Helendale Elementary
2023–24 School Accountability Report Card
Reported Using Data from the 2023–24 School Year
California Department of Education

Address:	27274 Peach Tree Ln. Helendale, CA , 92342	**Principal:**	Mrs. Cynthia Espinoza, Principal
Phone:	(760) 952-1204	**Grade Span:**	K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE)
  SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

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

DataQuest

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

California School Dashboard

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

Internet Access

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

Admission Requirements for the University of California (UC)

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

Admission Requirements for the California State University (CSU)

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

About This School

Mrs. Cynthia Espinoza, Principal

📍 Principal, Helendale Elementary

Nestled inside the Silver Lakes Community, Helendale Elementary School is located in this remote rural community of Helendale just off of Route 66 between Barstow, California and Victorville, California. Once a populated retirement community, the school was established in 1980 to meet the changing diverse needs of the community as families began to inhabit the community.

As the only elementary school within the Helendale School District, the district has demonstrated leadership amongst the twelve High Desert Districts. Helendale has ranked in the top three positions for English Language Arts and math on the California Assessment of Student Performance and Progress (CAASPP) for the past several school years.

Helendale Elementary School is determined to ensure that the academic, behavioral, and social-emotional needs of ALL students is met – Equity for ALL. Helendale Elementary School's Multi-Tiered Support System (MTSS) is utilized to ensure that the Whole Child's needs are met. Since its conception in 2013, Helendale Elementary School has been a Positive Behavioral Interventions and Supports (PBIS) school. Year after year, the school continued to grow to ensure sustainability and effectiveness of the programs implemented. This is evident by the numerous awards Helendale Elementary School has received from the California Coalition of PBIS. They have earned awards from the Bronze Level to the Platinum Level (the highest level of achievement), with the Platinum Award being awarded consistently over the past years. These various levels of honors are based on the school's academic, behavior, and social-emotional systems implemented and the needs of the students as it changed from year to year.

It is evident by the schools achievements that the entire staff at Helendale Elementary School is committed to ensure each child's success. The staff understands that the goal is to provide ALL students an engaging learning environment where students feel safe to learn.

About Our School

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 started the commitment to establish a healthy, safe, and pleasant educational and physical environment 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. September 2023, we were once again recognized by California PBIS earning the Platinum Award for PBIS.

Contact

Helendale Elementary
27274 Peach Tree Ln.
Helendale, CA 92342

Phone: (760) 952-1204
Email: cespinoza@helendalesd.com

Contact Information (School Year 2024–25)

District Contact Information (School Year 2024–25)

District Name	Helendale Elementary
Phone Number	(760) 952-1180
Superintendent	Espinoza, Acting Superintendent, Cindy
Email Address	cespinoza@helendalesd.com
Website	www.helendalesd.org

School Contact Information (School Year 2024–25)

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

School Description and Mission Statement (School Year 2024–25)

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 started the commitment to establish a healthy, safe, and pleasant educational and physical environment 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. September 2024, we were recognized by California PBIS earning the Platinum Award for PBIS.

Student Enrollment by Grade Level (School Year 2023–24)

HES Enrollment continues to excel as parents are choosing Helendale Elementary School to educate their children.

