

Palermo School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Palermo School
Street	7350 Bulldog Way
City, State, Zip	Palermo, CA 95968
Phone Number	530-533-4708
Principal	Kimberly Solano
Email Address	ksolano@palermok8.org
School Website	https://palermomiddle.palermoschools.org/
Grade Span	6-8
County-District-School (CDS) Code	04-61523-6003297

2025-26 District Contact Information

District Name	Palermo Union Elementary School District
Phone Number	530-533-4842
Superintendent	Gary Rogers
Email Address	grogers@palermok8.org
District Website	http://www.palermoschools.org

2025-26 School Description and Mission Statement

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 445 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

2025-26 School Description and Mission Statement

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. When available, 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	158
Grade 7	151
Grade 8	149
Total Enrollment	458

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.3
Male	50.7
American Indian or Alaska Native	3.1
Asian	4.8
Black or African American	1.1
Hispanic or Latino	34.5
Two or More Races	13.8
White	42.1
English Learners	7
Foster Youth	0.4
Homeless	5
Socioeconomically Disadvantaged	76
Students with Disabilities	13.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	72.32	67	85.94	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	3.03	0.7	1	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	4.8	18.94	8.7	11.17	11953.1	4.28
Unknown/Incomplete/NA	1.4	5.67	1.4	1.87	15831.9	5.67
Total Teaching Positions	25.7	100	78	100	279044.8	100

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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.8	68.3	62.5	85.42	231142.4	83.24
Intern Credential Holders Properly Assigned	1	4.05	1	1.37	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	3.36	0.8	1.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5	20.24	7.8	10.7	11746.9	4.23
Unknown/Incomplete/NA	1	4.05	1	1.37	14303.8	5.15
Total Teaching Positions	24.7	100	73.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.6	71.78	65.7	84.76	230039.4	100
Intern Credential Holders Properly Assigned	0.3	1.27	0.3	0.43	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	1.29	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.3	20.52	8.8	11.37	12112.8	4.34
Unknown/Incomplete/NA	1.6	6.39	1.6	2.14	13705.8	4.91
Total Teaching Positions	25.9	100	77.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.70	0.8	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	0.8	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	4.80	5	5.3
Total Out-of-Field Teachers	4.80	5	5.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.2	1.5	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All instruction is designed to address the California Common Core State Standards. Currently we are using StudySync (McGraw-Hill). 2023	0
Mathematics	All instruction is designed to meet the California Common Core Standards. Currently, our general educational instructional teams are using the California Preparatory Mathematics curriculum (2015), and our special education instructional teams are using Go Math (2015).	0
Science	All instruction is designed to address the California Common Core State Standards. Inspire (2020) by McGraw-Hill.	0
History-Social Science	All instruction is designed to address the California Common Core State Standards. Impact (McGraw- Hill).	0
Health	All instruction is designed to address the California Common Core State Standards. We are currently in the process of reviewing curriculum for possible adoption.	

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

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.

School Facility Conditions and Planned Improvements

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 playground area is filled with rubber chips in order to provide a safe surface. District maintenance staff ensure that any necessary repairs are completed in a timely manner.

As of August 19, 2025, the Facility Inspection Tool gives the campus an overall rating of "good" (95%).

Year and month of the most recent FIT report

8/19/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Wall repairs needed, ceiling tiles need to be replaced due to stains. Items have already been repaired.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	32	37	31	36	47	48
Mathematics (grades 3-8 and 11)	15	17	20	23	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	419	93.32	6.68	36.99
Female	222	208	93.69	6.31	40.38
Male	227	211	92.95	7.05	33.65
American Indian or Alaska Native	13	12	92.31	7.69	41.67
Asian	22	22	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	155	148	95.48	4.52	34.46
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	69	64	92.75	7.25	31.25
White	187	171	91.44	8.56	39.77
English Learners	32	31	96.88	3.12	3.23
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	225	92.59	7.41	28.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	10.91

