

# Helendale Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Mrs. Cynthia Espinoza, Principal

Principal, Helendale Elementary

## About Our School

Welcome to Helendale Elementary School's Annual School Accountability Report Card. This annual report card to the community will share valuable information about our instructional programs, academic achievements, school facilities and safety, highly qualified staff, textbooks, and finances compared to other schools and districts in the state.

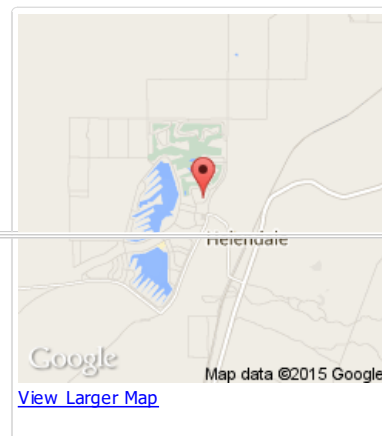
Here at Helendale Elementary School, the staff is committed to implementing an intensive, balanced, Common Core standards-based curriculum to ensure each child's success. Our staff is committed to ensuring that the students of Helendale also experience elective courses in each semester to enhance their educational experience.

We encourage our community to actively participate in the educational program we are creating here at Helendale Elementary for our students. We are excited about our school and its program and welcome all to support our efforts. Together, we can meet the challenges that come before us.

## Contact

27274 Peach Tree Ln.  
Helendale, CA 92342

Phone: 760-952-1204  
E-mail: [cespinoza@helendalesd.com](mailto:cespinoza@helendalesd.com)



## About This School

### Contact Information - Most Recent Year

| School                                   |                                                                          |
|------------------------------------------|--------------------------------------------------------------------------|
| <b>School Name</b>                       | Helendale Elementary                                                     |
| <b>Street</b>                            | 27274 Peach Tree Ln.                                                     |
| <b>City, State, Zip</b>                  | Helendale, Ca, 92342                                                     |
| <b>Phone Number</b>                      | 760-952-1204                                                             |
| <b>Principal</b>                         | Mrs. Cynthia Espinoza, Principal                                         |
| <b>E-mail Address</b>                    | <a href="mailto:cespinoza@helendalesd.com">cespinoza@helendalesd.com</a> |
| <b>Web Site</b>                          | <a href="http://www.helendalesd.org">www.helendalesd.org</a>             |
| <b>County-District-School (CDS) Code</b> | 36677366035935                                                           |

| District                         |                                                                              |
|----------------------------------|------------------------------------------------------------------------------|
| <b>District Name</b>             | Helendale Elementary                                                         |
| <b>Phone Number</b>              | (760) 952-1180                                                               |
| <b>Web Site</b>                  | <a href="http://www.helendalesd.org">www.helendalesd.org</a>                 |
| <b>Superintendent First Name</b> | Ross                                                                         |
| <b>Superintendent Last Name</b>  | Swearingen                                                                   |
| <b>E-mail Address</b>            | <a href="mailto:rswearingen@helendalesd.com">rswearingen@helendalesd.com</a> |

*Last updated: 1/30/2015*

### 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. 21st century teaching practices allows students to work collaboratively and apply what they have learned to real world applications. We are committed to establishing a healthy, safe, and pleasant educational and physical environment. 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.

