

**Helen M. Lehman Elementary**  
**2022–23 School Accountability Report Card**  
**Reported Using Data from the 2022–23 School**  
**Year**  
**California Department of Education**

|                 |   |                   |                           |
|-----------------|---|-------------------|---------------------------|
| <b>Address:</b> | 1700 Jennings Ave.<br>Santa Rosa, CA , 95401-<br>4556 | <b>Principal:</b> | Christina Cena, Principal |
| <b>Phone:</b>   | (707) 890-3935  | <b>Grade</b>      | K-6                       |
|                 |   | <b>Span:</b>      |                           |

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.

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## About This School

### Christina Cena, Principal

Principal, Helen M. Lehman Elementary

### About Our School

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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

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

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

Email: [ccena@srcs.k12.ca.us](mailto:ccena@srcs.k12.ca.us)

## Contact Information (School Year 2023–24)

### District Contact Information (School Year 2023–24)

|                       |  |
|-----------------------|--|
| <b>District Name</b>  | Santa Rosa Elementary  |
| <b>Phone Number</b>   | (707) 890-3800   |
| <b>Superintendent</b> | Trunnell, Anna   |
| <b>Email Address</b>  | <a href="mailto:atrunnell@srcs.k12.ca.us">atrunnell@srcs.k12.ca.us</a> |
| <b>Website</b>        | <a href="http://www.srcschools.org">www.srcschools.org</a>             |

### School Contact Information (School Year 2023–24)

|  |   |
|--|---|
| <b>School Name</b>                       | Helen M. Lehman Elementary  |
| <b>Street</b>                            | 1700 Jennings Ave.  |
| <b>City, State, Zip</b>                  | Santa Rosa, CA , 95401-4556   |
| <b>Phone Number</b>                      | (707) 890-3935  |
| <b>Principal</b>                         | Christina Cena, Principal   |
| <b>Email Address</b>                     | <a href="mailto:ccena@srcs.k12.ca.us">ccena@srcs.k12.ca.us</a>            |
| <b>Website</b>                           | <a href="https://lehman.srcschools.org">https://lehman.srcschools.org</a> |
| <b>County-District-School (CDS) Code</b> | 49709126066385  |

*Last updated: 1/31/24*

## School Description and Mission Statement (School Year 2023–24)

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

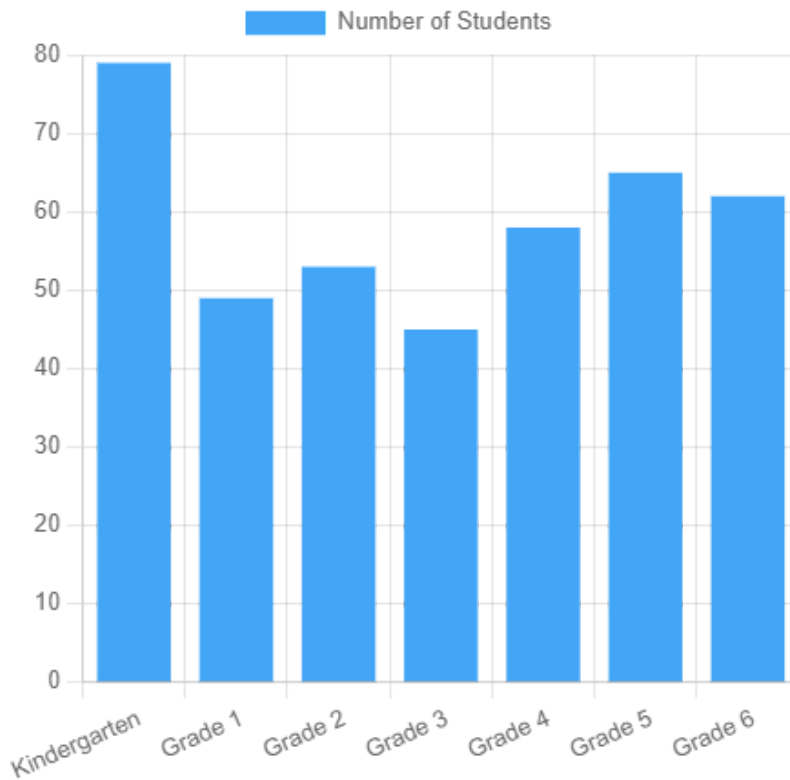
Our staff is part of a collaborative team that supports the whole child, helping students become confident learners and caring citizens. Staff members work hand-in-hand with parents and the community to help students achieve these goals.

