

Helen Lehman 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.

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/ .

2025-26 School Contact Information

School Name	Helen Lehman Elementary School
Street	
City, State, Zip	
Phone Number	(707) 890-3935
Principal	Christina Cena
Email Address	ccena@srcs.k12.ca.us
School Website	https://hles.srcschools.org
Grade Span	
County-District-School (CDS) Code	49709126066385

2025-26 District Contact Information

District Name	Santa Rosa City Schools
Phone Number	(707) 890-3800
Superintendent	Lisa August
Email Address	laugust@srcs.k12.ca.us
District Website	www.srcschools.org

2025-26 School Description and Mission Statement

Helen Lehman Elementary School provides an energetic educational environment where students are given the skills and encouragement to achieve high academic standards.

Our staff is part of a collaborative team that supports the whole child, helping students become confident learners and caring citizens. Staff members work hand-in-hand with parents and the community to help students achieve these goals.

Our mission at Helen Lehman Elementary School is to provide a nurturing, safe, and collaborative environment that instills a love of learning where all students are valued and empowered to think critically, develop strength of character, and thrive both

2025-26 School Description and Mission Statement

academically and socially.

About Our School

Helen M. Lehman Elementary School, built in 1980, serves TK through sixth grade students. Our campus is located in a quiet residential neighborhood that backs up to Jennings Park. Lehman is a perfect setting for physical activities that earned our school the 2015 and 2016 Let's Move! Active Schools National Award for physical fitness, supported by Michelle Obama. The Healthy Schools Program gave us the bronze award through the American Heart Association and the Clinton Foundation.

Our committed staff is implementing the Common Core State Standards, while focusing on the 21st century learning skills of critical thinking, communication, creativity, collaboration, content knowledge, and civic engagement. Lehman's core academic program is supported by one instructional assistant. We address the literacy needs of all students during our Walk to Read time. This model provides all students with small group reading intervention targeted at their current level of reading. This allows students to receive strong foundational skills in the areas of reading, comprehension, and language acquisition. Our dedicated staff enhances their classroom programs through multicultural literacy, character development, eco-literacy, music, student government, and policies supporting healthy eating and exercise habits.

Parent and community volunteer work is important to our academic program. We encourage parents to join the Parent/Faculty Organization (PFO), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC). Our staff looks forward to working with you and your children.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	46
Grade 2	50
Grade 3	52
Grade 4	58
Grade 5	41
Grade 6	59
Total Enrollment	373

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.7
Male	52.3
American Indian or Alaska Native	0.8
Asian	4.6
Black or African American	4.6
Filipino	0.3
Hispanic or Latino	79.9
Native Hawaiian or Pacific Islander	2.7
Two or More Races	2.7
White	4.6
English Learners	46.9
Foster Youth	1.1
Homeless	5.4
Migrant	0.8
Socioeconomically Disadvantaged	90.6
Students with Disabilities	14.5

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)	17.5	100	196.2	83.4	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0.1	0.07	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	17.8	7.6	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.4	1.05	11953.1	4.28
Unknown/Incomplete/NA	0	0	18.5	7.87	15831.9	5.67
Total Teaching Positions	17.5	100	235.3	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)	18.8	100	213.3	80.66	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.5	1.36	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	23.3	8.82	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.6	1	11746.9	4.23
Unknown/Incomplete/NA	0	0	21.5	8.14	14303.8	5.15
Total Teaching Positions	18.8	100	264.4	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)	15.5	83.78	211.8	76.32	230039.4	100
Intern Credential Holders Properly Assigned	2	10.81	5	1.8	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	5.41	21	7.58	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.8	0.65	12112.8	4.34
Unknown/Incomplete/NA	0	0	37.9	13.66	13705.8	4.91
Total Teaching Positions	18.5	100	277.6	100	278927.1	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.

