

Helendale Elementary
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 27274 Peach Tree Ln.
Helendale, CA , 92342

Principal: Cynthia Espinoza

Phone: 760-952-1204

Grade Span:

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 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.

About This School

Cynthia Espinoza

Principal, Helendale Elementary

About Our School

Contact

Helendale Elementary
27274 Peach Tree Ln.
Helendale, CA 92342

Phone: [760-952-1204](tel:760-952-1204)

Email: cespinoza@helendalesd.com

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Helendale Elementary
Phone Number	760-952-1180
Superintendent	Swearingen, Ross
Email Address	rswearingen@helendalesd.com
Website	www.helendalesd.org/cms/page_view?dx&piid&vpid1348224852066

School Contact Information (School Year 2022–23)

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

Last updated: 1/30/23

School Description and Mission Statement (School Year 2022–23)

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.

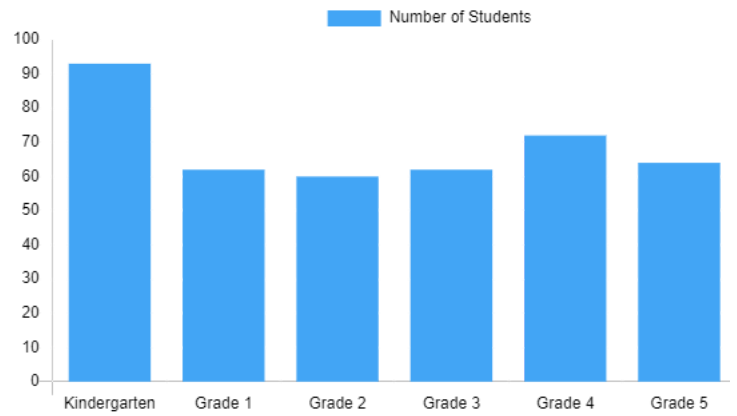
Our MTSS mantra: BE SAFE, BE RESPONSIBLE, BE RESPECTFUL.....

BE A HAWK - filled with Hope, Achievement, Wonder, and Knowledge.

Last updated: 1/30/23

Student Enrollment by Grade Level (School Year 2021–22)

Grade Level	Number of Students
Kindergarten	93
Grade 1	62
Grade 2	60
Grade 3	62
Grade 4	72
Grade 5	64
Grade 6	71
Total Enrollment	484



Minimum students was not met in the provided examples. Future development will include messages on the table to explain what the minimums are to display data.

Last updated: 1/30/23

Student Enrollment by Student Group (School Year 2021–22)

Student Group	Percent of Total Enrollment
Female	47.70%
Male	52.30%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	1.90%
Black or African American	7.40%
Filipino	0.80%
Hispanic or Latino	42.40%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	1.70%
White	45.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	3.90%
Foster Youth	0.80%
Homeless	1.70%
Migrant	0.00%
Socioeconomically Disadvantaged	59.90%
Students with Disabilities	11.60%

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	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.

Last updated: 1/30/23

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)						
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						
Total Teaching Positions						

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.

Last updated: 1/30/23

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

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

Last updated: 1/11/23

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

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

Last updated: 1/11/23

Class Assignments

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

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

Last updated: 1/11/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2022–23)

Year and month in which the data were collected: January 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	?McGraw Hill Wonders	Yes	0%
Mathematics	?Houghton Mifflin Harcourt (HMH) GO Math?	Yes	0%
Science	?McGraw Hill Inspire?	Yes	0%
History-Social Science	SAVVAS K-5 - Pearson California History-Social myWorld Interactive Grade 6 Pearson California History-Social Science myWorld Interactive Secondary	Yes	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	N/A	0%

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

Last updated: 1/30/23

School Facility Conditions and Planned Improvements

The most recent inspection took place in December 2021.

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 December 2021 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

December 2021. A work order process is used to ensure efficient service and emergency repairs are given the highest priority.

Last updated: 1/30/23

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: December 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Repair Needed and Action Taken or Planned - none
Interior: Interior Surfaces	Good	?Repair Needed and Action Taken or Planned - none?
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	?Repair Needed and Action Taken or Planned - none?
Electrical: Electrical	Good	?Repair Needed and Action Taken or Planned - none?
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	?Repair Needed and Action Taken or Planned - none?
Safety: Fire Safety, Hazardous Materials	Good	?Repair Needed and Action Taken or Planned - none?
Structural: Structural Damage, Roofs	Good	?Repair Needed and Action Taken or Planned - none?

