

# Helen M. Wilcox Elementary 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>	Helen M. Wilcox Elementary School
<b>Street</b>	5737 Autrey Ln.
<b>City, State, Zip</b>	Oroville, CA 95966-7278
<b>Phone Number</b>	(530) 533-7626
<b>Principal</b>	Heather Scott
<b>Email Address</b>	hscott@palermok8.org
<b>Website</b>	wilcox.palermoschools.org/
<b>County-District-School (CDS) Code</b>	04 61523 6003289

Entity	Contact Information
District Name	Palermo Union Elementary School District
Phone Number	(530) 533-4842 Ext. 7
Superintendent	Kathleen Andoe-Nolind
Email Address	kandoe@palmok8.org
Website	www.palermoschools.org

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

### 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 2019-2020. 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 2018-19)

Grade Level	Number of Students
Kindergarten	157
Grade 1	149
Grade 2	126
Grade 3	118
<b>Total Enrollment</b>	<b>550</b>

## 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	3.8
Asian	2.2
Filipino	0.2
Hispanic or Latino	30.4
Native Hawaiian or Pacific Islander	0.2
White	48.7
Two or More Races	9.3
Socioeconomically Disadvantaged	74.5
English Learners	12.7
Students with Disabilities	9.1
Foster Youth	1.1
Homeless	4

## 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	30	30	33	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: November 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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	Studies Weekly K-6 California History-Social Science 2017	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

**Year and month of the most recent FIT report: 10/16/2019**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof leaks in Maintenance Workshop
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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)	26	34	33	32	50	50
Mathematics (grades 3-8 and 11)	33	31	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	125	124	99.20	0.80	33.87
Male	46	45	97.83	2.17	26.67
Female	79	79	100.00	0.00	37.97
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	34	33	97.06	2.94	18.18
Native Hawaiian or Pacific Islander					
White	73	73	100.00	0.00	39.73

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.89	1.11	28.09
English Learners	18	18	100.00	0.00	16.67
Students with Disabilities	13	12	92.31	7.69	8.33
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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	125	124	99.20	0.80	30.65
Male	46	45	97.83	2.17	22.22
Female	79	79	100.00	0.00	35.44
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	34	33	97.06	2.94	18.18
Native Hawaiian or Pacific Islander					
White	73	73	100.00	0.00	35.62
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	90	89	98.89	1.11	28.09
English Learners	18	18	100.00	0.00	16.67
Students with Disabilities	13	12	92.31	7.69	16.67
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

**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)**

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), Reading Pals, 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 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>	2.6	1.9	2.0	9.0	7.0	5.6	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	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 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	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* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
<b>K</b>	12	7	1		14	8			20	1	6	
<b>1</b>	22		5		16	3	1		21		7	
<b>2</b>	21	2	4		24		5		21	1	5	
<b>3</b>	21	1	6		18	5	2		24		5	
<b>Other**</b>					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.

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

Title	Ratio
<b>Academic Counselors*</b>	.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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	.25
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	.75
<b>Psychologist</b>	.33
<b>Social Worker</b>	
<b>Nurse</b>	.33
<b>Speech/Language/Hearing Specialist</b>	1.0
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	2.0

\*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.

### 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
<b>School Site</b>	\$12,259	\$2,300	\$9,959	\$86,191
<b>District</b>	N/A	N/A	\$8,943	\$71,747.00
<b>Percent Difference - School Site and District</b>	N/A	N/A	10.8	18.3
<b>State</b>	N/A	N/A	\$7,506.64	\$77,619.00
<b>Percent Difference - School Site and State</b>	N/A	N/A	28.1	10.5

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)

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 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 let initiatives. This year, PLC days were increased to four.