

St. Helena Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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).

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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	St. Helena Elementary School
Street	1325 Adams St.
City, State, Zip	St. Helena, CA 94574
Phone Number	707.967.2712
Principal	Tanya Pearson
E-mail Address	tpearson@sthelenaunified.org
Web Site	www.sthelenaunified.org
CDS Code	28662906027049

District Contact Information	
District Name	St. Helena Unified School District
Phone Number	707.967.2708
Superintendent	Marylou K. Wilson
E-mail Address	mwilson@sthelenaunified.org
Web Site	www.sthelenaunified.org

School Description and Mission Statement (School Year 2018-19)

Principal's Message

St. Helena Elementary School serves 231 students in third, fourth and fifth grade with research-based core academic programs that promote mastery of the Common Core State Standards. At St. Helena Elementary School, students find abundant opportunities to apply past learning, extend their skills and widen their horizons. Our school is an innovative and kid-focused learning community. We strongly believe in and support the potential of each student.

To enhance the sense of interconnectedness within our school community, we start each morning with a schoolwide assembly where we review important messages, celebrate accomplishments and sing a song with a positive social message.

Our instructional schedule includes large blocks of core curricular instruction with curriculum including Benchmark Advanced based English language arts (ELA) and English language development (ELD), Lucy Calkins Writers Workshop, Go Math! and FOSS science. Our instructional program is enhanced by our 1:1 Chromebook project. This project allows us to more effectively differentiate student instruction, publish for real-world audiences, extend learning beyond the school day, build technology expertise and continue to increase student motivation.

As a complement to our strong core academic programs, we offer an array of enrichment opportunities for students. We believe that the arts and physical-fitness education are fundamental to the development of well-rounded citizens, so all students participate in music, visual and performing arts, and physical education. In addition, an extensive after-school enrichment program is offered free of charge to all students. Robust "being there" study trips and hands-on learning activities add meaning and relevance to our academic programs.

School Mission Statement

At St. Helena Elementary School, we strive to develop students who have a lifelong enthusiasm for the pursuit of knowledge and academic excellence. Building on the mastery of their basic skills, they will become effective communicators and problem solvers. Through a coordinated effort of home, school and community, students will develop a strong set of positive values, a sense of responsibility to family and community, and caring about self and others. They will have the courage to take appropriate social and intellectual risks with the support and encouragement of their peers and the adults in their world. It is important that children from our school have the skills and abilities to contribute constructively to the greater community.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 3	79
Grade 4	81
Grade 5	80
Total Enrollment	240

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.4
Asian	1.3
Filipino	0.0
Hispanic or Latino	55.8
Native Hawaiian or Pacific Islander	0.0
White	40.3
Socioeconomically Disadvantaged	47.8
English Learners	26.5
Students with Disabilities	11.1
Foster Youth	0.0

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 Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	18	17	17	91
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: December 2018

The textbook-adoption process includes these steps:

1. The principal meets with the director of curriculum and instruction
 - Review process
 - Establish a timeline resulting in board action
 - Select Instructional Materials Evaluation Committee

2. Instructional Materials Evaluation Committee
 - Director of curriculum and instruction
 - Principal
 - Teachers (minimum two)
 - Parent(s) and additional staff, as deemed necessary (two to three)

3. Text-review process
 - Committee reviews state-adopted list
 - Committee screens adopted texts for quality and alignment to state standards and selects two to four texts for further review
 - Publisher representatives for each selected text make presentations to the committee
 - Publisher representative presents district with costs for piloting textbook (in writing)
 - Publisher representative presents district with costs for entire adoption, if selected (in writing)
 - Teachers pilot text for two semesters
 - Piloting teachers meet with other staff at least two times to discuss text and make recommendations
 - Evaluation form is completed by each teacher piloting text
 - Recommendation is made to superintendent
 - Community display of recommended text(s) (30 days)
 - Superintendent recommends approval of adoption to board of trustees
 - Board of trustees meeting for first reading of adoption recommendations
 - Board of trustees approval of recommended texts (second reading)

