

Helendale 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/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

2025-26 School Contact Information

School Name	Helendale Elementary School
Street	27274 Peach Tree Ln.
City, State, Zip	Helendale, CA 92342
Phone Number	(760) 952-1204
Principal	Cynthia Espinoza
Email Address	cespinoza@helendalesd.com
School Website	www.helendalesd.org/cms/page_view?dx&piid&vpid1348224852066
Grade Span	TK-6
County-District-School (CDS) Code	36677366035935

2025-26 District Contact Information

District Name	Helendale Elementary School District
Phone Number	(760) 952-1180
Superintendent	William Laird
Email Address	wlaird@helendalesd.com
District Website	www.helendalesd.org

2025-26 School Description and Mission Statement

School Description: Nestled within the Silver Lakes community, Helendale Elementary School is located in the rural community of Helendale, just off historic Route 66 between Barstow and Victorville, California. Originally established in 1980 to serve a predominantly retirement population, the school evolved as the community changed and families began to settle in the area, requiring expanded and more diverse educational services.

As the only elementary school within the Helendale School District, Helendale Elementary School has demonstrated strong leadership among the twelve High Desert districts. For several consecutive years, the school has ranked within the top three districts in both English Language Arts and mathematics on the California Assessment of Student Performance and Progress.

2025-26 School Description and Mission Statement

Mission: We, the parents, community members, and staff of the Helendale School District, believe that all students can be taught to become lifelong learners and responsible, contributing citizens. Through strong partnerships, we are committed to providing students with an understanding and appreciation of both the past and the present while preparing them for future success. Our instructional focus emphasizes academic excellence, reflection of our local history, stewardship of the environment, and a rigorous, well-rounded curriculum. We are dedicated to maintaining a safe and orderly learning environment, practicing sound fiscal management, and leveraging the close-knit nature of our district as a strength that expands opportunities rather than limits them.

Helendale Elementary School is committed to supporting the academic, behavioral, and social-emotional needs of all students through a fully implemented Multi-Tiered System of Supports (MTSS). This commitment began with the implementation of Positive Behavioral Interventions and Supports in 2012 and has evolved through continuous review and refinement to address the changing needs of our students. Today, all three tiers of MTSS are intentionally implemented to ensure equitable access to instruction, intervention, and enrichment, with the goal of preparing students to be college and career ready. In recognition of this work, Helendale Elementary School continues to receive annual recognition through the State Recognition System, California PBIS. Since 2012, Helendale Elementary School has been honored multiple times with the highest designation with the Platinum award, reflecting a sustained commitment to fostering a positive school climate and supporting student success.

Our MTSS mantra is
Be Safe
Be Responsible
Be Respectful
Be a Hawk, filled with Hope, Achievement, Wonder, and Knowledge.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	34
Kindergarten	86
Grade 1	70
Grade 2	72
Grade 3	83
Grade 4	89
Grade 5	62
Grade 6	69
Total Enrollment	565

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	51
Non-Binary	0
American Indian or Alaska Native	0
Asian	0.88
Black or African American	6.55
Filipino	0.71
Hispanic or Latino	52.57
Native Hawaiian or Pacific Islander	0.35
Two or More Races	4.07
White	34.87
English Learners	4.1
Foster Youth	2.48
Homeless	9.2
Migrant	0
Socioeconomically Disadvantaged	57.69
Students with Disabilities	16.46

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

Year and month in which the data were collected		August 2025
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	Tk Get Set for School - Local adoption, 2022 K-6 McGraw Hill Wonders - State Adoption 2022	0
Mathematics	Tk Get Set for School - Local adoption 2022 K-6 Houghton Mifflin Harcourt (HMH) GO Math - State adoption 2015	0
Science	Tk Get Set for School - Local adoption 2022 K-6 McGraw Hill Inspire - State adoption 2022	0
History-Social Science	Tk Get Set for School - Local adoption, 2022 K-5 - SAVVAS/Pearson California History-Social - myWorld Interactive - State adoption 2022 Grade 6 SAVVAS/Pearson California History-Social Science myWorld Interactive Secondary - State adoption 2022	0

Foreign Language	NA	0
Health	NA	0
Visual and Performing Arts	NA	0
Science Laboratory Equipment (grades 9-12)	NA	0

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

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

Helendale Elementary School provides multiple opportunities for parents and families to actively participate throughout the school year. Prior to the start of school, Back to School Night allows families to walk their child to the classroom, meet the teacher, and become familiar with the learning environment. The Parent Teacher Committee hosts a variety of events during the year, including the Harvest Festival, Book Fair, Dr. Seuss Night, and regular PTC meetings, all designed to strengthen family engagement and school community connections.

