St. Helena Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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

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

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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	tpearson@sthelenaunified.org
Website	www.sthelenaunified.org
County-District-School (CDS) Code	28662906027049

Entity	Contact Information
District Name	St. Helena Unified School District
Phone Number	707.967.2708
Superintendent	Dr. Marylou Wilson
Email Address	mwilson@sthelenaunified.org
Website	www.sthelenaunified.org

School Description and Mission Statement (School Year 2019-20)

Principal's Message

St. Helena Elementary School serves 249 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 school-wide 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 weekly special classes focused upon BSTEAM (bilingual science, technology, engineering, art and math) projects, music, physical education and Spanish. 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 also add meaning and relevance to our academic programs.

Vision and Mission Statements:

Our vision is to provide and engaging and dynamic learning environment that inspires a passion for learning and prepares every student to adapt and thrive as a responsible citizen in a rapidly changing world.

SHES provides academic rigor within a safe and supportive learning environment where students can explore their creativity, collaboratively problem solve, and fully develop as resilient, caring and responsible individuals, learners, and citizens.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 3	77
Grade 4	83
Grade 5	81
Total Enrollment	241

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	2.1
Hispanic or Latino	54.4
White	41.1
Two or More Races	2.5
Socioeconomically Disadvantaged	45.6
English Learners	23.7
Students with Disabilities	12.9
Homeless	0.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	17	17	21	101
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: September, 2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 an auditorium with seating and a stage. Additional classrooms were added in the 1950s and 1970s. 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.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.

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

Year and month of the most recent FIT report: 9/04/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 4: water stains on ceiling tiles & loose ceiling tiles; Room 7: water stained ceiling tiles, floor tiles are cracked and loose at entry; Room 9: water stains on ceiling tiles, ceiling tile has hole; 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, trim is loose on ceiling; Room 36: water stains on ceiling tiles; Media Center: Water stained ceiling tiles in office and book storage room
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	Room 6: paint chipping on walls in both rest rooms; Room 9: paint chipping on wall above window
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
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; Room 9: windows do not lock; Room 44: windows are cracked above desk
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 ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	58	64	67	50	50
Mathematics (grades 3-8 and 11)	47	55	45	50	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	232	98.72	1.28	57.76
Male	115	113	98.26	1.74	51.33
Female	120	119	99.17	0.83	63.87
Black or African American					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	129	127	98.45	1.55	47.24
Native Hawaiian or Pacific Islander					
White	96	95	98.96	1.04	68.42
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	111	109	98.20	1.80	44.95
English Learners	86	85	98.84	1.16	40.00
Students with Disabilities	29	27	93.10	6.90	48.15
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	235	232	98.72	1.28	54.74
Male	115	113	98.26	1.74	55.75
Female	120	119	99.17	0.83	53.78
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	129	127	98.45	1.55	42.52
Native Hawaiian or Pacific Islander					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
White	96	95	98.96	1.04	70.53
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	111	109	98.20	1.80	43.12
English Learners	86	85	98.84	1.16	32.94
Students with Disabilities	29	27	93.10	6.90	44.44
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth					
Homeless	--	--	--	--	--

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade *Level*	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.1	19.0	20.3

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 2019-20)

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 Academic Excellence, Local Control and Accountability and Wellness Committees. 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: 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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.4	0.8	1.2	1.7	3.4	3.0	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

At the first meeting of each year, the staff discusses the school safety plan. In addition, this is an annual topic at the School Site Council 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 October 2019.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
3	18	4			19	4			19	3	1	
4	19	4			19	4			17	3	2	
5	19	4			19	4			20	3	1	
Other**	4	1			3	1						

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

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	964

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.25
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$19,198.61	$3,511.78	$15,686.83	$121,077.00
District	N/A	N/A	$22,388.72	$114,774
Percent Difference - School Site and District	N/A	N/A	-35.2	5.3
State	N/A	N/A	$7,125	$63,590
Percent Difference - School Site and State	N/A	N/A	75.1	62.3

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 2018-19)

These Federal Program Participation

services are provided at the school:
- Title I: Supplemental Education
- Title II: Improving Teacher Quality
- Title III: Limited English

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$69,731	$43,574
Mid-Range Teacher Salary	$100,583	$63,243
Highest Teacher Salary	$143,971	$86,896
Average Principal Salary (Elementary)	$153,176	$103,506
Average Principal Salary (Middle)	$166,946	$108,961
Average Principal Salary (High)	$185,027	$108,954
Superintendent Salary	$231,125	$136,125
Percent of Budget for Teacher Salaries	34%	30%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	1	1

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, instructional strategies to support English language learners, Common Core Math strategies, Depth of Knowledge (DOK) and Multi-Tiered Systems of Support (MTSS). A districtwide commitment supports teacher implementation via conferences, in-service training and coaching.