

Helen M. Lehman Elementary
2020—2021 School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1700 Jennings Ave. Santa Rosa, CA , 95401-4556	Principal:	Amy Wegner-Taganashi, Principal
Phone:	(707) 890-3935	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, 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/fq/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.

About This School

Amy Wegner-Taganashi, Principal

Principal, Helen M. Lehman Elementary

About Our School



Helen M. Lehman Elementary School, built in 1980, serves Kinder Academy 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 21st century learning skills: critical thinking, communication, creativity, collaboration, content knowledge, and civic engagement. Lehman's core academic program is supported by a teacher on special assignment (TOSA), and several instructional assistants. We are implementing a Learning Center Model to address the 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 all 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.

Contact

Helen M. Lehman Elementary
1700 Jennings Ave.
Santa Rosa, CA 95401-4556

Phone: (707) 890-3935
Email: ataganashi@srcs.k12.ca.us

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Santa Rosa Elementary
Phone Number	(707) 890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	www.srcschools.org

School Contact Information (School Year 2021—2022)

School Name	Helen M. Lehman Elementary
Street	1700 Jennings Ave.

City, State, Zip	Santa Rosa, CA , 95401-4556
Phone Number	(707) 890-3935
Principal	Amy Wegner-Taganashi, Principal
Email Address	ataganashi@srcs.k12.ca.us
Website	https://lehman.srcs.k12.ca.us/
County-District-School (CDS) Code	49709126066385

Last updated: 3/4/22

School Description and Mission Statement (School Year 2021—2022)

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

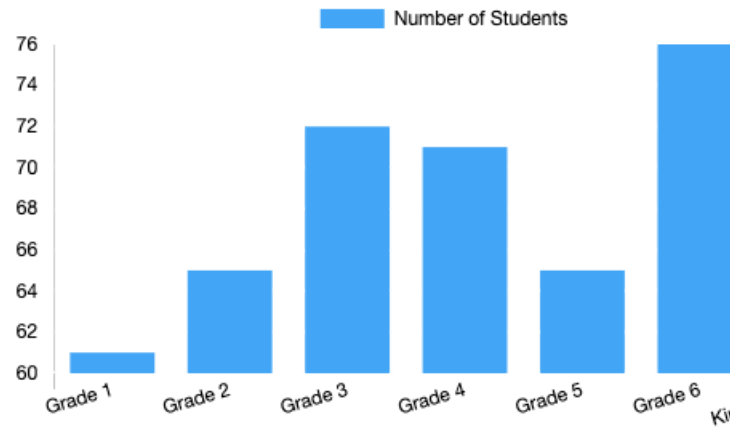
Our staff is part of a collaborative team that supports the whole child, helping students become confident learners and caring citizens. Staff members work hand-in-hand with parents and the community to help students achieve these goals.

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 academically and socially.

Last updated: 2/8/22

Student Enrollment by Grade Level (School Year 2020—2021)

Grade Level	Number of Students
Grade 1	61
Grade 2	65
Grade 3	72
Grade 4	71
Grade 5	65
Grade 6	76
Kindergarten	72
Total Enrollment	482



Last updated: 2/8/22

Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Percent of Total Enrollment
Female	49.60%
Male	50.40%
Non-Binary	0.00%
American Indian or Alaska Native	0.60%
Asian	4.10%
Black or African American	2.70%
Filipino	0.80%
Hispanic or Latino	83.40%
Native Hawaiian or Pacific Islander	0.60%
Two or More Races	2.10%
White	5.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	42.70%
Foster Youth	0.20%
Homeless	0.80%
Migrant	4.10%
Socioeconomically Disadvantaged	84.90%
Students with Disabilities	10.20%

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

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2020—2021)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

Last updated:

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 2021–2022)