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.



### Student Enrollment by Grade Level (School Year 2022–23)

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 79                 |
| Grade 1          | 49                 |
| Grade 2          | 53                 |
| Grade 3          | 45                 |
| Grade 4          | 58                 |
| Grade 5          | 65                 |
| Grade 6          | 62                 |
| Total Enrollment | 411                |



Last updated: 1/31/24

### Student Enrollment by Student Group (School Year 2022–23)

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.50%                      |
| Male                                | 53.50%                      |
| Non-Binary                          | 0.00%                       |
| American Indian or Alaska Native    | 0.70%                       |
| Asian                               | 4.90%                       |
| Black or African American           | 2.40%                       |
| Filipino                            | 0.20%                       |
| Hispanic or Latino                  | 82.00%                      |
| Native Hawaiian or Pacific Islander | 1.20%                       |
| Two or More Races                   | 2.90%                       |
| White                               | 5.60%                       |

| Student Group (Other)           | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| English Learners                | 53.00%                      |
| Foster Youth                    | 0.50%                       |
| Homeless                        | 1.20%                       |
| Migrant                         | 1.20%                       |
| Socioeconomically Disadvantaged | 68.10%                      |
| Students with Disabilities      | 13.90%                      |

## 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/Incomplete/NA   | 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: 1/31/24*

### 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) | 17.50         | 100.00%        | 196.20          | 83.40%           | 234405.20    | 84.00%        |
| Intern Credential Holders Properly Assigned   | 0.00          | 0.00%          | 0.10            | 0.07%            | 4853.00      | 1.74%         |
| Teachers Without Credentials and Misassignments ("ineffective" under ESSA)                      | 0.00          | 0.00%          | 17.80           | 7.60%            | 12001.50     | 4.30%         |
| Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)                         | 0.00          | 0.00%          | 2.40            | 1.05%            | 11953.10     | 4.28%         |
| Unknown/Incomplete/NA   | 0.00          | 0.00%          | 18.50           | 7.87%            | 15831.90     | 5.67%         |
| Total Teaching Positions  | 17.50         | 100.00%        | 235.30          | 100.00%          | 279044.80    | 100.00%       |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/31/24

### 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           | 0.00           |
| Local Assignment Options                               | 0.00           | 0.00           |
| Total Out-of-Field Teachers                            | 0.00           | 0.00           |



## Class Assignments

| Indicator  | 2020–<br>21<br>Percent | 2021–<br>22<br>Percent |
|--|------------------------|------------------------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0.00%                  | 4.5%                   |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0.00%                  | 19.2%                  |

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

*Last updated: 11/2/23*

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

| 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,</p> | Yes                        | 0  |

| Subject     | Textbooks and Other Instructional Materials/year of Adoption   | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|-------------|--|----------------------------|--|
|             | <p>Information, and Narrative Writing (BA 2016)</p> <p>Wonders-Wonderworks Foundational Skills Program. ELA Foundational Skills to teach Print Concepts, Phonological Awareness, Phonics &amp; 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.<br/> <a href="https://bit.ly/Elem_Curric">https://bit.ly/Elem_Curric</a></p>  |                            |  |
| 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</p>   | Yes                        | 0  |

| <b>Subject</b>                | <b>Textbooks and Other Instructional Materials/year of Adoption</b>  | <b>From Most Recent Adoption?</b> | <b>Percent Students Lacking Own Assigned Copy</b> |
|-------------------------------|--|-----------------------------------|---|
|                               | <p>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>   |                                   |   |
| <p>History-Social Science</p> | <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> | <p>Yes</p>                        | <p>0</p>  |

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

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

*Last updated: 1/31/24*

### 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 12/30/23 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 insolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.

