Helms Middle

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

| School Contact Information (School Year 2017-18)	
School Name	Helms Middle
Street	2500 Road 20
City, State, Zip	San Pablo, Ca, 94806-5010
Phone Number	510-233-3988
Principal	Jessica Petrilli, Principal
E-mail Address	jpetrilli@wccusd.net
Web Site PageID=13	https://www.wccusd.net/site/Default.aspx?
County-District-School (CDS) Code	07617966057228

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

Helms is a Full Service Community School. It uses a House model to provide smaller learning communities within the school to better support students with 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: To improve student literacy Mission #2: To continuously learn, adapt, and grow in our practice Mission #3: To create an environment where staff, students, and families feel safe in and connected to their school and community.

Last updated: 1/17/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 7	518
Grade 8	479
Total Enrollment	997
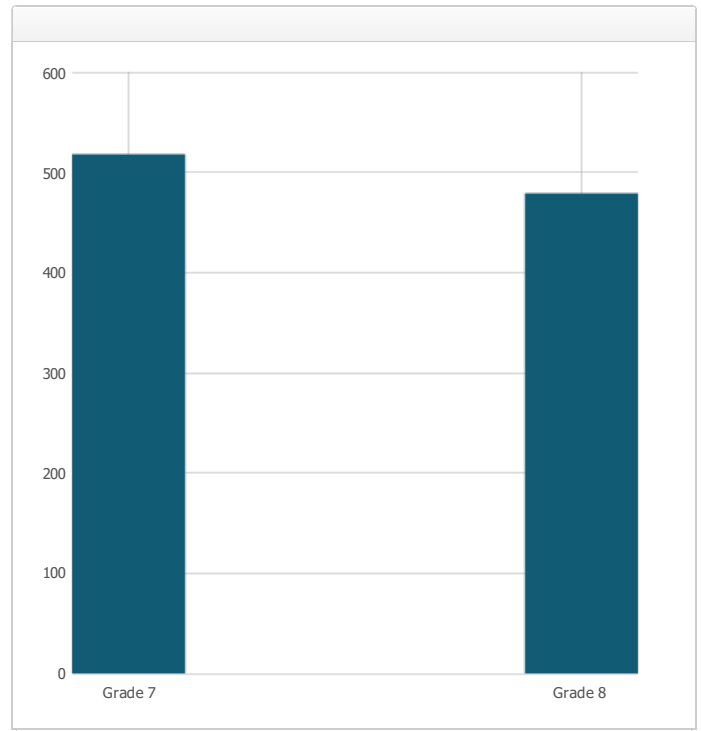
Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	9.3 %
American Indian or Alaska Native	0.0 %
Asian	4.4 %
Filipino	1.9 %
Hispanic or Latino	82.2 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.4 %
Two or More Races	0.3 %
Other	0.3 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	95.3 %
English Learners	46.0 %
Students with Disabilities	11.8 %
Foster Youth	0.1 %

