

Helen M. Lehman Elementary School
2021–22 School Accountability Report Card
Reported Using Data from the 2021–22 School Year
California Department of Education

Address: 1700 Jennings Ave.
Santa Rosa, CA , 95401-4556

Principal: Amy Wegener-Taganashi

Phone: 707-890-3935

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

Amy Wegener-Taganashi

Principal, Helen M. Lehman Elementary School

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 the 21st century learning skills of critical thinking, communication, creativity, collaboration, content knowledge, and civic engagement. Lehman's core academic program is supported by two teachers on special assignment (TOSA), one in the area of Reading and the other in the area of Math, along with 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 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 School
1700 Jennings Ave.
Santa Rosa, CA 95401-4556

Phone: [707-890-3935](tel:707-890-3935)

Email: ataganashi@srcs.k12.ca.us

Contact Information (School Year 2022–23)

District Contact Information (School Year 2022–23)

District Name	Santa Rosa Elementary
Phone Number	707-890-3800
Superintendent	Trunnell, Anna
Email Address	atrunnell@srcs.k12.ca.us
Website	https://lehman.srcschools.org

School Contact Information (School Year 2022–23)

School Name	Helen M. Lehman Elementary School
Street	1700 Jennings Ave.
City, State, Zip	Santa Rosa, CA , 95401-4556
Phone Number	707-890-3935
Principal	Amy Wegener-Taganashi
Email Address	ataganashi@srcs.k12.ca.us
Website	https://lehman.srcs.k12.ca.us/
County-District-School (CDS) Code	49709126066385

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

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

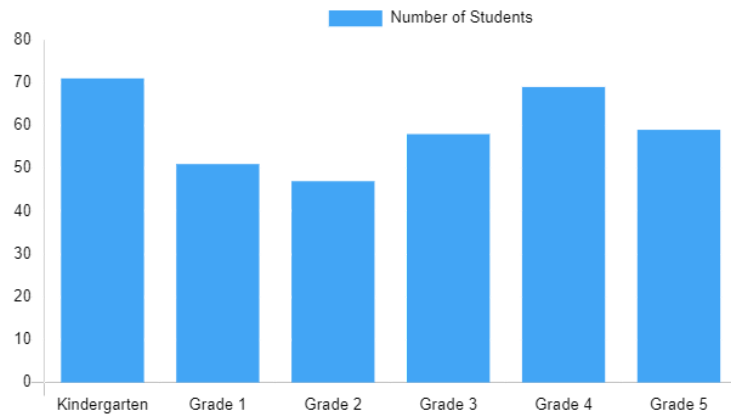
Our staff is part of a collaborative team that supports the whole child, helping students become confident learners and caring citizens. Staff members work hand-in-hand with parents and the community to help students achieve these goals.

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: 1/30/23

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	51
Grade 2	47
Grade 3	58
Grade 4	69
Grade 5	59
Grade 6	60
Total Enrollment	415



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	0.50%
Asian	4.60%
Black or African American	2.90%
Filipino	0.50%
Hispanic or Latino	82.40%
Native Hawaiian or Pacific Islander	1.00%
Two or More Races	1.40%
White	6.30%

Student Group (Other)	Percent of Total Enrollment
English Learners	50.10%
Foster Youth	1.00%
Homeless	1.00%
Migrant	1.00%
Socioeconomically Disadvantaged	60.00%
Students with Disabilities	9.40%

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)	19.20	100.00	195.00	93.24	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.30	0.64	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.30	1.11	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	1.00	0.48	12115.80	4.41
Unknown	0.00	0.00	9.40	4.53	18854.30	6.86
Total Teaching Positions	19.20	100.00	209.20	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

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

Year and month in which the data were collected: December 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 Preparatory 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. 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%
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: 1/30/23

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 12/27/2022 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: 2/1/23

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 2022

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

Overall Rating	Good
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Last updated: 1/31/23

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	13%	N/A	30%	N/A	47%
Mathematics (grades 3-8 and 11)	N/A	7%	N/A	22%	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	247	237	95.95	4.05	12.66
Female	126	122	96.83	3.17	13.93
Male	121	115	95.04	4.96	11.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	202	97.12	2.88	8.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	35.71
English Learners	114	108	94.74	5.26	4.63
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	139	96.53	3.47	13.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	0.00

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	247	241	97.57	2.43	7.05
Female	126	124	98.41	1.59	4.84
Male	121	117	96.69	3.31	9.40
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	208	207	99.52	0.48	4.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	16	14	87.50	12.50	28.57
English Learners	114	113	99.12	0.88	1.77
Foster Youth	0	0	0	0	0
Homeless				--	
Military	--	--	--	--	--
Socioeconomically Disadvantaged	144	140	97.22	2.78	5.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	4.35

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	10.00	NT		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	63	60	95.24	4.76	10.00
Female	36	35	97.22	2.78	8.57
Male	27	25	92.59	7.41	12.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	50	98.04	1.96	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	21	95.45	4.55	4.76
Foster Youth	0	0	0	0	0
Homeless					
Military	0	0	0	0	0
Socioeconomically Disadvantaged	39	38	97.44	2.56	10.53
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

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	92.1%	90.5%	88.9%	90.5%	90.5%
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: 2/1/23

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)

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, 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 a minimum of four times a year 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, Movie Nights, School Community Celebrations, 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 or access the link at <https://www.srscschools.org/Page/2134>.

