

School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

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.

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

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Honcut	District Name	Palermo Union Elementary
Street	68 School Street	Phone Number	(530) 533-4842
City, State, Zip	Oroville, CA, 95966	Web Site	www.palermoschools.org
Phone Number	(530) 742-5284	Superintendent	Jacqueline Dolar
Principal	Heather Scott, Principal	E-mail Address	jdolar@palermoschools.org
E-mail Address	hscott@palermoschools.org	CDS Code	04615236089080

School Description and Mission Statement (School Year 2011–12)

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: Helen Wilcox (K-3) Honcut (K-2), Palermo (6-8), and two Community Day Schools, K-7 and 5-8. The total district enrollment is approximately 1,341 students. Honcut School, home of the Hornets, is a necessary small school located 22 miles south of Oroville. Enrollment is approximately 14.

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.

Opportunities for Parental Involvement (School Year 2011–12)

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.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students
Kindergarten	7
Grade 1	4
Grade 2	5
Total Enrollment	16

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Hispanic or Latino	37.5%
White	62.5%
Socioeconomically Disadvantaged	81.3%
English Learners	25.0%
Students with Disabilities	6.3%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K - 2	14.0	1	0	0	15.0	1	0	0	16.0	1	0	0

III. School Climate

School Safety Plan (School Year 2011–12)

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.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	0.0%	0.0%	0.0%	19.09%	17.86%	27%
Expulsions	0.0%	0.0%	0.0%	1.04%	2.17%	1.0%

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

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

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 adequate and 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 components.

Maintenance projects in 2011-2012 included: new security camera system, re-roof school storage, installed new pressure tank, new bark in play areas, removed hazardous tree.

School Facility Good Repair Status (School Year 2012–13) Inspection date 8/10/12

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X		
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	1	1	1	68
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
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 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (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 at: <http://www.cde.ca.gov/nclb/sr/tq/>

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	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	100.00%	0.00%
Low-Poverty Schools in District	100.00%	0.00%

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 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

District support staff such as nurse, psychologist, and bilingual aide serves Honcut on an as needed basis.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

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 2012

Core Curriculum Area	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 2003 Houghton Mifflin: Medallian Edition 2010	NO YES	0%
Mathematics	Houghton Mifflin: Mathematics 2002	NO	0%
Science	MacMillian/McGraw Hill: California Science (2006)	YES	0%

History-Social Science	Houghton Mifflin: History-Social Studies 2005	YES	0%
Supplemental Curriculum	Hampton Brown: Avenues 2004 Renaissance Learning: Accelerated Math 2000 Renaissance Learning: Accelerated Reading 2000 MacGraw-Hill SRA 2005	YES to all	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Average Teacher Salary
School Site	\$8484	\$60,875
District	\$8484	\$60,875
Percent Difference – School Site and District	0%	0
State	\$8,323	\$65,598
Percent difference – School Site and State	2%	7%

Types of Services Funded (Fiscal Year 2011–12)

State Programs	
Program/Initiative	Amount
Economic Impact Aid/State Compensatory Education (SCE)	\$2,659
Economic Impact Aid/ English Learner (EL)	\$1,346
Federal Programs	
Program/Initiative	Amount
Title I, Part A: Disadvantaged	\$3,660

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,866	\$40,962
Mid-Range Teacher Salary	\$56,794	\$63,212
Highest Teacher Salary	\$78,473	\$80,545
Average Principal Salary (Elementary)	\$86,518	\$102,057
Average Principal Salary (Middle)	\$96,631	\$106,108

Average Principal Salary (High)		\$110,838
Superintendent Salary	\$135,904	\$152,557
Percent of Budget for Teacher Salaries	40.00%	40.00%
Percent of Budget for Administrative Salaries	8.00%	6.00%

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

IX. 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.
- **California 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 at <http://star.cde.ca.gov>.

***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.**

X. 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* at <http://www.cde.ca.gov/ta/ac/ap/>.

***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.**

Adequate Yearly Progress

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)

***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.**

Federal Intervention Program (School Year 2012–13)

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: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	0	2008-2009
Year in Program Improvement	0	Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		33.3%

Note: Cells shaded in black do not require data.

XII. 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 (no students) or after school hours.

Honcut

Palermo Union Elementary

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org

