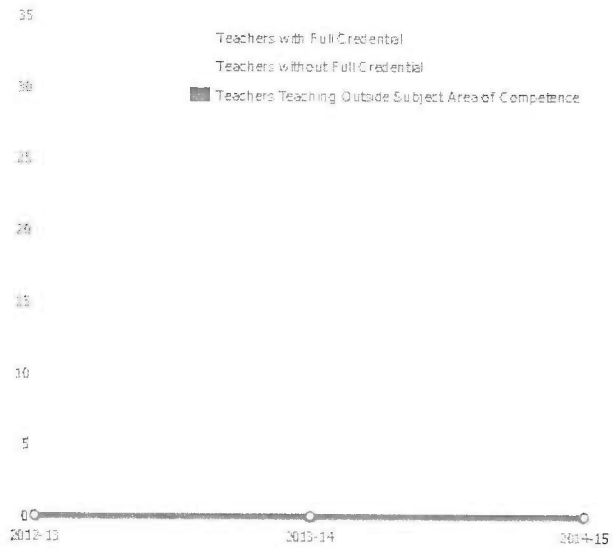
State Priority: Basic

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

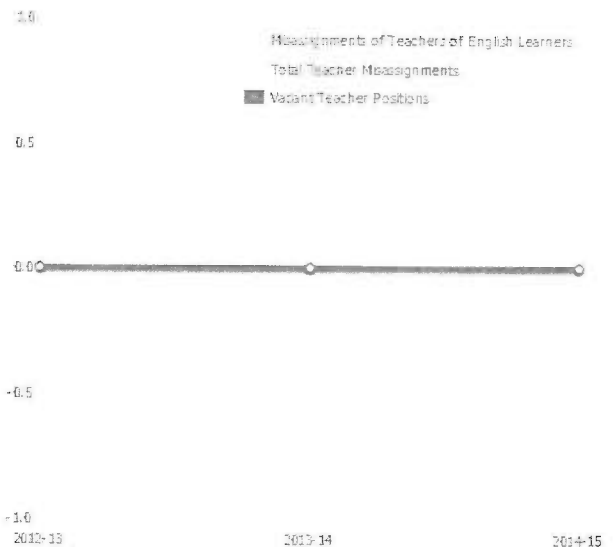
Teachers	School		District	
	2012-13	2013-14	2014-15	2014-15
With Full Credential	31	32	29	65
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/9/2015

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: 1/9/2015

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

Year and month in which data were collected: December 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 Houghton Mifflin: Medallion Edition 2010	Yes	0.0
Mathematics	Piloting McGraw-Hill: My Math (K-3 three teachers per grade level) Piloting Houghton Mifflin: Expressions (K-3 three teachers per grade level)		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: 1/12/2015

School Facility Conditions and Planned Improvements - Most Recent Year

The LEA takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility inspection tool developed by the State of California OPSC. The results are available at the school office.

Year and month in which data were collected:

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: Wilcox has 32 classrooms, a multipurpose room/cafeteria, and a library/media center located in the main building built in 1959. The campus has 16 portable classrooms. A staff work room is located in one of the portables as a teacher resource room. A staff lunchroom is located in the first grade wing. Student and staff restrooms are adequately located throughout the campus and are kept clean and in good working order. Wilcox maintains a Kindergarten playground and a 1st-3rd grade playground area that is approximately 1/2 acre with ample shade. There is an outdoor classroom that has a flower garden and 8 benches. The campus is locked and secured during school hours 8:30-2:30. Parents and guests sign in at the office.

LEA maintenance staff ensures that the repairs necessary to keep the school in good repair, and working order, are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Custodian/maintenance crew completed replacement of huge sandbox area in 1-3 grade playground with blue recycled rubber chips. Maintenance crew updated area under swings also. There is a smaller sandbox area that crew put in a mowstrip with yellow marking the difference from sandbox area and recycled blue chips.

A daytime custodian takes care of the day-to-day operational needs on site, while helping to maintain safety and cleanliness. Two night time custodians maintain the cleanliness of the school by cleaning the entire facility each night.

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	Fair	Continue to clean areas regularly
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs Good

External: Playground/School Grounds, Good
Windows/Doors/Gates/Fences

2014-2015 Annual Report

Overall Facility Rate - Most Recent Year

Overall Rating Good

Last updated: 1/9/2015

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.

