

# Palermo School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

## **About This School**

### **School Contact Information (School Year 2019-20)**

Entity	Contact Information
<b>School Name</b>	Palermo School
<b>Street</b>	7350 Bulldog Way
<b>City, State, Zip</b>	Palermo, CA 95968
<b>Phone Number</b>	530-533-4708
<b>Principal</b>	Andee Farrar
<b>Email Address</b>	afarrar@palermok8.org
<b>Website</b>	<a href="http://www.palermoschools.org/o/palermomiddle">http://www.palermoschools.org/o/palermomiddle</a>
<b>County-District-School (CDS) Code</b>	04-61523-6003297

Entity	Contact Information
District Name	Palermo Union School District
Phone Number	530-533-4842
Superintendent	Kathleen Andoe-Nolind
Email Address	kandoe@palermok8.org
Website	<a href="http://www.palermoschools.org">http://www.palermoschools.org</a>

### School Description and Mission Statement (School Year 2019-20)

The Palermo Union School District is located approximately six miles south of Oroville, the county seat of Butte County. The Palermo community is a rural, agricultural community encompassing an area of 75 square miles. The District consists of five schools: Helen Wilcox (K-3), Honcut (K-3), Golden Hills (4-5), Palermo (6-8), and the Palermo Community Day School (K-8). The Palermo School campus is located in the center of the Palermo community and has an enrollment of approximately 482 students. The total district enrollment is approximately 1,467 students.

Palermo School's goal is to insure that all students have the opportunity and support needed to meet or exceed the grade level standards, at a minimum,attaining proficiency or advanced proficiency in reading and mathematics. State standardized and local measures of academic growth, both formative and summative, are monitored weekly, each trimester, and at the end of the school year. We provide a standards based education for all students via the implementation and support of a Professional Learning Communities model. The teaching staff and administrators continue to develop and implement curriculum, programs and strategies to assist students in achieving and/or exceeding grade level standards. Intervention strategies/opportunities are built into the school day for students who have not mastered grade level standards. Certificated teachers also provide after school tutoring at all grade levels.

The Mission of Palermo School and the Palermo Union School District is to provide a variety of educational programs, in a safe and mutually respectful environment that are effective, accessible, and equitable; prepare students for leadership, employment, and citizenship; and promote students' intellectual, ethical, cultural, emotional, moral, social, and physical growth. Working together with students, families, and community in a cooperative effort, we will provide a rigorous, standards based educational program to ensure that all students are successful life-long learners, in a safe, caring, moral, drug free, and supportive environment, with the ultimate goal that they will become successful, productive, and responsible citizens.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	145
Grade 7	159
Grade 8	137
Total Enrollment	441

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	5.4
Asian	2.7
Filipino	0.2
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.2
White	42.6
Two or More Races	9.5
Socioeconomically Disadvantaged	74.4
English Learners	8.4
Students with Disabilities	11.8
Foster Youth	1.8
Homeless	5.7

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	22	23	24	71
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	2017-18	2018-19	2019-20
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All instruction is designed to address the California Common Core State Standards. Currently we are using StudySync (McGraw-Hill). 2016	Yes	0
Mathematics	All instruction is designed to meet the California Common Core Standards. Currently, our instructional teams are using the California Preparatory Mathematics curriculum. 2015	Yes	0
Science	Focus on Earth, Life and Physical Science (CPO, 2006). Due to the suspension of the state curriculum adoption cycle, we continue to utilize the science curriculum from the 2006 adoption. We are now looking at curriculum for adoption for the 20-21 school year.	Yes	0
History-Social Science	All instruction is designed to address the California Common Core State Standards. We adopted My World Interactive by Pearson. 2019	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The Palermo Union School District takes pride in ensuring that all schools are clean, safe, and functional. To assist in this effort, the district utilizes a facility inspection tool developed by the State of California OPSC to monitor the overall condition of the school grounds and facilities.

Classrooms and all learning environments utilized by students and staff are cleaned on a nightly basis. Restrooms are in good working order and are cleaned nightly; in addition they are also cleaned, as needed, throughout the school day. On site custodial and maintenance staff ensure that issue involving cleanliness and/or safety are addressed immediately.

The Palermo School playground covers over two acres which includes grass playing fields and a large black top area. Large trees provide ample shade. Play structures and concrete picnic tables and benches are maintained in safe and working order. The swing and bar area is filled with rubber chips in order to provide safe surface under those play structures. District maintenance staff ensure that any necessary repairs are completed in a timely manner. Maintenance projects for 2018-2019 included: Safety projects including fencing, routine maintenance and upkeep of all facilities.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 10/17/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Replace carpet/flooring in rooms: 7, 8, 10, 19A, 19B, Library/Computer Lab, 28, Transportation Office, MOT Office, Bus barn Repair/replace siding: 19A, Transportation office Ceiling Repair: Cafeteria/gym/kitchen
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Ongoing repair drinking fountain on baseball field.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Irrigation system repairs and improvement on baseball fields
<b>Overall Rating</b>	Good	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students 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.