*Last updated: 1/31/24*

### 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 2024

| System Inspected   | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                      | Good   |   |
| <b>Interior:</b> Interior Surfaces                                     | Poor   |   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical  | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                        | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                            | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences | Good   |   |

### Overall Facility Rate

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

|                |      |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

*Last updated: 1/31/24*

## 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 [CAA] 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. CAA 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 CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

| <b>Subject</b>   | <b>School<br/>2021–<br/>22</b> | <b>School<br/>2022–<br/>23</b> | <b>District<br/>2021–<br/>22</b> | <b>District<br/>2022–<br/>23</b> | <b>State<br/>2021–<br/>22</b> | <b>State<br/>2022–<br/>23</b> |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| English Language<br>Arts / Literacy (grades<br>3-8 and 11) | 13%                            | 21%                            | 30%                              | 32%                              | 47%                           | 46%                           |
| Mathematics (grades<br>3-8 and 11)                         | 7%                             | 17%                            | 22%                              | 25%                              | 33%                           | 34%                           |

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative 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.

*Last updated: 1/31/24*

**CAASPP Test Results in ELA by Student Group for students taking and completed  
state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| <b>Student Group</b>                | <b>Total<br/>Enrollment</b> | <b>Number<br/>Tested</b> | <b>Percent<br/>Tested</b> | <b>Percent<br/>Not<br/>Tested</b> | <b>Percent<br/>Met or<br/>Exceeded</b> |
|-------------------------------------|-----------------------------|--------------------------|---------------------------|-----------------------------------|--|
| All Students                        | 225                         | 222                      | 98.67%                    | 1.33%                             | 21.17%                                 |
| Female                              | 112                         | 111                      | 99.11%                    | 0.89%                             | 24.32%                                 |
| Male                                | 113                         | 111                      | 98.23%                    | 1.77%                             | 18.02%                                 |
| American Indian or<br>Alaska Native | --                          | --                       | --                        | --                                | --                                     |
| Asian                               | 11                          | 11                       | 100.00%                   | 0.00%                             | 45.45%                                 |
| Black or African<br>American        | --                          | --                       | --                        | --                                | --                                     |
| Filipino                            | 0                           | 0                        | 0%                        | 0%                                | 0%                                     |

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Hispanic or Latino                            | 192                     | 190                  | 98.96%                | 1.04%                     | 16.84%                         |
| Native Hawaiian or Pacific Islander           | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                             | --                      | --                   | --                    | --                        | --                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 118                     | 116                  | 98.31%                | 1.69%                     | 2.59%                          |
| Foster Youth                                  | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 169                     | 168                  | 99.41%                | 0.59%                     | 17.26%                         |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 30                      | 30                   | 100.00%               | 0.00%                     | 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 CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/24*

**CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment  
Grades Three through Eight and Grade Eleven (School Year 2022–23)**

| <b>Student Group</b>                | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|-------------------------------------|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                        | 226                     | 224                  | 99.12%                | 0.88%                     | 16.96%                         |
| Female                              | 112                     | 111                  | 99.11%                | 0.89%                     | 14.41%                         |
| Male                                | 114                     | 113                  | 99.12%                | 0.88%                     | 19.47%                         |
| American Indian or Alaska Native    | --                      | --                   | --                    | --                        | --                             |
| Asian                               | 11                      | 11                   | 100.00%               | 0.00%                     | 45.45%                         |
| Black or African American           | --                      | --                   | --                    | --                        | --                             |
| Filipino                            | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Hispanic or Latino                  | 193                     | 192                  | 99.48%                | 0.52%                     | 13.54%                         |
| Native Hawaiian or Pacific Islander | --                      | --                   | --                    | --                        | --                             |
| Two or More Races                   | --                      | --                   | --                    | --                        | --                             |
| White                               | --                      | --                   | --                    | --                        | --                             |
| English Learners                    | 119                     | 118                  | 99.16%                | 0.84%                     | 5.08%                          |

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| Foster Youth                                  | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | --                      | --                   | --                    | --                        | --                             |
| Socioeconomically Disadvantaged               | 170                     | 169                  | 99.41%                | 0.59%                     | 15.38%                         |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 30                      | 30                   | 100.00%               | 0.00%                     | 3.33%                          |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/24*