Each student, including English learners, has access to current standards-based textbooks and other instructional materials to use in class and to take home.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance, Benchmark Education Company, adopted 2017	Yes	0%
Mathematics	Go Math!, adopted 2010	Yes	0%
Science	Delta Education Science, Full Option Science System (FOSS) and Next Generation Science Standards Editions, adopted 2008	Yes	0%
History-Social Science	California Social Science, Scott Foresman, adopted 2008	Yes	0%
Foreign Language	Symtalk Spanish, EMC 2014	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Plant: The mission-style St. Helena Elementary School main building was constructed in 1932 with classrooms, an office area and a beautiful auditorium with a stage. Additional classrooms were added in the 1950s and 1970s. The latest modernization project, funded by passage of a local facilities improvement bond, provided enhanced wiring to support our technological infrastructure, a new emergency alert system, new windows and replacement of some doors and all safety locks and handles. The school sits on 7.3 acres in the heart of downtown St. Helena.

All visitors to the school are asked to stop in to the office to sign in and receive a visitor’s pass. Before school, students are supervised on the playground by three trained classified staff members. At all recesses, students are supervised by four or more certificated or classified staff members. There are clear expectations for all students regarding before, during and after-school procedures. After school, students are supervised at the bus pick-up area by a staff member.

Custodial and Maintenance: Two full-time custodians work daily, and during the evenings they clean the rooms, halls and exterior areas. All bathrooms are serviced daily or more often as needed. Any safety concern is immediately brought to the principal’s attention, and appropriate action is taken to remedy the situation through site-based measures or through the support of the district maintenance team. District grounds staff members service the school on a weekly basis, as well as maintain lawns and the large playing field.

In 2007, a Boys & Girls Club building of 1,100 square feet was constructed on the elementary school grounds. The building serves as day use for the school (PE, art, guest presentations, etc.) as well as an after-school Boys & Girls Club for student members.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Room 16: A/C unit is not working properly
Interior: Interior Surfaces	Fair	Room 4: water stains on ceiling tiles & loose ceiling tiles; Room 9: water stains on ceiling tiles; Room 19: water stain on ceiling tiles in hallway and at door entry; Computer lab/office: water stains on ceiling tiles in both areas & ceiling tiles are missing; Room 32: water stain on ceiling tiles; Room 36: water stains on ceiling tiles; Office: water damage on ceiling in hallway
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Room 19: drinking fountain has low flow; Room 22: drinking fountain is rusted at base/leaking;
Safety: Fire Safety, Hazardous Materials	Good	Gym: safety glass is missing on fire extinguisher cabinet; Room 6: paint chipping on walls in both rest rooms; Room 9: paint chipping on wall above window; Room 10: paint chipping on wall at sink area

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 9/5/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Room 1: hole in southeast corner of room
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Girls Restroom: hole in cement outside walkway at entry/trip hazard; Room 8: door stop is broken/rubber is missing/trip, injury hazard

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/5/2018	
Overall Rating	Good

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, which 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); and
- 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	55.0	54.0	63.0	64.0	48.0	50.0
Mathematics (grades 3-8 and 11)	52.0	47.0	49.0	45.0	37.0	38.0

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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	224	99.56	53.57
Male	92	92	100.00	42.39
Female	133	132	99.25	61.36

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Asian	--	--	--	--
Hispanic or Latino	123	123	100.00	39.84
White	93	92	98.92	69.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	105	99.06	34.29
English Learners	88	88	100.00	36.36
Students with Disabilities	31	31	100.00	16.13

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	225	224	99.56	46.88
Male	92	92	100	46.74
Female	133	132	99.25	46.97
Asian	--	--	--	--
Hispanic or Latino	123	123	100	35.77
White	93	92	98.92	59.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	106	105	99.06	32.38
English Learners	88	88	100	27.27
Students with Disabilities	31	31	100	19.35

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	18.9	21.6	36.5

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.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Our parents provide tremendous support by volunteering in classrooms; attending study trips; raising money for our enrichment programs; serving on school committees such as the Parent Teacher Group and the English Language Advisory Committee; and serving on district subcommittees such as the Wellness Committee and the Academic Excellence Committee. Community groups such as Napa Valley Vintners and St. Helena Public Schools Foundation enrich our schools through their generosity of time and resources. Parent-education programs and guest speakers strengthen the important home-school connection.

