

Sacramento County Office of Education

Palmiter Special Education

Grades 7-12
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School Accountability Report Card

Data from the 2010-11 School Year Published During 2011-12

The School Accountability Report Card (SARC) contains information about the condition and performance of each California public school. More information about SARC requirements is available at the California Department of Education (CDE) Website at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, please contact the school principal or the Sacramento County Office of Education (SCOE).



Principal's Message

Leo A. Palmiter Jr. /Sr. High School's Annual School Accountability Report Card provides valuable information about our school's instructional programs, academic achievement, classroom materials, school safety, facilities, and staff. Understanding SCOE's special education programs, student achievement, and curriculum development can assist both our school and the community with ongoing program improvement. Leo A. Palmiter Jr. /Sr. High School is focused on providing all students with the opportunity to achieve. We accommodate individual learning styles while

maintaining high expectations for students. Our school is proud of its academic programs, strong vocational programs, and enrichment activities that actively engage all students and provide a well-rounded educational experience. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and self reflection, and models lifelong learning. We are excited about Leo A. Palmiter Jr. /Sr. High School and welcome all to join in our efforts to create productive and responsible citizens.

~ Lauren Roth

School Description and Mission

Leo. A. Palmiter Jr./Sr. High School provides education to special needs students with the primary disability of Emotional Disturbance (ED). 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 the more highly structured behavioral support program available at Palmiter. Students receive site counseling from the school social worker. In addition, students are provided a standards-based educational program that is supported by a strong vocational/transitional/school-to-world emphasis. Additional instructional support such as *Second Step: A Violence Prevention Program*, *Young Men and Women's Social Coaching*, and *Why Try: A Dropout Prevention Program* are implemented to help reinforce students' social emotional needs such as decision-making, self regulation, and goal setting. Leo A. Palmiter Jr./Sr. High School is committed to providing a safe and orderly school environment that promotes academic achievement, builds positive self-esteem, and encourages caring and concern for others. Our program supports students to do their best while developing responsible behavior with appropriate social and transition skills for success and productivity from school-to-world.

Parental Involvement

As partners in the educational process, parents/guardians play an integral role in the education of their student. With their support, students' educational, social, and emotional growth will be optimal. Various opportunities for parental involvement, including the Individualized Education Program (IEP) plan, are available. Each student's education plan is reviewed at least annually and more often if needed. Additionally, parents/guardians are informed of their student's progress in school on a daily basis through a written behavioral contract. Parents/guardians are also encouraged and invited to attend special events such as Back-to-School Night, Open House, and quarterly Parent CONNECT meetings. Classroom visitations can also be arranged with the classroom teacher. Please contact the principal for additional information.

Sacramento Office of Education County

David W. Gordon
Sacramento County
Superintendent of Schools

Lauren Roth
Principal

SCOE Mission

The Sacramento County Office of Education is a customer-driven educational leader and agent for change in the county, region, and state. We support the preparation of students for a changing and global society, through a continuously improving system of partnerships and coordinated services.

Sacramento County Board of Education

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About SCOE

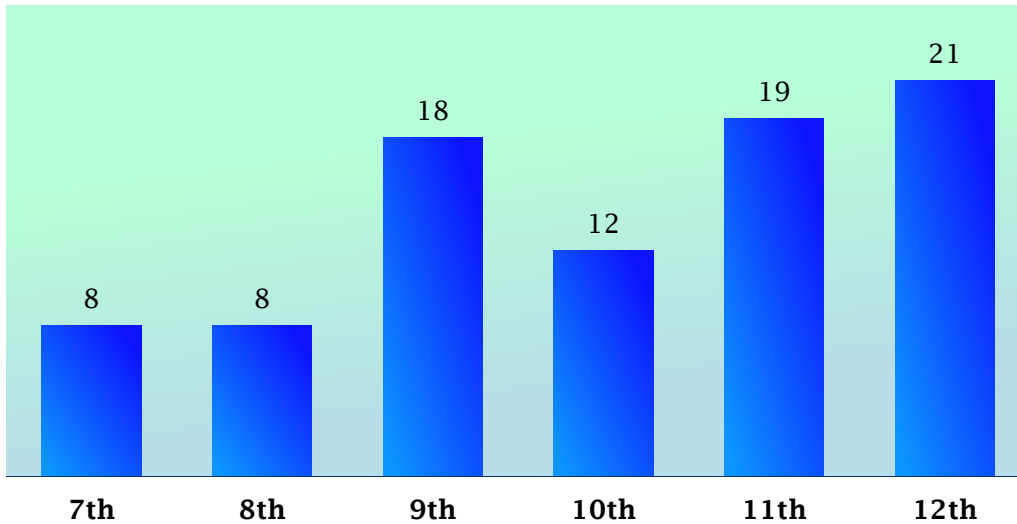
SCOE plays a leadership role in the delivery of quality education to the students in Sacramento County. SCOE directly educates more than 30,000 children and adults, and provides support services to over 235,000 students in 13 school districts.