**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

| <b>Subject</b>                         | <b>School<br/>2021–<br/>22</b> | <b>School<br/>2022–<br/>23</b> | <b>District<br/>2021–<br/>22</b> | <b>District<br/>2022–<br/>23</b> | <b>State<br/>2021–<br/>22</b> | <b>State<br/>2022–<br/>23</b> |
|--|--------------------------------|--------------------------------|----------------------------------|----------------------------------|-------------------------------|-------------------------------|
| Science (grades 5, 8, and high school) | 10.00%                         | 4.92%                          | 17.77%                           | 15.85%                           | 29.47%                        | 30.29%                        |

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 CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/31/24*

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2022–23)**

| <b>Student Group</b>                          | <b>Total Enrollment</b> | <b>Number Tested</b> | <b>Percent Tested</b> | <b>Percent Not Tested</b> | <b>Percent Met or Exceeded</b> |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students                                  | 62                      | 61                   | 98.39%                | 1.61%                     | 4.92%                          |
| Female  | 28                      | 27                   | 96.43%                | 3.57%                     | 3.70%                          |
| Male  | 34                      | 34                   | 100.00%               | 0.00%                     | 5.88%                          |
| American Indian or Alaska Native              | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Asian   | --                      | --                   | --                    | --                        | --                             |
| Black or African American                     | --                      | --                   | --                    | --                        | --                             |
| Filipino                                      | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Hispanic or Latino                            | 56                      | 55                   | 98.21%                | 1.79%                     | 3.64%                          |
| Native Hawaiian or Pacific Islander           | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Two or More Races                             | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| White   | --                      | --                   | --                    | --                        | --                             |
| English Learners                              | 36                      | 35                   | 97.22%                | 2.78%                     | 0.00%                          |
| Foster Youth                                  | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Homeless                                      | --                      | --                   | --                    | --                        | --                             |
| Military                                      | 0                       | 0                    | 0%                    | 0%                        | 0%                             |
| Socioeconomically Disadvantaged               | 45                      | 44                   | 97.78%                | 2.22%                     | 4.55%                          |
| Students Receiving Migrant Education Services | --                      | --                   | --                    | --                        | --                             |
| Students with Disabilities                    | 11                      | 11                   | 100.00%               | 0.00%                     | 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.

*Last updated: 1/31/24*

### 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 2022–23)

##### Percentage of Students Participating in each of the five Fitness Components

| Grade | Component 1:     | Component 2:                     | Component 3:                            | Component 4:                      | Component 5: |
|-------|------------------|----------------------------------|---|-----------------------------------|--------------|
|       | Aerobic Capacity | Abdominal Strength and Endurance | Trunk Extensor Strength and Flexibility | Upper Body Strength and Endurance | Flexibility  |
| 5     | 95.31%           | 89.06%                           | 93.75%                                  | 89.06%                            | 95.31%       |

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.

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

*Last updated: 1/31/24*

## 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 2023–24)

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 visit our website.

## State Priority: Pupil Engagement

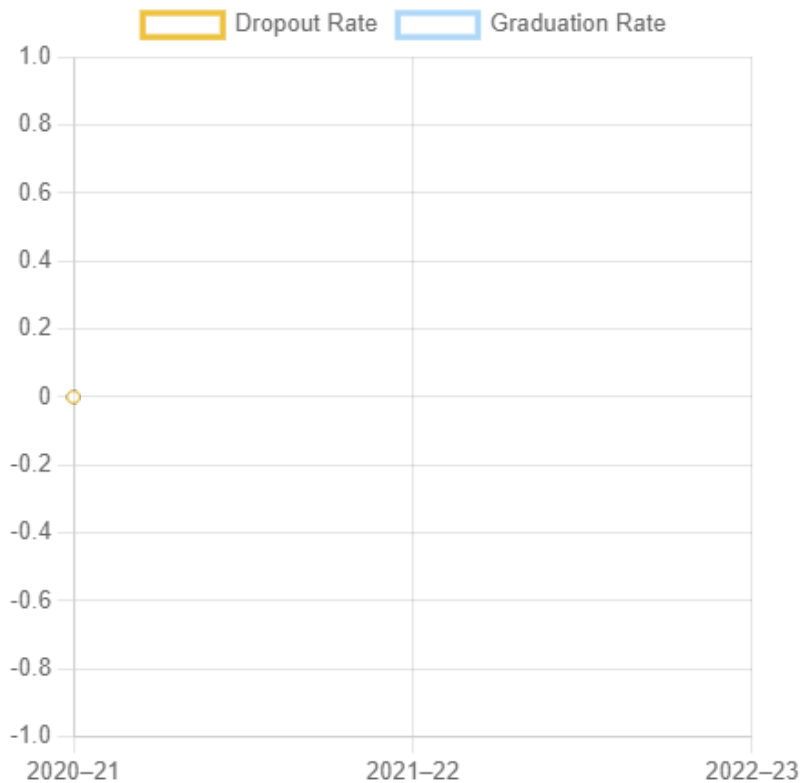
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