Please contact the classroom teacher, school office or Principal Tanya Pearson at (707) 967-2712 or tpearson@sthelenaunified.org if interested in volunteering. For more information about the parent organizations, please see the Getting Involved page on 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; and
- High school graduation rates.

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	N/A	N/A	N/A	2.4	4.8	3.4	10.7	9.7	9.1
Graduation Rate	N/A	N/A	N/A	92.9	94.4	91.6	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.4	0.4	0.9	3.3	1.7	3.4	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

At the first meeting of each year, the staff discusses the school safety plan. In addition, this is an annual topic at the School Strategic Planning Committee meeting. The site plan is in compliance with the Safe School Act of 2000. Monthly emergency evacuation drills are held at random times during the school day, and proper evacuation procedures are followed. Key elements to the plan include two-way communication links between emergency team members to ensure safety of students and staff. The school safety plan was last reviewed, updated and discussed with the school faculty in November 2017.

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)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
3	20	4	0	0	18	4	0	0	19	4	0	0
4	18	4	0	0	19	4	0	0	19	4	0	0
5	21	1	3	0	19	4	0	0	19	4	0	0
Other	5	1	0	0	4	1	0	0	3	1	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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.00	0.00
Counselor (Social/Behavioral or Career Development)	0.25	N/A
Library Media Teacher (Librarian)	0.00	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	0.25	N/A
Social Worker	0.00	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist (non-teaching)	0.00	N/A
Other	0.00	N/A

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

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$3,970,275	\$758,028	\$3,212,247	\$116,766
District	N/A	N/A	\$23,488,819	\$114,774
Percent Difference: School Site and District	N/A	N/A	-151.9	1.7
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	199.1	59.0

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

These Federal Program Participation

services are provided at the school:

- Title II: Improving Teacher Quality
- Title III: Limited English

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$66,411	\$42,990
Mid-Range Teacher Salary	\$66,290	\$61,614
Highest Teacher Salary	\$137,116	\$85,083
Average Principal Salary (Elementary)	\$142,481	\$100,802
Average Principal Salary (Middle)	\$153,831	\$105,404
Average Principal Salary (High)	\$170,476	\$106,243
Superintendent Salary	\$210,000	\$132,653
Percent of Budget for Teacher Salaries	36.0	30.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

This year, the staff had one day prior to the start of the school year for professional development. Professional development is also done throughout the year on eight minimum days, using release time for teachers, and in the summer.

The district is committed to providing the highest quality professional development for all teachers. Principals encourage teachers to seek advanced degrees, credentials and other certifications. The district participates and supports new teachers through the Beginning Teacher Support and Assessment (BTSA) program.

Certificated representatives from all district schools meet periodically throughout the school year to discuss, among other things, district professional development initiatives. Current areas of focus are differentiated instruction, Units of Study in Writing, literacy strategies for English language learners, Common Core Math strategies and Advanced Placement. Depth of Knowledge (DOK) and Multi-Tiered Systems of Support (MTSS). A districtwide commitment supports teacher implementation via conferences, in-service training and coaching.

* Due to the wildfires and no school held from 10/9/17-10/20/17 and additional two professional development days were added after the academic year to address topics planned for the cancelled Vertical Articulation Days.

Due to the Instructional Time Recovery Plan, Vertical Articulation days were canceled to make those days full instructional days.