Enrollment and Demographics

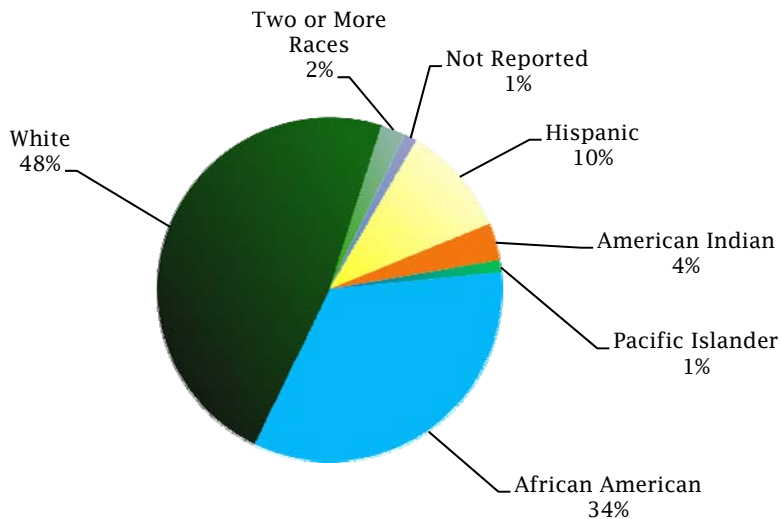
The total enrollment at this school was 86 students on October 6, 2010.

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

Numbers of Students by Grade Level - October 6, 2010



Percentages of Students by Ethnicity - October 6, 2010



Enrollment in Special Programs

Number of English Learners - March 1, 2011

There were no English learners enrolled in this school as of March 1, 2011.

Data Source: California Language Census (R30-LC).

Number of Socio-Economically Disadvantaged Students - October 6, 2010

There were 54 socioeconomically disadvantaged students enrolled in this school on October 6, 2010 who were eligible for the Free or Reduced Price Meal Program or whose parent/guardian was not a high school graduate.

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

Number of Special Education Students - October 6, 2010

All 86 students enrolled in this school on October 6, 2010 were eligible for and received special education services.

Data Source: California Longitudinal Pupil Achievement Data System (CALPADS).

“My experience with the staff from Leo Palmiter High School has been fantastic! They truly show concern and care for each individual student whether it is social, economic, scholastic and emotional needs. My son has developed into a thriving young man due to their professionalism and concern”

~ *Leo Palmiter High School Parent*



“The Palmiter staff is a group of dedicated professionals who seek to be more than technicians of curriculum. They are educators facilitating the learning process through relevant and creative lesson design.”

~ *Lauren Roth, Principal*

School Climate

School Safety Plan

A comprehensive school safety plan is in place at Leo A. Palmiter Jr./Sr. High School. The elements of the plan include Fire Emergency Procedures, Lockdown Procedures, Emergency Contact Protocol, and Earthquake Emergency Procedures. All classes adhere to the safety plan, and staff and students review safety procedures quarterly. A Safe Schools Officer is on-site at the Palmiter school campus and interacts with students and staff, providing instruction in safety techniques. A School Safety Committee meets on a regular basis to review safety procedures at Palmiter.

Suspensions and Expulsions – Three Year Comparison

The table below shows the rate of suspensions and expulsions (the total number of incidents throughout the school year divided by the school’s October enrollment) for the most recent three-year period.

Rate	This School		
	2008-09	2009-10	2010-11
Suspensions	5.6	4.4	2.23
Expulsions	0.0	0.0	0.0

Data Source: Palmiter Special Education School.

School Facilities

School Facility Conditions and Improvements

Leo A. 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. This school site underwent modernization that included replacement of windows, lighting, flooring, cabinetry, HVAC equipment, paint, signal systems, and updates to meet current 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 Palmiter have met all ongoing inspections and are in good repair.

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility’s good repair status and the overall summary of the results.

Item Inspected	Repair Status			Repair Needed and Action Taken
	Good	Fair	Poor	
Gas Leaks	✓			
Mechanical Systems	✓			
Windows/Doors/Gates (interior & exterior)	✓			
Interior Surfaces (walls, floors, ceilings)	✓			
Hazardous Materials (interior & exterior)	✓			
Structural Damage	✓			
Fire Safety	✓			
Electrical (interior & exterior)	✓			
Pest/Vermin Infestation	✓			
Drinking Fountains (inside & outside)	✓			
Restrooms/Sewer	✓			
Playground/School Grounds	✓			
Roofs	✓			
Overall Cleanliness	✓			

“Our students are proof that goals are attainable. However, most times, we can't reach our goals alone.