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							8.9%	9.4%	7.8%
Graduation Rate							84.2%	83.6%	87.0%

Last updated: 2/1/23

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: 2/1/23

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	456	433	209	48.3
Female	224	208	106	51.0
Male	232	225	103	45.8
American Indian or Alaska Native	2	2	1	50.0
Asian	21	21	8	38.1
Black or African American	13	12	2	16.7
Filipino	3	3	1	33.3
Hispanic or Latino	373	354	177	50.0
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	8	8	5	62.5
White	32	29	13	44.8
English Learners	231	225	108	48.0
Foster Youth	5	5	2	40.0
Homeless	9	8	7	87.5
Socioeconomically Disadvantaged	326	314	159	50.6
Students Receiving Migrant Education Services	8	7	4	57.1
Students with Disabilities	56	55	33	60.0

Last updated: 2/1/23

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	1.66%	2.00%	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%	1.10%	0.00%	2.94%	0.20%	3.17%
Expulsions	0.00%	0.00%	0.00%	0.04%	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: 2/1/23

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

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	0.89	0.00
Male	1.29	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	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.34	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.53	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Last updated: 2/1/23

School Safety Plan (School Year 2022–23)

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, Multi-Tiered System of Supports (MTSS), monthly student recognition assemblies, Restorative 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: 2/1/23

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	20.00	3	1	
1	29.00		2	1
2	22.00		3	
3	25.00		3	
4	30.00		2	
5	31.00		2	
6	96.00			2
Other**	30.00		1	

* 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	24.00		3	
1	19.00	3		
2	21.00		3	
3	24.00		3	
4	43.00		1	1
5	32.00		1	
6	31.00		2	
Other**	17.00	2	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 2021–22

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	14.00	2	3	
1	13.00	4		
2	12.00	4		
3	19.00	1	2	
4	14.00	3	2	
5	20.00	1	2	
6	30.00		2	
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.

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

Title	Ratio
Pupils to Academic Counselor*	415.00

* 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: 2/2/23

Student Support Services Staff (School Year 2021–22)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	
Other	3.00

* 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: 2/2/23

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	\$20481.00	\$9572.00	\$10909.00	\$101474.00
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6593.62	--
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 2/2/23

Types of Services Funded (Fiscal Year 2021–22)

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 all three of our kindergarten classes each day. One 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.

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

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

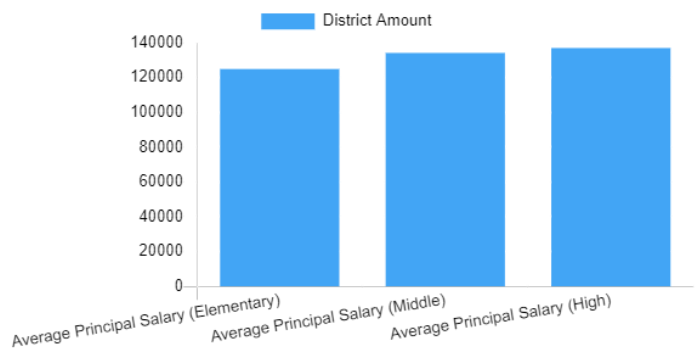
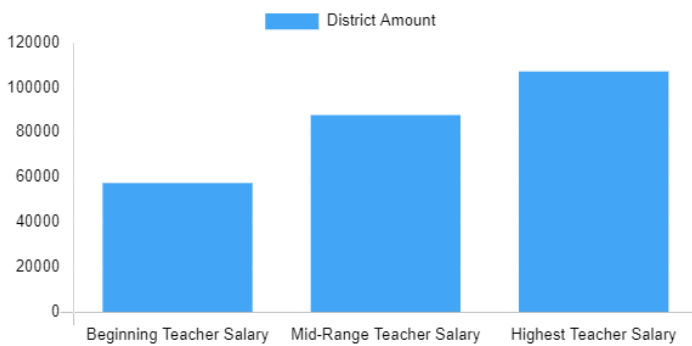
Although GATE funding has been eliminated, gifted and talented students are encouraged to participate in special activities. ALPS students receive differentiated instruction from classroom teachers. Teachers provide focused English instruction in the regular classroom. Our Family Engagement Facilitator assesses students and helps teachers develop curriculum and strategies to support English learners. Title 1 monies fund The Math Teacher on Special Assignment and instructional assistants to support students’ needs.

Last updated: 1/30/23

Teacher and Administrative Salaries (Fiscal Year 2020–21)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57477.00	--
Mid-Range Teacher Salary	\$87798.00	--
Highest Teacher Salary	\$107235.00	--
Average Principal Salary (Elementary)	\$124961.00	--
Average Principal Salary (Middle)	\$134218.00	--
Average Principal Salary (High)	\$137042.00	--
Superintendent Salary	\$235000.00	--
Percent of Budget for Teacher Salaries	33.21%	--
Percent of Budget for Administrative Salaries	3.63%	--

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



Last updated: 2/1/23

Professional Development

Measure	2020–21	2021–22	2022–23
Number of school days dedicated to Staff Development and Continuous Improvement	8	3	6

Last updated: 2/1/23