

Hughes-Elizabeth Lakes

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.

Lori Slaven, Superintendent/Principal

 Principal, Hughes-Elizabeth Lakes

About Our School

Principal's Comment

Dr. Slaven, Superintendent/Principal beginning the 2016-2017 school year. Mr. Martinez was the Superintendent/Principal during the 2015-2016 school year which is the year of this SARC report.

Contact

Hughes-Elizabeth Lakes
16633 Elizabeth Lake Rd.
Lake Hughes, CA 93532-1229

Phone: 661-724-1231
E-mail: lslaven@heluesd.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Hughes-Elizabeth Lakes Union Elementary
Phone Number	(661) 724-1231
Superintendent	Lori Slaven
E-mail Address	lslaven@heluesd.org
Web Site	http://heluesd-k12-pt.schoolloop.com/

School Contact Information (School Year 2018—19)	
School Name	Hughes-Elizabeth Lakes
Street	16633 Elizabeth Lake Rd.
City, State, Zip	Lake Hughes, Ca, 93532-1229
Phone Number	661-724-1231
Principal	Lori Slaven, Superintendent/Principal
E-mail Address	lslaven@heluesd.org
Web Site	http://heluesd-k12-pt.schoolloop.com/
County-District-School (CDS) Code	19646266014427

Last updated: 1/8/2019

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

VISION "Providing an excellent education in an atmosphere that supports students as they develop into outstanding members of the community."

MISSION "We at HELUS are dedicated to reaching the highest levels of achievement for all students. We will attain this goal through a total commitment to the ongoing success of each student and through open and honest communication within our school community."

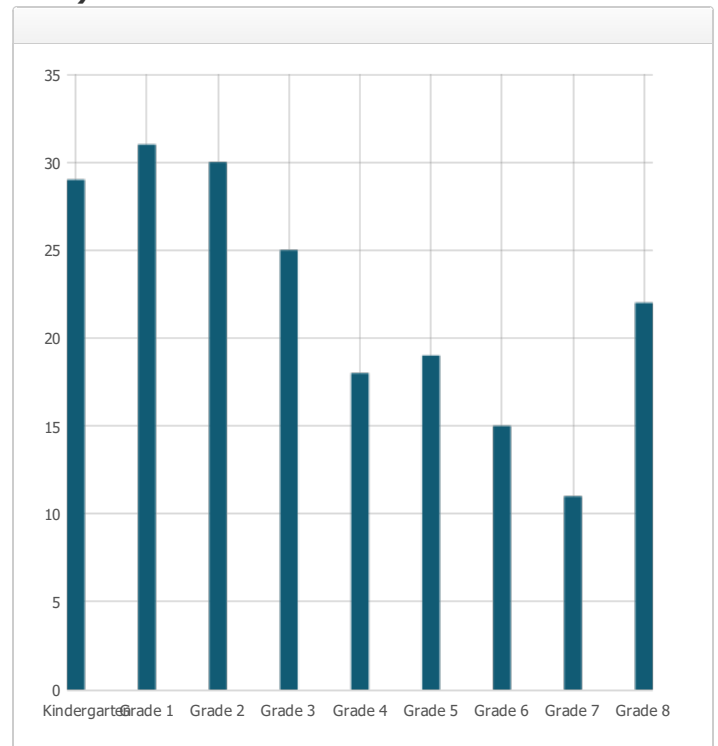
Hughes-Elizabeth Lakes Union School, with a current enrollment of 200, serves students in kindergarten through eighth grades and is located in the foothills of Northern Los Angeles County between Palmdale and Gorman. The school nestled in the hillside between Lake Hughes and Lake Elizabeth at 16633 Elizabeth Lake Road. The location is picturesque and affords a view that stretches from Sawmill Mountain in the west to Mount Baldy in the San Gabriel Mountains far to the East. It serves the communities of Lake Hughes, Elizabeth Lake, Green Valley and Pine Canyon.

HughesElizabeth Lakes Union School has been awarded the honor of California Distinguished School for our instructional practices. We have a family atmosphere and each child is individually guided towards academic and social success. The school has 8 classrooms and part time special education teacher. Staff has been trained in the Common Core Standards and students benefit from our best teaching practices. The school has undergone facilities improvements that include re-surfacing the playfield and track. The school has two computer labs. All buildings on the campus are handicap accessible. The school offers a solid core instructional program guided by Common Core Standards.