Grade Level	Number of Students
Kindergarten	92
Grade 1	75
Grade 2	79
Grade 3	87
Grade 4	65
Grade 5	66
Grade 6	89
Total Enrollment	553
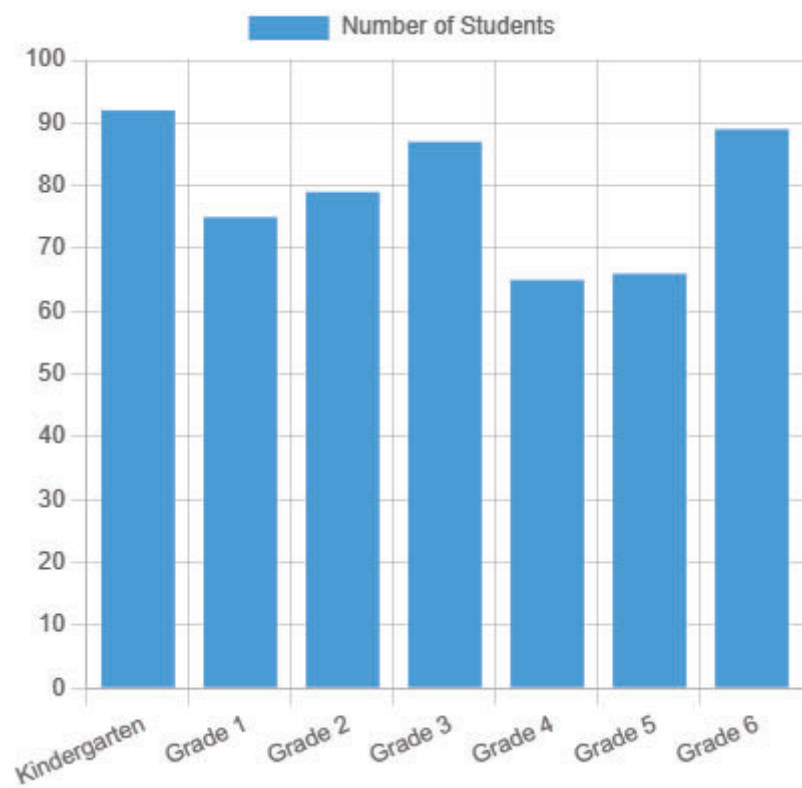
Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	49.00%
Male	51.00%
Non-Binary	0.00%
American Indian or Alaska Native	0.00%
Asian	1.40%
Black or African American	8.00%
Filipino	0.40%
Hispanic or Latino	48.30%
Native Hawaiian or Pacific Islander	0.20%
Two or More Races	3.10%
White	38.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.30%
Foster Youth	1.10%
Homeless	5.10%
Migrant	0.00%
Socioeconomically Disadvantaged	59.70%
Students with Disabilities	14.30%

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 Preparation and Placement (School Year 2020–21)

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)	21.80	100.00%	203.20	73.41%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.36%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	4.10	1.51%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	64.60	23.34%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	3.80	1.38%	18854.30	6.86%
Total Teaching Positions	21.80	100.00%	276.80	100.00%	274759.10	100.00%

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.

Teacher Preparation and Placement (School Year 2021–22)

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)	19.00	86.36%	239.90	73.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	3.00	13.64%	3.00	0.92%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	9.50	2.94%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	67.50	20.82%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	4.50	1.39%	15831.90	5.67%
Total Teaching Positions	22.00	100.00%	324.50	100.00%	279044.80	100.00%

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.

Teacher Preparation and Placement (School Year 2022–23)

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)	20.00	80.00%	262.30	80.17%	231142.40	83.24%
Intern Credential Holders Properly Assigned	4.00	16.00%	6.00	1.83%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.66%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.00%	53.60	16.38%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	3.10	0.95%	14303.80	5.15%
Total Teaching Positions	25.00	100.00%	327.30	100.00%	277698.00	100.00%

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.

Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	1
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent	2022–23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	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)	0.00%	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.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: January 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK Learning Without Tears, Get Set for School - Local Adoption 2022 K-6 McGraw Hill Wonders - State Adoption 2022	0
Mathematics	TK Learning Without Tears, Get Set for School - Local Adoption 2022 K-6 Houghton Mifflin Harcourt (HMH) GO Math - State Adoption 2015	0
Science	TK Learning Without Tears, Get Set for School - Local Adoption 2022 K-6 McGraw Hill Inspire - State Adoption 2022	0
History-Social Science	TK Learning Without Tears, Get Set for School - Local Adoption 2022 K-5 - SAVVAS/Pearson California History-Social -myWorld Interactive - State Adoption 2022 Grade 6 SAVVAS/Pearson California History-Social Science myWorld Interactive Secondary - State Adoption 2022	0
Foreign Language	N/A	0
Health	N/A	0
Visual and Performing Arts	N/A	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

?The most recent inspection took place in February 2024. 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 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 February 2024 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 February 2024. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

SBCSS conducted the Williams visit in July 2024 and no extreme repair deficiences were found.