| Indicator       | School 2020–21 | School 2021–22 | School 2022–23 | District 2020–21 | District 2021–22 | District 2022–23 | State 2020–21 | State 2021–22 | State 2022–23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate    |                |                |                |                  |                  |                  | 9.4%          | 7.8%          | 8.2%          |
| Graduation Rate |                |                |                |                  |                  |                  | 83.6%         | 87.0%         | 86.2%         |

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



Last updated: 1/31/24

### Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2022–23)

| 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>.

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

Last updated: 1/31/24

### Chronic Absenteeism by Student Group (School Year 2022–23)

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 444                   | 433                                     | 180                       | 41.6%                    |
| Female  | 208                   | 201                                     | 87                        | 43.3%                    |
| Male  | 236                   | 232                                     | 93                        | 40.1%                    |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0%                     |
| American Indian or Alaska Native              | 3                     | 3                                       | 2                         | 66.7%                    |
| Asian   | 20                    | 20                                      | 10                        | 50.0%                    |
| Black or African American                     | 11                    | 10                                      | 2                         | 20.0%                    |
| Filipino                                      | 1                     | 1                                       | 1                         | 100.0%                   |
| Hispanic or Latino                            | 361                   | 353                                     | 150                       | 42.5%                    |
| Native Hawaiian or Pacific Islander           | 5                     | 5                                       | 2                         | 40.0%                    |
| Two or More Races                             | 15                    | 15                                      | 4                         | 26.7%                    |
| White   | 28                    | 26                                      | 9                         | 34.6%                    |
| English Learners                              | 241                   | 237                                     | 98                        | 41.4%                    |
| Foster Youth                                  | 2                     | 2                                       | 1                         | 50.0%                    |
| Homeless                                      | 10                    | 9                                       | 5                         | 55.6%                    |
| Socioeconomically Disadvantaged               | 322                   | 315                                     | 136                       | 43.2%                    |
| Students Receiving Migrant Education Services | 8                     | 8                                       | 0                         | 0.0%                     |

| <b>Student Group</b>       | <b>Cumulative Enrollment</b> | <b>Chronic Absenteeism Eligible Enrollment</b> | <b>Chronic Absenteeism Count</b> | <b>Chronic Absenteeism Rate</b> |
|----------------------------|------------------------------|--|----------------------------------|---------------------------------|
| Students with Disabilities | 70                           | 69   | 32                               | 46.4%                           |

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.

*Last updated: 1/31/24*

## 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

| <b>Rate</b> | <b>School 2020–21</b> | <b>School 2021–22</b> | <b>School 2022–23</b> | <b>District 2020–21</b> | <b>District 2021–22</b> | <b>District 2022–23</b> | <b>State 2020–21</b> | <b>State 2021–22</b> | <b>State 2022–23</b> |
|-------------|-----------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|----------------------|----------------------|----------------------|
| Suspensions | 0.00%                 | 1.10%                 | 1.35%                 | 0.00%                   | 2.94%                   | 3.66%                   | 0.20%                | 3.17%                | 3.60%                |
| Expulsions  | 0.00%                 | 0.00%                 | 0.00%                 | 0.00%                   | 0.04%                   | 0.08%                   | 0.00%                | 0.07%                | 0.08%                |

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.