Last updated: 1/8/2019

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

Grade Level	Number of Students
Kindergarten	29
Grade 1	31
Grade 2	30
Grade 3	25
Grade 4	18
Grade 5	19
Grade 6	15
Grade 7	11
Grade 8	22
Total Enrollment	200



Last updated: 1/8/2019

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	0.5 %
Asian	0.5 %
Filipino	%
Hispanic or Latino	27.2 %
Native Hawaiian or Pacific Islander	%
White	64.4 %
Two or More Races	3.1 %
Other	3.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	52.9 %
English Learners	4.2 %
Students with Disabilities	8.9 %
Foster Youth	1.0 %

A. Conditions of Learning

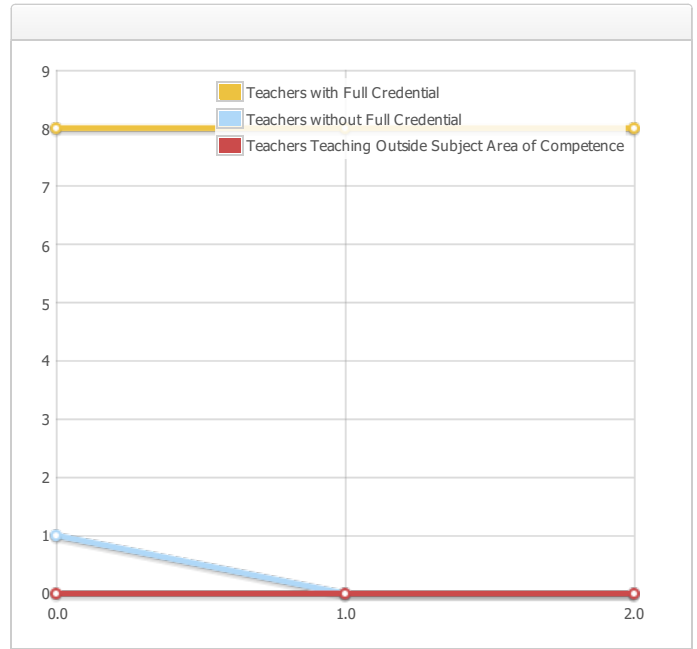
State Priority: Basic

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	8	8	8
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/8/2019

School Facility Conditions and Planned Improvements

The school is well maintained by the custodial and maintenance staff. The school has a safety team that monitors conditions on campus and makes recommendations for improvements. All students are housed in safe classroom environments.

New safety and traffic signs were posted in November 2018. In the fall of 2017, energy efficiency improvements through the Prop 39 funding included 8 heating/air units were replaced, outdoor lighting was upgraded to motion sensor LED lights, and 3 power transformers were replaced. In the summer of 2018 the grass playfield was refurbished including removal of existing grass and soil. Replacement soil, updated irrigation sprinkler system, and new sod.

Planned improvements in 2019 include resurfacing of the track around the grass playfield, re-stripping/painting crosswalks and parking stalls, replace the ceiling in room 6.

Last updated: 1/12/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

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

Last updated: 1/12/2019

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	41.0%	53.0%	41.0%	53.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	36.0%	40.0%	36.0%	40.0%	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.

Last updated: 1/12/2019

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	103	99	96.12%	52.53%
Male	58	56	96.55%	51.79%
Female	45	43	95.56%	53.49%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	31	30	96.77%	46.67%
Native Hawaiian or Pacific Islander				
White	61	60	98.36%	55.00%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	46	95.83%	36.96%
English Learners	--	--	--	
Students with Disabilities	11	11	100.00%	63.64%
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.

Last updated: 1/12/2019

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	103	99	96.12%	40.40%
Male	58	56	96.55%	41.07%
Female	45	43	95.56%	39.53%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	31	30	96.77%	50.00%
Native Hawaiian or Pacific Islander				
White	61	60	98.36%	38.33%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	46	95.83%	23.91%
English Learners	--	--	--	
Students with Disabilities	11	11	100.00%	36.36%
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.

Last updated: 1/12/2019

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 2017—18)

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	20.0%	33.3%	33.3%
7	14.3%	23.8%	19.0%

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.

Last updated: 1/12/2019

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)

The Hughes Elizabeth Lakes Union Elementary School encourages parents and members of the community to be involved in the governance of the district and the school. The public is invited to attend and address the Board at monthly board meetings and public workshops where the public participation is desired.

The school has a very active Parent Teacher Association (PTA) that supports extra activities such as field trips and assemblies. All parents are welcomed and encouraged to become active members in this association. The PTA consistency maintains membership between 95%-100% of parents and staff. The PTA supports field trips for all grades, assemblies, graduation Magic Mountain trip for 8th grade, Science School for 6th grade and a variety of other programs. Without this involved parent group, our students may not be able to participate in these important events.

Parents have the opportunity to participate in school committees such as School Site Council, LCAP Advisory Committee and the HELUS Art Council. Parents are kept informed by a weekly communication newsletter called the Lion's Roar. The district website is kept up to date and is a good source of information for parents and the community. Information is shared with parents through an automated phone call-out system, flyers, teacher communications and the local newspapers on occasion.

Hughes Elizabeth Lakes Union Elementary School is a central and vital part of the communities that surround it. The school is viewed by the community as a resource and is used for many events during the evening, weekends and summer. The community is extremely supportive of the school and the events that occur at the school. Community participation is welcomed.