Year and month in which the data were collected: January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics & Word Recognition, and Fluency (BA 2017)</p> <p>Wonders Designated ELD. Designated ELD program for SRCS English Learners(BA 2017)</p> <p>Link to titles. https://bit.ly/Elem_Curric"</p>	Yes	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 review s previous concepts throughout the program. Our 6th grade students are using College Prepitory Mathematics. It is also aligned to the Common Core State Standards and provide students with a variety of ways to master the curriculum.</p>	Yes	0%
Science	<p>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.</p>	Yes	0%
History-Social Science	<p>"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.</p> <p>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."</p>	Yes	0%
Foreign Language			0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health			0%
Visual and Performing Arts			0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 2/8/22

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 on 12/30/21 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.

Last updated: 2/8/22

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: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
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: January 2022

Overall Rating	Good
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Last updated: 2/8/22

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).
- **SARC Reporting in the 2020–2021 School Year Only**

Where the most viable option, LEAs were required to administer the statewide summative assessments for ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

 - Aligned with CA CCSS for ELA and mathematics;
 - Available to students in grades 3 through 8, and grade 11; and
 - Uniformly administered across a grade, grade span, school, or district to all eligible students.
 - **Options:** Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:
 - Smarter Balanced ELA and mathematics summative assessments;
 - Other assessments meeting the SBE criteria; or
 - Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.
 - **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.

Local Assessment Test Results in ELA by Student Group
Assessment Name(s): Let's Go Learn-DORA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	240	72	30.0	70.0	2.8
Female	120	32	26.7	73.3	3.1
Male	120	40	33.3	66.7	2.5
American Indian or Alaska Native	1	0	0.0	100.0	0.0
Asian	9	2	22.2	77.8	0.0
Black or African American	5	1	20.0	80.0	0.0
Filipino	2	2	100.0	0.0	0.0
Hispanic or Latino	201	62	30.8	69.2	3.2
Native Hawaiian or Pacific Islander	2	0	0.0	100.0	0.0
Two or More Races	4	1	25.0	75.0	0.0
White	16	4	25.0	75.0	0.0
English Learners	111	23	20.7	79.3	0.0
Foster Youth	2	0	0.0	100.0	0.0
Homeless	3	0	0.0	100.0	0.0
Military	1	1	100.0	0.0	0.0
Socioeconomically Disadvantaged	98	38	38.8	61.2	2.6
Students Receiving Migrant Education Services	2	1	50.0	50.0	0.0
Students with Disabilities	24	8	33.3	66.7	0.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

Local Assessment Test Results in Mathematics by Student Group
Assessment Name(s): Let's Go Learn- ADAM
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
All Students	240	1	0.4	99.6	100.0
Female	120	N/A	N/A	N/A	N/A
Male	120	1	0.8	99.2	100.0
American Indian or Alaska Native	1	0	0.0	100.0	0.0
Asian	9	0	0.0	100.0	0.0
Black or African American	5	0	0.0	100.0	0.0
Filipino	2	0	0.0	100.0	0.0
Hispanic or Latino	201	1	0.5	99.5	100.0
Native Hawaiian or Pacific Islander	2	0	0.0	100.0	0.0
Two or More Races	4	0	0.0	100.0	0.0
White	16	N/A	N/A	N/A	0.0
English Learners	111	0	0.0	100.0	0.0
Foster Youth	2	0	0.0	100.0	0.0
Homeless	3	0	0.0	100.0	0.0
Military	1	0	0.0	100.0	0.0
Socioeconomically Disadvantaged	140	1	0.7	99.3	100.0
Students Receiving Migrant Education Services	2	0	0.0	0	0.0
Students with Disabilities	24	1	4.2	95.8	100.0

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where the school administered only the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Last updated: 3/3/22

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2021-2022)

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 bi-monthly. Parents on the council become informed, share information, 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 a minimum of four times a year to become informed 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 virtual Back to School Night, Parent Conferences, Spring Music Concerts, Movie Nights, Family Literacy Nights, 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 the library and 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.

