

Helendale Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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, 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 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).

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 (School Year 2017-18)

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
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 (School Year 2017-18)

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 and 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 and we are proud of our "Platinum" award in achieving implementation.

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 2016-17)

Grade Level	Number of Students
Kindergarten	100
Grade 1	67
Grade 2	69
Grade 3	82
Grade 4	73
Grade 5	65
Grade 6	73
Total Enrollment	529

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.3
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	2.1
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	1.1
White	49
Two or More Races	3
Socioeconomically Disadvantaged	53.3
English Learners	6.8
Students with Disabilities	13.2
Foster Youth	1.1

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	22	24	25	54
Without Full Credential	2	1	1	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: January 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders ELA/ELD Adopted: 2016	Yes	0
Mathematics	Houghton Mifflin Harcourt (HMH) GO Math Adopted: 2015	Yes	0
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 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: December 26, 2017				
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			
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 of the most recent FIT report: December 26, 2017				
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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	42	42	40	37	48	48
Mathematics (grades 3-8 and 11)	34	37	24	24	36	37

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	279	99.64	42.29
Male	137	136	99.27	36.76
Female	143	143	100	47.55
Black or African American	15	15	100	40
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	100	99.01	36
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	140	100	43.57
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	147	146	99.32	26.03
English Learners	25	25	100	24
Students with Disabilities	46	45	97.83	15.56
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	280	278	99.29	37.05
Male	137	136	99.27	38.24
Female	143	142	99.3	35.92
Black or African American	15	15	100	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	101	100	99.01	33
Native Hawaiian or Pacific Islander	--	--	--	--
White	140	139	99.29	38.85
Two or More Races	12	12	100	41.67
Socioeconomically Disadvantaged	147	145	98.64	24.83
English Learners	25	25	100	32
Students with Disabilities	45	44	97.78	9.09
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	59	49	51	38	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.4	24.6	45.9

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 State priority: Parental Involvement (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 (School Year 2017-18)

The staff encourages parents to be involved in their child's learning environment either by volunteering in the classroom, participating in decision-making groups (Strategic Planning), actively participating in the Parent Teacher Committee (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 teacher newsletter, emails, an automated telephone message delivery system, flyers, our electronic 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 Committee (PTC)

Classroom Helper

Fundraising Activities

Field Trip Chaperone

School Activities

Committees:

Parent Teacher Committee (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

Cultural Awareness Assembly

Student Performances

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	2.4	1.4	2.3	1.1	1.0	0.9	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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. Helendale School District's Safety Committee meets regularly to update the safety plan in order to meet the safety needs of our facilities. The plan is reviewed annually by the School Site Council and then reviewed and discussed with school staff in February 2017.

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.

Federal Intervention Program (School Year 2017-18)

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	1
Percent of Schools Currently in Program Improvement	N/A	50

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	4			20	1	4		25	1	2	1
1	23		3		24		2		22		3	
2	20	2	2		24		3		23		3	
3	23	1	2		25		3		27		3	
4	25	1	2		21	1	2		24		3	
5	26	1	2		30		2		33		1	1
6	25		2		32		3		35			2
Other	7	1			14	1	1		6	1		

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 2016-17)

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	.4	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	3	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,331	\$718	\$6,613	\$73,435
District	N/A	N/A	\$8,840	\$72,959
Percent Difference: School Site and District	N/A	N/A	-28.8	0.7
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	0.6	17.0

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16 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
- Mandated Block Grant
- Educator Effectiveness

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,617	\$42,598
Mid-Range Teacher Salary	\$66,264	\$62,232
Highest Teacher Salary	\$95,321	\$80,964
Average Principal Salary (Elementary)	\$99,003	\$102,366
Average Principal Salary (Middle)	\$97,632	\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$173,897	\$117,868
Percent of Budget for Teacher Salaries	38%	32%
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, socially and emotionally. 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. Teachers that attend Professional Development throughout the year bring back the information they have learned and provide Professional Development to the Staff.

A variety of Professional Development Trainings in the past three years has included training in the Six Traits Plus1 Writing program, technology, GO Math, Common Core Math Strategies, McGraw Hill ELA/ELD curriculum, New Teacher In-Service days, PBIS, Differentiation and Centers, and Singapore Math. 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 and 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, as well as how to set up Google Classrooms for teachers and using Google Docs. This has allowed teachers to engage more technologically with their students, since all of our 2nd - 6th grade classrooms have chrome books for each student. TK-1st classrooms have a combination of Chromebook and tablets for student centers. Collaboration time is then provided to the teachers to allow them to collaborate by grade level to ensure that the students' needs are being met. Strategies and the use of other supplemental materials were then provided to the students for standards that still needed to reach mastery. With the adoption of the HMH GO Math program in 2015 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. They also had the opportunity to attend the conferences then provided Professional Development to the staff for them to use in their classrooms. The adoption this year of McGraw Hill Wonders ELA/ELD has provided our staff with two Professional Development opportunities. The traditional format of getting to know the curriculum and the focus of how to use the technology component was the major focus of these trainings. Positive Behavioral Interventions and Supports (PBIS) has been an ongoing Professional Development training. After four 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. Most recently, we were honored with the Bronze award from the California Coalition of PBIS for our progress in implementing PBIS and the reduced behavioral problems.

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 Para Educators when Professional Development opportunities arise.