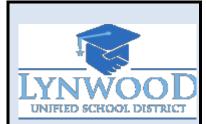# Helen Keller Elementary School

3521 Palm Ave • Lynwood, CA 90262 • 310-886-5700 • Grades K-6
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http://helenkeller.lynwood.k12.ca.us/

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Lynwood Unified School District
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**Assistant Superintendent
Educational Services**

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**Assistant Superintendent
Human Resources**

Marlene Dunn
Chief Business Official

School Description

Helen Keller Elementary is a PK-6 elementary school that is focused on student academic achievement. Providing a caring and nuturing environment where students excell socially, emotionally and academically is our top priority. The staff at Helen Keller collaborates with families and the community to provide challenging and real life opportunities while preparing students for success in a diverse society and ever changing world. Students become confident learners as they become college and career ready.

As principal of Helen Keller Elementary, it is my goal to cultivate a community where children are educated for the 21st Century. We strive to achieve this by teaching students to think critically, internalize the responsibilities necessary to effectively participate in and contribute to society, become independent life-long learners, and appreciate diversity.

At Helen Keller, students must assume responsibility for their own learning. We expect students to come to school prepared to learn and contribute to the learning environment and be active participants in the learning process.

We encourage parents to be active participants in our school, ensuring the success of their children. Parents responsibilities include: supporting the school's policies and procedures, programs goals, and being an active participant in their child's educational experiences and always encouraging their child.

We utilize all of our available resources and seek resources available in our community to improve student learning and achievement. Our goal is to provide our students a safe and nurturing learning environment where students can excel and reach their academic potential.

Our school offers a comprehensive student centered instructional programs. Our parents and staff are provided multiple opportunities to participate at school through social activities and instructional workshops, they include grade level focus walks, grade level chairpersons meetings, leadership team, parent /teacher workshops, technology workshops, School Advisory Councils, SBAC parent meetings, academic assemblies, GATE meetings, Title I meetings, and parent conferences. In 2008-2009, our school reached an 800 API score which qualified us to apply for a CA Distinguished School. We were validated as a CA Distinguished School on March 8, 2010. In 2016, our school was awarded the California Gold Ribbon award along with the Title I Academic Achieving school award by the California Department of Education. Our school shines as a bright beacon for students, putting forth an exemplary effort to ensure that every student is ready for 21st century college and careers. We are very proud of our hard work and effort in gaining these accomplishment. We strive to continue to achieve at a high level of excellence.

Ms. Luz M. Castillo, PRINCIPAL

Major Achievements

Standards, Assessment, and Accountability:
• Data became an important part of staff meetings and discussions. Data Reflection meetings for English language arts common assessments were held every 4-6 weeks for all grade levels.
• English Language Learner data as reflected in CELDT performance was reviewed with parents during English Language Arts Council meetings.

Opportunity Equals Access:
• English Language Learners, Special Education, and underperforming students participated in extended learning time intervention during the school day.
• Additionally, quarterly assemblies recognized students' personal successes.

Teaching and Learning:.
• Teaching and learning materials such as technology equipment, educational games, and leveled readers were purchased to support students' academic needs.

Focus for Improvement
• Monthly grade leveled parent workshops
• Progress reports and parent meetings for students requiring additional support.
• Parent and Student Orientation Program
• Evening follow up meetings for teachers to provide parents with additional support.
• Quarterly meetings for School Site Council leadership, grade level chairs, community liaison, Instructional Lead, and principal to review student academic progress Intervention provided during the school day for students requiring additional support in the areas of English language arts and math.
• Increase communication with parent regarding their child's progress

About the SARC

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.

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0
Asian	0.2
Filipino	0
Hispanic or Latino	91.6
Native Hawaiian or Pacific Islander	0.6
White	2
Two or More Races	0.2
Socioeconomically Disadvantaged	95.8
English Learners	44.6
Students with Disabilities	6
Foster Youth	0.8

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	95
Grade 1	96
Grade 2	96
Grade 3	93
Grade 4	95
Grade 5	98
Grade 6	93
Total Enrollment	666

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			
Helen Keller Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	27	26	28
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Helen Keller Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	0	0	

*   "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 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	California Go Math, 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Our school is ten years old. The buildings are in fair condition. Some repairs would benefit the school. We strive to keep the buildings clean and ready for student learning. Restrooms are monitored by custodians and cleaned on a regular basis/or as needed. In addition, our campus monitors are monitoring the restrooms during recess times. A new exit gate was added last school year to create additional exit options for students.