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	1

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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)	4.5	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)	19.2	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: December 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	<p>The Collaborative Curriculum Design (CCD) units of study are an integral part of SRCS' comprehensive ELA curriculum. These standards-based units of study were developed over several years by SRCS teachers in response to the Common Core State Standards and the decision not to adopt a traditional ELA curriculum. They are designed to meet our students' interests and needs, and to be culturally responsive. Each unit of study within the CCD model is anchored on a cluster of interdisciplinary standards or learning goals. These integrated units support the teaching of ELA standards through the content of science and social studies. They are based on a collaborative, inquiry model of instruction with a focus on critical thinking and real-world problem solving that guide learners to higher levels of rigor and sophisticated thought. The SRCS Board of Education approved this curriculum in May 2020.</p> <p>Lucy Calkins Units of Study in Opinion, Information, and Narrative Writing. Units of Study to teach Opinion/Argument, Information, and Narrative Writing (BA 2016)</p> <p>95 Core Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2024)</p> <p>Designated ELD lessons from the CCD Units are used to provide content-rich and engaging ELD lessons.</p>	0
Mathematics	<p>All students are using a new state adopted curriculum. Students in grades Kindergarten thru 5th grade are using Everyday Mathematics which is aligned with the Common Core State Standards. It reinforces math concepts through a variety of means and reviews previous concepts throughout the program. Our 6th grade students are using College Preparatory Mathematics. It is also aligned to the Common Core State</p>	0

	Standards and provide students with a variety of ways to master the curriculum.	
Science	FOSS (Full Option Science System) is a research-based science curriculum for grades K-6 developed at the Lawrence Hall of Science, University of California, Berkeley. FOSS has evolved from a philosophy of teaching and learning that has guided the development of successful active-learning science curricula for more than 40 years. The FOSS Program bridges research and practice by providing tools and strategies to engage students and teachers in enduring experiences that lead to deeper understanding of the natural and designed worlds.	0
History-Social Science	Students begin their exploration of History/Social Science using the standards based Pearson Scott Foresman "California History/Social/Science" program from kindergarten through fifth grade. The McMillan/McGraw Hill "California Vistas" program is used in sixth grade in order to prepare students for middle school. Students learn about citizenship beginning in first grade, and in second grade, students explore the lives of both current and historical figures. The theme in third grade is continuity and change, with California the subject of student studies in fourth grade. American History is the focus in fifth, while sixth grade emphasizes ancient world cultures. Woven throughout all grade levels is instruction in geography and the environment and their influence on culture.	0
Foreign Language		0
Health	Growth and Development instructional materials	0
Visual and Performing Arts	N/A	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The district uses the Facilities Inspection Tool (FIT) which was developed by the State of California Office of Public School Construction to evaluate the conditions at each school site with ratings of "good, fair, or poor" The FIT also provides an overall summary of the school conditions at each school site on a scale of "exemplary" good, fair or poor. Detailed information from the FIT is listed in Section IV of the complete SARC and is also available at the District Office.

This school was inspected in September 2025 and had an overall rating of "Good".

The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

Year and month of the most recent FIT report	September 2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		
Cleanliness:	X			

School Facility Conditions and Planned Improvements

Overall Cleanliness, Pest/Vermin Infestation				
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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)	18	14	31	33	47	48
Mathematics (grades 3-8 and 11)	14	11	24	25	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	211	204	96.68	3.32	13.73
Female	99	94	94.95	5.05	13.83
Male	112	110	98.21	1.79	13.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	168	97.11	2.89	10.71
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	98	92	93.88	6.12	3.26
Foster Youth	0	0	0	0	0
Homeless	11	6	54.55	45.45	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	136	129	94.85	5.15	13.18
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	2.44

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	211	210	99.53	0.47	10.95
Female	99	99	100.00	0.00	7.07
Male	112	111	99.11	0.89	14.41
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	173	173	100.00	0.00	8.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	98	98	100.00	0.00	5.10
Foster Youth	0	0	0	0	0
Homeless	11	11	100.00	0.00	18.18
Military	--	--	--	--	--

Socioeconomically Disadvantaged	136	135	99.26	0.74	10.37
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	4.88

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)	8.47	2.44	18.14	18.18	30.73	32.52

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	41	41	100.00	0.00	2.44
Female	12	12	100.00	0.00	0.00
Male	29	29	100.00	0.00	3.45
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	36	36	100.00	0.00	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	21	21	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	25	25	100.00	0.00	4.00
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
Grade 5	100.00%	95.50%	95.50%	89.40%	95.50%

