

# Helms Middle School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

## 2023-24 School Contact Information

|  |                           |
|--|---------------------------|
| <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>                         | Priya Sembi               |
| <b>Email Address</b>                     | psembi@wccusd.net         |
| <b>School Website</b>                    | www.wccusd.net/helms      |
| <b>County-District-School (CDS) Code</b> | 07617966057228            |

## 2023-24 District Contact Information

|                         |   |
|-------------------------|---|
| <b>District Name</b>    | West Contra Costa Unified School District |
| <b>Phone Number</b>     | (510) 231-1101                            |
| <b>Superintendent</b>   | Dr. Kenneth Chris Hurst                   |
| <b>Email Address</b>    | chris.hurst@wccusd.net                    |
| <b>District Website</b> | www.wccusd.net                            |

## 2023-24 School Description and Mission Statement

Helms is a Full-Service Community School, which at its core, supports the growth and development of the whole child. Our administrative team consists of a principal, an assistant principal, and an instructional specialist. In addition, we have a Community School (Beacon) Director who is integral to supporting our full-service community school model which focuses on connecting community partners and school programs with students and families. As a Beacon School, we work in conjunction with the city of San Pablo, the WCCUSD Community Engagement Department, and a number of local partners.

What makes Helms a nurturing place for students to grow, is the way we practice a culture of care. Students are placed into one of our five "houses", and each house consists of four core subject area teachers, a PE teacher, and a special education resource teacher for students in the RSP program. One of these houses specializes in support for our students in the first four years in the country and is called the Helms International Academy. Our house system allows for a cohort of students to be seen and supported by the same teachers throughout the day. These teachers get to know the students deeply, and they work collaboratively to set the academic and behavioral culture of the house. Students frequently report feeling cared for and supported by their teachers at Helms, and the house system definitely plays a big part in this. In addition, the core subject area teachers have a common planning time during the day to meet and discuss strategies for students, meet families together for IEPs, SSTs, and parent-requested meetings, and to plan and collaborate on special events for the house students. At Helms, our enrichment classes also play a major role in our culture of care. These teachers work very hard to make their curriculum both rigorous and engaging for students and are often the special class where students learn they have a new talent or skill. We offer leveled Spanish that can count towards high school credit, leveled orchestra and band courses, a STEM gateway to technology course, leveled art courses, English Language Learner courses, Mild to Moderate Support Needs core classes, as well as tutorial support classes with a focus on literacy and math for our students in the RSP program.

In addition, Helms places a lot of emphasis on praising and encouraging students for meeting expectations. We have robust structures to support PBIS (Positive Behaviors Interventions and Supports) school-wide and value and enjoy having fun and celebrating with our students. This year we have added a homeroom period, as a way for house teachers to have daily time with a small group of their students to increase a sense of belonging and support from the school. We developed a weekly homeroom structure that focuses on the following areas: community building, goal-setting, health & wellness, literacy, celebrations, and student voice through current events.

## 2023-24 School Description and Mission Statement

### Our Vision

The Vision is our desired end state.

Our Helms community thrives on learning together. Our students, families, staff, and community partners are caring, collaborative, and continuously learning. Every student leaves Helms Middle School feeling academically and socially prepared to excel in high school and beyond.

### Our Mission

The Mission is how we do our work.

# 1 Achieving Students: We invest in our students' holistic well-being and academic achievement.

#### Well-being Priorities

Providing resources and support to meet the needs of our student's physical and emotional well-being such as counselors, therapists, mentors, social workers, psychologists, health/dental care, and substance abuse counseling  
Providing a multi-tiered support system focused on positive behaviors, logical/reflective consequences, and restorative justice  
Creating connection and belonging on campus in both the classroom and with a variety of lunch and after-school clubs.  
Providing an after-school expanded learning program for tutoring and work-based internships, a daily physical education class, opportunities to join our middle school sports program, providing identity-affirming groups, and mentorship by college access programs.