State Priority: Pupil Engagement

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

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

**Chronic Absenteeism by Student Group
(School Year 2020—2021)**

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	546	525	210	40.0
Female	267	256	100	39.1
Male	279	269	110	40.9
American Indian or Alaska Native	22	22	7	40.9
Asian	3	3	1	33.3
Black or African American	13	13	4	30.8
Filipino	5	4	1	25.0
Hispanic or Latino	445	430	171	39.8
Native Hawaiian or Pacific Islander	6	6	3	50.0
Two or More Races	12	12	5	41.7
White	40	35	18	51.4
English Learners	271	262	105	40.1
Foster Youth	2	2	2	100.0
Homeless	9	9	8	88.9
Socioeconomically Disadvantaged	448	434	183	42.2
Students Receiving Migrant Education Services	24	22	10	45.5
Students with Disabilities	62	59	26	44.1

Last updated:

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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	2.87%	0.00%	2.41%	0.00%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.08%	0.00%

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.

Suspensions and Expulsions for School Year 2019-2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.66%	2.00%	2.45%
Expulsions	0.00%	0.00%	0.05%

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Last updated: 3/14/22

**Suspensions and Expulsions by Student Group
(School Year 2020—2021)**

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

Last updated:

School Safety Plan (School Year 2021-2022)

Helen Lehman School and the Santa Rosa City Schools District are committed to creating safe, secure, and caring learning environments. The safety plan includes disaster preparedness, emergency protocols, and policies and procedures designed to keep the school, students, and staff safe. The School Site Safety plan is updated and approved by the School Board on an annual basis.

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 the principal 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 BEST (Building Effective Schools Together), Multi-Tiered System of Supports (MTSS), monthly student recognition assemblies, Restorative services and classroom circles, and intervention/support for at-risk students. The district provides safety training each year. Employees attend annual mandatory training on a variety of first aid and safety topics, including: blood borne pathogens, anaphylactic shock, CPR, first aid, hazardous communication, safety in the workplace, and disaster preparedness.

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.

Last updated: 2/8/22

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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.85
Psychologist	0.50
Social Worker	0.00
Nurse	0.20
Speech/Language/Hearing Specialist	0.50
Resource Specialist (non-teaching)	1.50
Other	0.00

Last updated: 12/31/99

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019—2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6609.52	\$6146.02	\$463.50	\$76314.84
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$8443.83	--
Percent Difference – School Site and State	N/A	N/A	--	--

Last updated: 3/10/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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. One instructional aide assists in both of our kindergarten classes each day. One full-time and one part time educational specialist teach special education, and we have two vacant SPED instructional aide positions for which we are actively looking to hire.

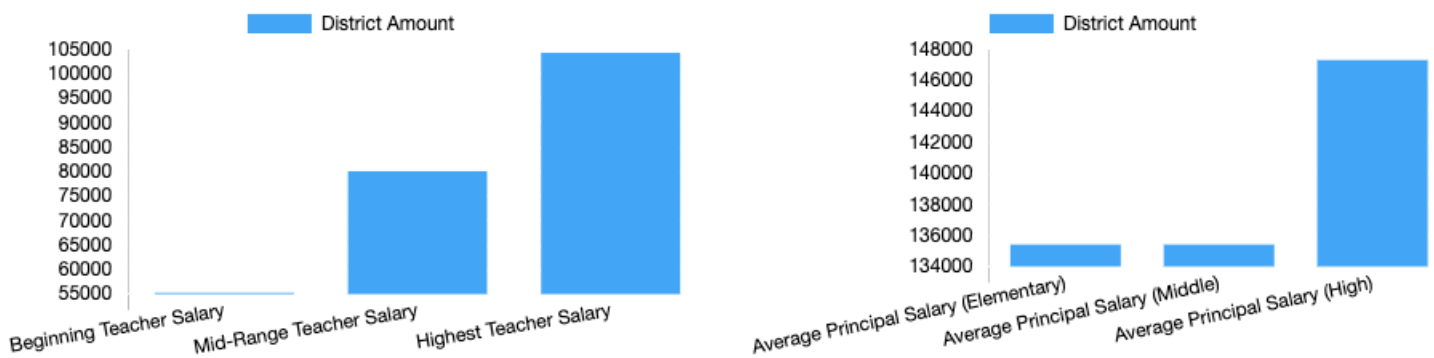
Students who are struggling academically may attend before-school homework support with our Student Engagement Activities Worker. Our Teacher on Special Assignment coaches teachers and works with students in small groups to provide intensive support in math and reading instruction.