California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

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

Subject	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)				52	53	55	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown 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: 1/9/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	
All Students at the School	
Male	
Female	
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Scores are not shown 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: 1/9/2015

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	42%	53%	36%	43%	50%	44%	54%	56%	55%
Mathematics	55%	61%	58%	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: 1/9/2015

Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide	3	5	3
Similar Schools	5	7	4

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/9/2015

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School	22	42	-44
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	40	24	-82
Native Hawaiian or Pacific Islander			
White	33	47	-25
Two or More Races			
Socioeconomically Disadvantaged	19	44	-48
English Learners		24	-51
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/9/2015

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

Helen Wilcox School benefits from an active Parent Teacher Group (PTG). The PTG works with the community on various fundraisers, organizes the spring carnival and potluck, runs the Accelerated Reader store, and supports various student and teacher activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learner (EL) students are encouraged to serve on the English Learner Advisory Committee (ELAC). 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.

Grade levels have implemented family fun nights that center around literacy. For example, first grade has a RODEO (Reaching Out Determines Educational Outcomes) and second grade has FAIR (Fun Activities In Reading). Third grade holds an astronomy night.

We also have a Thanksgiving luncheon, Muffins for Moms, and Doughnuts for Dads event.

State Priority: Pupil Engagement

Last updated: 1/14/2015

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

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

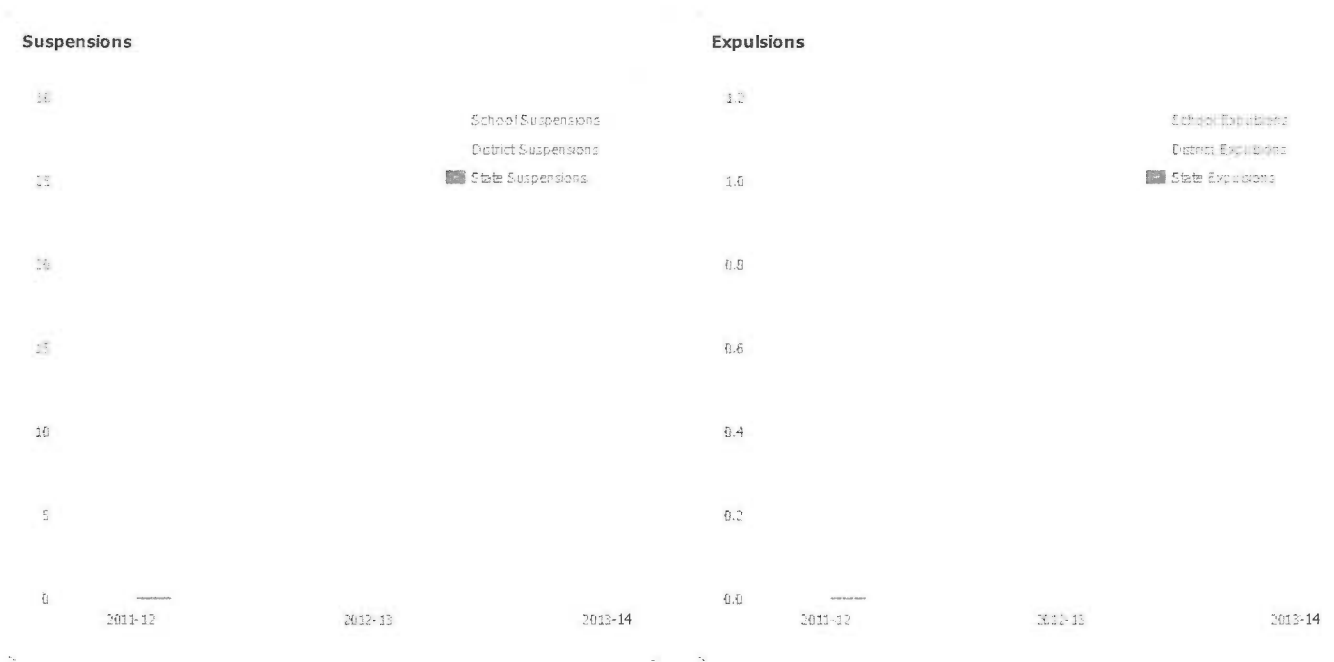
State Priority: School Climate

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	8.00	6.00	4.00	27.00	24.00	16.00			
Expulsions	0.00	0.10	0.10	1.00	1.00	0.50			



Last updated: 1/9/2015

School Safety Plan - Most Recent Year

In compliance with Ed Code 35329.6, the PUSD 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 Emergency Conditions portion of the plan is maintained 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 (ie: assessment of the 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 Systems (SEMS) and the National Incident Management Systems (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 (ie: intruder on campus, fire, emergency lockdown, evacuation, etc.) Safety drills are held on a monthly/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. School is gated and locked from 8:30-2:30 while school is in session.