*Last updated: 1/31/24*

**Suspensions and Expulsions by Student Group (School Year 2022–23)**

| <b>Student Group</b>                          | <b>Suspensions Rate</b> | <b>Expulsions Rate</b> |
|---|-------------------------|------------------------|
| All Students                                  | 1.35%                   | 0.00%                  |
| Female  | 0.96%                   | 0.00%                  |
| Male  | 1.69%                   | 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                            | 1.66%                   | 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                              | 0.83%                   | 0.00%                  |
| Foster Youth                                  | 0.00%                   | 0.00%                  |
| Homeless                                      | 0.00%                   | 0.00%                  |
| Socioeconomically Disadvantaged               | 1.86%                   | 0.00%                  |
| Students Receiving Migrant Education Services | 0.00%                   | 0.00%                  |
| Students with Disabilities                    | 2.86%                   | 0.00%                  |

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

*Last updated: 1/31/24*

**School Safety Plan (School Year 2023–24)**

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: 1/31/24*

## 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 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.

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

| Grade Level | Average Class Size | Number of Classes* 1-20 | Number of Classes* 21-32 | Number of Classes* 33+ |
|-------------|--------------------|-------------------------|--------------------------|------------------------|
| K           | 25.00              | 1                       | 2                        | 1                      |
| 1           | 25.00              | 0                       | 2                        | 0                      |
| 2           | 40.00              | 0                       | 1                        | 1                      |
| 3           | 23.00              | 0                       | 2                        | 0                      |
| 4           | 29.00              | 0                       | 2                        | 0                      |
| 5           | 33.00              | 0                       | 1                        | 0                      |
| 6           | 31.00              | 0                       | 2                        | 0                      |
| Other**     | 0.00               | 0                       | 0                        | 0                      |

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

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

**Ratio of Pupils to Academic Counselor (School Year 2022–23)**

| Title                         | Ratio |
|-------------------------------|-------|
| Pupils to Academic Counselor* | 411   |

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

*Last updated: 1/31/24*

**Student Support Services Staff (School Year 2022–23)**

| 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  | 0.10                              |
| Social Worker   |                                   |
| Nurse   | 0.30                              |
| Speech/Language/Hearing Specialist                            | 0.00                              |
| Resource Specialist (non-teaching)                            | 1.00                              |
| Other   | 0.00                              |

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

*Last updated: 1/31/24*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2021–22)**

| Level       | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|-------------|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$22535.00                   | \$10656.00                          | \$11879.00                            | \$84882.00             |
| District    | N/A                          | N/A                                 | --                                    | --                     |

| <b>Level</b>                                  | <b>Total Expenditures Per Pupil</b> | <b>Expenditures Per Pupil (Restricted)</b> | <b>Expenditures Per Pupil (Unrestricted)</b> | <b>Average Teacher Salary</b> |
|---|-------------------------------------|--|--|-------------------------------|
| Percent Difference – School Site and District | N/A                                 | N/A  | --   | --                            |
| State   | N/A                                 | N/A  | \$7606.62                                    | --                            |
| Percent Difference – School Site and State    | N/A                                 | N/A  | --   | --                            |

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

*Last updated: 1/31/24*

**Types of Services Funded (Fiscal Year 2022–23)**

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.