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

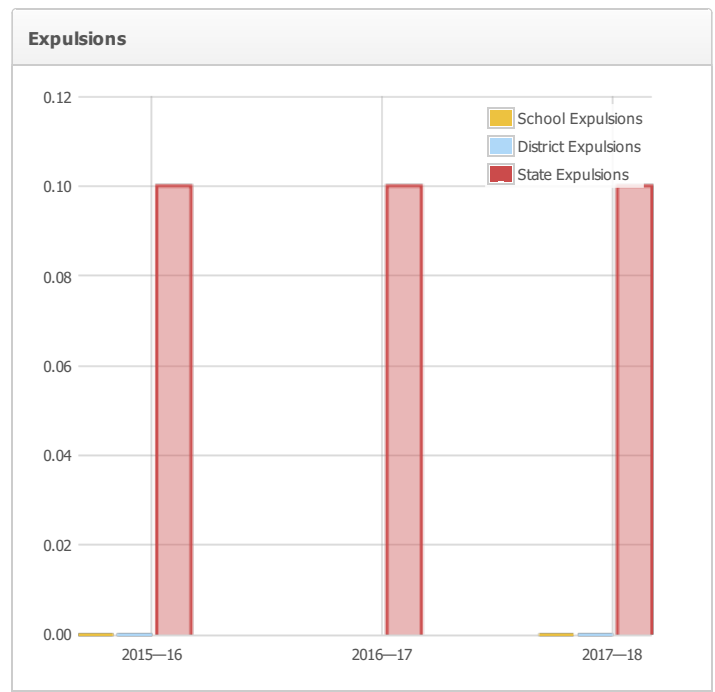
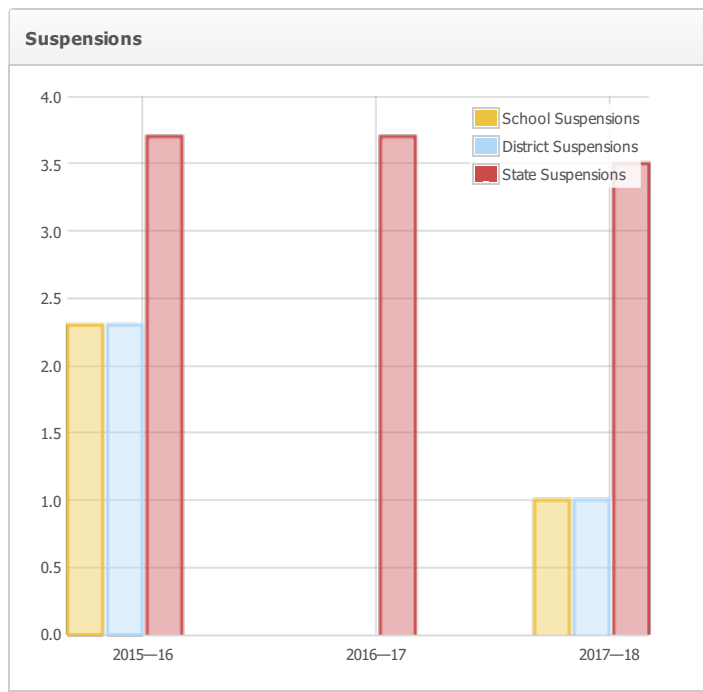
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.3%	--	1.0%	2.3%	--	1.0%	3.7%	3.7%	3.5%
Expulsions	0.0%	--	0.0%	0.0%	--	0.0%	0.1%	0.1%	0.1%



Last updated: 1/12/2019

School Safety Plan (School Year 2018—19)

Our school safety plan is updated every school year. For the 2017-2018 school year, it was updated in January 2018. The staff reviewed the plan and the procedures during the first-day staff meeting to ensure the information was clear in the event of any emergency. Parents and community members were invited to a safety meeting to help them understand the procedures in the event of any emergency related to the school. Reminders of procedures such as evacuations, lockdown, are fire drills are routinely practices.

The Safety Committee used data on attendance, suspensions/expulsions, the school improvement plan and our California Healthy Kids Survey in writing the plan. The plan includes goals in the area of positive school climate for all students and emergency procedures in place for a crisis or disaster. The plan includes procedures for fire; general disasters; earthquake; bomb threats; lockdowns; bus accidents; off-site evacuation; and on-site student release. Each section contains signals, communication, and duties. Each staff member has a copy of the plan and various drills are practiced monthly throughout the school year. The Safety Committee consults with the local authorities including sheriff and fire departments on the safety plan and a copy is retained by the local authorities.

Last updated: 1/12/2019

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	12.0	2		
1	2.0	1		
2	3.0	1		
3	2.0	1		
4	1.0	4		
5	1.0	5		
6	1.0	5		
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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	19.0	1	1	
1	22.0		1	
2	23.0		1	
3				
4	24.0		1	
5	27.0		3	
6	43.0		3	4
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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	1	1	
1	21.0		1	
2	24.0		1	
3	20.0	1		
4				
5	34.0			1
6	13.0	4		
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.

Last updated: 1/12/2019

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	2.0	2		
Mathematics	2.0	2		
Science	1.0	3		
Social Science	1.0	3		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	2		
Mathematics	19.0	2		
Science	19.0	2		
Social Science	19.0	2		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	18.0	1	1	
Mathematics	18.0	1	1	
Science	18.0	1	1	
Social Science	18.0	1	1	

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/12/2019

Professional Development

Teachers participated in professional development on the new English Language Arts / English Language Development curriculum implementation. Teachers also participated in professional development on arts in education.

Last updated: 1/12/2019