

# Helms Middle School

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

### Published During 2016-17

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 2016-17)**

| <b>School Contact Information</b> |  |
|-----------------------------------|--|
| <b>School Name</b>                | Helms Middle School  |
| <b>Street</b>                     | 2500 Road 20   |
| <b>City, State, Zip</b>           | San Pablo, CA 94806-5010   |
| <b>Phone Number</b>               | (510) 231-1423   |
| <b>Principal</b>                  | Jessica Petrilli   |
| <b>E-mail Address</b>             | <a href="mailto:jpetrilli@wccusd.net">jpetrilli@wccusd.net</a>         |
| <b>Web Site</b>                   | <a href="http://www.wccusd.net/Page/1387">www.wccusd.net/Page/1387</a> |
| <b>CDS Code</b>                   | 07-61796-6057228   |

| <b>District Contact Information</b> |   |
|-------------------------------------|---|
| <b>District Name</b>                | West Contra Costa Unified School District |
| <b>Phone Number</b>                 | (510) 231-1100                            |
| <b>Superintendent</b>               | Matthew Duffy                             |
| <b>E-mail Address</b>               | matthew.duffy@wccusd.net                  |
| <b>Web Site</b>                     | www.wccusd.net                            |

### School Description and Mission Statement (School Year 2016-17)

Helms is a Full Service Community School. It uses a House model to provide smaller learning communities within the school to better support their academic and social/emotional success at school.

VISION: all members of the Helms community will cooperate to strengthen our students' academic abilities and character for success in high school, college and beyond.

Mission #1: We will provide rigorous data-driven instruction for all students

Mission #2: Our staff will work consistently on improving their practice to best instruct all students

Mission #3: We will create an environment where staff, students, and families feel safe in and connected to their school and community

### Student Enrollment by Grade Level (School Year 2015-16)

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| Grade 7                 | 481                       |
| Grade 8                 | 504                       |
| <b>Total Enrollment</b> | 985                       |

### Student Enrollment by Group (School Year 2015-16)

| <b>Student Group</b>                | <b>Percent of Total Enrollment</b> |
|-------------------------------------|------------------------------------|
| Black or African American           | 10.2                               |
| American Indian or Alaska Native    | 0.2                                |
| Asian                               | 4.5                                |
| Filipino                            | 2.1                                |
| Hispanic or Latino                  | 81.1                               |
| Native Hawaiian or Pacific Islander | 0.3                                |
| White                               | 1.1                                |
| Two or More Races                   | 0.1                                |
| Socioeconomically Disadvantaged     | 95                                 |
| English Learners                    | 41.3                               |
| Students with Disabilities          | 12.2                               |
| Foster Youth                        | 0.3                                |

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
|  | 2014-15 | 2015-16 | 2016-17 | 2016-17  |
| With Full Credential   | 53      | 36      | 37.20   | 37.20    |
| Without Full Credential  | 5       | 7       | 7       | 7        |
| Teaching Outside Subject Area of Competence (with full credential) | 0       | 2       | 0       | 0        |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes              | Percent of Classes In Core Academic Subjects |   |
|----------------------------------|--|---|
|                                  | Taught by Highly Qualified Teachers          | Not Taught by Highly Qualified Teachers |
| This School                      | 98.0   | 2.0                                     |
| All Schools in District          | 93.7   | 6.3                                     |
| High-Poverty Schools in District | 93.5   | 6.5                                     |
| Low-Poverty Schools in District  | 97.2   | 2.8                                     |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

| Subject               | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-----------------------|---|----------------------------------|---|
| Reading/Language Arts | Prentice Hall, Literature: Timeless Voices (gr 7-8) / 2001<br>National Geographic, Inside (ELD gr 7-8) / 2014<br>Houghton Mifflin Harcourt, (Intervention gr 7-8) Read 180 / 2011 | Yes                              | 0%  |

| Subject                       | Textbooks and Instructional Materials/<br>Year of Adoption  | From<br>Most Recent<br>Adoption? | Percent of Students<br>Lacking Own<br>Assigned Copy |
|-------------------------------|---|----------------------------------|---|
| <b>Mathematics</b>            | Prentice Hall, Pre-Algebra CA / 2001<br>Glencoe McGraw Hill, Math Course 3 (gr 8) / 2014<br>McDougal Littell, CA Middle School Algebra 1 / 2012 | Yes                              | 0%  |
| <b>Science</b>                | Pearson/Prentice Hall, Focus on Life Science (gr 7) /<br>2008<br>Pearson/Prentice Hall, Focus on Physical Science (gr<br>8) / 2008              | Yes                              | 0%  |
| <b>History-Social Science</b> | TCI, History Alive (gr 7-8) / 2004  | Yes                              | 0%  |
| <b>Foreign Language</b>       | Pearson Prentice Hall, Realidades (Spanish 1-3) /<br>2004   | Yes                              | 0%  |

### School Facility Conditions and Planned Improvements (Most Recent Year)

Helms was built in 1952 and the new site was opened August 2010.

