

About This School

Contact Information (School Year 2012-13)

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 Jacqueline
Principal Heather Scott, Principal	Superintendent Last Name Dolar
E-mail Address hscott@palermoschools.org	E-mail Address jdolar@palermoschools.org
County-District-School (CDS) Code 04615236003289	

Last updated: 12/5/2013

School Description and Mission Statement (School Year 2012-13)

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 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 EDI (explicit direct instruction) based on student engagement.

School Goals-All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013-14. 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 2014, third graders will take the field test for CCSS CALMAPP (Common Core State Standards California Measuring Academic Progress and Performance).

Mission-Our goal is 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: 12/5/2013

Opportunities for Parental Involvement (School Year 2012-13)

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, Doughnuts for Dads events.

Last updated: 12/5/2013

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the [CDE STAR Results Web site](#).

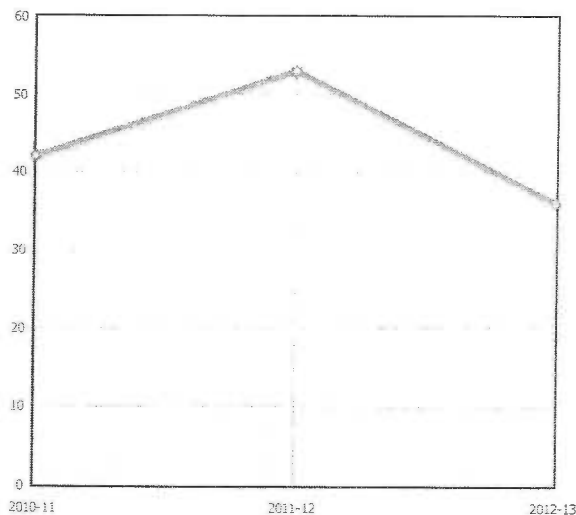
Standardized Testing and Reporting Results for All Students - Three-Year Comparison

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

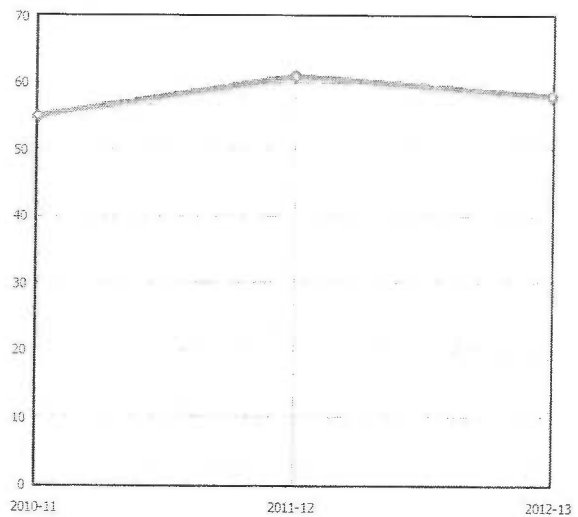
Subject	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	42%	53%	36%	43%	50%	44%	54%	56%	55%
Mathematics	55%	61%	58%	49%	55%	54%	49%	50%	50%
Science	N/A	N/A	N/A	42%	52%	53%	57%	60%	59%
History-Social Science	N/A	N/A	N/A	43%	28%	44%	48%	49%	49%

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.

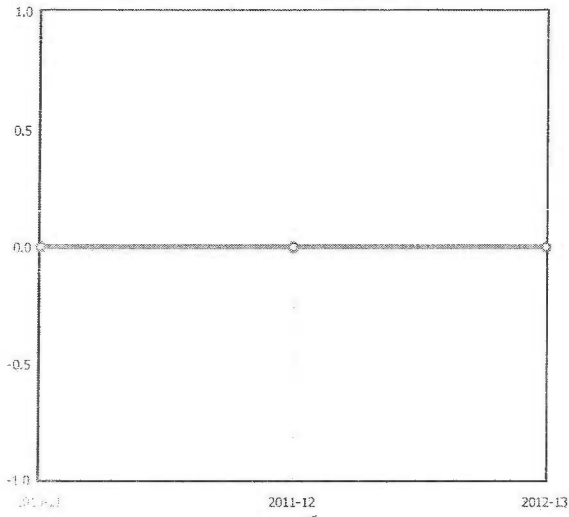
English-Language Arts Percent of Students Scoring at Proficient or Advanced