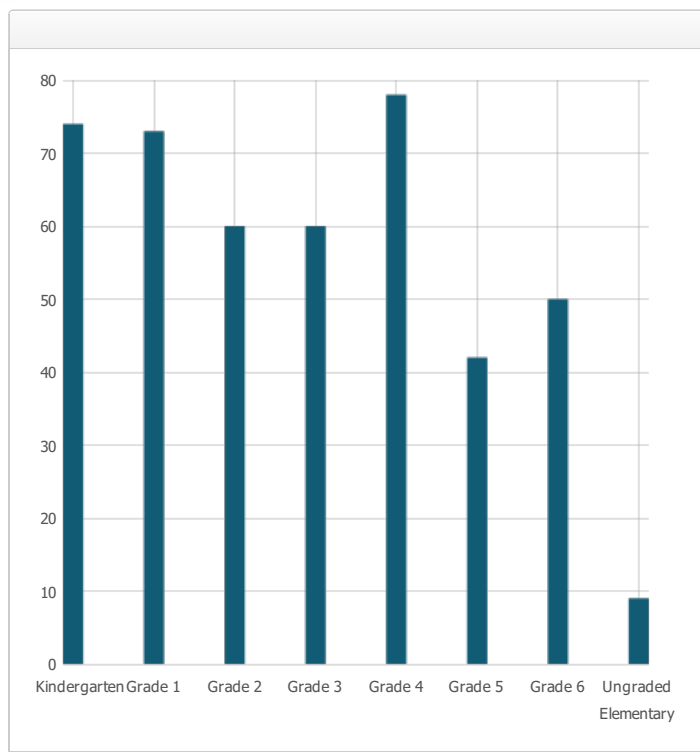
Our mantra: BE SAFE, BE RESPONSIBLE, BE RESPECTFUL..... BE A HAWK  
- filled with Hope, Achievement, Wonder, Knowledge, and Skills

Helendale Elementary School is located in the community of Silver Lakes and serves students in grades kindergarten through sixth grade. During 2013-14, 472 K-6th students were enrolled at the school, with classes arranged on a traditional schedule/year-round calendar. Elective courses are offered to students in 2nd-6th grade each semester to enhance their educational experience. Students enrolled in K-1st experience a modified rotational elective that focuses on thematic units.

*Last updated: 1/30/2015*

### Student Enrollment by Grade Level (School Year 2013-14)

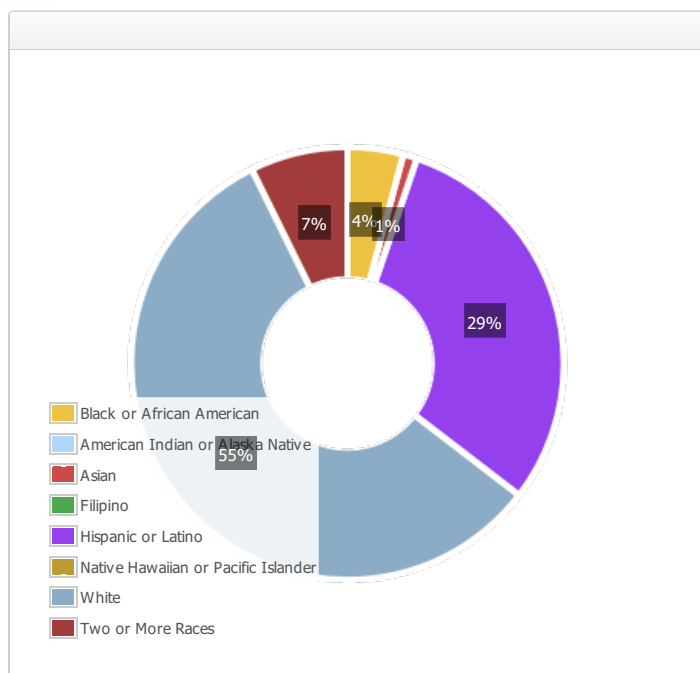
| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 74                 |
| Grade 1                 | 73                 |
| Grade 2                 | 60                 |
| Grade 3                 | 60                 |
| Grade 4                 | 78                 |
| Grade 5                 | 42                 |
| Grade 6                 | 50                 |
| Ungraded Elementary     | 9                  |
| <b>Total Enrollment</b> | <b>446</b>         |



Last updated: 1/30/2015

### Student Enrollment by Student Group (School Year 2013-14)

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 4.3                         |
| American Indian or Alaska Native    | 0.7                         |
| Asian                               | 1.3                         |
| Filipino                            | 0.7                         |
| Hispanic or Latino                  | 29.6                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 55.4                        |
| Two or More Races                   | 7.6                         |
| Socioeconomically Disadvantaged     | 44.6                        |
| English Learners                    | 5.4                         |
| Students with Disabilities          | 11.7                        |



