

Helen M. Wilcox Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- 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/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 <http://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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Helen M. Wilcox Elementary School
Street	5737 Autrey Ln.
City, State, Zip	Oroville, CA 95966-7278
Phone Number	(530) 533-7626
Principal	Heather Scott
E-mail Address	hscott@palermok8.org
Web Site	wilcox.palermoschools.org/
CDS Code	04 61523 6003289

District Contact Information	
District Name	Palermo Union Elementary School District
Phone Number	(530) 533-4842 Ext. 7
Superintendent	Kathy Andoe
E-mail Address	kandoe@palermoschools.org
Web Site	www.palermoschools.org

School Description and Mission Statement (School Year 2018-19)

About Our School

Helen M. Wilcox Elementary School is one of five schools that make up the Palermo Union School District. The district is comprised of Helen M. Wilcox Elementary (K-3), Honcut Elementary (K-3), Golden Hills Elementary (4-5), Palermo Middle School (6-8) and Community Day school (K-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 was built in 1959. Wilcox is a Title 1 school-wide program. We have a transitional kindergarten classroom and a full day kindergarten program. We also have the following programs: Indian Education, English Learner, and a reading intervention program.

The staff at Helen Wilcox embraces the Professional Learning Community (PLC) model as well as the Learning for All concept. The teaching staff and administrators have developed strategies to teach students of all ability levels by including the implementation of Response to Intervention (RTI). The staff utilizes Explicit Direct Instruction strategies and techniques to enhance student engagement.

School goal-all students will reach high standards, attaining met or exceeded the standard in reading and mathematics by 2018-2019. Progress indicators will be from local district benchmarks, DIBELS, local assessments formative and summative, and are monitored weekly, at each trimester and at the end of the school year.

The mission of Helen Wilcox and the Palermo Union School District is to provide a variety of educational programs, in a safe and mutually respectful environment that is effective, accessible, and equitable; prepare students for leadership, employment, and citizenship; and promote students' intellectual, ethical, cultural, emotional, moral, social, and physical growth. We will maintain a safe, caring, moral, drug-free, and supportive environment, with the ultimate goal of students becoming successful, productive and responsible citizens.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	162
Grade 1	127
Grade 2	119
Grade 3	124
Total Enrollment	532

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	5.3
Asian	1.9
Filipino	0.0
Hispanic or Latino	31.4
Native Hawaiian or Pacific Islander	0.0
White	47.7
Socioeconomically Disadvantaged	77.4
English Learners	12.0
Students with Disabilities	9.6
Foster Youth	1.1

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	29	30	30	70.5
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	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: November 2018

All textbooks used are from the most recent state of California adoption. Helen Wilcox makes sure we have sufficient textbooks and instructional materials for each student. Please see below for a list of materials we use. We also use Wilson FUNDation a systematic, explicitly taught phonics program. This is non-adopted instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	National Geographic: Reach for Reading 2016	Yes	0.0
Mathematics	McGraw-Hill: My Math	Yes	0.0
Science	MacMillian: McGraw-Hill: California Science	Yes	0.0
History-Social Science	Houghton Mifflin: History-Social Studies	Yes	0.0

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: August 2018

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 37 classrooms, an assembly room/cafeteria, and a library/media center located in the main building. Included are 16 portable classrooms. A staff workroom is located in a portable as a teacher resource room. Our second computer lab is also located in one of the portables. 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 that is shared with two preschool classes and our TK class and a 1st through 3rd-grade playground area that is approximately 1/2 acre with ample shade. There is an outdoor classroom that has a flower garden and eight 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. A daytime custodian takes care of the day-to-day operational needs on site while helping to maintain safety and cleanliness. Two nighttime custodians maintain the cleanliness of the school by cleaning the entire facility each night.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Carpet wear-four classrooms (rooms 6,7, 32, and 34) were updated with new carpet.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Maintenance shop-roof leak-needed repair.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Drinking fountain in basketball/playground area needed fixed.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: August 2018	
Overall Rating	Exemplary

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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	22.0	26.0	30.0	33.0	48.0	50.0
Mathematics (grades 3-8 and 11)	26.0	33.0	16.0	19.0	37.0	38.0

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	120	97.56	25.83
Male	62	60	96.77	21.67
Female	61	60	98.36	30.00
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	49	48	97.96	27.08
White	44	43	97.73	27.91
Two or More Races	15	15	100.00	13.33
Socioeconomically Disadvantaged	105	102	97.14	24.51
English Learners	27	26	96.30	26.92
Students with Disabilities	18	17	94.44	11.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	120	97.56	32.5
Male	62	60	96.77	36.67
Female	61	60	98.36	28.33
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	49	48	97.96	31.25
White	44	43	97.73	39.53
Two or More Races	15	15	100	33.33
Socioeconomically Disadvantaged	105	102	97.14	27.45
English Learners	27	26	96.3	38.46
Students with Disabilities	18	17	94.44	11.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

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 2018-19)

Helen M. Wilcox Elementary School values parents! Parents are invited to participate in the school's activities and in their child's education in a variety of ways. Parents and guardians are given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. We encourage our parents to volunteer in the classroom and on field trips, as well as attend all school events. We have a volunteer policy in the school office. Some of those events are Parent Education Nights, Meet and Greet (beginning of the year), Open House, Parent/Teacher conferences, parent meetings, Muffins for Moms, and Doughnuts for Dads.

Helen Wilcox benefits from an active Parent Teacher Group (PTG). The PTG works with the community on various fundraisers and supports student activities. Parents are encouraged to serve on the School Site Council (SSC). Parents of English Learners are encouraged to serve on the English Learner Advisory Committee (ELAC/DELAC). Parents are also encouraged to monitor student attendance and homework completion, participate in school activities, volunteer and attend meetings.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.3	2.6	1.9	12.1	9.0	7.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	19	5	2		12	7	1		14	8		
1	19	7			22		5		16	3	1	
2	20	1	6		21	2	4		24		5	
3	19	2	5		21	1	6		18	5	2	
Other									23		1	

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,125	\$2,452	\$8,674	\$74,574
District	N/A	N/A	\$8,242	\$69,202
Percent Difference: School Site and District	N/A	N/A	5.1	7.5
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	19.6	-2.0

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 2017-18)

Helen M. Wilcox Elementary School provides standards based, high quality instruction to all students in all subject areas. We provide additional academic support and supplemental services through school-wide reading intervention classes within the school day. Achievement data and student progress is regularly monitored in order to insure 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 specialists. 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. It also provides additional academic support from instructional aides who work in the classroom under the guidance of a credentialed teacher. 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 30 minutes of English Language instruction daily, in addition to their core Reading/ELA classes. Reading intervention is a five day a week program based on the Susan Barton system. The program is 30 minutes of daily instruction in small groups K-3. We also have a school wide foundational program, Wilson FUNDation. The program is taught by the general ed teacher 30 minutes daily.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,945	\$48,064
Mid-Range Teacher Salary	\$66,632	\$75,417
Highest Teacher Salary	\$94,958	\$94,006
Average Principal Salary (Elementary)	\$110,731	\$119,037
Average Principal Salary (Middle)	\$121,289	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$145,000	\$183,692
Percent of Budget for Teacher Salaries	36.0	36.0
Percent of Budget for Administrative Salaries	7.0	6.0

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

Professional Development (Most Recent Three Years)

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