

Helendale Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Helendale Elementary School
Street	27274 Peach Tree Ln.
City, State, Zip	Helendale, CA 92342
Phone Number	(760) 952-1204
Principal	Cynthia Espinoza
E-mail Address	cespinoza@helendalesd.com
Web Site	www.helendalesd.com
Grades Served	K-6
CDS Code	36 67736 6035935

District Contact Information	
District Name	Helendale Elementary School District
Phone Number	(760) 952-1180
Superintendent	Ross Swearingen
E-mail Address	rswearingen@helendalesd.com
Web Site	www.helendalesd.com

School Description and Mission Statement (Most Recent Year)

As educators it is our mission to strive to provide students with engaging scenarios that allows them to discover knowledge, rather than just having information passed to them from teacher to student. Our staff is afforded the opportunity to be innovative and creative in designing lessons that motivate and captivate students, leaving them to hunger for more. Students work collaboratively and apply what they have learned to real world applications. We believe it is our responsibility as educators to prepare every student for the choices, challenges, and opportunities they will encounter outside the four walls of the classroom. This includes us offering two rounds of elective courses where students are able to further their knowledge. We are committed to establishing a healthy, safe, and pleasant educational and physical environment by having Positive Behavioral Interventions and Supports (PBIS) in place. We have worked hard to ensure that all three tiers of PBIS is fully implemented.

Our PBIS mantra: BE SAFE, BE RESPONSIBLE, BE RESPECTFUL..... BE A HAWK - filled with Hope, Achievement, Wonder, and Knowledge

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	73
Grade 1	70
Grade 2	79
Grade 3	70
Grade 4	77
Grade 5	81
Grade 6	50
Total Enrollment	500

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	1
Asian	1.2
Filipino	1.6
Hispanic or Latino	32.6
White	52.8
Two or More Races	6.4
Socioeconomically Disadvantaged	46
English Learners	6.6
Students with Disabilities	12
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	18	23	3	44
Without Full Credential	0	1	2	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	87.6	12.4
High-Poverty Schools in District	94.5	5.5
Low-Poverty Schools in District	82.3	17.7

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: January 2016

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin- Reading Adopted: 2009	Yes	0
Mathematics	Houghton Mifflin Harcourt (HMH) GO Math Adopted: 2015	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	MacMillan/McGraw Hill Adopted: 2007	Yes	0
History-Social Science	Scott Foresman Adopted: 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Helendale School District takes great pride and effort to ensure that all school are clean, safe, and functional through proper facilities maintenance and campus supervision. Helendale Elementary School's original facilities were built in the 1990's and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. Helendale Elementary School facilities are inspected on a monthly by the facilities and maintenance departments.

District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests.

Every morning before school begins, the morning custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One part time morning custodian, one part time afternoon custodian, and one part time evening custodian are assigned to Helendale Elementary School. The day custodians are responsible for:

General grounds maintenance

Lunch area setup/cleanup

Restroom cleaning

Trash removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodian is responsible for:

Classroom cleaning

- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with the custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 15, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 15, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 15, 2014				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	35	44
Mathematics	30	23	33

Note: 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.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	70	88.6	34	21	24	20
	4	76	71	93.4	42	23	15	17
	5	80	77	96.3	44	17	30	9
	6	57	56	98.2	38	29	29	5
Male	3		32	40.5	34	25	19	22
	4		32	42.1	38	31	9	16
	5		44	55.0	50	20	23	7
	6		27	47.4	41	30	22	7
Female	3		38	48.1	34	18	29	18