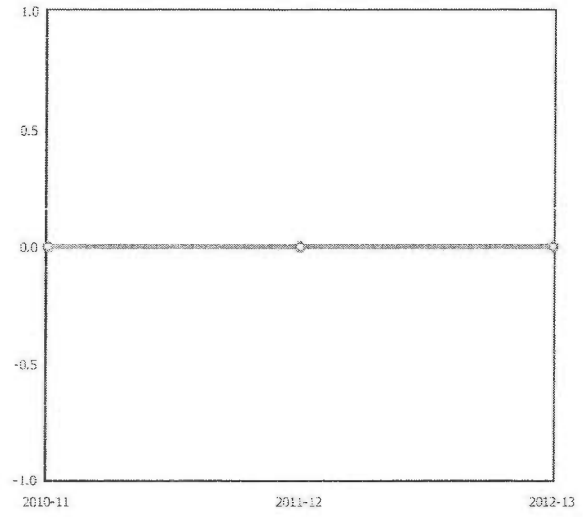
Math Percent of Students Scoring at Proficient or Advanced



Science Percent of Students Scoring at Proficient or Advanced



History Percent of Students Scoring at Proficient or Advanced



Last updated: 12/5/2013

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Percent of Students Scoring at Proficient or Advanced

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	44%	54%	53%	44%
All Students at the School	36%	58%	N/A	N/A
Male	31%	54%	N/A	N/A
Female	43%	63%	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A
American Indian or Alaska Native	49%	71%	N/A	N/A
Asian	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A
Hispanic or Latino	21%	46%	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A
White	46%	66%	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	31%	53%	N/A	N/A
English Learners	20%	51%	N/A	N/A
Students with Disabilities	27%	46%	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A

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: 12/5/2013

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the [CDE API Web page](#).

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010-11	2011-12	2012-13
Statewide	3	5	5
Similar Schools	5	7	7

Last updated: 12/9/2013

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

Group	Actual API Change 2010-11	Actual API Change 2011-12	Actual API Change 2012-13
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	-23
Two or More Races			
Socioeconomically Disadvantaged	19	44	-49
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: 12/9/2013

Academic Performance Index Growth by Student Group – 2012-13 Growth API Comparison

This table displays, by student group, the number of students included in the API and the Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	271	760	932	780	4,655,989	790
Black or African American	2		6		296,463	708
American Indian or Alaska Native	19	828	56	765	30,394	743
Asian	5		31	805	406,527	906
Filipino	0		0		121,054	867
Hispanic or Latino	108	696	335	733	2,438,951	744
Native Hawaiian or Pacific Islander	0		1		25,351	774
White	100	806	384	816	1,200,127	853
Two or More Races	37	791	119	796	125,025	824
Socioeconomically Disadvantaged	234	738	782	764	2,774,640	743
English Learners	58	688	176	716	1,482,316	721
Students with Disabilities	45	671	116	668	527,476	615

Last updated: 12/9/2013

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the [CDE AYP Web page](#).

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	No	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	No	Yes
Met Graduation Rate	N/A	N/A

Last updated: 12/9/2013

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the [CDE PI Status Determinations Web page](#).

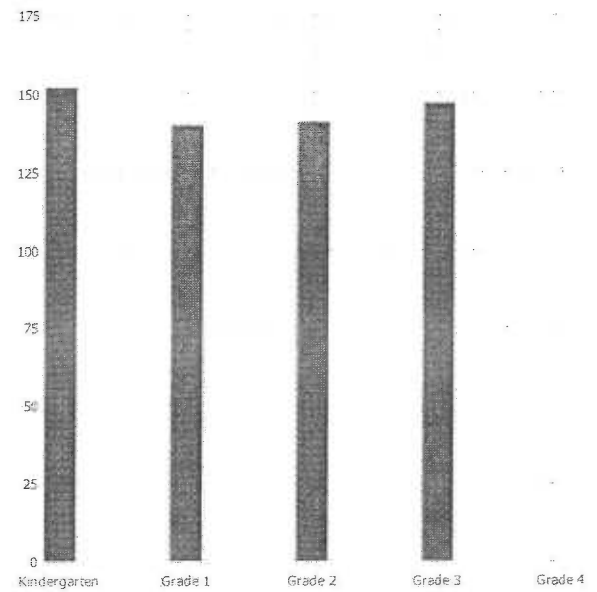
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	75.0%

Note: Cells shaded in black or with N/A values do not require data.

Last updated: 12/9/2013

Student Enrollment by Grade Level (School Year 2012-13)

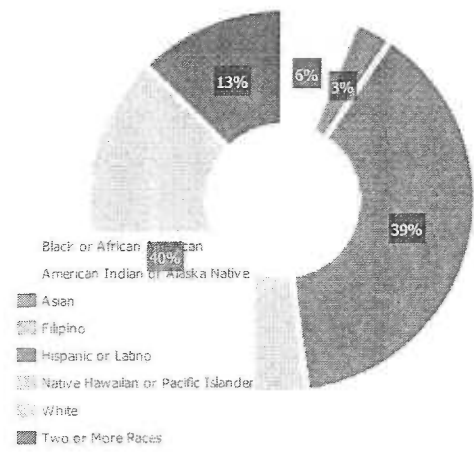
Grade Level	Number of Students
Kindergarten	152
Grade 1	140
Grade 2	141
Grade 3	147
Grade 4	
Total Enrollment	580