#### Academic Priorities

Providing a quality curriculum for ELA, Math, Science, History, Physical Education, and our Enrichment courses that is culturally relevant and Common Core Standards aligned with a focus on:  
using mastery-based grading to provide feedback students can act on  
elevating student thinking and voice in the classroom  
creating opportunities for students to work collaboratively to become strong problem-solvers and critical thinkers  
emphasizing the purposeful close reading of grade-level texts and evidence-based thinking and writing about grade-level text  
providing performance-based assessments that are meaningful to students  
Building an independent reading culture through:  
engaging books and texts  
creating reading goals  
visiting the library regularly  
celebrating the reading achievements of students  
designating time for daily independent reading (Reading Zone)

#2 Caring Schools: We focus on a positive school climate and invest in partnerships with families

#### Positive School Climate Priorities

Providing tier 1 Positive Behavior Interventions and Supports (PBIS) strategies school-wide so expectations are clear  
Building strong relationships and a culture of belonging  
Using restorative discipline practices  
Practicing and reviewing emergency safety plans  
Celebrating student growth, talent, and achievements

#### Family Partnership Priorities

Creating an inclusive and trusting school culture that welcomes and affirms parents as partners through open and clear communication, transparent decision-making, and opportunities to engage with or provide feedback to teachers and school staff  
Promoting parent voice and connection to our school community through groups such as English Learners Advisory Committee (ELAC), School Site Council (SSC), African American Parent Advisory Committee (AAPAC), Community School Leadership Team, and parent chats (coffee club) offered throughout the year.  
Hosting a variety of family events focused on the following: celebrating student achievements, showcasing student artistic, musical, and physical talents, learning about students' academic core classes and assessments, and exploring the social needs and concerns for students in their middle school years.

#3 Thriving Employees: We prioritize meaningful learning opportunities, team collaboration, the acknowledgment of progress, and the celebration of achievements.

Providing learning opportunities for all staff with a focus on safety procedures, the implementation of PBIS tier 1 interventions and supports, implementing a specific core curriculum, and strategies for enhancing the equity and achievement for English

## 2023-24 School Description and Mission Statement

Learners, students with disabilities, and African American students  
Creating supportive conditions for collaboration by practicing distributed leadership, using data-driven decision-making teams, consistently seeking staff feedback on the quality and offerings for collaboration and professional development  
Acknowledging progress and reflection, honoring staff achievements, and offering informal gatherings to strengthen bonds and build community

## About this School

### 2022-23 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Grade 7                 | 287                |
| Grade 8                 | 304                |
| <b>Total Enrollment</b> | <b>591</b>         |

### 2022-23 Student Enrollment by Student Group

| Student Group                       | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female                              | 46.4%                       |
| Male                                | 53.6%                       |
| American Indian or Alaska Native    | 0.2%                        |
| Asian                               | 3.9%                        |
| Black or African American           | 7.3%                        |
| Filipino                            | 2.2%                        |
| Hispanic or Latino                  | 82.6%                       |
| Native Hawaiian or Pacific Islander | 0.3%                        |
| Two or More Races                   | 1%                          |
| White                               | 2.5%                        |
| English Learners                    | 47.4%                       |
| Homeless                            | 3%                          |
| Socioeconomically Disadvantaged     | 73.4%                       |
| Students with Disabilities          | 13.9%                       |

## 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

## 2020-21 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 31.40         | 88.34          | 1159.10         | 82.56            | 228366.10    | 83.12         |
| <b>Intern Credential Holders Properly Assigned</b>   | 3.00          | 8.43           | 62.20           | 4.43             | 4205.90      | 1.53          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 0.00          | 0.00           | 106.60          | 7.60             | 11216.70     | 4.08          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 0.50          | 1.40           | 49.60           | 3.54             | 12115.80     | 4.41          |
| <b>Unknown</b>   | 0.60          | 1.83           | 26.30           | 1.87             | 18854.30     | 6.86          |
| <b>Total Teaching Positions</b>  | 35.60         | 100.00         | 1403.90         | 100.00           | 274759.10    | 100.00        |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

