

# Palermo School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2022-23 School 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>	Kimberly Solano
<b>Email Address</b>	ksolano@palermok8.org
<b>School Website</b>	<a href="https://palermomiddle.palermoschools.org/">https://palermomiddle.palermoschools.org/</a>
<b>County-District-School (CDS) Code</b>	04-61523-6003297

## 2022-23 District Contact Information

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

## 2022-23 School Overview

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 420 students. The total district enrollment is approximately 1,345 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.

Palermo Middle School is dedicated to guiding students toward successful futures by providing a variety of opportunities that engage students academically, socially, and emotionally.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	121
Grade 7	139
Grade 8	167
<b>Total Enrollment</b>	<b>427</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.8
Male	45.2
American Indian or Alaska Native	3.3
Asian	4.0
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	36.1
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.1
White	44.7
English Learners	8.7
Foster Youth	0.0
Homeless	4.4
Migrant	0.0
Socioeconomically Disadvantaged	76.8
Students with Disabilities	10.5

## 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.20	52.69	55.10	79.75	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.00	0.00	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	11.00	47.31	13.00	18.81	12115.80	4.41
<b>Unknown</b>	0.00	0.00	1.00	1.45	18854.30	6.86
<b>Total Teaching Positions</b>	23.20	100.00	69.10	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	11.00	
<b>Total Out-of-Field Teachers</b>	11.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected

January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	All instruction is designed to address the California Common Core State Standards. Currently we are using StudySync (McGraw-Hill). 2016	Yes	0
<b>Mathematics</b>	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
<b>Science</b>	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 23-24 school year.	No	0
<b>History-Social Science</b>	All instruction is designed to address the California Common Core State Standards. This year we adopted Impact (McGraw- Hill).	Yes	0

## School Facility Conditions and Planned Improvements

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 2020/21 school year have included: Safety projects including installation of a school doorbell and locked entrance to control campus traffic, installation of hand sanitizers and PPE/hand washing stations to ensure student and staff health safety, routine maintenance and upkeep of all facilities.

As of December 2020, the Facility Inspection Tool gives the campus an overall rating of "in good repair" (96.54%) with no extreme deficiencies.

Year and month of the most recent FIT report

07/25/2022

## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			New flooring needed in Transportation Office/MOT Office/Bus Barn; replaced flooring in Library Hub. Replace worn carpet in rooms: 7,8, 19A, 26, 27.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			Replace sections of siding on Bus Barn; repair roof on bus barn
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Irrigation improvements on baseball and soccer fields

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	33	N/A	32	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	14	N/A	17	N/A	33

## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	413	363	87.89	12.11	32.78
<b>Female</b>	231	200	86.58	13.42	34.00
<b>Male</b>	182	163	89.56	10.44	31.29
<b>American Indian or Alaska Native</b>	15	13	86.67	13.33	23.08
<b>Asian</b>	18	14	77.78	22.22	57.14
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	149	140	93.96	6.04	26.43
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	36	81.82	18.18	25.00
<b>White</b>	182	155	85.16	14.84	38.71
<b>English Learners</b>	34	31	91.18	8.82	3.23
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	17	94.44	5.56	23.53
<b>Military</b>	14	14	100.00	0.00	42.86
<b>Socioeconomically Disadvantaged</b>	158	133	84.18	15.82	27.07
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	47	43	91.49	8.51	4.65

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	413	363	87.89	12.11	14.33
<b>Female</b>	231	200	86.58	13.42	11.50
<b>Male</b>	182	163	89.56	10.44	17.79
<b>American Indian or Alaska Native</b>	15	13	86.67	13.33	0.00
<b>Asian</b>	18	14	77.78	22.22	21.43
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	149	140	93.96	6.04	8.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	36	81.82	18.18	16.67
<b>White</b>	182	155	85.16	14.84	19.35
<b>English Learners</b>	34	31	91.18	8.82	3.23
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	18	17	94.44	5.56	11.76
<b>Military</b>	14	14	100.00	0.00	28.57
<b>Socioeconomically Disadvantaged</b>	158	133	84.18	15.82	7.52
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	47	43	91.49	8.51	2.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	14.12	13.04	15.96	15.97	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	160	138	86.25	13.75	13.04
<b>Female</b>	90	76	84.44	15.56	10.53
<b>Male</b>	70	62	88.57	11.43	16.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	55	50	90.91	9.09	6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	18	14	77.78	22.22	14.29
<b>White</b>	69	60	86.96	13.04	18.33
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	70	58	82.86	17.14	12.07
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	17	94.44	5.56	5.88