Last updated: 12/9/2013

Student Enrollment by Student Group (School Year 2012-13)

Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	6.6
Asian	3.4
Filipino	0.0
Hispanic or Latino	37.6
Native Hawaiian or Pacific Islander	0.0
White	38.8
Two or More Races	12.9
Socioeconomically Disadvantaged	85.3
English Learners	19.7
Students with Disabilities	7.8



Last updated: 12/9/2013

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2010-11			2011-12			2012-13					
	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			20.3	7			19.0	6	2	
1	19.4	8			17.4	8			16.0	8	1	
2	19.0	8			19.0	8			18.0	2	6	
3	20.5	8			16.9	9			16.0	3	6	
4												
5												
6												
Other					0.0	4						

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

Last updated: 12/5/2013

School Safety Plan (School Year 2012-13)

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.

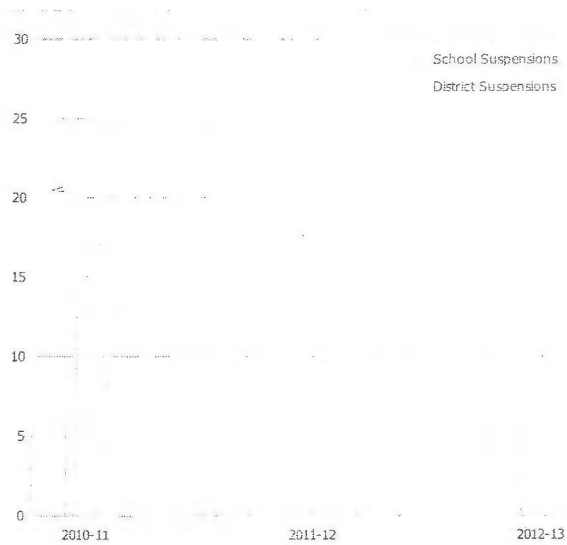
Last updated: 12/11/2013

Suspensions and Expulsions

Rate *	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	6.9	7.5	6.5	17.9	27.0	24.3
Expulsions	0.2		0.2	2.2	1.0	1.2

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

Suspensions



Expulsions



Last updated: 12/9/2013

School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

Year and month in which data were collected: August 19, 2013

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 1-3rd 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.

The district cleaned and constructed an area of unused property to make more parking (we added 14 new parking spots). The area is gated and locked like the rest of the school. The area is located on the northside of the property next to the second grade wing.

Cudstodian/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 diffeerence from sandbox area and recycled blue chips.

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

Last updated: 12/10/2013

School Facility Good Repair Status (School Year 2013-14)

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	<p>In some classrooms: ceiling tiles have minor stains. Some exterior siding needs to be replaced on one wall. A fountain needs to be repaired/replaced.</p> <p>Items were repaired in a timely manner.</p>
Cleanliness: Overall Cleanliness, Pest/	Good	

Vermin Infestation

Electrical: Electrical Good

Restrooms/Fountains: Good
Restrooms, Sinks/
Fountains

Safety: Fire Safety, Good
Hazardous Materials

Structural: Structural Good
Damage, Roofs

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

Overall Facility Rate (School Year 2012-13)

Overall Rating

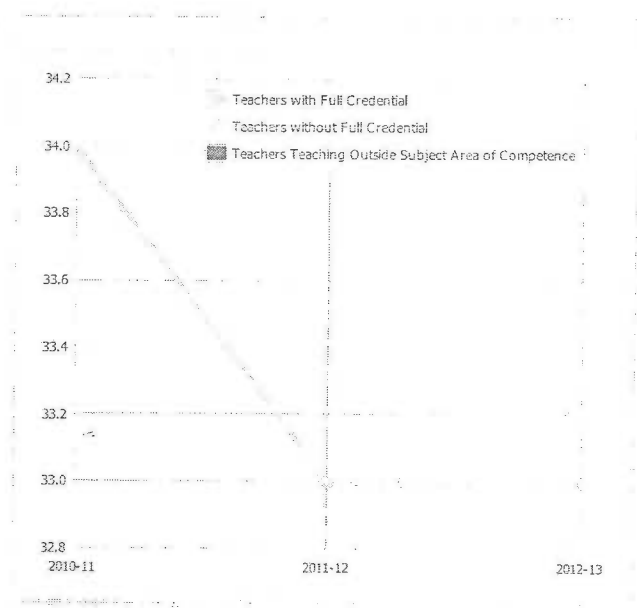
Good

Last updated: 12/10/2013

Teachers

Teacher Credentials

Teachers	School		District
	2010-11	2011-12	2012-13
With Full Credential	34	33	68
Without Full Credential			
Teachers Teaching Outside Subject Area of Competence (with full credential)			



Last updated: 12/10/2013

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE [Improving Teacher and Principal Quality Web page](#).