Last updated: 1/30/2015

## A. Conditions of Learning

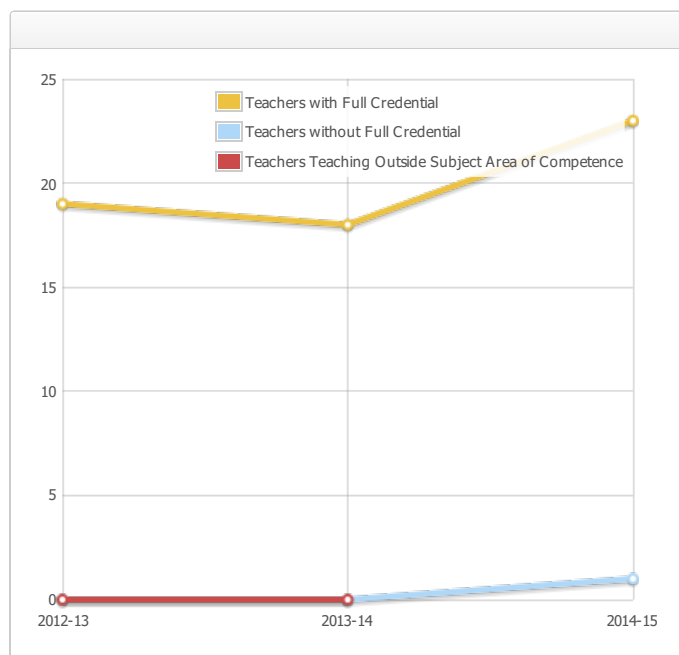
### State Priority: Basic

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

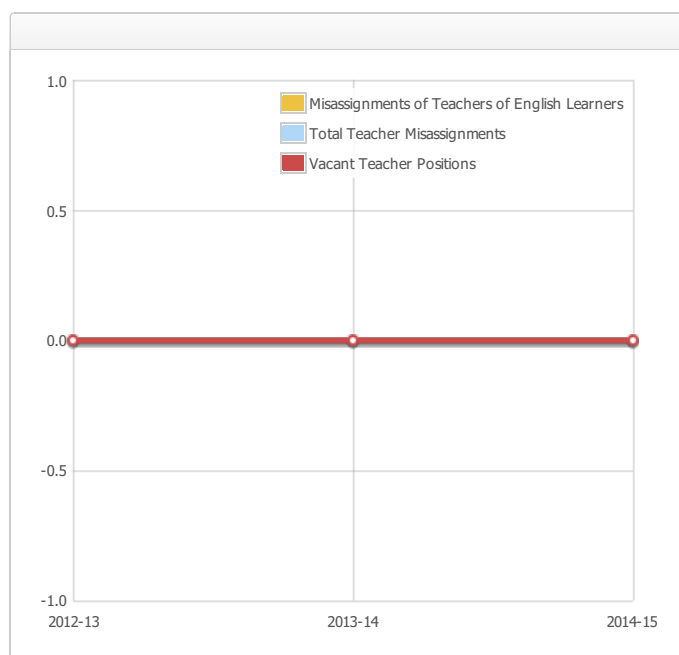
| Teachers                                                                    | School  |         | District |         |
|-----------------------------------------------------------------------------|---------|---------|----------|---------|
|                                                                             | 2012-13 | 2013-14 | 2014-15  | 2014-15 |
| With Full Credential                                                        | 19      | 18      | 23       | 46      |
| Without Full Credential                                                     | 0       | 0       | 1        | 2       |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0       | 0       |          | 0       |



Last updated: 2/3/2015

#### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2012-13 | 2013-14 | 2014-15 |
|------------------------------------------------|---------|---------|---------|
| 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.