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

There are many ways that Helen Lehman Elementary School encourages and provides opportunities for parent involvement. We have an active Parent/Faculty Organization (PFO) which meets monthly. Its purpose is to promote and enrich the welfare and educational experiences of the children at Helen Lehman, and to reinforce the home and school connection. Parents are encouraged to run for election to the School Site Council (SSC), which meets monthly. Parents on the council become informed, give input, discuss needs and successes, and plan school program improvements. The council develops a comprehensive plan designed to improve the effectiveness of the school and assists in making budgetary decisions of funds within its purview. All parents are invited to attend the monthly meetings. The English Language Advisory Committee (ELAC) and the District English Language Advisory Committee (DELAC), comprised of parents of English Language Learners, meet monthly to become informed, give input and share information about the English Language Development Program.

The district has several committees that encourage and include parent participation. All parents are invited and encouraged to attend our Back to School Night, Parent Conferences, Spring Music Concerts, School Community Celebrations, Family Literacy Night, Family Math Night, Open House, as well as monthly student recognition assemblies.

In addition to meetings and committees, teachers are pleased to have parent volunteers in the classroom. Other volunteer opportunities exist in chaperoning on field trips. We also have a full-time Family Engagement Facilitator who can help parents find resources within our community. To find out how you can volunteer at our school, please contact our school office at (707) 890-3935 or visit our website.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	405	396	91	23.0
Female	191	187	42	22.5
Male	214	209	49	23.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	3	17.6
Black or African American	18	17	1	5.9
Filipino	--	--	--	--
Hispanic or Latino	323	316	76	24.1
Native Hawaiian or Pacific Islander	13	12	2	16.7
Two or More Races	--	--	--	--
White	20	20	5	25.0
English Learners	205	201	44	21.9
Foster Youth	--	--	--	--
Homeless	29	27	4	14.8
Socioeconomically Disadvantaged	380	374	87	23.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	81	77	22	28.6

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
1.35	1.9	1.73	3.66	4.29	3.31	3.6	3.28	2.94

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	0.08	0.02	0.04	0.08	0.07	0.06

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	1.73	0.00
Female	1.05	0.00
Male	2.34	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	11.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	1.46	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.58	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.94	0.00

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

The 2025-2026 School Safety Comprehensive Framework by Santa Rosa City Schools emphasizes creating a safe, inclusive, and empowering environment that supports both academic success and emotional well-being. Grounded in the values of embrace, engage, and empower, the framework outlines nine focus areas: campus security enhancements like controlled access and surveillance, sufficient safety equipment, and professional development for staff regarding safety protocols and wellness. It also highlights mental health supports such as counseling services and conflict resolution programs, and collaboration with first responders and community partners for coordinated incident responses. A multidisciplinary threat assessment protocol, standardized emergency responses, and the implementation of an Incident Command System (ICS) ensure the district is prepared for various emergencies. Finally, reunification and recovery protocols aim to restore normalcy post-crisis, focusing on emotional and logistical support for students and families.

The plan also integrates continuous improvement measures, such as regularly updating emergency plans and conducting drills, and is aligned with the district's Facilities Master Plan to ensure feasibility and sustainability. The framework underscores the collective responsibility of staff, families, students, and community partners in fostering a culture of safety and readiness. By addressing physical, emotional, and systemic aspects of school safety, the framework sets the foundation for nurturing an environment where students feel secure and empowered to achieve their full potential. It reaffirms the district's commitment to collaborative, data-driven approaches to enhance safety across all campuses.

Helen Lehman has a school safety team that monitors the plan for both psychological and physical safety, and a crisis response & recovery team that oversees and implements the school's crisis response plan. Physical safety includes: visitor check-in and identification badges, preparedness planning and monthly practice drills to prepare for a variety of potential incidents. Students are supervised before and after school by classified and certificated staff. Noon duty aides supervise students during recess and lunch. Classified staff help with supervision during break periods. Psychological safety provides for the social-emotional well-being of students and works to create positive school climates through positive behavior supports such as, Multi-Tiered System of Supports (MTSS), monthly student recognition assemblies, Restorative and classroom circles, and intervention/support for at-risk students.

