# Leo A. Palmiter Jr./Sr. High School
## 2022-2023 School Accountability Report Card
## (Published During the 2023-2024 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. <br><br> - 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/. <br><br> - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/. <br><br> - 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. |
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## 2023-24 School Contact Information

| | |
|---|---|
| School Name | Leo A. Palmiter Jr./Sr. High School |
| Street | 2040 Ethan Way |
| City, State, Zip | Sacramento, CA 95825 |
| Phone Number | 916-228-2020 |
| Principal | Lauren Roth |
| Email Address | lroth@scoe.net |
| School Website | www.scoe.net |
| County-District-School (CDS) Code | 34-10348-0106229 |

## 2023-24 District Contact Information

| | |
|---|---|
| District Name | Sacramento County Office of Education (SCOE) |
| Phone Number | (916) 228-2500 |
| Superintendent | David W. Gordon |
| Email Address | dgordon@scoe.net |
| District Website | www.scoe.net |

## 2023-24 School Description and Mission Statement

Leo A. Palmiter Jr./Sr. High School provides education to special education students with mental health and behavioral needs. Our program meets the unique educational, behavioral, and mental health needs of our students and offers a range of services that promote a positive learning environment.  Students are referred directly from the local school districts of Sacramento County that are unable to provide a highly structured behavioral support program as well as vocational opportunities.  During the 2022-2023 school year, school psychologists provided Educationally Related Mental Health Services (ERMHS). In addition, students were provided with a standards-based educational program that was supported by a strong career technical emphasis.  The Leo A. Palmiter program is divided into pathways: Discovery Academy (pre-vocational skills for grades 7-8), Culinary Arts, and Sustainable Environments Academies (grades 9-12).  Each pathway connects core academics with relevant experience within various fields.  Coursework is coordinated with the Career Technical Education (CTE) programs, such as Culinary Arts and Hospitality, Horticulture, and Northern California Construction Training (NCCT).

# About this School

## 2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Grade 7 | 5 |
| Grade 8 | 6 |
| Grade 9 | 5 |
| Grade 10 | 5 |
| Grade 11 | 5 |
| Grade 12 | 8 |
| Total Enrollment | 34 |

## 2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| Female | 11.8% |
| Male | 88.2% |
| Black or African American | 26.5% |
| Hispanic or Latino | 5.9% |
| White | 35.3% |
| English Learners | 5.9% |
| Foster Youth | 2.9% |
| Homeless | 2.9% |
| Socioeconomically Disadvantaged | 58.8% |
| Students with Disabilities | 100% |

## 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5.00 | 62.50 | 107.70 | 71.67 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.50 | 6.34 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 0.00 | 0.00 | 6.10 | 4.10 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 13.60 | 9.10 | 12115.80 | 4.41 |
| Unknown | 3.00 | 37.50 | 13.10 | 8.77 | 18854.30 | 6.86 |
| Total Teaching Positions | 8.00 | 100.00 | 150.30 | 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 |
|---|---|---|---|---|---|---|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 5.00 | 71.43 | 91.60 | 63.50 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.00 | 6.23 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA) | 1.00 | 14.29 | 12.70 | 8.86 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA) | 0.00 | 0.00 | 18.80 | 13.08 | 11953.10 | 4.28 |
| Unknown | 1.00 | 14.29 | 11.90 | 8.30 | 15831.90 | 5.67 |
| Total Teaching Positions | 7.00 | 100.00 | 144.30 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 | 0.00 |
| Misassignments | 0.00 | 1.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 1.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## 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 | 0.00 |
| Local Assignment Options | 0.00 | 0.00 |
| Total Out-of-Field Teachers | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator | 2020-21 | 2021-22 |
|---|---|---|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 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 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school are sufficient in each of the core curriculum areas:

- Reading/Language Arts
- Mathematics
- Science
- History-Social Science
- Health
- Visual and Performing Arts

Each student is provided the appropriate textbook and instructional material in all of the core areas.

| Year and month in which the data were collected | August 2022 |
|---|---|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---|---|---|---|
| **Reading/Language Arts** | Adopted 06/2016:<br>• SpringBoard (CollegeBoard),<br>• Inside/Edge (National Geographic Learning/Cengage Learning),<br>• Read 180 (Houghton Mifflin Harcourt Intervention) | Yes | 0 |
| **Mathematics** | Adopted 06/2015:<br>• California Math (McGraw Hill),<br>• Integrated High School Math 1, 2, 3 (Pearson) | Yes | 0 |
| **Science** | Adopted 08/2008:<br>• Physical Science (Glencoe),<br>• Earth Science (AGS),<br>• Life Science (Glencoe)<br>• Life Science (AGS)<br>• Biology: Cycles of Life (Pearson Publishing/AGS)<br>• Physical Science (Pearson Publishing/AGS)<br>• Pacemaker Biology (Pearson Publishing/AGS)<br>• Concepts and Challenges in Life, Earth and Physical Sciences (Pearson/AGS) | Yes | 0 |
| **History-Social Science** | Adopted May 2018<br>• Discovering Our Past: A History of the United States, Early Years (McGraw Hill-Networks)<br>• Discovering Our Past: A History of the World, Early Ages (McGraw Hill-Networks)<br>• Discovering Our Past: A History of the United States (McGraw Hill-Networks)<br>• United States History and Geography (McGraw Hill-Networks)<br>• United States History and Geography, Modern Times (McGraw Hill-Networks)<br>• United States Government: Our Democracy (McGraw Hill-Networks)<br>• Understanding Economics (McGraw Hill-Networks) | Yes | 0 |