Last updated: 1/30/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

| Location of Classes              | Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers | Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers |
|----------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| This School                      | 100                                                                              | 0                                                                                    |
| All Schools in District          | 91                                                                               | 9                                                                                    |
| High-Poverty Schools in District | 100                                                                              | 0                                                                                    |
| Low-Poverty Schools in District  | 86                                                                               | 14                                                                                   |

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 - Most Recent Year**

Year and month in which data were collected: October 2014

| Subject                    | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|----------------------------|--------------------------------------------------------|----------------------------|--------------------------------------------|
| Reading/Language Arts      | Houghton Mifflin- Reading<br>Adopted: 2009             | Yes                        | 0.0                                        |
| Mathematics                | Glencoe/McGraw Hill- California Math<br>Adopted: 2009  | Yes                        | 0.0                                        |
| Science                    | MacMillan/ McGraw Hill<br>Adopted: 2008                | Yes                        | 0.0                                        |
| History-Social Science     | Scott Foresman<br>Adopted: 2007                        |                            | 0.0                                        |
| Foreign Language           |                                                        |                            | 0.0                                        |
| Health                     |                                                        |                            | 0.0                                        |
| Visual and Performing Arts |                                                        |                            | 0.0                                        |
| Science Lab Eqpmt(9-12)    |                                                        |                            | 0.0                                        |

*Last updated: 1/30/2015*

**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 routinely inspected 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 custodian inspects the facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One part time day 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.

*Last updated: 1/30/2015*

### School Facility Good Repair Status - Most Recent Year

| System Inspected                                                | Rating | Repair Needed and Action Taken or Planned |
|-----------------------------------------------------------------|--------|-------------------------------------------|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer                      | Good   | Date of last inspection: January 23, 2014 |
| Interior: Interior Surfaces                                     | Good   | Date of last inspection: January 23, 2014 |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation       | Good   | Date of last inspection: January 23, 2014 |
| Electrical: Electrical                                          | Good   | Date of last inspection: January 23, 2014 |
| Restrooms/Fountains: Restrooms, Sinks/Fountains                 | Good   | Date of last inspection: January 23, 2014 |
| Safety: Fire Safety, Hazardous Materials                        | Good   | Date of last inspection: January 23, 2014 |
| Structural: Structural Damage, Roofs                            | Good   | Date of last inspection: January 23, 2014 |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good   | Date of last inspection: January 23, 2014 |

Overall Facility Rate - Most Recent Year

|                |           |
|----------------|-----------|
| Overall Rating | Exemplary |
|----------------|-----------|

Last updated: 1/30/2015

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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   |         |         |
|                               | 2011-12                                                                                          | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Science (grades 5, 8, and 10) | 64                                                                                               | 46      | 73      | 65       | 55      | 66      | 60      | 59      | 60      |

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

*Last updated: 1/30/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

| Group                                         | Percent of Students Scoring at Proficient or Advanced |
|-----------------------------------------------|-------------------------------------------------------|
| All Students in the LEA                       | 66                                                    |
| All Students at the School                    | 73                                                    |
| Male                                          | 78                                                    |
| Female                                        | 69                                                    |
| Black or African American                     |                                                       |
| American Indian or Alaska Native              |                                                       |
| Asian                                         |                                                       |
| Filipino                                      |                                                       |
| Hispanic or Latino                            | 53                                                    |
| Native Hawaiian or Pacific Islander           |                                                       |
| White                                         | 81                                                    |
| Two or More Races                             |                                                       |
| Socioeconomically Disadvantaged               | 69                                                    |
| English Learners                              |                                                       |
| Students with Disabilities                    |                                                       |
| Students Receiving Migrant Education Services |                                                       |

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

Last updated: 1/30/2015

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

| Subject                | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|------------------------|--------------------------------------------------------------------------------------------------|---------|---------|----------|---------|---------|---------|---------|---------|
|                        | School                                                                                           |         |         | District |         |         | State   |         |         |
|                        | 2010-11                                                                                          | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| English-Language Arts  | 54%                                                                                              | 55%     | 52%     | 55%      | 55%     | 56%     | 54%     | 56%     | 55%     |
| Mathematics            | 53%                                                                                              | 63%     | 50%     | 40%      | 47%     | 38%     | 49%     | 50%     | 50%     |
| History-Social Science | N/A                                                                                              | N/A     | N/A     | 46%      | 43%     | 48%     | 48%     | 49%     | 49%     |

Note: STAR Program was last administered in 2012–13. 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.