Last updated: 1/25/2018

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	36	37	34	1192
Without Full Credential	7	7	9	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	1	14
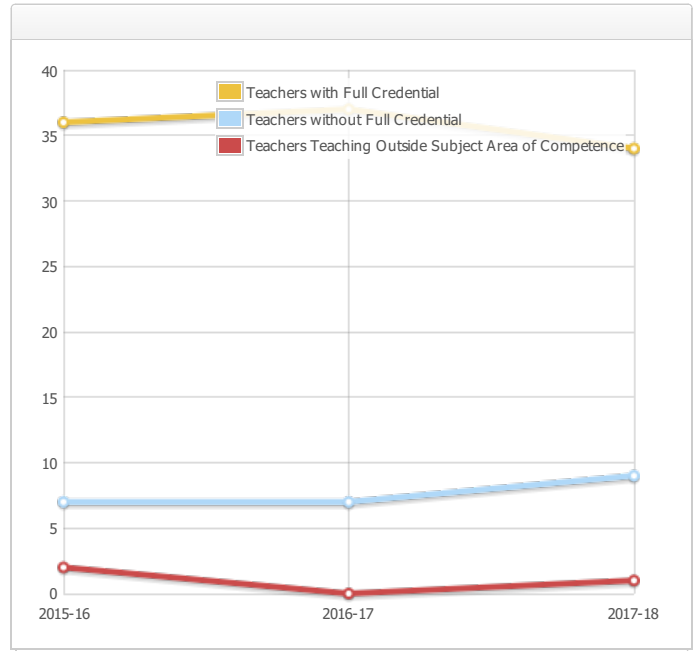
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1
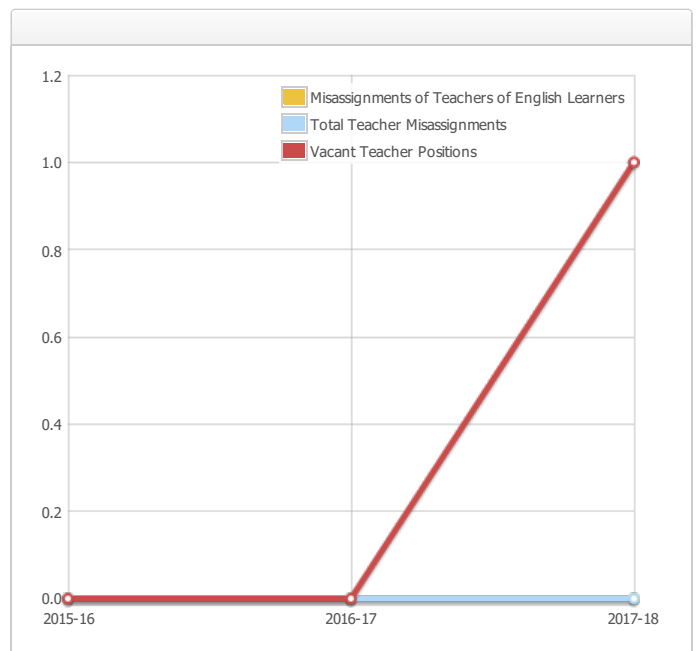
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside, ELD, c2014 - adopted 2014 Scholastic Read 180, Intervention, c2011 - adopted 2011	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt Big Ideas Math, grades 7-8, c2015 - adopted 2017 Pearson Algebra 1, c2015 - adopted 2017	Yes	0.0 %
Science	Pearson Science 6-8, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	TCI History Alive, c2005 - adopted 2005	Yes	0.0 %
Foreign Language	Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/14/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	The following action/s was/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Fair	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Poor	The following action/s was/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Poor	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous Materials	Good	The following action/s was/will be taken to ensure: The fire sprinklers appear to be in working order (e.g., there are no

missing or damaged sprinkler heads).
Emergency alarms appear to be
functional.
Emergency exit signs function as
designed, exits are unobstructed.

Hazardous chemicals, chemical
waste, and flammable materials are
stored properly (e.g. locked and
labeled properly).

Structural: Structural Damage, Roofs	Good	The following action/s was/will be taken to ensure: Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure: There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair

Last updated: 1/23/2018

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 (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	23%	19%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	13%	10%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1003	980	97.71%	18.53%
Male	503	488	97.02%	15.61%
Female	500	492	98.40%	21.43%
Black or African American	102	101	99.02%	11.88%
American Indian or Alaska Native				
Asian	42	42	100.00%	30.95%
Filipino	19	19	100.00%	42.11%
Hispanic or Latino	816	798	97.79%	18.24%
Native Hawaiian or Pacific Islander	--	--	--	
White	14	12	85.71%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	938	920	98.08%	18.43%
English Learners	654	639	97.71%	
Students with Disabilities	113	111	98.23%	
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.

Last updated: 1/25/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1003	982	97.91%	
Male	503	493	98.01%	--
Female	500	489	97.80%	
Black or African American	102	99	97.06%	
American Indian or Alaska Native				
Asian	42	42	100.00%	28.57%
Filipino	19	19	100.00%	26.32%
Hispanic or Latino	816	803	98.41%	
Native Hawaiian or Pacific Islander	--	--	--	
White	14	12	85.71%	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	938	921	98.19%	
English Learners	654	644	98.47%	
Students with Disabilities	113	109	96.46%	
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: 1/25/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	52.0%	36.0%	46.0%	40.0%	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.

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.

Last updated: 1/25/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	17.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	16.5%	18.1%	16.9%

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: 1/25/2018

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)

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 and provide Individual counseling.
• Student Success Team: Meetings 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 PE uniform, food pantry support, clipper card (transportation), and other needs determined.
• Celebrations and Events: Helms hosts various events and celebrations that invite parents to celebrate as part of the community, including Black History Month Night, Helms Music Night 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 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 6-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, and professional translators are used at every major event.
• 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.
• African American Parent Advisory Council: a group of parents and staff dedicated toward the mission of improving African American achievement in school.
• 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: Pupil Engagement