## School Facility Conditions and Planned Improvements

Palmiter Jr./Sr. High School meets current building codes for safety. Facilities inspections are ongoing and custodial services are provided to ensure a healthy environment for students and staff. During the Summer of 2012, this school site underwent modernization that included replacement of windows, lighting, flooring, cabinetry, HVAC equipment, paint, signal systems, and updates to meet current Americans with Disabilities Act (ADA) codes. Classrooms and restrooms are adapted and equipped to meet the students' needs. Teachers and classroom staff are provided with supplies that enable them to have a healthy environment. The facilities at Leo A. Palmiter Jr./Sr. High School have met all ongoing inspections and are in good repair.

| Year and month of the most recent FIT report | January 2024 |
|---|---|

| 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 | | | |
| **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.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| **English Language Arts/Literacy** (grades 3-8 and 11) | 0 | 0 | 24 | 24 | 47 | 46 |
| **Mathematics** (grades 3-8 and 11) | 0 | 0 | 17 | 16 | 33 | 34 |

## 2022-23 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 |
|---|---|---|---|---|---|
| All Students | 15 | 13 | 86.67 | 13.33 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | 12 | 11 | 91.67 | 8.33 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 11 | 9 | 81.82 | 18.18 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 13 | 86.67 | 13.33 | 0.00 |

## 2022-23 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 |
|---|---|---|---|---|---|
| All Students | 15 | 13 | 86.67 | 13.33 | 0.00 |
| Female | -- | -- | -- | -- | -- |
| Male | 12 | 11 | 91.67 | 8.33 | 0.00 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 11 | 9 | 81.82 | 18.18 | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 15 | 13 | 86.67 | 13.33 | 0.00 |

## 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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|
| Science (grades 5, 8 and high school) | -- | -- | 5.61 | 5.51 | 29.47 | 30.29 |

## 2022-23 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 |
|---|---|---|---|---|---|
| All Students | 13 | 8 | 61.54 | 38.46 | -- |
| Female | -- | -- | -- | -- | -- |
| Male | 12 | 8 | 66.67 | 33.33 | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 13 | 8 | 61.54 | 38.46 | -- |

## 2022-23 Career Technical Education Programs

Transition Services, or the "School-to-World Program", is a very important thread that runs through the fabric of the Career Technical Education (CTE) program at Leo A. Palmiter's Jr./Sr. High School. Through research-based "best practices", the school offers functional skills assessment, trainings in self-determination, social skills, and employment skills, as well as connections to the community to help students participate in society to the highest degree possible.

Some of the school/business partnerships at the school include:

*Ace Hardware
*Burnside Coffee Bar
*CVS (Sacramento Club Center)
*Dry Creek Golf Course
*Eskaton Senior Living, Roseville
*Goodwill Industries (Alta Arden and West Stockton)
*Grocery Outlet (Natomas and Citrus Height)
*Papas & Wings
*Shop Heroic
*Smart & Final
*West Coast Sourdough

## 2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission** | 0 |
| **2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission** | 0 |

## 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.

### 2022-23 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.   The administration of the PFT during 2021-22 and 2022-23 school years, 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 |
|---|---|---|---|---|---|

## 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.

### 2023-24 Opportunities for Parental Involvement

As partners in the educational process, parents and guardians play an important role in the education of their student. With their support, students' educational, social, and emotional growth will be optimized. Parent support is delivered in many different ways. Various opportunities for parental and guardian involvement, including the Individualized Education Program (IEP), are available. Each student's education plan is reviewed annually or more often if needed. Parents and guardians are encouraged and invited to attend special events such as Back-to–School Night, Open House, Friday Night Live's Town Hall Meetings, and other academy events such as the monthly opening of our student-run restaurant. School Site Council, Safety Committees, Curriculum Adoption, and Local Control and Accountability Plan (LCAP) meetings are additional opportunities for parents and guardians to have positive input in their child's education.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Dropout Rate | -- | -- | -- | 28.8 | 23.2 | 28.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | -- | -- | -- | 26 | 37.2 | 30.5 | 83.6 | 87 | 86.2 |

