

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.

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	
County-District-School (CDS) Code	36677366035935

2025-26 District Contact Information

District Name	Helendale Elementary School District
Phone Number	(760) 952-1180
Superintendent	Behnke, Joshua
Email Address	jbehnke@helendalesd.com
District Website	www.helendalesd.org

2025-26 School Description and Mission Statement

We, the parents, community, and staff of the Helendale School District, believe that young people can be taught to be lifetime learners and competent citizens. We are partners in providing our children with an understanding and appreciation of the past and present, as well as preparation for the future. We will focus on effective instruction that reflects our local history, concern for the environment and belief in a strong academic curriculum. We will work to ensure a safe and orderly environment, sound fiscal management and a belief that the size of our district enhances rather than limits our possibilities. Helendale Elementary School is committed to ensure that the academic, behavior, and social-emotional needs of ALL students are supported through tiered interventions to produce college and career ready students. We started this commitment through the implementation of Positive Behavioral Interventions and Supports (PBIS) in 2012. This is an ongoing process and changes are made annually to reflect the academic, behavior, and social and emotional needs of ALL students that have evolved to where we are now with MTSS. We have worked hard to ensure that all three tiers of MTSS are fully implemented. In April of 2022, we were recognized by the State of California and received a distinguished honor for the California Pivotal Practice Award for our innovative practices in utilizing technology and how student engagement was enhanced. These practices were implemented during the 2020-21 school year and most still and in practice. September 2022, we were recognized by the California Coalition of PBIS earning the Platinum Award for PBIS.

Our MTSS mantra: 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
Kindergarten	111
Grade 1	64
Grade 2	72
Grade 3	77
Grade 4	83
Grade 5	65
Grade 6	69
Total Enrollment	541

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.3
Male	49.5
American Indian or Alaska Native	0.4
Asian	0.9
Black or African American	7.2
Filipino	0.9
Hispanic or Latino	49.5
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.8
White	34.4
English Learners	3.6
Foster Youth	1.4
Homeless	6.1
Socioeconomically Disadvantaged	49.5
Students with Disabilities	14.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	86.36	239.9	73.92	234405.2	84
Intern Credential Holders Properly Assigned	3	13.64	3	0.92	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.5	2.94	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	67.5	20.82	11953.1	4.28
Unknown/Incomplete/NA	0	0	4.5	1.39	15831.9	5.67
Total Teaching Positions	22	100	324.5	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20	80	262.3	80.17	231142.4	83.24
Intern Credential Holders Properly Assigned	4	16	6	1.83	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.1	0.66	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4	53.6	16.38	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.1	0.95	14303.8	5.15
Total Teaching Positions	25	100	327.3	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	
Misassignments	0.00	0	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	0.00	0	

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	
Local Assignment Options	0.00	1	
Total Out-of-Field Teachers	0.00	1	

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

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

Year and month in which the data were collected		January 2022
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	McGraw Hill Wonders	0
Mathematics	Houghton Mifflin Harcourt (HMH) GO Math	0
Science	McGraw Hill Inspire	0
History-Social Science	SAVVAS K-5 - Pearson California History-Social - myWorld Interactive Grade 6 Pearson California History-Social Science myWorld Interactive Secondary	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.

School Facility Conditions and Planned Improvements

The most recent inspection took place in January 2023. Safety: Monthly safety inspections and ongoing maintenance ensures school facilities are kept safe, in good working condition. School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, teachers and safety monitors are strategically assigned to designate entrance areas and the playground. During recess, teachers, recess supervisors, and paraeducators supervise playground activity. At the end of the day when students are dismissed, teachers monitor student behavior to ensure a safe and orderly departure. Our school is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds. Cleanliness: Full and part time custodians work with site administration to maintain a clean campus. Day custodians are

School Facility Conditions and Planned Improvements

responsible for: classroom and restroom cleaning; cafeteria setup/cleanup; general grounds maintenance; office area cleaning; and trash removal. In-depth cleaning is done in the evening. Adequacy: The site consists of 24 classrooms, a PE/ELOP/Elective Wheel Classroom, and English Language Development support room/Speech/Counselor, Staff Lounge, Health Room, School Offices, multipurpose room and shaded courtyard and playground area. All site facilities provide adequate space for our students and staff. Description of any planned or recently completed facility improvements Recent improvements based on our last inspection that took place in January 2023 include: Bathroom repairs No additional improvements are planned at this time. Description of any needed maintenance to ensure good repair The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the LEA uses a facility survey instrument developed by the State of California OPSC. District maintenance staff ensure that repairs and ongoing maintenance necessary to keep the school in good repair and working order are completed in a timely manner. The most recent inspection by the district took place in January 2023. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Year and month of the most recent FIT report