The following good repair deficiences were observed: Section 9 Sinks/fountains- Boys bathroom sink by room 120 not properly working (work order # 2751) Work completed, Boys bathroom sink by room 11 not properly working (work order # 2750) Work completed.

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: February 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	Working on skunk relocation under portable classrooms.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: February 2024

Overall Rating	Good

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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] 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 CAA for ELA** in grades three through eight and grade eleven.
    2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
    3. **California Science Test (CAST) and CAA 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.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
English Language Arts / Literacy (grades 3-8 and 11)	46%	43%	47%	46%	46%	47%
Mathematics (grades 3-8 and 11)	35%	40%	32%	33%	34%	35%

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.

Note: 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.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	302	99.34%	0.66%	43.19%
Female	145	145	100.00%	0.00%	44.14%
Male	159	157	98.74%	1.26%	42.31%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	16.67%
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68%	1.32%	42.95%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	120	120	100.00%	0.00%	45.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	19	18	94.74%	5.26%	33.33%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	176	98.88%	1.12%	36.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	45	100.00%	0.00%	15.91%

Note: ELA 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.

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.

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 for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	304	302	99.34%	0.66%	40.40%
Female	145	145	100.00%	0.00%	38.62%
Male	159	157	98.74%	1.26%	42.04%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	18	18	100.00%	0.00%	5.56%
Filipino	--	--	--	--	--
Hispanic or Latino	152	150	98.68%	1.32%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	120	120	100.00%	0.00%	44.17%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00%	0.00%	36.84%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	178	176	98.88%	1.12%	31.25%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	45	44	97.78%	2.22%	11.36%

Note: 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.

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.

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 High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022–23	School 2023–24	District 2022–23	District 2023–24	State 2022–23	State 2023–24
Science (grades 5, 8, and high school)	35.37%	35.82%	21.94%	30.15%	30.29%	30.73%

Note: 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.

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.

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 by Student Group
Grades Five, Eight and High School (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100.00%	0.00%	35.82%
Female	31	31	100.00%	0.00%	41.94%
Male	36	36	100.00%	0.00%	30.56%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	31	31	100.00%	0.00%	35.48%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	25	25	100.00%	0.00%	40.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	41	41	100.00%	0.00%	21.95%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	16.67%

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.

Career Technical Education (CTE) Programs (School Year 2023–24)

Career Technical Education (CTE) Participation (School Year 2023–24)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	--
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Measure	Percent
2023–24 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2022–23 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

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

California Physical Fitness Test Results (School Year 2023–24)
Percentage of Students Participating in each of the five Fitness Components

Grade	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
5	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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: 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

Opportunities for Parental Involvement (School Year 2024–25)

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, Cake with the Counselor, 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.

State Priority: Pupil Engagement

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

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

Indicator	School 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Graduation Rate				62.1%	66.9%	67.0%	87.0%	86.2%	86.4%
Dropout Rate				17.0%	15.5%	11.3%	7.8%	8.2%	8.9%