| Authorization/Assignment   | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| <b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b> | 23.00         | 65.61          | 1150.10         | 75.53            | 234405.20    | 84.00         |
| <b>Intern Credential Holders Properly Assigned</b>   | 5.10          | 14.50          | 59.40           | 3.90             | 4853.00      | 1.74          |
| <b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>                      | 4.00          | 11.37          | 171.60          | 11.27            | 12001.50     | 4.30          |
| <b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>                         | 1.50          | 4.26           | 50.30           | 3.30             | 11953.10     | 4.28          |
| <b>Unknown</b>   | 1.50          | 4.26           | 91.20           | 5.99             | 15831.90     | 5.67          |
| <b>Total Teaching Positions</b>  | 35.10         | 100.00         | 1522.80         | 100.00           | 279044.80    | 100.00        |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment                                     | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers  | 0.00    | 0.00    |
| Misassignments   | 0.00    | 4.00    |
| Vacant Positions   | 0.00    | 0.00    |
| <b>Total Teachers Without Credentials and Misassignments</b> | 0.00    | 4.00    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00    | 1.00    |
| Local Assignment Options                               | 0.50    | 0.50    |
| <b>Total Out-of-Field Teachers</b>                     | 0.50    | 1.50    |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

| Indicator  | 2020-21 | 2021-22 |
|--|---------|---------|
| <b>Misassignments for English Learners</b><br>(a percentage of all the classes with English learners taught by teachers that are misassigned)              | 0       | 17.2    |
| <b>No credential, permit or authorization to teach</b><br>(a percentage of all the classes taught by teachers with no record of an authorization to teach) | 9.1     | 0       |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

| Year and month in which the data were collected |   | November 2023               |  |
|---|---|-----------------------------|--|
| Subject   | Textbooks and Other Instructional Materials/year of Adoption  | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
| Reading/Language Arts                           | McGraw Hill StudySync, c2017 - adopted 2017<br>National Geographic Inside, ELD levels 1-4, c2014 adopted 2014 | Yes                         | 0%   |

|                                   |  |     |       |
|-----------------------------------|--|-----|-------|
| <b>Mathematics</b>                | Larsen Brothers Big Ideas Math, c2015 - adopted 2017 | Yes | 0%    |
| <b>Science</b>                    | Amplify Science, c2020 - adopted 2020                | Yes | 0%    |
| <b>History-Social Science</b>     | TCI History Alive, c2017 - adopted 2020              | Yes | 0.0 % |
| <b>Foreign Language</b>           | N/A  |     |       |
| <b>Health</b>                     | N/A  |     |       |
| <b>Visual and Performing Arts</b> | N/A  |     |       |

## School Facility Conditions and Planned Improvements

WCCUSD takes great effort 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.

**Year and month of the most recent FIT report**

June 2023

| System Inspected  | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned  |
|---|-----------|-----------|-----------|--|
| <b>Systems:</b><br>Gas Leaks, Mechanical/HVAC, Sewer                | X         |           |           |  |
| <b>Interior:</b><br>Interior Surfaces                               |           | X         |           | Room C1-105 - Counter top edge needs to be replaced.<br><br>Room C1-106 - Paint on wall above projector screen is peeling.<br><br>Room C1-108 - The whiteboard needs to be readjusted and put back on track.<br><br>Room C2-211 - Patch drywall holes and paint wall facing the creek.<br><br>Room C3-113 - Fill and paint several holes in the drywall/caulking along the wall nearest to the quad. Repair torn ceiling tile near the door.                             |
| <b>Cleanliness:</b><br>Overall Cleanliness, Pest/Vermin Infestation | X         |           |           |  |
| <b>Electrical</b>   |           |           | X         | Library - The TV no longer turns on.<br><br>Room C1-108 - Ground stuck in electrical outlet closest to the door.<br><br>Room C2-209 - Broken plug plate covers.<br><br>Gym - The clock alarm cage needs to be mounted to the back wall. Grey electrical box cover needs to be replaced/put back in the right hand corner of the gym.<br><br>Room C3-215 - No plastic cover on the outlet in back of the room (wall against C3-112). Missing cover on overhead LED bulbs. |