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	
All Schools in District	100	
High-Poverty Schools in District	100	
Low-Poverty Schools in District	100	

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: 12/10/2013

Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
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	1.6	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

Note: Cells shaded in black or 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: 12/10/2013

Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (Fiscal Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: November 2013

Core Curriculum Area	Textbooks and instructional materials	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin: Medallion Edition	No	0
Mathematics	Houghton Mifflin: Mathematics 2002	No	0
Science	MacMillan : McGraw-Hill 2006	Yes	0
History-Social Science	Houghton Mifflin: History-Social Studies 2005	Yes	0
Foreign Language			0
Health			0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

Last updated: 12/10/2013

School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$8,625	N/A	N/A	\$61,417
District	N/A	N/A	\$8,625	\$61,417
Percent Difference – School Site and District	N/A	N/A	N/A	N/A
State	N/A	N/A	\$8,382	\$68,531
Percent Difference – School Site and State	N/A	N/A	%03	%10

Note: Cells shaded in black or with N/A values do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE [Current Expense of Education & Per-pupil Spending Web page](#). For information on teacher salaries for all districts in California, see the CDE [Certificated Salaries & Benefits Web page](#). To look up expenditures and salaries for a specific school district, see the [Ed-Data Web site](#).

Last updated: 12/10/2013

Types of Services Funded (Fiscal Year 2012-13)

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.

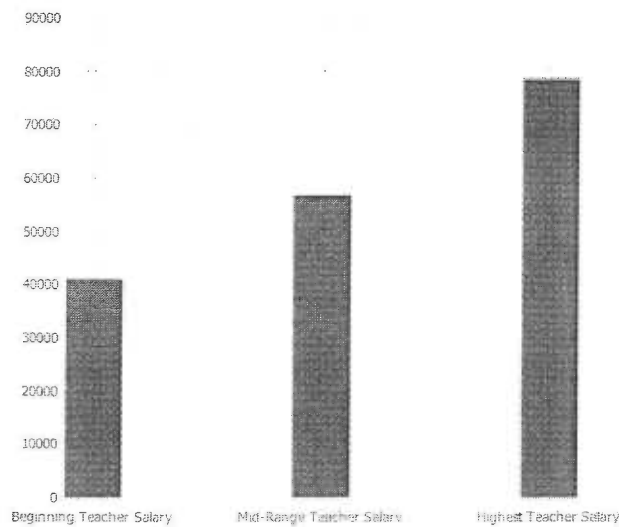
Last updated: 12/11/2013

Teacher and Administrative Salaries (Fiscal Year 2011-12)

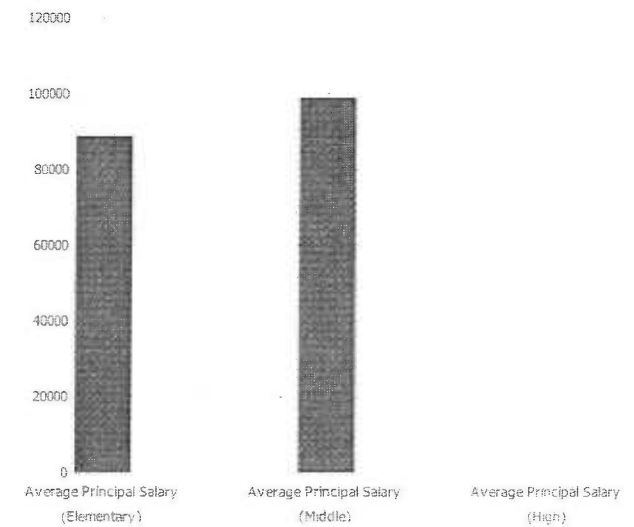
Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$41,327
Mid-Range Teacher Salary	\$56,794	\$63,903
Highest Teacher Salary	\$78,473	\$81,573
Average Principal Salary (Elementary)	\$88,765	\$103,887
Average Principal Salary (Middle)	\$98,881	\$107,439
Average Principal Salary (High)	\$0	\$102,399
Superintendent Salary	\$135,904	\$155,551
Percent of Budget for Teacher Salaries	41.0%	41.0%
Percent of Budget for Administrative Salaries	8.0%	6.0%

For detailed information on salaries, see the CDE [Certificated Salaries & Benefits Web page](#).

Teacher Salary Chart



Principal Salary Chart



Last updated: 12/10/2013

School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the [UC Admissions Information Web page](#).

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the [CSU Web page](#).

Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The district schedules staff development on non-contract days or after school hours: afterschool workshots, 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.

Last updated: 12/10/2013