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

Graduation Rates
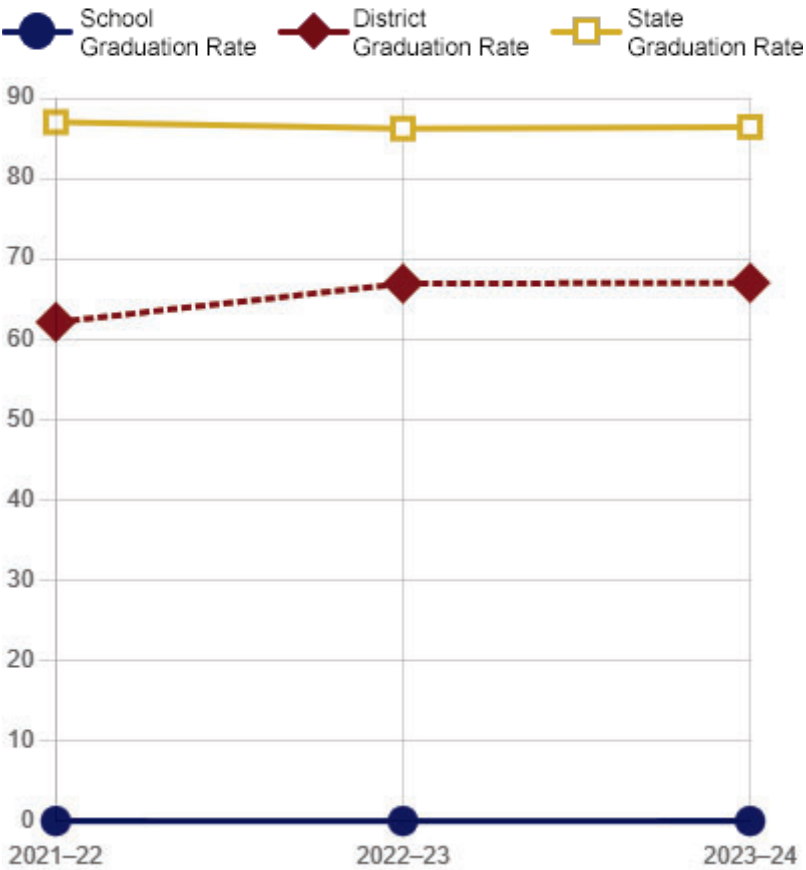
Dropout Rates
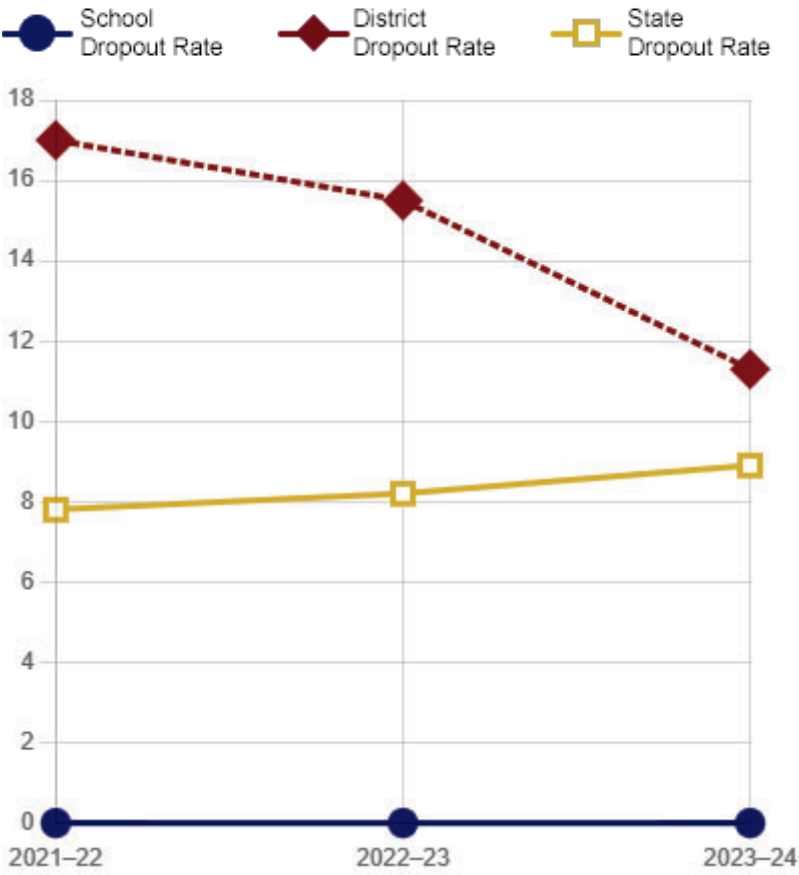
Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	628	602	116	19.3%
Female	309	296	49	16.6%
Male	319	306	67	21.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	55	53	18	34.0%
Filipino	--	--	--	--
Hispanic or Latino	306	293	57	19.5%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	20	4	20.0%
White	234	225	35	15.6%
English Learners	26	26	5	19.2%
Foster Youth	--	--	--	--
Homeless	45	39	10	25.6%
Socioeconomically Disadvantaged	390	369	83	22.5%
Students Receiving Migrant Education Services	0	0	0	0%
Students with Disabilities	102	100	24	24.0%

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.