## School Facility Conditions and Planned Improvements

|  |   |  |  |
|--|---|--|--|
| <p><b>Restrooms/Fountains:</b><br/>Restrooms, Sinks/ Fountains</p>                     | X |  | <p>Office staff restrooms - New locks are needed to be able to lock and unlock from both inside and outside.</p> <p>C1 girls restroom - Third stall does not flush/clogged.</p>  |
| <p><b>Safety:</b><br/>Fire Safety, Hazardous Materials</p>                             | X |  |  |
| <p><b>Structural:</b><br/>Structural Damage, Roofs</p>                                 | X |  |  |
| <p><b>External:</b><br/>Playground/School Grounds, Windows/<br/>Doors/Gates/Fences</p> |   |  | <p>X Office staff restrooms - New locks are needed to be able to lock and unlock from both inside and outside.</p> <p>Building 1 - First floor all classrooms need window screen replacement. Second floor all classrooms need window screen replacement.</p> <p>Building 2 - First floor all classrooms need window screen replacement. Second floor all classrooms need window screen replacement.</p> <p>Building 3 - First floor all classrooms need window screen replacement. Second floor all classrooms need window screen replacement.</p> <p>Football field - Artificial turf needs to be replaced near the soccer goal on the bathroom side. Goals and nets need to be replaced from wear and tear. The black chain link fence facing the Creekside needs hog rigs.</p> <p>C1 boys restroom - Doors need the kick plates replaced.</p> <p>C1 girls restroom - Doors need the kick plates replaced.</p> <p>Room C1-106 - Screens on windows need to be replaced.</p> <p>Room C1-107 - Front window screen needs to be replaced.</p> <p>Room C1-111 - Gate in back courtyard does not latch. The housing on the main classroom doors hydraulic keeps falling off.</p> <p>Room C2-110 - The front door inside cover to the door closer fell off.</p> <p>Room C2-112 - The door stop does not work.</p> <p>Outdoor platform - Rubber caulking needed on bench side.</p> <p>Room C3-215 - Door handle is coming loose.</p> |

## Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

| Subject  | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>English Language Arts/Literacy</b><br>(grades 3-8 and 11) | 11             | 10             | 32               | 32               | 47            | 46            |
| <b>Mathematics</b><br>(grades 3-8 and 11)                    | 3              | 5              | 21               | 22               | 33            | 34            |

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 585                     | 563                  | 96.24                 | 3.76                      | 10.00                          |
| <b>Female</b>  | 264                     | 253                  | 95.83                 | 4.17                      | 13.15                          |
| <b>Male</b>  | 321                     | 310                  | 96.57                 | 3.43                      | 7.44                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 21                      | 21                   | 100.00                | 0.00                      | 38.10                          |
| <b>Black or African American</b>                     | 37                      | 36                   | 97.30                 | 2.70                      | 5.71                           |
| <b>Filipino</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 23.08                          |
| <b>Hispanic or Latino</b>                            | 490                     | 472                  | 96.33                 | 3.67                      | 8.72                           |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 13                      | 11                   | 84.62                 | 15.38                     | 18.18                          |
| <b>English Learners</b>                              | 268                     | 253                  | 94.40                 | 5.60                      | 2.38                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 18                      | 18                   | 100.00                | 0.00                      | 5.88                           |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 532                     | 511                  | 96.05                 | 3.95                      | 9.06                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 86                      | 82                   | 95.35                 | 4.65                      | 1.23                           |

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups                                | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| <b>All Students</b>                                  | 585                     | 563                  | 96.24                 | 3.76                      | 4.63                           |
| <b>Female</b>  | 264                     | 252                  | 95.45                 | 4.55                      | 3.98                           |
| <b>Male</b>  | 321                     | 311                  | 96.88                 | 3.12                      | 5.16                           |
| <b>American Indian or Alaska Native</b>              | --                      | --                   | --                    | --                        | --                             |
| <b>Asian</b>   | 21                      | 21                   | 100.00                | 0.00                      | 23.81                          |
| <b>Black or African American</b>                     | 37                      | 36                   | 97.30                 | 2.70                      | 0.00                           |
| <b>Filipino</b>                                      | 13                      | 13                   | 100.00                | 0.00                      | 15.38                          |
| <b>Hispanic or Latino</b>                            | 490                     | 470                  | 95.92                 | 4.08                      | 4.06                           |
| <b>Native Hawaiian or Pacific Islander</b>           | --                      | --                   | --                    | --                        | --                             |
| <b>Two or More Races</b>                             | --                      | --                   | --                    | --                        | --                             |
| <b>White</b>   | 13                      | 12                   | 92.31                 | 7.69                      | 0.00                           |
| <b>English Learners</b>                              | 268                     | 255                  | 95.15                 | 4.85                      | 1.57                           |
| <b>Foster Youth</b>                                  | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Homeless</b>                                      | 18                      | 17                   | 94.44                 | 5.56                      | 0.00                           |
| <b>Military</b>                                      | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Socioeconomically Disadvantaged</b>               | 532                     | 511                  | 96.05                 | 3.95                      | 3.93                           |
| <b>Students Receiving Migrant Education Services</b> | 0                       | 0                    | 0                     | 0                         | 0                              |
| <b>Students with Disabilities</b>                    | 86                      | 82                   | 95.35                 | 4.65                      | 0.00                           |