All revisions are communicated to both the classified and certificated staff, as well as reviewed by the School Site Council. The School Safety Plan is available in the school office for review.

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	25	1	2	1
1	25	0	2	0
2	40	0	1	1
3	23	0	2	0
4	29	0	2	0
5	33	0	1	0
6	31	0	2	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	16	3	0	0
1	18	2	1	0
2	17	1	2	0
3	18	1	2	0
4	21	1	1	0
5	28	0	2	0
6	30	0	2	0
Other	0	0	0	0

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
K	21	1	1	
1	23		2	
2	25		2	
3	26		2	
4	29		1	1
5	21	1		1
6	30		2	

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	381

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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.8
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
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	\$4,164.28	\$48.79	\$4,115.48	\$61,055.22
District	N/A	N/A	\$6,489.50	
Percent Difference - School Site and District	N/A	N/A	-44.8	
State	N/A	N/A	\$11,146	
Percent Difference - School Site and State	N/A	N/A	-89.4	

Fiscal Year 2024-25 Types of Services Funded

Helen Lehman Elementary School is committed to providing supportive education. A speech and language specialist is available based on student need. A library technician is available several days a week. A nurse is at the school for a full day weekly. A district technology assistant is available six hours per week. A physical education specialist is available four days per week, and a music specialist 4 days per week. Students use chrome books inside their classrooms. Two full-time educational specialist teaches special education, and we have two SPED instructional aides which support students through a pull out and push in model.

Our instructional assistant works with students in small groups to provide intensive support in reading instruction.

Student Study Teams meet monthly to discuss the needs of students needing extra attention. Team members include a psychologist, special education teacher, school counselor, the principal and other teachers. Gifted and talented students are identified using a nonverbal test (RAVEN) in the third grade and teacher recommendations.

Although GATE funding has been eliminated, gifted and talented students are encouraged to participate in special activities.

Fiscal Year 2024-25 Types of Services Funded

ALPS students receive differentiated instruction from classroom teachers. Teachers provide focused English instruction in the regular classroom. Our Family Engagement Facilitator assesses students and helps teachers develop curriculum and strategies to support English learners. Title 1 monies fund instructional assistants to support students' needs.

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		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

Professional Development

Development of a clear Tier 1 flow chart for behavior and academic needs that indicates the process for requesting or seeking support from the Tier 2 team. Extensive teacher training on the Walk to Read model, encompassing teaching curriculum, best instructional practices, and progress monitoring and regrouping students.

The LEA provides various professional development opportunities for staff:

Grade-Level Collaboration: Grade-level teams meet twice a year to align instructional practices.

Monthly Curriculum Support: Teachers receive monthly guidance on curriculum implementation and strategies for effective first instruction.

Math Training: Staff participated in two additional math sessions emphasizing engaging practices from the new math framework.

Support for Multilingual Learners: Collaborative opportunities to address multilingual learners' needs are offered multiple times annually.

Specialized Programs:

Transitional Kindergarten and Kindergarten teachers engaged in the Pyramid Model project to address challenging behaviors and build young children's social skills.

Expanded Learning Opportunity programs provided training for site leaders, after-school professionals, and summer teams, covering inclusive practices, de-escalation strategies, registration support, best practices, and team building.

District-Wide Professional Development:

Two annual professional development days are provided for certificated and classified staff. This year's focus included school safety through Essential 5 and reviewing Comprehensive School Safety Plans.

Ethnic Studies training is offered at three levels: Ethnic Studies 1.0, 2.0, and 3.0.

Elementary administrators meet bi-monthly to align Tier 1 practices using district-adopted curriculum.

Math Redesign:

Professional Development

Professional learning focused on district-wide coherence from elementary through 12th grade, emphasizing culturally relevant math modeling, formative assessments, Building Thinking Classrooms, and Boaler’s strategies for fostering a growth mindset and positive math identity.

Training supported the implementation of the New California Math Framework at school sites and for leadership teams.

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	3	16	3