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	<ul style="list-style-type: none"> o Comments noted: Minor cracks in hard top on playground o Minor cracks, dirt, and sand in parking lot. o Minor cracks, dirt, and sand in bus pull through. o Minor cracks, dirt, and sand on sidewalks

Overall Facility Rate

Year and month of the most recent FIT report: December 2021

Overall Rating	Exemplary
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Last updated: 1/30/23

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 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven taking and completing a state-administered assessment

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
English Language Arts / Literacy (grades 3-8 and 11)	N/A	39%	N/A	48%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	31%	N/A	32%	N/A	33%

Note: Where it was the most viable option, in 2020–21, LEAs were required to administer the statewide summative assessment in ELA and mathematics and where a statewide summative assessment was not the most viable option for the LEA, LEAs were permitted report results from a different assessment that meets the criteria established by the California State Board of Education on March 16, 2021. The 2020–21 data cells for the school, district, state have N/A values because these data are not comparable to 2021–22 data.

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.

Note: ELA and 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.

Last updated: 1/30/23

**CAASPP Test Results in ELA by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	280	275	98.21	1.79	39.27
Female	126	122	96.83	3.17	45.90
Male	154	153	99.35	0.65	33.99
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	19	90.48	9.52	21.05
Filipino	--	--	--	--	--
Hispanic or Latino	123	122	99.19	0.81	38.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	123	121	98.37	1.63	42.15
English Learners	14	14	100.00	0.00	35.71
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	179	174	97.21	2.79	33.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	16.67

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.

Last updated: 1/30/23

**CAASPP Test Results in Mathematics by Student Group for students taking and completing a state-administered assessment
 Grades Three through Eight and Grade Eleven
 (School Year 2021–22)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	279	274	98.21	1.79	30.66
Female	125	121	96.80	3.20	33.06
Male	154	153	99.35	0.65	28.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	21	19	90.48	9.52	31.58
Filipino	--	--	--	--	--
Hispanic or Latino	122	121	99.18	0.82	31.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	123	121	98.37	1.63	29.75
English Learners	14	14	100.00	0.00	21.43
Foster Youth	--	--	--	--	--
Homeless				--	
Military	0	0	0	0	0
Socioeconomically Disadvantaged	178	173	97.19	2.81	26.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	30	90.91	9.09	13.33

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.

Last updated: 1/30/23

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8, and high school)	NT	13.43	NT	13.43	28.72	29.47

Note: Science test results include the CAST 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 CAST 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: For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

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.

Last updated: 1/30/23

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2021–22)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	67	67	100.00	0.00	13.43
Female	28	28	100.00	0.00	14.29
Male	39	39	100.00	0.00	12.82
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	28	28	100.00	0.00	7.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	33	100.00	0.00	21.21
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	37	37	100.00	0.00	10.81
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

Last updated: 1/30/23

Career Technical Education (CTE) Programs (School Year 2021–22)

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*Last updated: 1/30/23***Career Technical Education (CTE) Participation (School Year 2021–22)**

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	--

*Last updated: 1/30/23***Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements**

UC/CSU Course Measure	Percent
2021–22 Pupils Enrolled in Courses Required for UC/CSU Admission	0.00%
2020–21 Graduates Who Completed All Courses Required for UC/CSU Admission	0.00%

Last updated: 1/30/23

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 2021–22)

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%
7					
9					

Note: Due to changes to the 2021–22 PFT administration, only participation results are required for these five fitness areas.

Note: 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.

Last updated: 1/30/23

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 2022–23)

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.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2019–20	School 2020–21	School 2021–22	District 2019–20	District 2020–21	District 2021–22	State 2019–20	State 2020–21	State 2021–22
Dropout Rate				26.5%	15.6%	17.0%	8.9%	9.4%	7.8%
Graduation Rate				53.1%	55.9%	62.1%	84.2%	83.6%	87.0%

Last updated: 1/30/23

Graduation Rate by Student Group (Four-Year Cohort Rate)
(School Year 2021–22)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Last updated: 1/30/23

Chronic Absenteeism by Student Group
(School Year 2021–22)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	550	533	143	26.8
Female	264	254	73	28.7
Male	286	279	70	25.1
American Indian or Alaska Native	2	2	0	0.0
Asian	11	11	2	18.2
Black or African American	45	41	17	41.5
Filipino	5	4	0	0.0
Hispanic or Latino	239	231	69	29.9
Native Hawaiian or Pacific Islander	3	3	1	33.3
Two or More Races	11	11	4	36.4
White	234	230	50	21.7
English Learners	24	23	7	30.4
Foster Youth	8	8	1	12.5
Homeless	14	14	7	50.0
Socioeconomically Disadvantaged	337	325	101	31.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	76	71	19	26.8