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		39	51.3	46	15	21	18
	5		33	41.3	36	12	39	12
	6		29	50.9	34	28	34	3
Black or African American	3		2	2.5	--	--	--	--
	4		5	6.6	--	--	--	--
	5		5	6.3	--	--	--	--
	6		3	5.3	--	--	--	--
American Indian or Alaska Native	5		0	0.0	--	--	--	--
Asian	3		2	2.5	--	--	--	--
	4		2	2.6	--	--	--	--
	5		1	1.3	--	--	--	--
	6		1	1.8	--	--	--	--
Filipino	3		1	1.3	--	--	--	--
	4		2	2.6	--	--	--	--
	5		1	1.3	--	--	--	--
Hispanic or Latino	3		24	30.4	50	21	25	4
	4		26	34.2	50	31	4	8
	5		23	28.8	52	26	17	4
	6		15	26.3	53	13	20	13
White	3		37	46.8	19	27	24	30
	4		31	40.8	45	16	23	16
	5		44	55.0	39	14	34	14
	6		32	56.1	38	34	25	3
Two or More Races	3		4	5.1	--	--	--	--
	4		5	6.6	--	--	--	--
	5		3	3.8	--	--	--	--
	6		5	8.8	--	--	--	--
Socioeconomically Disadvantaged	3		18	22.8	61	22	6	11
	4		22	28.9	73	18	9	0
	5		24	30.0	54	17	25	4
	6		11	19.3	55	27	18	0
English Learners	3		8	10.1	--	--	--	--
	4		3	3.9	--	--	--	--
	5		1	1.3	--	--	--	--
	6		1	1.8	--	--	--	--
Students with Disabilities	3		9	11.4	--	--	--	--
	4		13	17.1	85	15	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		12	15.0	100	0	0	0
	6		6	10.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	79	70	88.6	30	26	29	16
	4	76	70	92.1	47	29	11	10
	5	80	78	97.5	47	28	14	10
	6	57	55	96.5	35	33	16	16
Male	3		32	40.5	22	28	25	25
	4		32	42.1	38	28	16	13
	5		44	55.0	48	30	11	11
	6		27	47.4	41	33	11	15
Female	3		38	48.1	37	24	32	8
	4		38	50.0	55	29	8	8
	5		34	42.5	47	26	18	9
	6		28	49.1	29	32	21	18
Black or African American	3		2	2.5	--	--	--	--
	4		5	6.6	--	--	--	--
	5		5	6.3	--	--	--	--
	6		3	5.3	--	--	--	--
American Indian or Alaska Native	5		0	0.0	--	--	--	--
Asian	3		2	2.5	--	--	--	--
	4		2	2.6	--	--	--	--
	5		1	1.3	--	--	--	--
	6		1	1.8	--	--	--	--
Filipino	3		1	1.3	--	--	--	--
	4		2	2.6	--	--	--	--
	5		1	1.3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Hispanic or Latino	3		24	30.4	46	21	17	17
	4		26	34.2	46	27	15	4
	5		24	30.0	58	29	8	4
	6		15	26.3	40	33	20	7
White	3		37	46.8	16	27	41	16
	4		30	39.5	57	23	10	10
	5		44	55.0	41	25	18	16
	6		31	54.4	35	32	13	19
Two or More Races	3		4	5.1	--	--	--	--
	4		5	6.6	--	--	--	--
	5		3	3.8	--	--	--	--
	6		5	8.8	--	--	--	--
Socioeconomically Disadvantaged	3		18	22.8	56	28	6	11
	4		22	28.9	77	23	0	0
	5		24	30.0	54	29	13	4
	6		11	19.3	55	27	9	9
English Learners	3		8	10.1	--	--	--	--
	4		3	3.9	--	--	--	--
	5		1	1.3	--	--	--	--
	6		1	1.8	--	--	--	--
Students with Disabilities	3		9	11.4	--	--	--	--
	4		13	17.1	85	15	0	0
	5		12	15.0	92	8	0	0
	6		6	10.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46	73	59	55	74	51	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	51
All Students at the School	59
Male	55
Female	64
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	36
White	72
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	50
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.90	22.10	28.60

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

The staff encourages parent to be involved in their child's learning environment either by volunteering in the classroom, participating in decision-making groups, actively participating in the Parent Teacher Club (PTC), School Site Council (SSC), English Language Advisory Committee (ELAC), or simply by attending school events (All volunteers must be fingerprinted by the FBI and DOJ prior to volunteering).

The Helendale Staff is highly committed in keeping the communication open and flowing. Upcoming events and school activities are communicated through teachers newsletter, emails, an automated telephone message delivery system, flyers, the school marquee, the school website, Monthly Hawk Newsletter, and articles in the local Ledger. For more information on how to become involved in your child's learning environment, please contact a staff member in the office at (760) 952-1204.