Last updated: 1/17/2018

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

| Dropout/Graduation Rate (Four-Year Cohort Rate) Chart |
|---|
| |
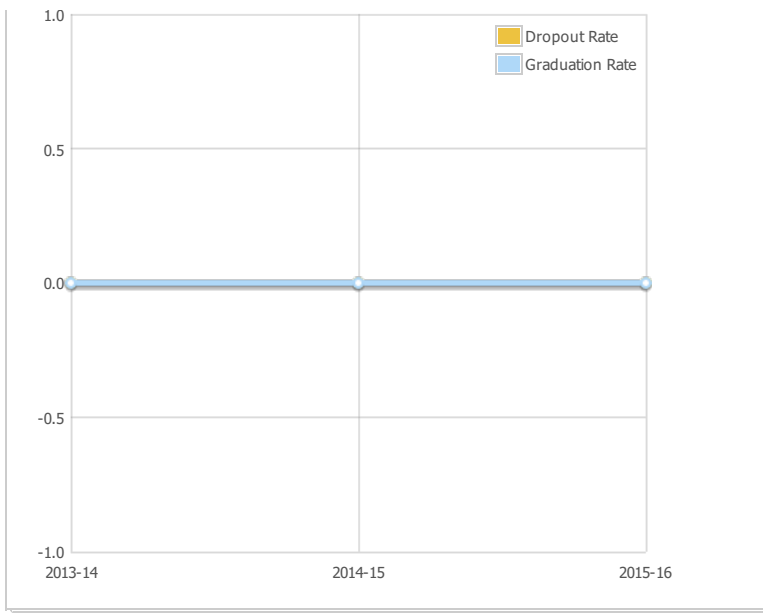
State Priority: School Climate

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			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	14.7%	10.0%	8.9%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
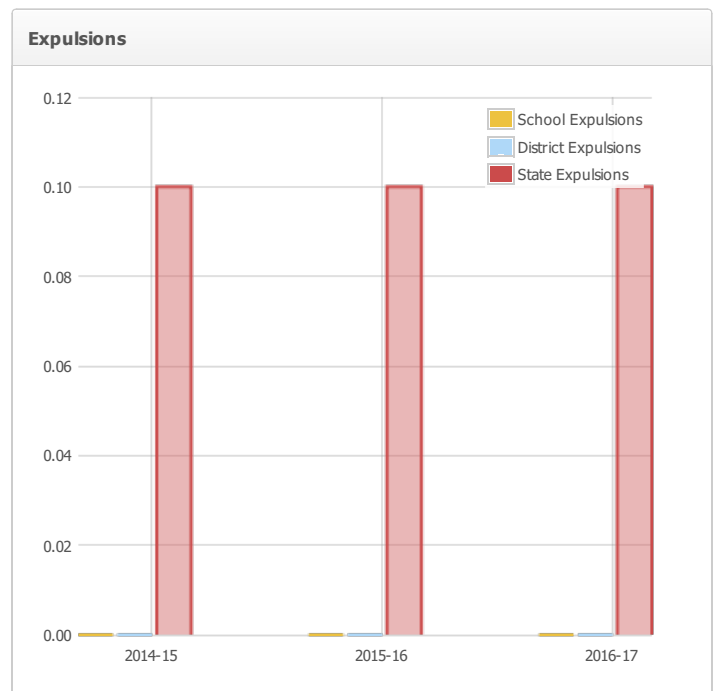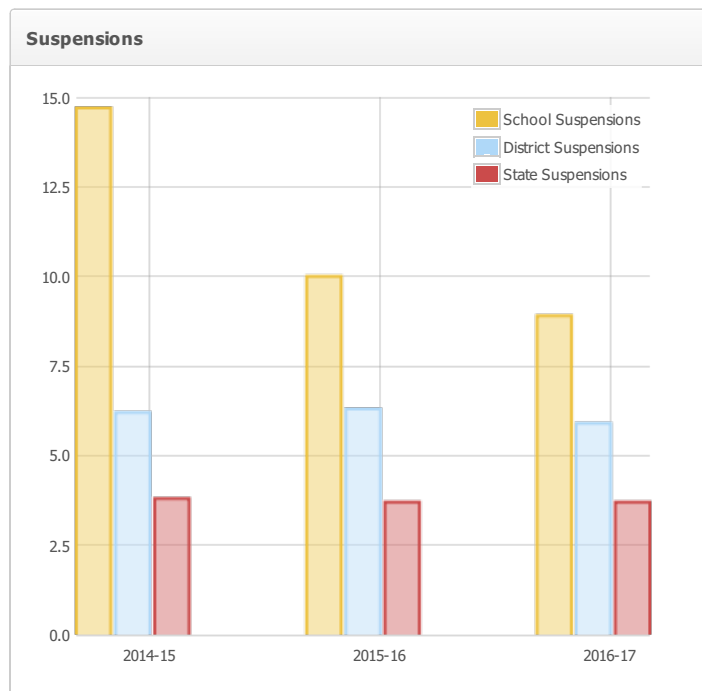
School Safety Plan (School Year 2017-18)