Additional storage space for equipment and supplies would be an asset to the school. Currently, the multipurpose room is used to store equipment and materials.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	**Repair Status**			**Repair Needed and** **Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		
Interior: Interior Surfaces			X	some areas has paint chipping and the grass on the playground area needs repair. Work order placed with the district for repairs.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		The air conditioning systems occasionally does not work and the electricity occasionally breaks down. Work order placed with the district for repairs.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Student restrooms need mats because of slippery floors.
Safety: Fire Safety, Hazardous Materials			X	Emergency equipment is needed. Notice provided to district personnel.
Structural: Structural Damage, Roofs			X	Chipping paint, unsafe stairs repaired, playground needs grass, MPR needs old materials removed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				[STATUS AS OF Oct 14 2012] Age and usual wear and tear. [STATUS AS OF Oct 14 2012] Minor age related signs of deteriation

Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. 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 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 Science for All Students					
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	34	29	38	35	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

	2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**					
	School		**District**		**State**	
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	29	30	32	33	48	48
Math	25	25	20	22	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	23.2	4.2	2.1

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	91	91	100.0	28.6
Male	56	56	100.0	26.8
Female	35	35	100.0	31.4
Hispanic or Latino	84	84	100.0	31.0
Socioeconomically Disadvantaged	89	89	100.0	27.0
English Learners	41	41	100.0	4.9
Students with Disabilities	12	12	100.0	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	372	369	99.19	29.81
Male	199	197	98.99	28.93
Female	173	172	99.42	30.81
Black or African American	19	19	100	21.05
Asian	--	--	--	--
Hispanic or Latino	339	336	99.12	30.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	358	356	99.44	29.21
English Learners	249	247	99.2	27.94
Students with Disabilities	52	52	100	19.23
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	372	370	99.46	24.59
Male	199	198	99.5	25.76
Female	173	172	99.42	23.26
Black or African American	19	19	100	10.53
Asian	--	--	--	--
Hispanic or Latino	339	337	99.41	24.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	358	357	99.72	24.37
English Learners	249	248	99.6	22.58
Students with Disabilities	52	52	100	9.62
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
Parent involvement takes on many roles at Helen Keller. Parents are given the opportunity to learn study skills to assist their children in English language arts and math.They are actively involved in all school advisory councils (e.g. Chair and Co-Chair), school-wide assemblies, parent volunteer program, extracurricular activities (e.g. coach-folkloric dance group, track and field), office and library assistant.

Parents are also provided an opportunity to assist teachers in their child's classrooms. We have a community liaison that assist parents with a variety of needs they may have concerning their child's academic, social, and emotional progress. Parents participate in a parent teacher organization (PTO).

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.

School Safety Plan
Student safety when traveling to school or home is of the utmost concern for staff and parents. We ensure safety on campus by locking all exit gates by 8:45 am. All gates are monitored by campus employees. Parents have to enter through the school office where they are asked for picture identification.Emergency equipment is maintained on the campus. Teachers and staff review their specific emergency plan annually by establishing safety protocols that are communicated to staff, parents, and students. Monthly emergency drills are held quarterly at the school. A safety protocol was sent home to all parents to review. The grounds are monitored daily by the principal, the custodians, and the campus monitors throughout the day. Emergency contact cards are updated each school year for every student. Emergency phone numbers and student addresses are updated when needed.Parent Volunteers assist staff at dismissal to support student safety. The school safety plan was updated by a team of staff members and on January 27, 2017 and approved by the School Site Council team members.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.7	0.3	1.3
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.33
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1
Other	2
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	22	22	25				4	4	4			
1	23	23	24				4	4	4			
2	23	23	24				4	4	4			
3	24	24	24				4	4	4			
4	30	30	34				3	3				3
5	29	29	31				3	3	3			
6	26	26	33				3	3				3

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

Professional Development provided for Teachers

Teachers take some time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Teachers receive professional development at the school site and at the district level. Helen Keller is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners) outlined throughout the year
- Professional development for teachers & administrators on instruction in Standard English for African American students which includes follow up work with teachers and students

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators.

In addition to the professional development opportunities at the district level, teachers also receive professional development at the school site on Common Core State Standards, Special Education Strategies, English Learner Strategies, etc.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,603	$48,522
Mid-Range Teacher Salary	$79,532	$75,065
Highest Teacher Salary	$92,627	$94,688
Average Principal Salary (ES)	$109,493	$119,876
Average Principal Salary (MS)	$111,064	$126,749
Average Principal Salary (HS)	$123,583	$135,830
Superintendent Salary	$231,678	$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4633	217	4416	67763.74
District	♦	♦	4564	$77,992
State	♦	♦	$6,574	$77,824
Percent Difference: School Site/District			-3.2	-7.5
Percent Difference: School Site/ State			-22.2	-8.7

* Cells with ♦ do not require data.

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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.