Opportunities to Volunteer:

Parent Teacher Club (PTC)
Classroom Helper
Fundraising Activities
Field Trip Chaperone
School Activities

Committees:

Parent Teacher Club (PTC)
English Learner Advisory Council (ELAC)
School Site Council (SSC)

School Activities:

Back to School Night
Open House
Student Recognition Assemblies
Annual Harvest Festival
Red Ribbon Week
Camp Read
Dr. Seuss Night
Science Fair
Book Fairs
Hawk Walk
Student Performances

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.99	2.87	2.42	5.92	2.56	1.13	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.22	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The Comprehensive School Site Safety Plan was developed for Helendale Elementary School in collaboration with local agencies, the district office, and the School Site Council to fulfill Senate Bill 187 requirements. Components of this plan include; disaster response procedures, evacuation procedures, procedures for safe arrival and departure from school, monthly safety drills, youth development strategies, student and staff physical safety strategies, and school climate strategies. The school's most recent plan was reviewed, updated, and discussed with school staff in March 2015. The plan is reviewed annually by the School Site Council. Helendale School District's Safety Committee meets regularly to update the safety plan in order to meet the safety needs of our facilities.

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement*	Year 4	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	66.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2	2		15	3	2		18	4		
1	20	1	2		18	1	3		23		3	
2	29		2		30		2		20	2	2	
3	29		3		30		2		23	1	2	
4	22		2		26	1	2		25	1	2	
5	29		2		21	1	1		26	1	2	
6	29	1	13		21	6	14	1	25		2	
Other	14	6	1	1					7	1		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,334	\$1,007	\$6,327	\$66,854
District	N/A	N/A	\$7,734	\$75,277
Percent Difference: School Site and District	N/A	N/A	-18.2	-11.2
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	18.3	13.0

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

Types of Services Funded (Fiscal Year 2014-15)

In addition to general state funding, Helendale Elementary receives state and federal funding for the following categorical funds and other support programs: In addition to general fund state funding, Helendale School District receives states federal categorical funding for special programs. For the 2014-2015 school year, the district received categorical, special education, and support programs funds for:

- Charter Schools
- Education Protection Act
- Lottery: Instructional Materials
- Special Education
- Title I
- Title II

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$33,290	\$39,948
Mid-Range Teacher Salary	\$60,247	\$57,401
Highest Teacher Salary	\$79,237	\$73,183
Average Principal Salary (Elementary)	\$82,650	\$94,578
Average Principal Salary (Middle)	\$92,143	\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$151,120	\$112,657
Percent of Budget for Teacher Salaries	41%	35%
Percent of Budget for Administrative Salaries	8%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Helendale Elementary School is committed in providing professional development to our highly qualified staff to continue to support our student as a whole academically, physically, and mentally. In the past three years, the professional development has been provided on days prior to the school session beginning, throughout the year with opportunities for teachers to attend conferences, teacher-principal meetings, in-class coaching, and teacher observations.

In the past three years, the staff received training in the Six Traits Plus1 Writing program, technology, GO Math, Common Core Math Strategies, New Teacher In-Service days, and PBIS.

The Six Traits Plus1 training provided teachers with additional strategies that support the Common Core Standards to enhance student writing in all genres. The training was aligned to the Common Core Writing Standards are provided standard rubrics for all grade levels to use.

Professional Development in technology continues to grow each year. Training has provided staff with information on how to collect and discriminate data from the benchmark testing on math and English Language Arts. Collaboration time is then provided to the teachers to allow them to collaborate by grade level to ensure that the students' needs were being met. Strategies and the use of other supplemental materials were then provided to the students for standards that still needed to reach mastery. Training has also focused on Google Docs and Google Classroom. This has allowed teachers to engage more technologically with their students, since all of our 5th-6th grade classrooms have chrome books for each student. We are working on providing chrome books to all of our 2nd-6th grade students by the end of the year. With the adoption of the HMH GO Math program this year came additional Professional Development along with training on the Common Core Standards of Mathematical Practices (SMPs). Training was provided to the staff on how to use the GO Math program and how to use the SMP's in each lesson. Teachers then were provided with additional opportunities to attend conferences on how to incorporate "Math Talks" into their lessons. Teachers that attended the conferences then provided Professional Development to the staff for them to use in their classrooms. Positive Behavioral Interventions and Supports (PBIS) has been an ongoing Professional Development training. After three years, we have fully implemented all three tiers of the program and are seeing positive results with our student data on reduced referrals and suspensions.

Helendale Elementary School also offers support to new and veteran teachers through peer coaching and mentoring. Teachers are provided with opportunities to go and observe other teachers in action to be able to bring back additional strategies to use with their students for success. New Teacher Support days were also provided to our first and second year teachers prior to school starting to better prepare them for their careers. We encourage all of our staff to attend professional workshops and conferences and include our Instructional Aides when Professional Development opportunities arise.