### School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year)                |               |      |      |   |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: July 2016              |               |      |      |   |
| System Inspected   | Repair Status |      |      | Repair Needed and<br>Action Taken or Planned  |
|  | Good          | Fair | Poor |   |
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC,<br>Sewer                 | X             |      |      |   |
| <b>Interior:</b> Interior Surfaces                                   |               |      | X    | Repair door stop of room C1-105, and by room C3-112<br>Repair broken lexan at menu display<br>Repair threshold of girls restroom C3-107   |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin<br>Infestation |               | X    |      | Pigeons roosting by room C1-216, by lockers 2475<br>and 1273, and by room C1-218<br>Remove paper from ceiling in girls restroom by C1-115   |
| <b>Electrical:</b> Electrical  |               |      | X    | Emergency lights are beeping site-wide<br>Broken electric exit sign by storage room C1-216<br>Replace light switch in girls restroom by C1-115<br>Check light sensor in boys restroom by C2-105 |

| School Facility Good Repair Status (Most Recent Year)                   |               |      |      |  |
|---|---------------|------|------|--|
| Year and month of the most recent FIT report: July 2016                 |               |      |      |  |
| System Inspected  | Repair Status |      |      | Repair Needed and Action Taken or Planned  |
|   | Good          | Fair | Poor |  |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/<br>Fountains              |               | X    |      | Replace fire connection pipe cap close to gym at court yard<br>Replace light switch and remove paper from ceiling in girls restroom by C1-115<br>Replace broken hand towel dispenser and check light sensor in boys restroom by C2-105<br>Drinking fountain not working in boys locker room<br>Relocate soap dispenser and repair threshold in girls restroom C3-107<br>Replace sink button in boys locker room restroom |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | X             |      |      | Replace broken fire connection sign  |
| <b>Structural:</b> Structural Damage, Roofs                             | X             |      |      |  |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | X             |      |      |  |

#### Overall Facility Rating (Most Recent Year)

| Year and month of the most recent FIT report: July 2016 |           |      |      |      |
|---|-----------|------|------|------|
| Overall Rating  | Exemplary | Good | Fair | Poor |
|   |           |      |      | X    |

## 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

| Subject                               | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) |         |          |         |         |         |
|---------------------------------------|--|---------|----------|---------|---------|---------|
|                                       | School   |         | District |         | State   |         |
|                                       | 2014-15  | 2015-16 | 2014-15  | 2015-16 | 2014-15 | 2015-16 |
| <b>English Language Arts/Literacy</b> | 26   | 23      | 33       | 35      | 44      | 48      |
| <b>Mathematics</b>                    | 12   | 13      | 23       | 25      | 34      | 36      |

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.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2015-16)**

| Student Group                       | Grade | Number of Students |        | Percent of Students |                          |
|-------------------------------------|-------|--------------------|--------|---------------------|--------------------------|
|                                     |       | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| All Students                        | 7     | 506                | 485    | 95.8                | 21.7                     |
|                                     | 8     | 511                | 498    | 97.5                | 24.6                     |
| Male                                | 7     | 252                | 241    | 95.6                | 18.6                     |
|                                     | 8     | 251                | 243    | 96.8                | 19.7                     |
| Female                              | 7     | 254                | 244    | 96.1                | 24.8                     |
|                                     | 8     | 260                | 255    | 98.1                | 29.3                     |
| Black or African American           | 7     | 46                 | 45     | 97.8                | 7.0                      |
|                                     | 8     | 60                 | 59     | 98.3                | 25.9                     |
| American Indian or Alaska Native    | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |
| Asian                               | 7     | 20                 | 19     | 95.0                | 26.3                     |
|                                     | 8     | 25                 | 25     | 100.0               | 12.0                     |
| Filipino                            | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | 12                 | 12     | 100.0               | 41.7                     |
| Hispanic or Latino                  | 7     | 413                | 400    | 96.8                | 23.0                     |
|                                     | 8     | 407                | 396    | 97.3                | 24.0                     |
| Native Hawaiian or Pacific Islander | 8     | --                 | --     | --                  | --                       |
| White                               | 7     | 11                 | 10     | 90.9                | 20.0                     |
|                                     | 8     | --                 | --     | --                  | --                       |
| Two or More Races                   | 7     | --                 | --     | --                  | --                       |
| Socioeconomically Disadvantaged     | 7     | 477                | 464    | 97.3                | 21.8                     |
|                                     | 8     | 471                | 463    | 98.3                | 24.9                     |
| English Learners                    | 7     | 221                | 207    | 93.7                | 5.4                      |
|                                     | 8     | 205                | 195    | 95.1                | 1.6                      |
| Students with Disabilities          | 7     | 58                 | 58     | 100.0               |                          |
|                                     | 8     | 64                 | 64     | 100.0               | 1.6                      |
| Foster Youth                        | 7     | --                 | --     | --                  | --                       |
|                                     | 8     | --                 | --     | --                  | --                       |