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	449	420	93.54	6.46	17.38
Female	222	208	93.69	6.31	11.06
Male	227	212	93.39	6.61	23.58
American Indian or Alaska Native	13	12	92.31	7.69	25.00
Asian	22	22	100.00	0.00	27.27
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	155	148	95.48	4.52	13.51
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	69	64	92.75	7.25	12.50
White	187	172	91.98	8.02	20.93
English Learners	32	31	96.88	3.12	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	243	226	93.00	7.00	13.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	57	55	96.49	3.51	10.91

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	13.91	16.79	16.67	17.87	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	144	131	90.97	9.03	16.79
Female	67	62	92.54	7.46	9.68
Male	77	69	89.61	10.39	23.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	47	94.00	6.00	12.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	16	84.21	15.79	12.50
White	64	57	89.06	10.94	19.30
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	78	70	89.74	10.26	12.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	18	100.00	0.00	5.56

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	99.3%	100%	100%	100%	100%

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.

2025-26 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 Parent Square that highlights learning opportunities/student accomplishments in pictures and videos. Our Facebook page and website are regularly update to inform families of events, reminders, and to highlight student achievement. In addition, here are several opportunities to meet with the administrators during Coffee and Conversations and Family Nights. 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	487	477	80	16.8
Female	237	233	36	15.5
Male	250	244	44	18.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	16	15	4	26.7
Asian	25	24	2	8.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	161	159	15	9.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	69	69	16	23.2
White	208	202	40	19.8
English Learners	36	36	0	0.0
Foster Youth	--	--	--	--
Homeless	23	23	3	13.0
Socioeconomically Disadvantaged	369	361	69	19.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	66	16	24.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.45	9.36	11.7	4.77	4.04	4.67	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.23	0	0	0.24	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	11.70	0.00
Female	5.06	0.00
Male	18.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	12.50	0.00
Asian	4.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.21	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.49	0.00
White	15.38	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	13.04	0.00
Socioeconomically Disadvantaged	14.63	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.59	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	25	3	18	0
Mathematics	20	7	5	0
Science	22	7	5	0
Social Science	22	6	5	0

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	10	15	
Mathematics	17	15	1	
Science	24	2	9	
Social Science	24	4	8	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	6	18	1
Mathematics	19	11	6	
Science	25	3	9	
Social Science	24	3	9	

2024-25 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	1:443

2024-25 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$21,067	\$9,553	\$11,515	\$88,911
District	N/A	N/A	\$13,098	\$92,414
Percent Difference - School Site and District	N/A	N/A	-12.9	-3.9
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	3.3	-11.8

Fiscal Year 2024-25 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 after school homework halls and tutoring. Achievement data and student progress is regularly monitored in order to ensure that students are assigned to appropriate classes.

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 RULER that addresses social/emotional concerns.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$61,228	\$61,516
Mid-Range Teacher Salary	\$86,611	\$95,479
Highest Teacher Salary	\$121,090	\$125,208
Average Principal Salary (Elementary)	\$153,098	\$152,668
Average Principal Salary (Middle)	\$132,220	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$191,903	\$242,781
Percent of Budget for Teacher Salaries	29.56%	29.76%
Percent of Budget for Administrative Salaries	4.9%	5.74%

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 and common formative assessment data, implementation of Tier 1 practices to support literacy, best ELand SEL instructional practice, classroom management to increase student engagement, and retention strategies. PLC team meetings occur bi-weekly to target high leverage instructional practices, review data, and create common formative assessments that focus on their annual essential standards, and our department leads share out trimester data throughout the year to share data to our certificated staff to increase awareness and support. Our site SpEd teams meets monthly with our admin and SpEd director to allow time to reflect on our system, and make necessary changes to best support our students with IEPs. Our district wide Math Task Force meets monthly to focus on developing and strengthening our Tier 1 instruction vertically. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	60	96	94