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

| Subject   | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|---|----------------|----------------|------------------|------------------|---------------|---------------|
| <b>Science</b><br>(grades 5, 8 and high school) | 3.41           | 2.46           | 18.49            | 20.56            | 29.47         | 30.29         |

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

| Student Group  | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|------------------|---------------|----------------|--------------------|-------------------------|
| <b>All Students</b>                                  | 297              | 288           | 96.97          | 3.03               | 2.46                    |
| <b>Female</b>  | 140              | 134           | 95.71          | 4.29               | 1.49                    |
| <b>Male</b>  | 157              | 154           | 98.09          | 1.91               | 3.31                    |
| <b>American Indian or Alaska Native</b>              | --               | --            | --             | --                 | --                      |
| <b>Asian</b>   | --               | --            | --             | --                 | --                      |
| <b>Black or African American</b>                     | 17               | 17            | 100.00         | 0.00               | 0.00                    |
| <b>Filipino</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Hispanic or Latino</b>                            | 256              | 247           | 96.48          | 3.52               | 1.63                    |
| <b>Native Hawaiian or Pacific Islander</b>           | --               | --            | --             | --                 | --                      |
| <b>Two or More Races</b>                             | --               | --            | --             | --                 | --                      |
| <b>White</b>   | --               | --            | --             | --                 | --                      |
| <b>English Learners</b>                              | 145              | 139           | 95.86          | 4.14               | 0.72                    |
| <b>Foster Youth</b>                                  | 0                | 0             | 0              | 0                  | 0                       |
| <b>Homeless</b>                                      | --               | --            | --             | --                 | --                      |
| <b>Military</b>                                      | 0                | 0             | 0              | 0                  | 0                       |
| <b>Socioeconomically Disadvantaged</b>               | 270              | 261           | 96.67          | 3.33               | 1.94                    |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0             | 0              | 0                  | 0                       |
| <b>Students with Disabilities</b>                    | 41               | 40            | 97.56          | 2.44               | 0.00                    |

## B. Pupil Outcomes

### 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.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1:<br>Aerobic Capacity | Component 2:<br>Abdominal<br>Strength and<br>Endurance | Component 3:<br>Trunk Extensor<br>and Strength and<br>Flexibility | Component 4:<br>Upper Body<br>Strength and<br>Endurance | Component 5:<br>Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 7     | 92.4                             | 90.3   | 95.5  | 94.5  | 95.5                        |

## 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 regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Helms believes strongly in the power of collaboration and partnership with families. The following is a list of our direct engagement opportunities for families this year beyond Back to School Night and Open House:

- 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, the 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: Beacon Director works with families in transitional housing to get school PE uniforms, food pantry support, bus passes, holiday gifts and other needs determined.
- Principal Parent Chats: bi-monthly meetings open to all parents covering topics suggested by the group.
- 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 worker supports translation needs for parents, and professional translators are used at every major event.
- School psychologist and therapists support students and their families with the academic and social-emotional needs of the student.
- School Site Council (SSC): five parents serve on this council and bring the concerns of parents and perspectives of parents to the meeting.
- English Learner Advisory Committee (ELAC): a group of parents that advise the principal and SSC on ways to support English Learners.
- African American Parent Advisory Council (AAPAC): a group of parents and staff dedicated to the mission of improving African American achievement in school.
- Community School Leadership Team: a group of parents, students, and staff work with the Beacon Director to guide the work of the community school.

