

Helms Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Helms Middle School
Street	2500 Road 20
City, State, Zip	San Pablo, CA 94806
Phone Number	510-231-1423
Principal	Jessica Petrilli
E-mail Address	jpetrilli@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1387
CDS Code	07-61796-6057228

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

At Helms Middle School we continuously forge connections among staff, students and parents. We understand that academic achievement is linked to the social, emotional, aesthetic and physical development of students. We foster the personal growth of students by creating an environment that is safe, engaging, motivating and student-centered.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Grade 7	508
Grade 8	458
Total Enrollment	966

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	11.6
American Indian or Alaska Native	0.2
Asian	5.2
Filipino	2.4
Hispanic or Latino	77.8
Native Hawaiian or Pacific Islander	1.2
White	1.4
Two or More Races	0.1
Socioeconomically Disadvantaged	94.9
English Learners	35.9
Students with Disabilities	11.1

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	41	54	53	53
Without Full Credential	9	6	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	92.98	7.02
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes (Grades 6-8) ELD and Intervention: High Point Reading Intervention:READ 180	Yes	0%
Mathematics	Prentice Hall-Pre-Algebra, CA Edition (Grade 7); Prentice Hall Algebra 1, CA Edition and McDougal Littell Algebra 1 (Grade 8)	Yes	0%
Science	Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive Medieval History	Yes	0%
Foreign Language	Pearson Prentice Hall Spanish 1: Realidades 1- Prentice-Hall Spanish 2: Realidades 2-	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 in which data were collected: July 2014				
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]	[]	Repair formica edges of the counters (work order created)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Repair sinks, tighten toilet seats, replace soap dispensers (complete)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Refasten door holders and repair door closers (complete), repaint playground (work order created)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	43	56	56	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	56
Male	54
Female	58
Black or African American	47
American Indian or Alaska Native	
Asian	73
Filipino	
Hispanic or Latino	56
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	55
English Learners	19
Students with Disabilities	19
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	30	36	32	41	43	42	54	56	55
Mathematics	22	26	37	37	38	38	49	50	50
History-Social Science	23	19	34	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	2
Similar Schools	1	2	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	38	16	49
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	45	19	45
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	44	14	52
English Learners	45	-21	54
Students with Disabilities		9	

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	24.8	26.0	14.8

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 (Most Recent Year)

The Helms Community Program (HCP) is a state-of the art system of delivering school-linked student services and programs for families. Services and programs include:

- Case Management
- Individual Counseling
- Response to Intervention (RTI)
- SSTs
- Families In Transition
- Group Counseling
- Parent Classes (PIQE and Coffee Club)
- Home visits
- Parent Outreach-Volunteer Program and Classes
- EGC program at UC Berkeley
- 8th Grade Career Fair
- Student Attendance Improvement
- Crisis Intervention
- Student Activities Program
- Translation Services
- Restorative justice coordinator
- School Psychologist and Interns

Community service projects include:

- Contra Costa College Community Service Mentoring/Tutoring
- Student/Family Resource Center
- Community health worker
- bilingual outreach worker
- Mobile Health Van
- Health educator

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC): The Helms ELAC was delegated to the SSC in 2013. The delegation with expire in June 2015.

Parents may contact the front office @ (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.

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	25.9	22.9	17.8	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.6	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

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. Parents are informed of safety information through newsletters, parent meetings and phone calls. The administrators maintain close, regular contact with the San Pablo PD, the City of San Pablo, and other community organizations. Helms has site supervision from 7:45 a.m. until 4:00 p.m., and an SRO from San Pablo PD on site. 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 implemented Student Uniforms school wide and 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.

Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "----" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	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	20.1	30	27	1	19	41	15	1	20	37	27	
Mathematics	22.4	17	34	0	22	19	31		22	24	28	
Science	22.9	11	28	0	23	20	31		22	25	32	
Social Science	23	7	32	0	23	11	28		23	9	33	

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 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	1	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.50	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	2.50	---
Other	1.0	---

Note: Cells with "----" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$13,919.34	\$9,636.16	\$4,283.18	\$48,560.71
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-22.8	-11.9
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-22.6	-30.3

Note: Cells with "----" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Helms School include:

- ESEA-Title I
- Economic Impact Aid
- Special Education
- Gifted and Talented Ed
- Quality Education Investment Act- (QEIA)
- Local Control Funding Formula- (LCFF)
- School Improvement Grant (SIG)

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	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

At Helms Middle School, our primary focus for staff development is implementing the new Common Core standards and reading across the curriculum to improve both teacher instruction and student learning. Professional development includes whole staff monthly trainings and individual teacher coaching. Additionally, we provide professional development once a month for our teacher leaders to improve collaboration and planning amongst teams. Teachers also share best practices with each other monthly and attend district provided workshops to learn new strategies. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction, and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. 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.