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

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 2015-16)**

| Student Group                              | Grade    | Number of Students |        | Percent of Students |                          |
|--|----------|--------------------|--------|---------------------|--------------------------|
|  |          | Enrolled           | Tested | Tested              | Standard Met or Exceeded |
| <b>All Students</b>                        | <b>7</b> | 507                | 495    | 97.6                | 10.7                     |
|  | <b>8</b> | 511                | 506    | 99.0                | 14.3                     |
| <b>Male</b>                                | <b>7</b> | 252                | 247    | 98.0                | 11.6                     |
|  | <b>8</b> | 251                | 247    | 98.4                | 14.4                     |
| <b>Female</b>                              | <b>7</b> | 255                | 248    | 97.3                | 9.8                      |
|  | <b>8</b> | 260                | 259    | 99.6                | 14.2                     |
| <b>Black or African American</b>           | <b>7</b> | 47                 | 46     | 97.9                | 2.3                      |
|  | <b>8</b> | 60                 | 59     | 98.3                | 6.9                      |
| <b>American Indian or Alaska Native</b>    | <b>7</b> | --                 | --     | --                  | --                       |
|  | <b>8</b> | --                 | --     | --                  | --                       |
| <b>Asian</b>                               | <b>7</b> | 20                 | 19     | 95.0                | 26.3                     |
|  | <b>8</b> | 25                 | 25     | 100.0               | 16.0                     |
| <b>Filipino</b>                            | <b>7</b> | --                 | --     | --                  | --                       |
|  | <b>8</b> | 12                 | 12     | 100.0               | 33.3                     |
| <b>Hispanic or Latino</b>                  | <b>7</b> | 413                | 406    | 98.3                | 10.8                     |
|  | <b>8</b> | 407                | 403    | 99.0                | 14.9                     |
| <b>Native Hawaiian or Pacific Islander</b> | <b>8</b> | --                 | --     | --                  | --                       |
| <b>White</b>                               | <b>7</b> | 11                 | 11     | 100.0               |                          |
|  | <b>8</b> | --                 | --     | --                  | --                       |
| <b>Two or More Races</b>                   | <b>7</b> | --                 | --     | --                  | --                       |
| <b>Socioeconomically Disadvantaged</b>     | <b>7</b> | 477                | 469    | 98.3                | 10.7                     |
|  | <b>8</b> | 471                | 467    | 99.2                | 14.8                     |
| <b>English Learners</b>                    | <b>7</b> | 221                | 214    | 96.8                | 1.4                      |
|  | <b>8</b> | 205                | 203    | 99.0                | 1.6                      |
| <b>Students with Disabilities</b>          | <b>7</b> | 58                 | 58     | 100.0               |                          |
|  | <b>8</b> | 64                 | 64     | 100.0               | 1.6                      |
| <b>Foster Youth</b>                        | <b>7</b> | --                 | --     | --                  | --                       |
|  | <b>8</b> | --                 | --     | --                  | --                       |

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

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

| Subject                              | Percent of Students Scoring at Proficient or Advanced<br>(meeting or exceeding the state standards) |         |         |          |         |         |         |         |         |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
|                                      | School  |         |         | District |         |         | State   |         |         |
|                                      | 2013-14   | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| <b>Science (grades 5, 8, and 10)</b> | 56  | 52      | 36      | 48       | 46      | 40      | 60      | 56      | 54      |

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.

### CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group                   | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|---------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students                    | 512              | 498                             | 97.3                            | 36.4                                 |
| Male                            | 251              | 245                             | 97.6                            | 33.1                                 |
| Female                          | 261              | 253                             | 96.9                            | 39.5                                 |
| Black or African American       | 60               | 57                              | 95.0                            | 43.9                                 |
| Asian                           | 25               | 25                              | 100.0                           | 32.0                                 |
| Filipino                        | 12               | 12                              | 100.0                           | 58.3                                 |
| Hispanic or Latino              | 408              | 397                             | 97.3                            | 34.3                                 |
| Socioeconomically Disadvantaged | 472              | 461                             | 97.7                            | 36.9                                 |
| English Learners                | 205              | 198                             | 96.6                            | 8.1                                  |
| Students with Disabilities      | 64               | 64                              | 100.0                           | 15.6                                 |

Note: 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.

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.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards |                       |                      |
|-------------|---|-----------------------|----------------------|
|             | Four of Six Standards                         | Five of Six Standards | Six of Six Standards |
| <b>7</b>    | 16.7  | 10.5                  | 5.8                  |

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 Parental Involvement State Priority (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 2016-17)

---

Helms is a Full-Service Community School focused on connecting community partners and school programs with student and families. Services and programs include:

- Case Management: Site-based social worker who can work with families to support attendance at school Individual counseling.
- Student Success Team: Meeting held to support individual students which includes participation from parents, counselors, teachers, administration, student, and any other important adult in the child's life.
- Counselors: available daily for one-on one meetings with parents to discuss student concerns and needs.
- Families in Transition: Community School coordinator works with families in transition to get school uniform, food pantry support, clipper card (transportation), and other needs determined.
- Celebrations and Events: Helms hosts occasional events and celebrations that will invite parents to celebrate as part of the community, including Black History Month Night, Cultural Awareness Month and 8th Grade Promotion Ceremony
- Reading Literacy Night: educate parents how to help students improve their reading levels
- Parent Coffee Club: weekly meeting open to all parents.
- Parent Institute of Quality Education (PIQE) classes: parents take a ten week course designed to support them in being an advocate for their child to attend college.
- Parent University: series of workshops from the District's Parent Engagement Office to further assist parents support their student's academic success.
- Parent Support Night aimed at supporting parents of students with 3 or more F's.
- Parent Project: facilitated by San Pablo Police Department for parents to gain skills that help them support students with academic and behavioral challenges
- Cougar College: faculty designed and implemented 5 week series of night classes that help parents understand academics of middle school and help parents support their students to be ready for high school and beyond
- Student Attendance Review Team (SART): Invites parents of students with chronic absenteeism to attend a meeting to strategize how to improve attendance .
- Translation Services: bilingual community workers support translation needs for parents .
- School Psychologist and therapists support students and families with social-emotional needs.
- Mobile Health Van and Health educator onsite to support students and families with clinical health needs.
- School Site Council (SSC): three parents sit on this council and bring the concerns of parents and perspective of parents to the meeting.
- English Learner Advisory Committee (ELAC): a group of parents that advice the principal and SSC on ways to support English Learners.
- After School Program provides many opportunities for parents through sports, dance, and other enrichment programs
- Parent Volunteer: after signing on to the "be a mentor" website, parents are invited to volunteer at school.
- Parents may contact the front office at (510)231-1423 in order to be directed to the proper contact for services or for information regarding how to become a volunteer or become involved in school activities.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

| Rate        | School  |         |         | District |         |         | State   |         |         |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
|             | 2013-14 | 2014-15 | 2015-16 | 2013-14  | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 17.8    | 14.7    | 10.0    | 6.6      | 6.2     | 6.3     | 4.4     | 3.8     | 3.7     |
| Expulsions  | 0.0     | 0.0     | 0.0     | 0.0      | 0.0     | 0.0     | 0.1     | 0.1     | 0.1     |

### School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

Safety and emergency procedures are reviewed at the beginning of the school year and throughout the year as necessary. Emergency drills are conducted at least once per month, with a fire drill conducted twice per semester. The administrators maintain close and regular contact with the San Pablo PD, the City of San Pablo, and other community organizations to maintain a safe campus. Helms has site supervision by four Campus Safety Officers from 7:30 a.m. until 3:00 p.m., and an SRO from San Pablo PD. We lock our gates and require visitors to sign in at the main office. Helms is monitored by security cameras throughout campus, and several staff members communicate via 2-way hand held radios, and bullhorns as necessary. The campus has an AED with staff trained to use it. Helms Middle School has ID checks daily.