## 2023-24 Opportunities for Parental Involvement

- Celebrations and Events: Helms hosts various events and celebrations that invite parents to celebrate as part of the community, including such nights as Black History Month Night, Helms Music Night, and the 8th Grade Promotion Ceremony.
- Mobile Dental Van and Health educator on site to support students and families with clinical health needs
- Parent & Student Support Night: aimed at supporting parents of students with 3 or more F's at the semester
- ELD Information on Reclassification Night & ELD Growth & Achievement Night: we host a night to inform families about where their student is on the road to reclassification and teach families about all the requirements. We end the year with a celebration for students who made growth in ELD level and for those who reclassified.
- Parent Volunteer: after signing on to the "be a mentor" website ([www.beamentor.org](http://www.beamentor.org)), 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.

## 2022-23 Chronic Absenteeism by Student Group

| Student Group                                 | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students                                  | 654                   | 640                                     | 246                       | 38.4                     |
| Female  | 301                   | 294                                     | 104                       | 35.4                     |
| Male  | 353                   | 346                                     | 142                       | 41.0                     |
| Non-Binary                                    | 0                     | 0                                       | 0                         | 0.0                      |
| American Indian or Alaska Native              | 2                     | 2                                       | 1                         | 50.0                     |
| Asian   | 23                    | 23                                      | 2                         | 8.7                      |
| Black or African American                     | 51                    | 51                                      | 32                        | 62.7                     |
| Filipino                                      | 13                    | 13                                      | 2                         | 15.4                     |
| Hispanic or Latino                            | 537                   | 524                                     | 195                       | 37.2                     |
| Native Hawaiian or Pacific Islander           | 3                     | 3                                       | 2                         | 66.7                     |
| Two or More Races                             | 7                     | 7                                       | 4                         | 57.1                     |
| White   | 18                    | 17                                      | 8                         | 47.1                     |
| English Learners                              | 325                   | 324                                     | 118                       | 36.4                     |
| Foster Youth                                  | 0                     | 0                                       | 0                         | 0.0                      |
| Homeless                                      | 26                    | 24                                      | 20                        | 83.3                     |
| Socioeconomically Disadvantaged               | 591                   | 581                                     | 234                       | 40.3                     |
| Students Receiving Migrant Education Services | 0                     | 0                                       | 0                         | 0.0                      |
| Students with Disabilities                    | 99                    | 96                                      | 50                        | 52.1                     |

## C. Engagement

### 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

This table displays suspensions and expulsions data.

| Rate               | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|--------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| <b>Suspensions</b> | 0.00           | 9.85           | 13.76          | 0.01             | 3.97             | 4.81             | 0.20          | 3.17          | 3.60          |
| <b>Expulsions</b>  | 0.00           | 0.00           | 0.15           | 0.00             | 0.04             | 0.02             | 0.00          | 0.07          | 0.08          |

### 2022-23 Suspensions and Expulsions by Student Group

| Student Group  | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| <b>All Students</b>                                  | 13.76            | 0.15            |
| <b>Female</b>  | 13.62            | 0.33            |
| <b>Male</b>  | 13.88            | 0               |
| <b>Non-Binary</b>                                    |                  |                 |
| <b>American Indian or Alaska Native</b>              | 0                | 0               |
| <b>Asian</b>   | 8.7              | 0               |
| <b>Black or African American</b>                     | 25.49            | 1.96            |
| <b>Filipino</b>                                      | 0                | 0               |
| <b>Hispanic or Latino</b>                            | 13.22            | 0               |
| <b>Native Hawaiian or Pacific Islander</b>           | 0                | 0               |
| <b>Two or More Races</b>                             | 0                | 0               |
| <b>White</b>   | 16.67            | 0               |
| <b>English Learners</b>                              | 12               | 0               |
| <b>Foster Youth</b>                                  | 0                | 0               |
| <b>Homeless</b>                                      | 19.23            | 0               |
| <b>Socioeconomically Disadvantaged</b>               | 14.89            | 0.17            |
| <b>Students Receiving Migrant Education Services</b> | 0                | 0               |
| <b>Students with Disabilities</b>                    | 14.14            | 0               |

## 2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 27                 | 8                                    | 11                                    | 9                                   |
| Mathematics           | 25                 | 9                                    | 20                                    | 2                                   |
| Science               | 24                 | 12                                   | 11                                    | 9                                   |
| Social Science        | 25                 | 12                                   | 11                                    | 12                                  |