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| All Students | -- | -- | -- |
| Female | 0.0 | 0.0 | 0.0 |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 0 | 0 | 0.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | -- | -- | -- |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | -- | -- | -- |
| Students Receiving Migrant Education Services | 0.0 | 0.0 | 0.0 |
| Students with Disabilities | -- | -- | -- |

## 2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| All Students | 44 | 42 | 33 | 78.6 |
| Female | 6 | 5 | 5 | 100.0 |
| Male | 38 | 37 | 28 | 75.7 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 14 | 13 | 12 | 92.3 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 4 | 4 | 4 | 100.0 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 2 | 2 | 2 | 100.0 |
| White | 19 | 19 | 12 | 63.2 |
| English Learners | 3 | 3 | 3 | 100.0 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 4 | 4 | 4 | 100.0 |
| Socioeconomically Disadvantaged | 32 | 30 | 26 | 86.7 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0.0 |
| Students with Disabilities | 44 | 42 | 33 | 78.6 |

## 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.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|---|---|---|---|---|---|---|---|---|---|
| Suspensions | 0.00 | 25.93 | 43.18 | 0.16 | 8.81 | 9.97 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.03 | 0.12 | 0.00 | 0.07 | 0.08 |

## 2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|---|---|
| All Students | 43.18 | 0 |
| Female | 0 | 0 |
| Male | 44.74 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 57.14 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 31.58 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 50 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 43.18 | 0 |

## 2023-24 School Safety Plan

A comprehensive school safety plan is in place at Palmiter Jr./Sr. High School. The elements of the plan include Fire Emergency Procedures, Lockdown Procedures, Emergency Contact Protocol, Earthquake Emergency, and Active Shooter Procedures. School-wide and classroom expectations are taught and reinforced through a  Positive Interventions and Supports (PBIS). Students are supported with behavior interventions, mentoring, and group counseling depending on their level of need through the school's Multi-Tiered System of Supports (MTSS). All classes adhere to the safety plan; staff and students review safety procedures quarterly. A connection to the Sacramento Sheriff Department's Crisis Intervention Team is contacted when there is an emergency crisis situation. A School Safety Committee meets on a regular basis to review safety procedures at Palmiter Jr./Sr. High School. Parents are informed of the campus Safety Plan through the School Site Council meetings and informational flyers.

## 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 | | | | |
| Mathematics | | | | |
| Science | | | | |
| Social Science | | | | |

## 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 | 0 | 0 | 0 | 0 |
| Mathematics | 0 | 0 | 0 | 0 |
| Science | 0 | 0 | 0 | 0 |
| Social Science | 0 | 0 | 0 | 0 |

## 2022-23 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 | 0 |

## 2022-23 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) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | 1 |
| Social Worker | |
| Nurse | 0.3 |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.3 |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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 | $77,316.48 | $77,103 | $214 | $87,875 |
| District | N/A | N/A | $2,595 | $94,506 |
| Percent Difference - School Site and District | N/A | N/A | -169.5 | -7.3 |
| State | N/A | N/A | $7,607 | |
| Percent Difference - School Site and State | N/A | N/A | -189.1 | -5.3 |

## Fiscal Year 2022-23 Types of Services Funded

The Special Education Department SCOE offers special education services to students with emotional disabilities. These students' needs have been identified in an Individualized Education Program (IEP) plan developed by a school district or the County Office of Education program. Leo A. Palmiter is a separate school with five special day classrooms and three Career Technical Education classrooms. Each classroom has one teacher and one para-educator with no more than 12 students. SCOE works closely with the districts to provide students opportunities to be mainstreamed with their peers in general education classes. We create either part-time or full-time participation in the general education setting depending on each student's needs.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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 | | |
| Mid-Range Teacher Salary | | |
| Highest Teacher Salary | | |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | |
| Average Principal Salary (High) | | |
| Superintendent Salary | | |
| Percent of Budget for Teacher Salaries | | |
| Percent of Budget for Administrative Salaries | | |

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|---|---|
| Percent of Students in AP Courses | 0 |

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|---|---|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered<br>Where there are student course enrollments of at least one student. | 0 |

## Professional Development

Professional development opportunities are provided throughout the year with Professional Learning Communities (PLCs) and site-based trainings. Staff training opportunities have been offered in the areas of ELA and mathematics, reading comprehension, civic education, Social Emotional Learning (SEL), trauma-informed care, IEP development, and the integration of technology and visual arts in the curriculum. Workshops in the area of positive behavior interventions and supports are developed to assist the instructional staff with evaluating and improving the classroom and school-wide systems. Additionally, teachers and para-educators are encouraged to request relevant professional growth workshops.

## Professional Development

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

| Subject | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 3 | 3 | |