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 2021–22	School 2022–23	School 2023–24	District 2021–22	District 2022–23	District 2023–24	State 2021–22	State 2022–23	State 2023–24
Suspensions	3.45%	1.73%	2.71%	0.93%	0.91%	0.64%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.00%	0.07%	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.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.71%	0%
Female	2.27%	0%
Male	3.13%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	0%	0%
Black or African American	9.09%	0%
Filipino	0%	0%
Hispanic or Latino	2.29%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	2.14%	0%
English Learners	0%	0%
Foster Youth	0%	0%
Homeless	2.22%	0%
Socioeconomically Disadvantaged	3.08%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	5.88%	0%

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.

School Safety Plan (School Year 2024–25)

The Comprehensive Safe School Plan is updated annually and approved in January by the School Site Council (SSC). Once approved by the SSC, the plan is placed on the Helendale School District's Board Meeting agenda for final approval by the School Board Members in February.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	1	3	
1	21.00	1	2	
2	20.00	2	1	
3	21.00	1	2	
4	24.00		3	
5	21.00	1	2	
6	24.00		3	
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	0	4	0
1	28.00	0	3	0
2	25.00	0	3	0
3	21.00	0	3	0
4	20.00	3	0	0
5	27.00	0	3	0
6	23.00	0	3	0
Other**	0.00	0	0	0

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	2	
1	25.00		3	
2	22.00		3	
3	26.00		3	
4	26.00		2	
5	28.00		2	
6	30.00		3	
Other**	23.00		2	

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts				
Mathematics				
Science				
Social Science				

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	553

* 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.

Student Support Services Staff (School Year 2023–24)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.30
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7871.49	$962.71	$6908.77	$78451.42
District	N/A	N/A	$8838.92	$93452.00
Percent Difference – School Site and District	N/A	N/A	245.00%	17.45%
State	N/A	N/A	$10770.62	$94129.00
Percent Difference – School Site and State	N/A	N/A	43.60%	18.16%

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

## Types of Services Funded (Fiscal Year 2023–24)

During 2022/23, the school site continued to utilize the Tier I, Tier II, and Tier III Interventions and the use of technology programs to meet the needs of all students, specifically to include our Title 1 students, as well as other student groups. Instructional Aides for Tier II interventions will assist in the classrooms (either in-person, virtually or both) to provide necessary Tier II Interventions. Supplemental instructional resources will be purchased to assist with adopted curriculum materials to increase student's levels of mastery of skills. Grade level meetings will take place at least three times during the month with either the Principal, School Administrative Manager, Educational Specialist, or ELD Coordinator for teachers to align their practices and standards being taught, review student progress and goals throughout the year. Professional Development will be provided based on student's needs to support teachers and support staff. Intervention/Small group support will be provided as a Tier III intervention. In addition to the ELD component student's receive in the General Education setting provided by the teacher, EL studdents receive additional service time provided by an EL Instructional Aide. EL Aide utilized the EL materials provided by our ELA adoption to provide additional support for language acquisition. EL service time was scheduled to meet student needs (either in-person, virtually or both).

Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$46656.00	$57838.62
Mid-Range Teacher Salary	$84433.00	$90040.10
Highest Teacher Salary	$121452.00	$118647.40
Average Principal Salary (Elementary)	$166001.00	$144638.98
Average Principal Salary (Middle)	$144418.00	$148269.55
Average Principal Salary (High)	$0.00	$161275.33
Superintendent Salary	$244083.00	$229985.85
Percent of Budget for Teacher Salaries	0.31%	30.79%
Percent of Budget for Administrative Salaries	0.08%	5.71%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.
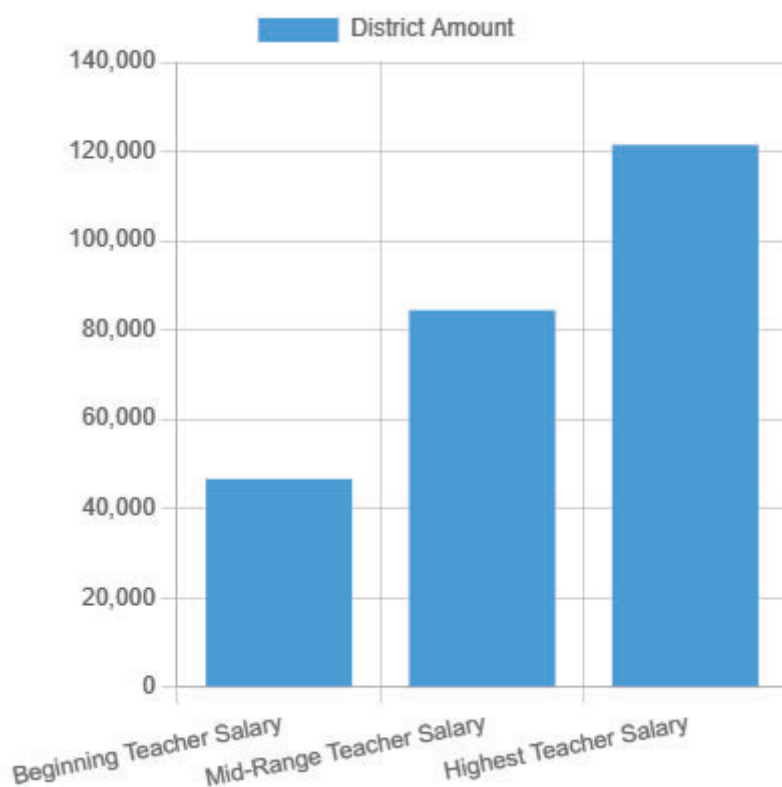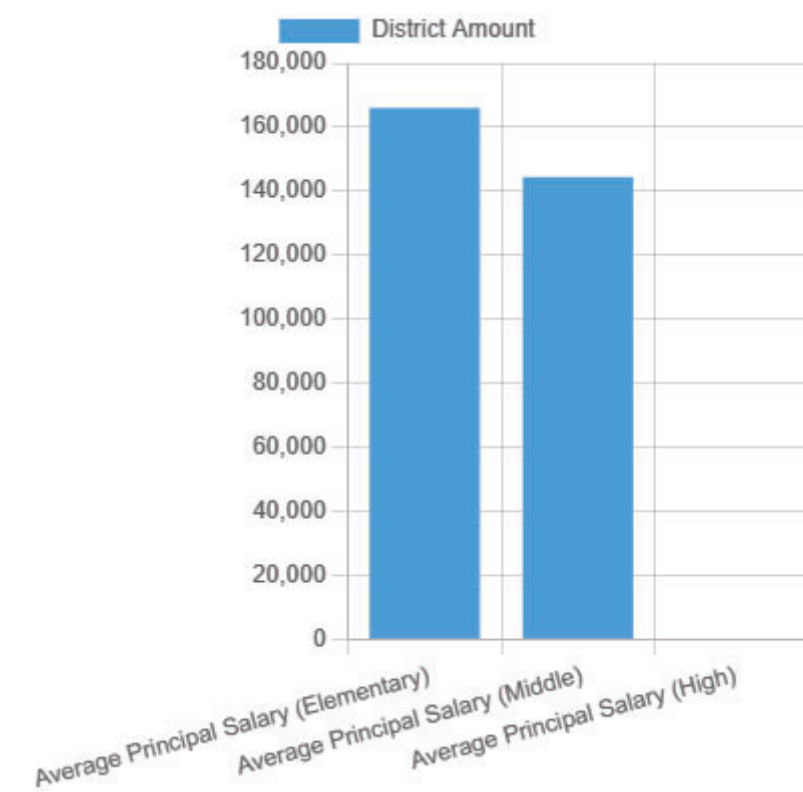
Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6