Last updated: 1/30/2015

### Academic Performance Index Ranks – Three-Year Comparison

| API Rank        | 2011 | 2012 | 2013 |
|-----------------|------|------|------|
| Statewide       | 5    | 5    | 4    |
| Similar Schools | 5    | 6    | 4    |

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/30/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

| Group                               | Actual API Change 2011 | Actual API Change 2012 | Actual API Change 2013 |
|-------------------------------------|------------------------|------------------------|------------------------|
| All Students at the School          | 33                     | 12                     | -27                    |
| Black or African American           |                        |                        |                        |
| American Indian or Alaska Native    |                        |                        |                        |
| Asian                               |                        |                        |                        |
| Filipino                            |                        |                        |                        |
| Hispanic or Latino                  | 36                     | 9                      | -38                    |
| Native Hawaiian or Pacific Islander |                        |                        |                        |
| White                               | 27                     | 12                     | -41                    |
| Two or More Races                   |                        |                        |                        |
| Socioeconomically Disadvantaged     | 29                     | 27                     | -32                    |
| English Learners                    |                        |                        |                        |
| Students with Disabilities          |                        |                        |                        |

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/30/2015

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California Physical Fitness Test Results (School Year 2013-14)

| Grade level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|-----------------------------------------------|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| 5           | 16.3%                                         | 24.5%                 | 24.5%                |
| 7           | N/A                                           | N/A                   | N/A                  |
| 9           | N/A                                           | N/A                   | N/A                  |

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.

*Last updated: 1/30/2015*

## 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), 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 emails, Illuminate (automated telephone message delivery system), flyers, the school marquee, the school website, Monthly Hawk Newsletter, and District Publications in the 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
- Physical Fitness

#### 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
- Santa's Store
- Science Fair

- Book Fair
- Student Performance

## State Priority: Pupil Engagement

*Last updated: 1/30/2015*

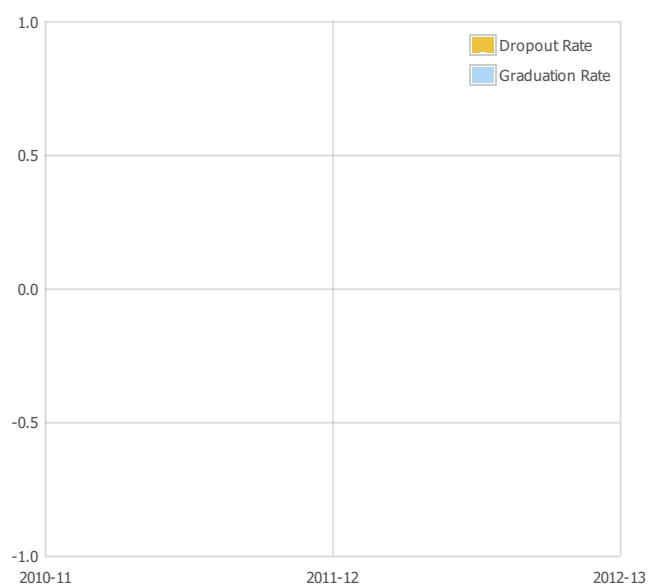
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

| Indicator       | School  |         |         | District |         |         | State   |         |         |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|                 | 2010-11 | 2011-12 | 2012-13 | 2010-11  | 2011-12 | 2012-13 | 2010-11 | 2011-12 | 2012-13 |
| Dropout Rate    |         |         |         |          |         |         |         |         |         |
| Graduation Rate |         |         |         | 83.33    | 88.1    | 91.67   | 77.14   | 78.87   | 80.44   |