We need strong shoulders to cry on, we need strong people to lean on. We need guidance and encouragement. Parents, teachers, paraeducators and staff, you provide that much-needed strength.”

*~ David W. Gordon,
Sacramento County
Superintendent of Schools*



Additional Information

DataQuest is an online data tool that contains additional information about this school and comparisons of the school to the local education agency, the county, and the state (see <http://data1.cde.ca.gov/dataquest>). Note that information on this SARC will not match information reported on DataQuest in cases where different data sources or calculation methods are used.

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library).

Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.

Teacher Credentials	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	10	9	10	40
Without Full Credential	0	0	0	3
Teaching Outside Subject Area of Competence	0	0	0	0

Data Source: California Basic Educational Data System (CBEDS).

Teacher Misassignments and Vacant Teacher Positions

There were no teacher misassignments (teachers assigned without proper legal authorization) and no vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester) during the years of 2008-09, 2009-10, and 2010-11.

Data Source: Sacramento County Office of Education Personnel Department.

Core Academic Classes taught by Highly Qualified Teachers

This table displays the percentage of classes in core academic subjects taught by Highly Qualified teachers at the school, at all county-operated schools, and at all county-operated high-poverty and low-poverty schools for the 2010-11 academic year. More information on Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB) teacher qualifications can be found on the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	68.97	31.03
All SCOE-Operated Schools	77.91	22.09
All SCOE -Operated High-Poverty Schools	77.91	22.09
All SCOE -Operated Low-Poverty Schools	♦	♦

Data Source: California Department of Education Consolidated Application.

♦ SCOE has no low-poverty schools.

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40% or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25% or less in the free and reduced price meals program.

School Finances

Expenditures Per Pupil

County Offices of Education are not required to report average expenditures. The CDE's School Fiscal Services Division does not calculate statewide average expenditure information for County Offices of Education.

Teacher Salaries

Teacher salaries vary depending upon the number of contracted days worked. Teacher salaries for SCOE-operated Special Education programs are based on 185 contracted days. The average teacher salary in 2010-11 for SCOE-operated Special Education programs was \$76,407. The average teacher salary for this school was \$71,074.

Data Source: Sacramento County Office of Education Business Services Department.

Academic Counselors and Support Staff

In 2010-11, the school's academic support team included:

- 1 full-time speech therapist;
- 1 full-time school social worker;
- 1 full-time program specialist; and
- 1 full-time school psychologist

Curriculum and 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.

Types of Services Funded

The Special Education Department of the Sacramento County Office of Education offers special education services to students with significant and complex 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 team. There are classrooms located throughout the county on general education campuses. SCOE works closely with the districts to provide students with age appropriate campuses that give them opportunities to interact with their peers.

Student Performance

STAR Results for All Students - Three-Year Comparison

This table displays the percentage of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	4	1	8	16	15	22	50	52	54
Mathematics	0	2	0	20	21	27	46	48	50
Science	4	6	7	9	7	8	50	54	57
History-Social Science	2	0	0	1	1	4	41	44	48

Data Source: CDE Statewide Assessment Division.

STAR Results by Student Group - 2010

This table displays the percentage of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding state standards).

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American	♦	♦	♦	♦
American Indian	♦	♦	♦	♦
White (not Hispanic)	16	0	0	0
Male	10	0	0	0
Female	6	♦	♦	♦
Socioeconomically Disadvantaged	7	0	9	0
Students with Disabilities	8	0	7	0

Data Source: CDE Statewide Assessment Division.

♦ CST results are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CAHSEE Results for All Students - Three-Year Comparison

For purposes of calculating AYP, three performance levels were set for the CAHSEE: Advanced, Proficient, and Not Proficient. This table displays the percentage of students achieving at the Proficient or Advanced levels. Note that the score a student must achieve to be considered Proficient is different than the passing score for the CAHSEE graduation requirement. Additional information about CAHSEE can be found at www.cde.ca.gov/ta/tg.

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	8	12	6	10	13	9	52	54	59
Mathematics	9	0	5	9	9	14	53	54	56

Data Source: CDE Statewide Assessment Division.

PFT Results for All Students - 2010

This table displays the percentage of students meeting fitness standards by grade level. Additional information about the PFT can be found at www.cde.ca.gov/ta/tg.

Percent of Students Meeting:	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
Grade 7	0.0	16.70	0.0
Grade 9	7.70	15.40	7.70

Data Source: CDE Statewide Assessment Division. NOTE: PFT results from 2011 are not yet available. Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). Each of these tests shows how well students in grades 2 through 11 are doing in relation to the state content standards. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards. Additional information about the STAR Program can be found on the CDE Testing Website at www.cde.ca.gov/ta/tg.