Last updated: 1/30/23

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 for School Year 2019–20 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019–20	District 2019–20	State 2019–20
Suspensions	2.56%	0.71%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019–20 suspensions and expulsions rate data are not comparable to other year data because the 2019–20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–20 school year compared to other school years.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2020–21	School 2021–22	District 2020–21	District 2021–22	State 2020–21	State 2021–22
Suspensions	0.00%	3.45%	0.03%	0.93%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.02%	0.00%	0.07%

Note: Data collected during the 2020–21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Last updated: 1/30/23

**Suspensions and Expulsions by Student Group
(School Year 2021–22)**

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.45	0.00
Female	1.89	0.00
Male	4.90	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.44	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.85	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.15	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.58	0.00

Last updated: 1/30/23

School Safety Plan (School Year 2022–23)

?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.?

Last updated: 1/30/23

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 2019–20

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00		4	
1	25.00		3	
2	26.00		3	
3	22.00		3	
4	29.00		2	
5	30.00		2	
6	30.00		2	
Other**	29.00		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 (Elementary) School Year 2020–21

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	10.00	8		
1	10.00	6		
2	10.00	6		
3	12.00	6		
4	12.00	6		
5	11.00	6		
6	13.00	6		
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 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 (Secondary) (School Year 2019–20)

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 2020–21)

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 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.

Ratio of Pupils to Academic Counselor (School Year 2021–22)

Title	Ratio
Pupils to Academic Counselor*	.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.

Last updated: 1/30/23

Student Support Services Staff (School Year 2021–22)

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	2.50

* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/23

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2020–21)

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	\$82429.67
Percent Difference – School Site and District	N/A	N/A	27.94%	5.07%
State	N/A	N/A	\$6593.62	\$74053.00
Percent Difference – School Site and State	N/A	N/A	4.56%	5.61%

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

Last updated: 1/31/23

Types of Services Funded (Fiscal Year 2021–22)

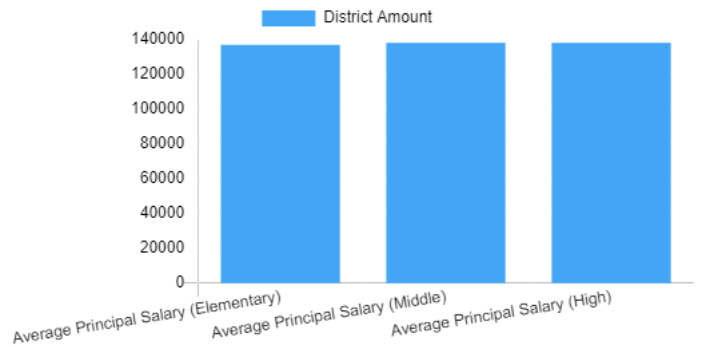
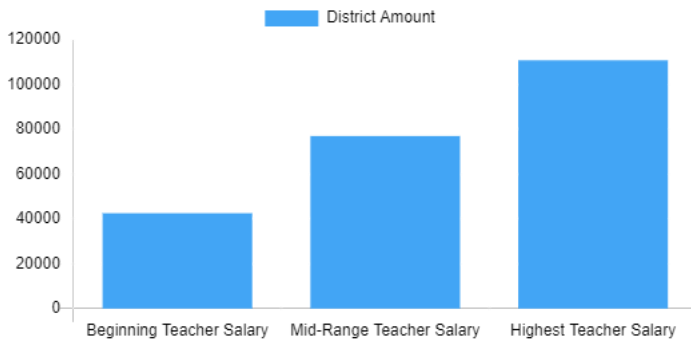
In the past year, HES has returned to prioritizing expenditures on staff development, curriculum and software, and the social-emotional health of students and staff.

Last updated: 1/31/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42583.00	\$46843.81
Mid-Range Teacher Salary	\$77063.00	\$73398.10
Highest Teacher Salary	\$110856.00	\$93345.17
Average Principal Salary (Elementary)	\$137103.00	\$116456.68
Average Principal Salary (Middle)	\$138316.00	\$122114.81
Average Principal Salary (High)	\$138316.00	\$0.00
Superintendent Salary	\$201594.00	\$136295.61
Percent of Budget for Teacher Salaries	31.94%	29.92%
Percent of Budget for Administrative Salaries	7.41%	6.44%

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



Last updated: 1/31/23

Advanced Placement (AP) Courses (School Year 2021–22)**Percent of Students in AP Courses**

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0.00%

* Where there are student course enrollments of at least one student.

Last updated: 1/30/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Last updated: 1/30/23