Families are also invited to participate in Parent Teacher Conferences held twice each year, as well as schoolwide events such as Hawk Family Connections Night, Coffee with the Principal, Cake with the Counselor, the STEAM Expo, Family Reading Night, and the Helendale School District Art Festival. Parents are encouraged to take active roles in school governance and student support by serving on the School Site Council and participating in Tier II and Tier III intervention meetings, where families collaborate with staff to set goals and support positive student behavior.

Community engagement has increased significantly in recent years, with a total of 2,328 family and community members participating in school events.

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
K	22	0	4	0
1	28	0	3	0
2	25	0	3	0
3	21	0	3	0
4	20	3	0	0
5	27	0	3	0
6	23	0	3	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
K	22	1	2	
1	25		3	
2	22		3	
3	26		3	
4	26		2	
5	28		2	
6	30		3	
Other	23		2	

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	17	1	1	
K	21.5	0	4	
1	23.32	0	3	
2	24	0	3	
3	27.67	0	3	
4	29.3	0	3	
5	24.8	0	2.5	
6	27.6	0	2.5	
Other				

Professional Development

Helendale Elementary School is committed to providing high-quality professional development for its highly qualified staff to support students academically, physically, socially, and emotionally. Professional learning is offered prior to the start of the school year and continues throughout the year through multiple formats, including teacher-principal meetings, in-class coaching, peer observations, Professional Learning Communities, and opportunities to attend conferences. Staff members who participate in professional development are expected to share their learning with colleagues to ensure continuous growth and consistency of instructional practices across the school.

Over the past three years, professional development has remained a central focus to ensure alignment with best teaching practices. Training has included ELD Integrated and Designated Supports, Foster Youth and Homeless Youth supports, California Induction training, AVID, New Teacher In-Service programs, Heggerty, and Kagan instructional strategies, all designed to strengthen instructional quality and equity of access for all learners.

Professional development in technology continues to expand each year. Training has focused on the instructional use of Artificial Intelligence, data analysis from benchmark assessments in English Language Arts and mathematics, and the effective use of Google Classroom and Google Docs. These practices support increased student engagement, with one-to-one Chromebooks available in all classrooms in grades two through six, and a combination of Chromebooks and tablets in TK through first grade classrooms for instructional centers. Dedicated collaboration time is provided for grade-level teams to analyze data, plan instruction, and identify targeted supports to ensure student mastery of standards.

With the adoption of the California Mathematics Framework, Professional Learning Communities are deepening their instructional practices and exploring new approaches to mathematics instruction. Teachers are currently piloting math curricula to identify the program that best meets the needs of Helendale students. When staff attend external professional development, there is a clear expectation that learning is brought back to the site and shared through staff meetings or Professional Learning Community time to build collective capacity.

Positive Behavioral Interventions and Supports remains an ongoing focus of professional development at Helendale Elementary School. All three tiers of PBIS are fully implemented, resulting in positive trends in student behavior data, including reduced referrals and suspensions. Crisis Prevention and Intervention training has also been prioritized to ensure the safety of both students and staff. The school's progress and commitment to PBIS implementation have been formally recognized through the State Recognition System of California PBIS.

Helendale Elementary School supports both new and veteran teachers through peer coaching and mentoring. Teachers are encouraged to observe colleagues to learn and apply effective instructional strategies in their own classrooms. New Teacher Support days are provided for first- and second-year teachers prior to the start of the school year to strengthen readiness and confidence. All staff, including paraeducators, are encouraged to participate in professional learning opportunities as part of a

Professional Development

shared commitment to continuous improvement and student achievement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6