Last updated: 2/8/22

Teacher and Administrative Salaries (Fiscal Year 2019–2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55266.00	--
Mid-Range Teacher Salary	\$80105.00	--
Highest Teacher Salary	\$104311.00	--
Average Principal Salary (Elementary)	\$104311.00	--
Average Principal Salary (Middle)	\$135418.00	--
Average Principal Salary (High)	\$147309.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	38.47%	--
Percent of Budget for Administrative Salaries	4.92%	--

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



Last updated:

Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	2	8	3

Addendum

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC Web Application as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC Web Application. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

LEA-Level Local Assessment Test Results in ELA by Student Group
Assessment Name/s: Let's Go Learn-DORA
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2528	2053	81.2	18.8	33.1
Female	1204	970	80.6	19.4	33.8
Male	1319	1077	81.7	18.3	32.3
American Indian or Alaska Native	14	10	71.4	28.6	20
Asian	91	75	82.4	17.6	53.3
Black or African American	41	31	75.6	24.4	29.0
Filipino	23	19	82.6	17.4	57.9
Hispanic or Latino	1593	1293	81.2	18.8	22.7
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	50.0
Two or More Races	109	91	83.5	16.5	49.5
White	645	524	81.2	18.8	52.1
English Learners	789	613	77.7	22.3	4.9
Foster Youth	10	8	80	20	50
Homeless	26	20	76.9	23.1	0.0
Military	31	28	90.3	9.7	32.1
Socioeconomically Disadvantaged	1215	992	81.6	18.4	23.4
Students Receiving Migrant Education Services	50	44	88.0	12.0	11.4
Students with Disabilities	328	266	81.1	18.9	11.7

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for ELA assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

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LEA-Level Assessment Test Results in Mathematics by Student Group
Assessment Name/s: Let's Go Learn- ADAM
Grades Three through Eight and Grade Eleven (School Year 2020—2021)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent At or Above Grade Level
LEAwide	2528	1637	64.8	35.2	26.9
Female	1204	782	65.0	35.0	23.0
Male	1319	850	64.4	35.6	30.5
American Indian or Alaska Native	14	9	64.3	35.7	11.1
Asian	91	69	75.8	24.2	53.6
Black or African American	41	21	51.2	48.8	28.6
Filipino	23	17	73.9	26.1	47.1
Hispanic or Latino	1593	982	61.6	38.4	17.2
Native Hawaiian or Pacific Islander	11	8	72.7	27.3	37.5
Two or More Races	109	81	74.3	24.7	33.3
White	645	448	69.5	30.5	42.0
English Learners	789	480	60.8	39.2	9.6
Foster Youth	10	6	60	40	33.3
Homeless	26	16	61.5	38.5	0
Military	31	25	80.6	19.4	32
Socioeconomically Disadvantaged	1215	812	66.8	33.2	16.6
Students Receiving Migrant Education Services	50	34	68	32	11.8
Students with Disabilities	328	203	61.9	38.1	13.3

*At or above the grade-level standard in the context of the local assessment administered.

Note: LEAs/schools will populate this table for schools in cases where the school administered a local assessment.

Note: LEAs/schools will populate double dashes (--) in this 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: In cases where all the schools in this LEA administered only the CAASPP for Mathematics assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this LEA.

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