California High School Exit Exam

The California High School Exit Exam (CAHSEE) is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the federal No Child Left Behind (NCLB) Act. The CAHSEE has an English language-arts section and a math section.

California Physical Fitness Test

The California Physical Fitness Test (PFT) is administered each spring to students in grades five, seven, and nine only.

Accountability

API Ranks - Three-Year Comparison

Statewide and similar school's ranks are not applicable to special education schools.

API Changes by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for the past three years, and API score from the most recent API Growth Report. Note that the number of students in all other student groups is too small to calculate a reliable API score.

Group	Actual API Change			API Score
	2008-09	2009-10	2010-11	2011
All Students at the School	-95	20	-27	340*
Students with Disabilities	†	†	†	340*

Data Source: CDE Academic Accountability and Awards Division.

* This API is calculated for a small school with less than 99 valid test scores which impacts its reliability.

† The number of students in the group is too small to calculate a reliable API change score.

AYP Overall and by Criteria - School Year 2010-11

This table indicates whether the school and the local education agency (LEA) made AYP overall and whether the school and the LEA met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	No
Participation Rate - Mathematics	Yes	No
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	Yes
API	N/A*	Yes
Graduation Rate	N/A†	No

Data Source: CDE Academic Accountability and Awards Division.

* Schools with less than 50 valid test scores are exempt from the API requirement.

† Schools with less than 50 students in the calculation are exempt from the graduation rate requirement.

Federal Intervention Program

This school does not receive Title I funds and, consequently, is not subject to Program Improvement requirements specified in the federal No Child Left Behind (NCLB) Act of 2001.

School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's graduation rates for the most recent three-year period for which data is available. For comparison purposes, data are also provided at the state level but not at the district level.* Detailed information about graduation rates can be found at the CDE Website at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Graduation Rate	85.7	77.9	69.5	80.21	78.59	80.44

Data Source: California Basic Educational Data System (CBEDS).

Note:

* Dropout rates are not reported for students enrolled in special education schools operated by County Offices of Education. Instead, these students are accountable to their school and district of residence.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Additional information about the API can be found at www.cde.ca.gov/ta/ac.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and local education agencies meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state assessments
- Percent proficient on the state's standards-based assessments
- API as an additional indicator
- Graduation rate

Additional information about AYP can be found on the CDE Accountability Website at www.cde.ca.gov/ta/ac.



Completion of High School Graduation Requirements

Students in California public schools must pass both the English-language arts and mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. This table displays the 12th grade completion rate which is calculated by taking the number of students who met all state and local graduation requirements for grade 12 completion in 2010-11, including having passed both portions of the CAHSEE or received a local waiver or state exemption, and dividing it by the number of students who began the school year in the 12th grade, as evidenced by that school year's October CBEDS enrollment. Note that completion rates may exceed 100 percent due to the school's high mobility and different reference dates for high school completion and enrollment data.

Group	Graduating Class of 2011	
	School	District
All Students	61.0%	17.1%
African American	50.0%	18.6%
Hispanic or Latino	80.0%	22.4%
White (not Hispanic)	60.0%	18.4%
Other/Two or more races	✦	5.3%
English Learners	✦	22.2%
Socioeconomically Disadvantaged	30.0%	14.9%
Students with Disabilities	61.9%	13.5%

Data Source: CDE Academic Accountability and Awards Division.

✦ If no grade 12 students were enrolled, the formula cannot be calculated.

Career Technical Education

Transition, or the "School-to-World Program", is a very important thread that runs through the fabric of the Career Technical Education (CTE) program at Palmyer Jr./Sr. High School. Based on research-based "best practices", the school offers functional skills assessment, trainings in self-determination, social skills, and job skills, as well as connections to the community to help students participate in society to the highest degree possible. A total of 86 students participated in these Career Technical Education opportunities at the school in 2010-11.

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

- Arden Park Florist
- Chick-Fil-A
- Country Waffle
- Deseret Industries
- Dollar Tree Stores
- Goodwill Industries
- Hair by Michael Jo
- Mimi's Restaurant
- Mobile Auto Express
- Mr. Pickles
- Sam's Club
- Subway

Courses for University of California and/or California State University Admission – School Year 2010-11

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Additional information about UC/CSU admission requirements can be found on the CDE DataQuest Webpage at <http://dq.cde.ca.gov/dataquest/>.

Indicator	Percent
Students Enrolled in Courses Required for UC/CSU Admission	43.9%
Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Data Source: California Basic Educational Data System (CBEDS).