## B. Pupil Outcomes

### 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 area of physical education.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92	92	92	92	92

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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). Families are apprised of school activities and opportunities through digital and hard copy newsletters, The Bulldog's Bark, which highlights learning opportunities/student accomplishments in pictures and videos. In addition, during a non-pandemic school year, there are several opportunities to meet with the administrators during Coffee and Conversations. Finally, families of struggling, at-risk or special needs students are given additional support through customized meetings and the school's Multi-Tiered Systems of Support to meet the needs of their students.

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

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	456	446	240	53.8
Female	247	243	128	52.7
Male	209	203	112	55.2
American Indian or Alaska Native	15	14	8	57.1
Asian	18	18	3	16.7
Black or African American	2	2	1	50.0
Filipino	2	2	1	50.0
Hispanic or Latino	162	160	85	53.1
Native Hawaiian or Pacific Islander	1	1	1	100.0
Two or More Races	44	44	29	65.9
White	206	199	109	54.8
English Learners	44	43	18	41.9
Foster Youth	3	3	1	33.3
Homeless	19	19	13	68.4
Socioeconomically Disadvantaged	353	343	198	57.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	50	30	60.0

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	11.24	5.57	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.64	10.31	0.59	4.33	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	10.31	0.00
Female	7.29	0.00
Male	13.88	0.00
American Indian or Alaska Native	20.00	0.00
Asian	5.56	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	7.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.64	0.00
White	11.65	0.00
English Learners	4.55	0.00
Foster Youth	0.00	0.00
Homeless	5.26	0.00
Socioeconomically Disadvantaged	11.90	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.73	0.00

## 2022-23 School Safety Plan

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.

Palermo School is a closed campus, complete with fencing and gates surrounding the campus as well as a gate in the office foyer that prevents anyone from walking through without first checking into the main office. With a security camera system in place, school personnel are better able to monitor and maintain site of campus visitors and prevent intruders.

Finally, Palermo School utilizes the Anonymous Report provide by Catapult EMS for bullying reporting/prevention, ongoing training for students and all staff address, and target the establishment of a bully-free, emotionally and physically safe campus. We use Catapult EMS to help with emergency and crisis management. As a site, we have established priorities for additional safety improvements.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	13	
Mathematics	21	11	10	2
Science	26	1	11	
Social Science	25	2	10	

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	23	10	
Mathematics	20	11	6	
Science	25		11	
Social Science	22	6	5	

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	427

## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	13146	4737	8409	81153
District	N/A	N/A	9343	\$74,835
Percent Difference - School Site and District	N/A	N/A	-10.5	8.1
State	N/A	N/A	\$6,594	\$84,612
Percent Difference - School Site and State	N/A	N/A	24.2	-4.2

## 2021-22 Types of Services Funded

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.

Title VII funding is used to provide Indian Education students with additional academic support from an instructional aide who provides in-class assistance. All English Language Learners who have not yet reached fluency are given targeted academic support during the school day, including specific instruction in ELD and the ongoing implementation of SDAI strategies in all academic courses.

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 7 Mindsets that addresses social/emotional concerns.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,900	\$51,591
Mid-Range Teacher Salary	\$73,517	\$79,620
Highest Teacher Salary	\$104,768	\$104,866
Average Principal Salary (Elementary)	\$116,876	\$131,473
Average Principal Salary (Middle)	\$122,574	\$135,064
Average Principal Salary (High)		\$137,679
Superintendent Salary	\$159,650	\$205,661
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Palermo schedules staff development on non-student days, non-contract days, during school and after school hours. Staff development is delivered through workshops, conference attendance, individual mentoring, and PLCs. 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. Palermo 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 professional learning communities, reflecting on iReady data, implementation of UDL practices, best ELand SEL instructional practice, classroom management to increase student engagement, co-teaching, art instruction support, BCOE supportive coaching, and focusing on supporting the growth of executive functioning skills. PLC team meetings occur weekly to target high leverage instructional practices, review data, and create common formative assessments that focus on their annual essential standards. Annually, grade level and department teams receive 3 days (PLC days) throughout the year to support deeper discussions and plans of action to best support student learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	6	6	55