**Dropout/Graduation Rate (Four-Year Cohort Rate) Chart**



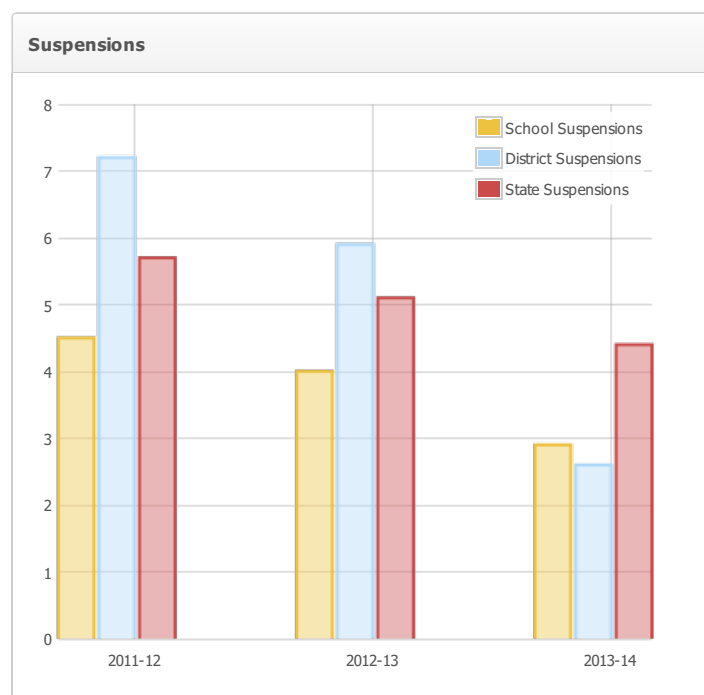
# State Priority: School Climate

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

|             | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| Rate        | 2011-12 | 2012-13 | 2013-14 | 2011-12  | 2012-13 | 2013-14 | 2011-12 | 2012-13 | 2013-14 |
| Suspensions | 4.50    | 4.00    | 2.90    | 7.20     | 5.90    | 2.60    | 5.70    | 5.10    | 4.40    |
| Expulsions  | 0.00    | 0.00    | 0.00    | 0.00     | 0.20    | 0.00    | 0.10    | 0.10    | 0.10    |



Last updated: 1/30/2015

## School Safety Plan - Most Recent Year

The Comprehensive School Site Safety Plan was developed for Helendale Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent plan was reviewed, updated, and approved by the School Site Council in April 2014. Helendale School District Safety Committee meets regularly to update the safety plan in order to meet the safety needs of our facilities.

Last updated: 1/30/2015

## 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 2013-14)

| AYP Criteria                                   | School | District |
|------------------------------------------------|--------|----------|
| Made AYP Overall                               | No     | Yes      |
| Met Participation Rate - English-Language Arts | Yes    | N/A      |
| Met Participation Rate - Mathematics           | Yes    | N/A      |
| Met Percent Proficient - English-Language Arts | No     | N/A      |
| Met Percent Proficient - Mathematics           | No     | N/A      |
| Met Graduation Rate                            | N/A    | N/A      |