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	30	32	33	32	50	50
Mathematics (grades 3-8 and 11)	12	13	19	20	38	39

Note: 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.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

### CAASPP Test Results in ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	431	95.78	4.22	32.25
Male	233	223	95.71	4.29	32.29
Female	217	208	95.85	4.15	32.21
Black or African American	--	--	--	--	--
American Indian or Alaska Native	23	22	95.65	4.35	36.36
Asian	12	12	100.00	0.00	66.67
Filipino	--	--	--	--	--
Hispanic or Latino	164	157	95.73	4.27	25.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	197	188	95.43	4.57	31.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	41	40	97.56	2.44	52.50
Socioeconomically Disadvantaged	340	325	95.59	4.41	28.31
English Learners	72	71	98.61	1.39	23.94
Students with Disabilities	55	53	96.36	3.64	7.55
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	41.38

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	450	431	95.78	4.22	13.46
Male	233	223	95.71	4.29	14.80
Female	217	208	95.85	4.15	12.02
Black or African American	--	--	--	--	--
American Indian or Alaska Native	23	22	95.65	4.35	13.64
Asian	12	12	100.00	0.00	33.33
Filipino	--	--	--	--	--
Hispanic or Latino	164	157	95.73	4.27	8.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	197	188	95.43	4.57	13.30
Two or More Races	41	40	97.56	2.44	27.50
Socioeconomically Disadvantaged	340	325	95.59	4.41	12.00
English Learners	72	71	98.61	1.39	8.45
Students with Disabilities	55	53	96.36	3.64	1.89
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	31	29	93.55	6.45	24.14

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	22.2	20.9	13.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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.



## C. Engagement

### State Priority: Parental Involvement

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

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

### Opportunities for Parental Involvement (School Year 2019-20)

Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Parents and guardians can support their child's learning by: monitoring school attendance and homework completion, participating in extracurricular activities, volunteering at school, and planning and participating in activities at home that are supportive of classroom activities. Parents are able to participate in the decision making processes at the school via the LCAP development, School Site Council, Title VII Indian Education Parent Committee, and the English Learner Advisory Committee (ELAC). In addition, during the school year, there are several opportunities to meet with the administrators during Coffee and Conversations with the principals.

For information on how to get involved in any of these groups or activities, please contact the school office at (530) 533-4708.

### State Priority: School Climate

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

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

### Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	15.1	17.4	8.5	9.0	7.0	5.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	1.6	0.0	0.0	0.9	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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 Emergency Conditions portion of the plan 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.

We have new fencing and gates surrounding campus as well as a new gate in the office foyer that prevents anyone from walking through without going through the office. There is a new, improved security camera system in place. We use the app STOP IT for bully prevention. We use Catapult EMS to help with emergency and crisis management. As a site, we have established priorities for additional safety improvements.

### Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	25	9	14		25	5	18		23	17	9	1
Mathematics	18	10	5		21	6	7		21	5	9	
Science	21	4	9		22	2	10		24	2	10	
Social Science	22	3	9		24	3	8		26	1	9	1

\*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

\*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.

### Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.33
Social Worker	
Nurse	.33
Speech/Language/Hearing Specialist	.75
Resource Specialist (non-teaching)	
Other	

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,816	\$2,691	\$8,125	\$65,800
District	N/A	N/A	\$8,943	\$71,747.00

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
Percent Difference - School Site and District	N/A	N/A	-9.6	-8.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	7.9	-16.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

### Types of Services Funded (Fiscal Year 2018-19)

Palermo School provides standards based, high quality instruction to all students in all subject areas. In addition, we also provide additional academic support and supplemental services through the use of intervention classes within the school day and after school tutoring. Achievement data and student progress is regularly monitored in order to ensure that students are assigned to appropriate classes and intervention services. Students that are not meeting grade level standards also receive instructional support from our educational specialist staff.

Title VII funding is used to provide Indian Education students with additional academic support from an instructional aide who provides in-class assistance. English Language Learners who have not yet reached fluency receive approximately 40 minutes of English Language instruction daily in addition to their core Reading/ELA classes in 6th grade. In the 7th/8th grades these students are in an ELA/ELD block where they receive designated ELD instruction.

Title I funding supports improvement of the teaching and learning of children who are at risk of not meeting academic standards and reside in areas with high concentration of children from low-income families. We have implemented a PBIS behavior system and counseling services are provided. We also have implemented a computerized intervention program in math and ELA as well as another that addresses social/emotional concerns.

### Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,369	\$49,378
Mid-Range Teacher Salary	\$68,610	\$77,190
Highest Teacher Salary	\$97,777	\$96,607
Average Principal Salary (Elementary)	\$107,933	\$122,074
Average Principal Salary (Middle)	\$116,233	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$155,000	\$189,346
Percent of Budget for Teacher Salaries	35%	36%
Percent of Budget for Administrative Salaries	7%	6%

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

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

The district schedules staff development on non-student days and/or non-contract days, or during after school hours. Staff development is delivered through after school workshops, conference attendance, individual mentoring, and PLC. Areas of focus for staff development are selected based on need, as shown in 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 provided 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) strategies and techniques, and professional collaborative teams. District and site sessions, as well as follow-up classroom observations and feedback have been provided on the following topics: Student Engagement, Checking for Understanding-TAPPLE, Corrective Feedback, and instructional strategies, PBIS, CPM, ACEs, ALICE, technology, Illuminate. In August of 2019, before school began teachers were given the opportunity to attend Capturing Kids' Hearts training for 2 days.ELD training is being provided in staff meetings after school. Universal Design for Learning strategies are also being presented at staff meetings after school. Annually grade level teams receive 3 days (PLC days) throughout the year to work on data, discuss teaching strategies, watch webinars and work on district initiatives. This year, PLC days were increased to four.