## 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.

### Federal Intervention Program (School Year 2016-17)

| Indicator   | School    | District  |
|---|-----------|-----------|
| Program Improvement Status                          | Not in PI | In PI     |
| First Year of Program Improvement                   |           | 2004-2005 |
| Year in Program Improvement*                        |           | Year 3    |
| Number of Schools Currently in Program Improvement  | N/A       | 20        |
| Percent of Schools Currently in Program Improvement | N/A       | 71.4      |

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

### Average Class Size and Class Size Distribution (Secondary)

| Subject        | 2013-14         |                      |       |     | 2014-15         |                      |       |     | 2015-16         |                      |       |     |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
|                | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     | Avg. Class Size | Number of Classrooms |       |     |
|                |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |                 | 1-22                 | 23-32 | 33+ |
| English        | 20              | 37                   | 27    |     | 24              | 17                   | 40    |     | 23              | 20                   | 35    | 1   |
| Mathematics    | 22              | 24                   | 28    |     | 24              | 17                   | 30    |     | 25              | 9                    | 31    |     |
| Science        | 22              | 25                   | 32    |     | 24              | 14                   | 42    |     | 26              | 5                    | 39    | 1   |
| Social Science | 23              | 9                    | 33    |     | 23              | 13                   | 32    |     | 25              | 5                    | 34    |     |

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2015-16)**

| Title   | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor                                  | 4                                | 303   |
| Counselor (Social/Behavioral or Career Development) | 0                                | N/A   |
| Library Media Teacher (Librarian)                   | 1                                | N/A   |
| Library Media Services Staff (Paraprofessional)     | 0                                | N/A   |
| Psychologist  | .50                              | N/A   |
| Social Worker                                       | 0                                | N/A   |
| Nurse   | 0                                | N/A   |
| Speech/Language/Hearing Specialist                  | 0                                | N/A   |
| Resource Specialist                                 | 2.00                             | N/A   |
| Other   | 0                                | 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 2014-15)**

| Level  | Expenditures Per Pupil |                          |                     | Average Teacher Salary |
|--|------------------------|--------------------------|---------------------|------------------------|
|  | Total                  | Supplemental/ Restricted | Basic/ Unrestricted |                        |
| School Site                                  | 7259.52                | 4120.72                  | 3138.80             | 96149.70               |
| District                                     | N/A                    | N/A                      | 6412.40             | 65071.41               |
| Percent Difference: School Site and District | N/A                    | N/A                      | -51.1               | 47.8                   |
| State  | N/A                    | N/A                      | \$5,677             | \$75,837               |
| Percent Difference: School Site and State    | N/A                    | N/A                      | -44.7               | 26.8                   |

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

**Types of Services Funded (Fiscal Year 2015-16)**

Programs and services available at Helms Middle School include:

- CENTRAL SUPPLEMENTAL/CONCENTRATION
- EDUCATION PROTECTION ACCOUNT
- IASA-TITLE I BASIC
- SCHOOL IMPROVEMENT GRANT
- SP ED IDEA BASIC LOCAL ENTITL
- HEALTHY START-ASLSNPP
- SPECIAL ED - E
- QUALITY EDUCATION INVESTMENT ACT
- PROJECT READ
- PARCEL TAX
- MRAD
- CHEVRON
- GEAR UP
- SITE SUPPLEMENTAL/CONCENTRATION

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

| Category   | District Amount | State Average for Districts In Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$38,699        | \$45,092                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$59,640        | \$71,627                                     |
| <b>Highest Teacher Salary</b>                        | \$79,951        | \$93,288                                     |
| <b>Average Principal Salary (Elementary)</b>         | \$91,385        | \$115,631                                    |
| <b>Average Principal Salary (Middle)</b>             | \$96,869        | \$120,915                                    |
| <b>Average Principal Salary (High)</b>               | \$108,183       | \$132,029                                    |
| <b>Superintendent Salary</b>                         | \$231,795       | \$249,537                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 31%             | 37%  |
| <b>Percent of Budget for Administrative Salaries</b> | 5%              | 5%   |

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)**

At Helms Middle School, our professional development focus is on implementation of the Common Core standards, reading comprehension strategies, and community building to improve both teacher instruction and student learning. Professional development includes full day trainings and collaboration time before the start of the school year as well as monthly trainings. Additionally, we provide individual teacher coaching, monthly collaboration time for teacher leaders, and monthly collaboration time for professional learning communities. Teachers also share best practices with each other monthly and attend district workshops to learn new instructional strategies. Beyond the content areas, professional development is provided in English Language Development by a district coach, and onsite support is provided in classroom management, differentiated instruction, and educational technology. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.