*Last updated: 1/30/2015*

### Federal Intervention Program (School Year 2014-15)

| 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       | 100.0%    |

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/30/2015*

**Average Class Size and Class Size Distribution (Elementary)**

| 2011-12     |                    |                     |       |     | 2012-13            |                     |       |     |                    | 2013-14             |       |     |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| Grade Level | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     | Average Class Size | Number of Classes * |       |     |
|             |                    | 1-20                | 21-32 | 33+ |                    | 1-20                | 21-32 | 33+ |                    | 1-20                | 21-32 | 33+ |
| K           | 30.5               | 0                   | 2     | 0   | 18.0               | 2                   | 2     |     | 15.0               | 3                   | 2     |     |
| 1           | 32.0               | 0                   | 1     | 1   | 15.0               | 2                   | 2     |     | 18.0               | 1                   | 3     |     |
| 2           | 29.3               | 0                   | 3     | 0   | 29.0               |                     | 2     |     | 30.0               |                     | 2     |     |
| 3           | 22.5               | 1                   | 1     | 0   | 29.0               |                     | 3     |     | 21.0               | 1                   | 2     |     |
| 4           | 25.0               | 0                   | 2     | 0   | 22.0               |                     | 2     |     | 20.0               | 2                   | 2     |     |
| 5           | 33.0               | 0                   | 1     | 1   | 29.0               |                     | 2     |     | 14.0               | 2                   | 1     |     |
| 6           | 21.3               | 9                   | 8     | 1   | 28.0               | 3                   | 14    | 1   | 21.0               | 6                   | 14    | 1   |
| Other       |                    |                     |       |     | 2.0                | 8                   |       |     |                    |                     |       |     |

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

*Last updated: 1/30/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

| <b>Title</b>                                        | <b>Number of FTE* Assigned to School</b> | <b>Average Number of Students per Academic Counselor</b> |
|-----------------------------------------------------|------------------------------------------|----------------------------------------------------------|
| Academic Counselor                                  |                                          |                                                          |
| Counselor (Social/Behavioral or Career Development) |                                          | N/A                                                      |
| Library Media Teacher (librarian)                   |                                          | N/A                                                      |
| Library Media Services Staff (paraprofessional)     |                                          | N/A                                                      |
| Psychologist                                        |                                          | N/A                                                      |
| Social Worker                                       |                                          | N/A                                                      |
| Nurse                                               |                                          | N/A                                                      |
| Speech/Language/Hearing Specialist                  |                                          | N/A                                                      |
| Resource Specialist (non-teaching)                  | 1.0                                      | N/A                                                      |
| Other                                               |                                          | 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.

*Last updated: 1/30/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil (Supplemental/Restricted)</b> | <b>Expenditures Per Pupil (Basic/Unrestricted)</b> | <b>Average Teacher Salary</b> |
|-----------------------------------------------|-------------------------------------|---------------------------------------------------------|----------------------------------------------------|-------------------------------|
| School Site                                   | \$6,791                             | \$1,152                                                 | \$5,639                                            | \$66,854                      |
| District                                      | N/A                                 | N/A                                                     | \$6,496                                            | \$62,693                      |
| Percent Difference – School Site and District | N/A                                 | N/A                                                     | -13.20%                                            | -16.20%                       |
| State                                         | N/A                                 | N/A                                                     | \$4,690                                            | \$57,931                      |
| Percent Difference – School Site and State    | N/A                                 | N/A                                                     | -28.40%                                            | -17.60%                       |

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

*Last updated: 1/30/2015*

## Types of Services Funded (Fiscal Year 2013-14)

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 2013-2014 school year, the district received categorical, special education, and support programs funds for:

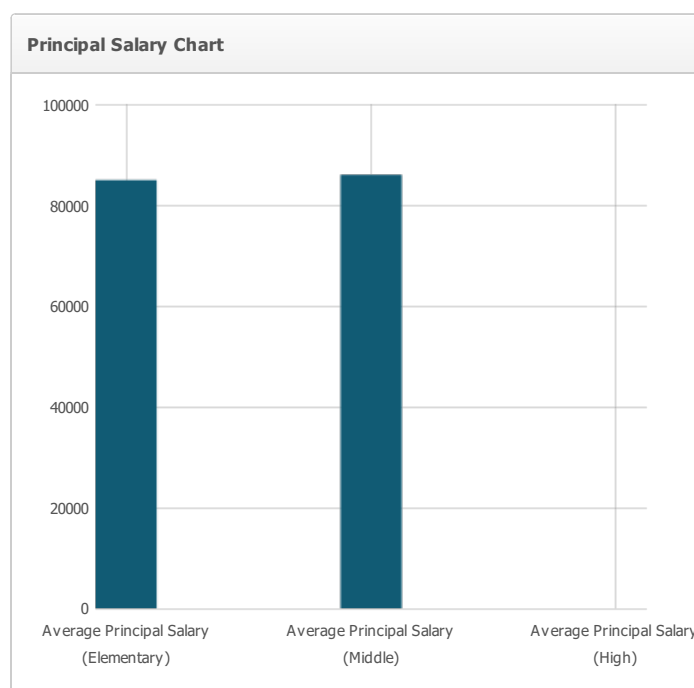
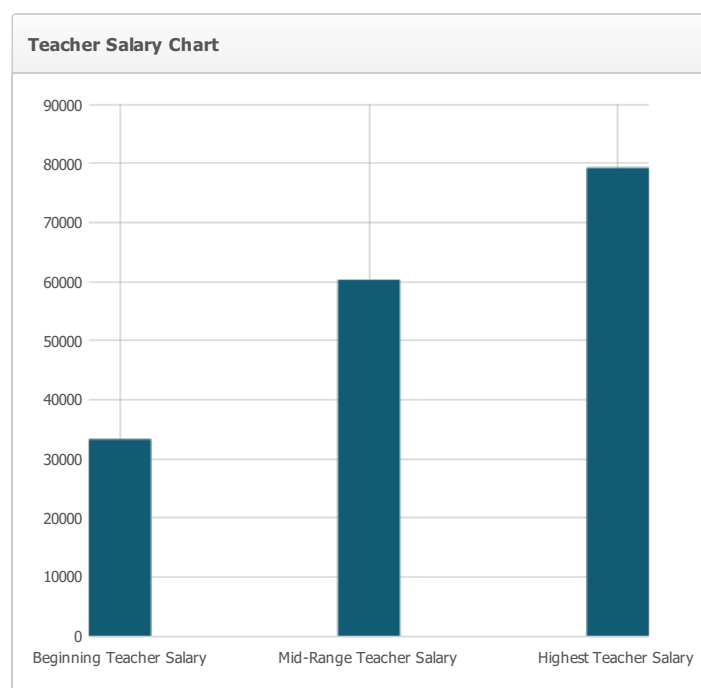
- Charter Schools
- Education Protection Act
- Lottery: Instructional Materials
- Special Education
- Title I
- Title II

*Last updated: 1/30/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

| Category                                      | District Amount | State Average For Districts In Same Category |
|-----------------------------------------------|-----------------|----------------------------------------------|
| Beginning Teacher Salary                      | \$33,290        | \$38,970                                     |
| Mid-Range Teacher Salary                      | \$60,247        | \$56,096                                     |
| Highest Teacher Salary                        | \$79,237        | \$71,434                                     |
| Average Principal Salary (Elementary)         | \$84,929        | \$91,570                                     |
| Average Principal Salary (Middle)             | \$86,000        | \$97,460                                     |
| Average Principal Salary (High)               | \$00            | \$99,544                                     |
| Superintendent Salary                         | \$115,000       | \$107,071                                    |
| Percent of Budget for Teacher Salaries        | 40.0%           | 36.0%                                        |
| Percent of Budget for Administrative Salaries | 8.0%            | 7.0%                                         |

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





**Professional Development – Most Recent Three Years**

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Helendale Elementary School provides professional, highly qualified staff that provide additional services and support centered on the whole student academically, physically, and mentally. We continue to provide our staff with professional development to support these services. This year, two professional development days were built into the schedule this year. The first professional development offered was on "Six Traits Plus One Writing". This provided staff with additional strategies when teaching the writing process to enhance student writing that align to the implementation of Common Core. The other professional development training day focused on technology usage in the classroom. Quarterly Benchmark Assessment meetings were also held by grade level to create benchmarks to assess learning goals.

Positive Behavioral Interventions Supports (PBIS) training has been ongoing the past three years to our staff. We are currently in year two of implementation where we have fully implemented the Check In / Check Out (CICO) program for our Tier II students to provide them with the resources they need to be successful. The staff is currently being trained in Tier III. Although implementation of Tier III is not required until 2015/16, our staff is on board and we are currently meeting with students to provide them with resources.

Helendale Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences.

*Last updated: 2/2/2015*