

# Helen M. Wilcox Elementary 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/fq/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

<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>School Website</b>	<a href="http://www.palermoschools.org">www.palermoschools.org</a>
<b>Grade Span</b>	K-3
<b>County-District-School (CDS) Code</b>	04 61523 6003289

## 2025-26 District Contact Information

<b>District Name</b>	Palermo Union Elementary School District
<b>Phone Number</b>	(530) 533-4842 Ext. 7
<b>Superintendent</b>	Gary Rogers
<b>Email Address</b>	grovers@palermok8.org
<b>District Website</b>	<a href="http://www.palermoschools.org">www.palermoschools.org</a>

## 2025-26 School Description and Mission Statement

### 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 (TK-3), Honcut Elementary (K-3), Golden Hills Elementary (4-5), Palermo Middle School (6-8) and Palermo Community Day School (K-8). The district is located in south 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 two transitional kindergarten classrooms and a full day kindergarten program. We also have the following programs: Indian Education, English Learner, and a reading intervention program.

## 2025-26 School Description and Mission Statement

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 by meeting or exceeded the grade level expectations in reading and mathematics by 2024-2025. Progress indicators will be from local district benchmarks, mClass DIBELS, local assessments formative and summative, and are monitored weekly, at each trimester and at the end of the school year.

**PUESD MISSION**-In partnership with parents and other community stakeholders, it is the mission of the Palermo School District to create the conditions necessary to ensure that every Palermo student achieves our vision.

The mission of Helen Wilcox 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.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	64
Kindergarten	126
Grade 1	142
Grade 2	126
Grade 3	136
<b>Total Enrollment</b>	<b>592</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52
Male	48
American Indian or Alaska Native	2
Asian	3.5
Black or African American	1
Filipino	0.2
Hispanic or Latino	38.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	15.9
White	37.3
English Learners	12.7
Foster Youth	1
Homeless	7.8
Migrant	0.2
Socioeconomically Disadvantaged	85.6
Students with Disabilities	15.4

### 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.

## 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>	33.2	96.02	67	85.94	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	0	0	4853	1.74
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0.7	1	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.3	3.96	8.7	11.17	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	1.4	1.87	15831.9	5.67
<b>Total Teaching Positions</b>	34.6	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	29.4	95.53	62.5	85.42	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	1	1.37	5566.4	2
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0	0	0.8	1.13	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	1.3	4.44	7.8	10.7	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	1	1.37	14303.8	5.15
<b>Total Teaching Positions</b>	30.8	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31	90.64	65.7	84.76	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	0.3	0.43	6213.8	2.23
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	1	2.92	1	1.29	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	2.2	6.43	8.8	11.37	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	1.6	2.14	13705.8	4.91
<b>Total Teaching Positions</b>	34.2	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
<b>Permits and Waivers</b>	0.00	0	1
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0	1

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	1.30	1.3	2.2
<b>Total Out-of-Field Teachers</b>	1.30	1.3	2.2

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<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	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

All textbooks used are from the most recent state of California adoption. We are currently reviewing science curriculum for 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 which is a systematic, explicitly taught phonics program.

Year and month in which the data were collected	September 2024
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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	National Geographic: Reach for Reading 2016	0.0
Mathematics	McGraw-Hill: My Math	0.0
Science	MacMillian: McGraw-Hill: California Science	0.0
History-Social Science	Studies Weekly K-6 California History-Social Science 2017	0.0

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

## School Facility Conditions and Planned Improvements

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 2024.

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 39 classrooms, an assembly room/cafeteria, and a library/media center located in the main building. Included are 18 portable classrooms. A staff workroom is located in the library area. We do not have a computer lab as our classrooms all have chromebooks for each student. 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 four TK classes and a 1st through 3rd-grade playground area that is approximately 1/2 acre with ample shade. We are in the middle of construction with UBC company. We are building 6 new classrooms. 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.

## School Facility Conditions and Planned Improvements

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.

**Year and month of the most recent FIT report**

10/01/2025

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			
<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			
<b>External:</b> 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)	38	34	31	36	47	48
Mathematics (grades 3-8 and 11)	35	35	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	140	135	96.43	3.57	34.07
Female	62	61	98.39	1.61	42.62
Male	78	74	94.87	5.13	27.03
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	23	88.46	11.54	39.13
White	48	46	95.83	4.17	36.96
English Learners	16	16	100.00	0.00	18.75
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	83	96.51	3.49	30.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	38.46

## 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	140	135	96.43	3.57	34.81
Female	62	61	98.39	1.61	34.43
Male	78	74	94.87	5.13	35.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	36.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	23	88.46	11.54	39.13
White	48	46	95.83	4.17	32.61
English Learners	16	16	100.00	0.00	31.25
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	83	96.51	3.49	28.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	34.62

## 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
<b>Science</b> (grades 5, 8 and high school)			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					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

### 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

## 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

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. Parent engagement events include Parent Education Nights, Meet and Greet (beginning of the year), Reading Pals, Open House, Parent/Teacher conferences, parent meetings, and other events for parents to participate. We have opened up our volunteer program again. Volunteers can help in the classrooms, be part of our Reading Pals program, and attend field trips. Parents are also educational partners in the development of the district's Local Control Accountability Plan.

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. During our ELAC meeting, parents expressed an interest to attend ELD classes to learn to communicate in English. Working with Butte College, the PUESD district now has multiple classes and levels through out the week. We have over 40 parents attending.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	643	628	155	24.7
Female	332	322	82	25.5
Male	311	306	73	23.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	12	12	5	41.7
Asian	23	22	2	9.1
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	244	240	57	23.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	100	99	29	29.3
White	245	236	58	24.6
English Learners	82	79	12	15.2
Foster Youth	11	--	--	--
Homeless	62	60	20	33.3
Socioeconomically Disadvantaged	559	547	151	27.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	123	121	35	28.9

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
0	0.16	0.62	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	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	0.62	0.00
Female	0.30	0.00
Male	0.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.41	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.00	0.00
White	0.00	0.00
English Learners	1.22	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.63	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 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. The school is gated and locked from 8:30- 2:30 while school is in session.

## D. Other SARC Information **Information Required in the SARC**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	22	0	3	0
K	20	6	2	0
1	17	5	2	0
2	22	0	6	0
3	23	0	5	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

## 2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	22	0	3	0
K	22	0	6	0
1	18	3	4	0
2	22	0	6	0
3	18	4	3	0
4	0	0	0	0
5	0	0	0	0
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	21	2	1	0
K	18	4	3	
1	24		6	
2	21	2	4	
3	19	1	6	

## 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	566

## 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 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
<b>School Site</b>	\$22,105	\$8,022	\$14,082	\$90,922
<b>District</b>	N/A	N/A	\$13,098	\$92,414
<b>Percent Difference - School Site and District</b>	N/A	N/A	7.2	-1.6
<b>State</b>	N/A	N/A	\$11,146	\$100,089
<b>Percent Difference - School Site and State</b>	N/A	N/A	23.3	-9.6

## Fiscal Year 2024-25 Types of Services Funded

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.

## 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/cs/>.

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

## Professional Development

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. PUESD 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, CATAPULT, Illuminate.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 level initiatives. This year, PLC/PD days were increased to four. Also, Administration team and district wide school leadership teams are receiving monthly all day training with LEAP consultants and Collective Impact Solutions consultants. Along with consultants and leadership we have analyzed long term data and root causes for student achievement. Our focus is on literacy and community systems change.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	12