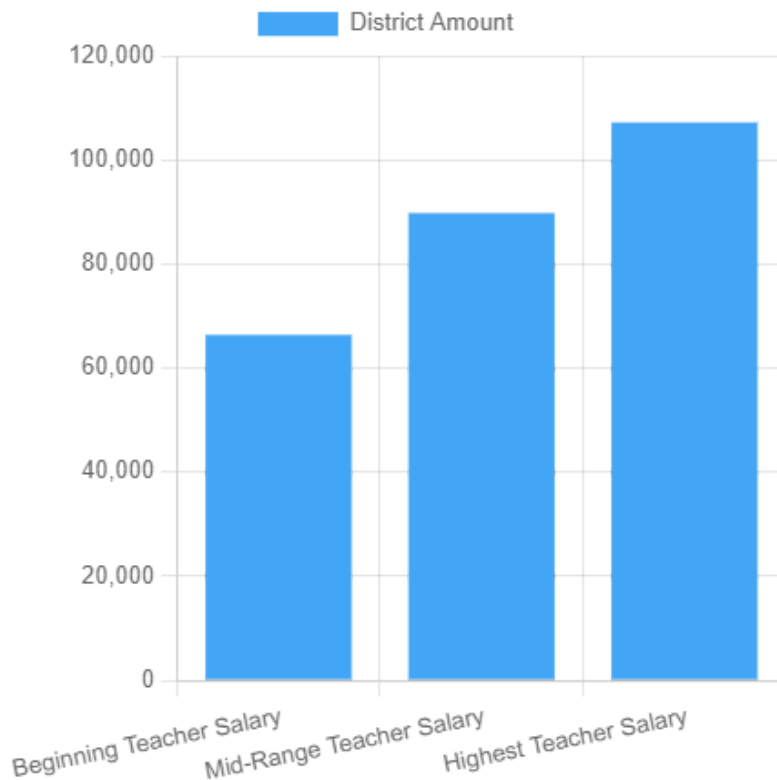
*Last updated: 1/31/24*

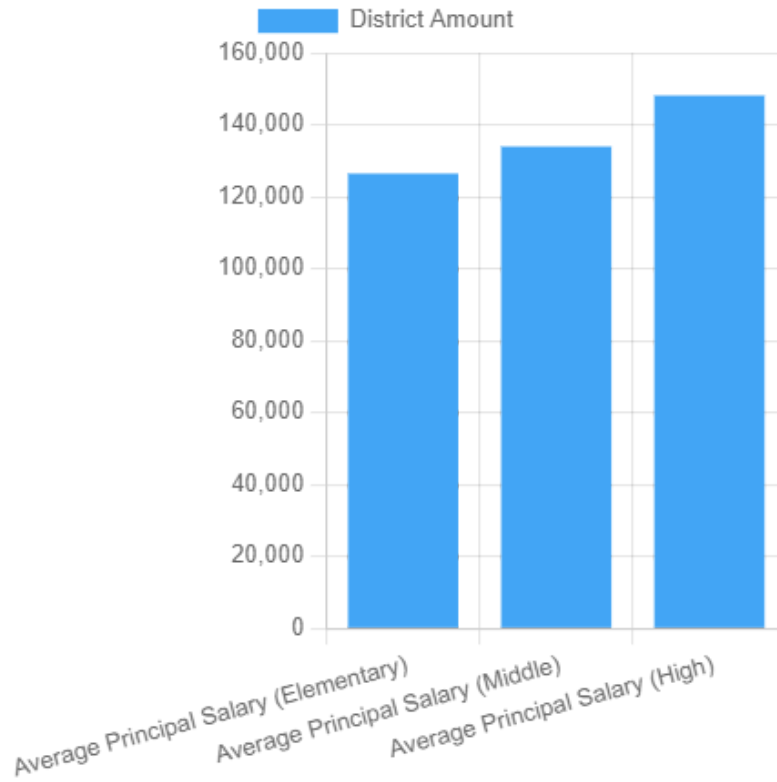
**Teacher and Administrative Salaries (Fiscal Year 2021–22)**

| <b>Category</b>          | <b>District Amount</b> | <b>State Average For Districts In Same Category</b> |
|--------------------------|------------------------|---|
| Beginning Teacher Salary | \$66412.00             | \$0.00  |
| Mid-Range Teacher Salary | \$89824.00             | \$0.00  |

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Highest Teacher Salary                        | \$107235.00     | \$0.00                                       |
| Average Principal Salary (Elementary)         | \$126503.00     | \$0.00                                       |
| Average Principal Salary (Middle)             | \$134014.00     | \$0.00                                       |
| Average Principal Salary (High)               | \$148194.00     | \$0.00                                       |
| Superintendent Salary                         | \$250275.00     | \$0.00                                       |
| Percent of Budget for Teacher Salaries        | 0.00%           | 0.00%  |
| Percent of Budget for Administrative Salaries | 0.00%           | 0.00%  |

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





Last updated: 1/31/24

**Professional Development**

| Measure   | 2021–22 | 2022–23 | 2023–24 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 2       |

Last updated: 1/31/24