Last revised 2/5/2016 by Elizabeth Montes-Nation

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.
Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2017-2018	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	24.0	17	40	0	23.0	25	30	1	26.0	17	22	14
Mathematics	24.0	17	30	0	25.0	11	29	0	31.0	2	14	16
Science	24.0	14	42	0	26.0	9	35	1	29.0	4	20	17
Social Science	23.0	13	32	0	25.0	7	32	0	31.0	2	10	20

* 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: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	247.5
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	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.

Last updated: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$15848.4	$5605.4	$10243.1	$54944.8
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	1.3%	-10.7%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	43.6%	-36.2%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

- ENGLISH LANGUAGE LEARNERS - WHOLE CHILD

- EXTRA CURRICULAR SITE ALLOCATION

- LEARNING CENTERS - RESPONSE TO INTERVENTION

- PARENT ENGAGEMENT

- PROJECT LEAD THE WAY

- SCHOOL SUPPORT-DATA & ACCOUNTABILTY

- TITLE I PARENT INVOLVEMENT

- TITLE I PROFESSIONAL DEVELOPMENT

- VISUAL & PERFORMING ARTS - WHOLE CHILD

- WHOLE SCHOOL ENRICHMENT

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
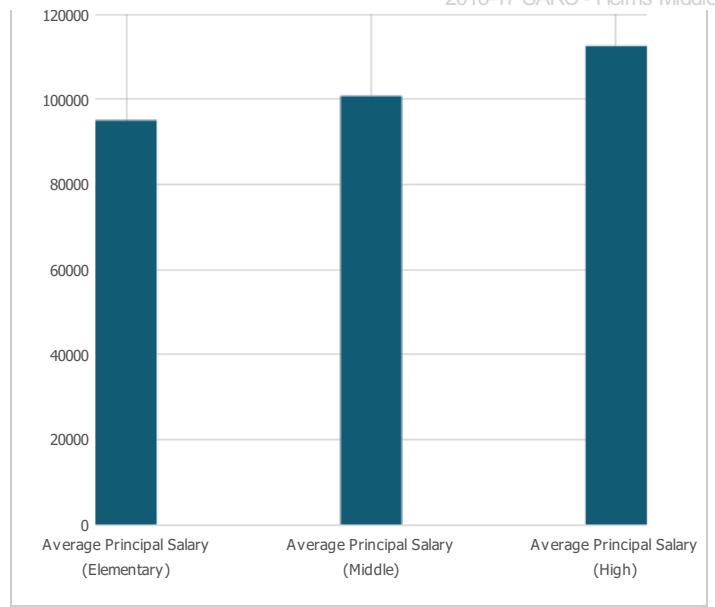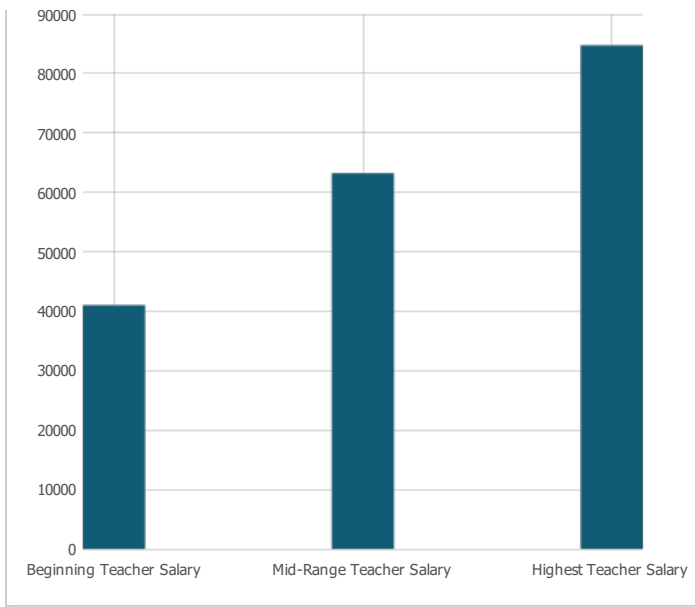
Last updated: 1/25/2018

Professional Development

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 attend district workshops to learn new instructional strategies. Professional development is provided in English Language Development by a district coach, and on site 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.

Last updated: 1/17/2018