Last updated: 1/14/2015

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate - English-Language Arts	N/A	N/A
Met Participation Rate - Mathematics	N/A	N/A
Met Percent Proficient - English-Language Arts	N/A	N/A
Met Percent Proficient - Mathematics	N/A	N/A
Met Graduation Rate	N/A	N/A

Last updated: 1/9/2015

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement *		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: 1/9/2015

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	20.3	7	0	0	19.0	6	2		20.0	1	7	
1	17.4	8	0	0	16.0	8	1		19.0	7		
2	19.0	8	0	0	18.0	2	6		19.0	3	5	
3	16.9	9	0	0	16.0	3	6		19.0	2	5	
4												
5												
6												
Other	0.0	4	0	0								

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

Last updated: 1/9/2015

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	0.2	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	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: 1/9/2015

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	\$7,966	\$1,661	\$6,305	\$71,750
District	N/A	N/A	\$5,752	\$62,284
Percent Difference – School Site and District	N/A	N/A	109.61%	115.20%
State	N/A	N/A	\$4,690	\$67,289
Percent Difference – School Site and State	N/A	N/A	134.43%	106.63%

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

Last updated: 1/9/2015

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.

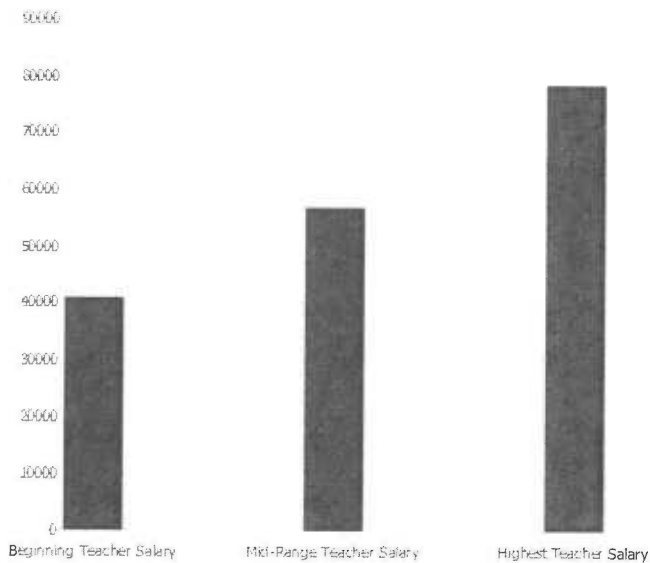
Last updated: 1/14/2015

Teacher and Administrative Salaries (Fiscal Year 2012-13)

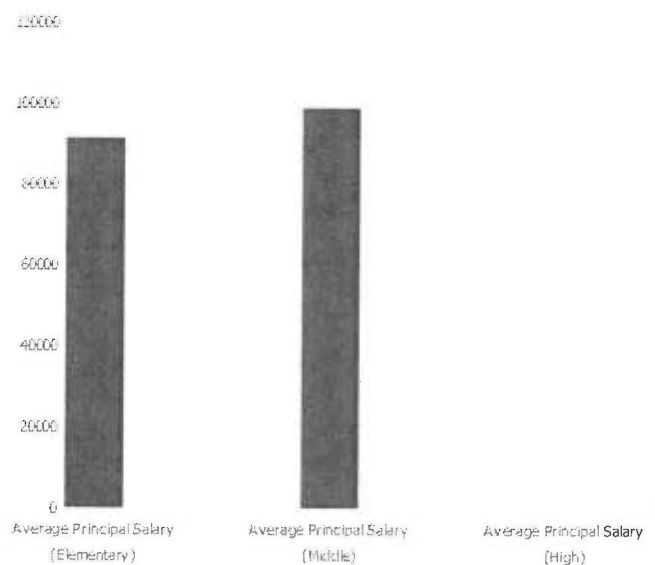
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,535
Mid-Range Teacher Salary	\$56,794	\$64,101
Highest Teacher Salary	\$78,473	\$82,044
Average Principal Salary (Elementary)	\$91,457	\$104,336
Average Principal Salary (Middle)	\$98,881	\$107,911
Average Principal Salary (High)	\$0	\$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.

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Honcut

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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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95966

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