January 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repair needed at this time.
Interior: Interior Surfaces	X			No repair needed at this time.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No repair needed at this time.
Electrical	X			No repair needed at this time.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repair needed at this time.
Safety: Fire Safety, Hazardous Materials	X			No repair needed at this time.
Structural: Structural Damage, Roofs	X			No repair needed at this time.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repair needed at this time.

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	43	42	46	47	47	48
Mathematics (grades 3-8 and 11)	40	37	33	35	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	299	99.34	0.66	42.14
Female	145	143	98.62	1.38	48.25
Male	156	156	100.00	0.00	36.54
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	20.83
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	37.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	112	99.12	0.88	50.89
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	162	99.39	0.61	38.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	46	100.00	0.00	19.57

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	301	298	99.00	1.00	36.58
Female	145	143	98.62	1.38	34.27
Male	156	155	99.36	0.64	38.71
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	24	24	100.00	0.00	12.50
Filipino	--	--	--	--	--
Hispanic or Latino	146	145	99.32	0.68	32.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	113	111	98.23	1.77	43.24
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	30.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	161	98.77	1.23	29.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	45	97.83	2.17	24.44

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.82	41.38	30.15	27.91	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	58	96.67	3.33	41.38
Female	32	31	96.88	3.12	32.26
Male	28	27	96.43	3.57	51.85
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	29	28	96.55	3.45	32.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	25	96.15	3.85	60.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	32	30	93.75	6.25	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 has several opportunities for parents to participate in throughout the school year. We hold our Back to School Night prior to school starting to provide parents an opportunity to walk their child to their classroom and meet their child’s teacher. Our Parent Teacher committee (PTC) holds events throughout the year for parents to participate in (Harvest Festival, Book Fair, Dr. Seuss Night, and PTC Meetings). Parents are invited to attend Parent/Teacher Conferences twice a year, Hawk Family Night, Coffee with the Principal, STEAM Expo, Art Fair, and to be a part of our School Site Council (SSC) and our Tier II and Tier III Intervention Supports to set goals for our students to assist with changing inappropriate behaviors.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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								
This table displays suspensions data.								
Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.73%	2.71%		0.91%	0.64%		3.6%	3.28%	
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								
This table displays expulsions data.								
Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0%	0%		0%	0%		0.08%	0.07%	
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.								

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Every school in the Helendale School District will provide a safe environment that is conducive to learning. Helendale School District administration, staff and parents will create schools in which students will attend regularly and be safe from both physical and mental harm.

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
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2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8616.08	\$1984.61	\$6631.47	\$64861.66
District	N/A	N/A	\$11000.16	\$101,543
Percent Difference - School Site and District	N/A	N/A	-49.6	-36.1
State	N/A	N/A	\$11,146	\$100,089
Percent Difference - School Site and State	N/A	N/A	-47.6	-36.8

Fiscal Year 2024-25 Types of Services Funded

The types of services funded include certificated and classified salaries, counseling services, positive behavior intervention and supports (PBIS), multi tier system of supports (MTSS), expanded learning opportunity program, universal meals program, student success teams (SST), social and emotional supports such as Panorama platform is used for universal screenings and

Fiscal Year 2024-25 Types of Services Funded

CareSolace, Selpa support, tutoring, and instructional aides in classrooms, custodial, maintenance and grounds plus technology services and support.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,855	\$61,516
Mid-Range Teacher Salary	\$92,032	\$95,479
Highest Teacher Salary	\$132,386	\$125,208
Average Principal Salary (Elementary)	\$186,368	\$152,668
Average Principal Salary (Middle)	\$160,564	\$156,487
Average Principal Salary (High)		\$165,427
Superintendent Salary	\$217,999	\$242,781
Percent of Budget for Teacher Salaries	28.6%	29.76%
Percent of Budget for Administrative Salaries	6.73%	5.74%

Professional Development

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.

Professional Development

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.

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		