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 29                 | 6                                    | 20                                    | 6                                   |
| Mathematics           | 21                 | 18                                   | 13                                    |                                     |
| Science               | 22                 | 7                                    | 16                                    |                                     |
| Social Science        | 24                 | 5                                    | 20                                    | 1                                   |

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

| Subject               | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 28                 | 10                                   | 11                                    | 9                                   |
| Mathematics           | 31                 | 9                                    | 8                                     | 7                                   |
| Science               | 28                 | 6                                    | 6                                     | 9                                   |
| Social Science        | 27                 | 6                                    | 9                                     | 6                                   |

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title                        | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 295.5 |

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title   | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 2                                |
| Library Media Teacher (Librarian)                             |                                  |
| Library Media Services Staff (Paraprofessional)               |                                  |
| Psychologist  |                                  |
| Social Worker   |                                  |
| Nurse   |                                  |
| Speech/Language/Hearing Specialist                            | 0.3                              |
| Resource Specialist (non-teaching)                            |                                  |
| Other   |                                  |

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level  | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| <b>School Site</b>                                   | 9455.30                      | 2529.13                             | 6926.18                               | 76161.46               |
| <b>District</b>                                      | N/A                          | N/A                                 | 5516.63                               | \$77,994               |
| <b>Percent Difference - School Site and District</b> | N/A                          | N/A                                 | 22.7                                  | -2.4                   |
| <b>State</b>   | N/A                          | N/A                                 | \$7,607                               | \$87,885               |
| <b>Percent Difference - School Site and State</b>    | N/A                          | N/A                                 | -64.0                                 | -14.3                  |

## Fiscal Year 2022-23 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AIM HIGH FOR HIGH SCHOOL  
AMAZON  
AMERICAN STAGE TOURS  
ATLAS COMMERCIAL PRODUCTS  
BAY AREA COMMUNITY RESOURCES  
BEARCOM COMMUNICATIONS INC.  
BRENT AARON KIRKLAND  
BTX CORP LLC  
COASTAL ENTERPRISES  
CRISTINA VILLALOBOS  
D HARRIS TOURS INC  
DANIELA RAMIREZ GUTIERREZ  
DELTA CHARTER SERVICE  
DEMCO INC  
DISCOUNT MAGAZINE SUBSCRIPTION SERV  
EDGAR ROBLES-SERAFIN  
ENVISIONEERS INC  
ERIKA PETERKIN  
FIRST STUDENT INC  
FOLLETT CONTENT SOLUTIONS LLC  
FOOD MAXX  
GOPHER SPORT  
IZA DESIGN INC  
JEREMIAH ROMM  
JESSICA BRAY  
JESSICA PETRILLI  
JOHN HENRY EVANS  
JONATHAN PEREZ  
JOYCE SYNNOTT  
JUNIOR LIBRARY GUILD  
KBA DOCUMENT SOLUTIONS, LLC  
KYMBERLI FRENCH  
LEARNING A-Z  
MARLON GALDAMEZ  
MICHAEL D. MURPHY  
NESTLE WATER NORTH AMERICA  
NOAH'S BAGELS  
PEACEMAKERS INC  
PRIYA SEMBI  
PROJECT LEAD THE WAY INC  
SIERRA PACIFIC TOURS  
SOUTHWEST SCHOOL & OFFICE SUPPLY  
STUDIOFIVE10 LLC  
SWANK MOVIE LICENSING USA  
THE CREATIVE COMPANY  
THE K-12 OER COLLABORATIVE  
US BANK  
USE VENDOR # 19019  
ZOOBEAN, INC

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category   | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| <b>Beginning Teacher Salary</b>                      | \$50,922        | \$55,550                                     |
| <b>Mid-Range Teacher Salary</b>                      | \$79,887        | \$80,703                                     |
| <b>Highest Teacher Salary</b>                        | \$103,799       | \$109,418                                    |
| <b>Average Principal Salary (Elementary)</b>         | \$124,259       | \$137,703                                    |
| <b>Average Principal Salary (Middle)</b>             | \$129,831       | \$143,760                                    |
| <b>Average Principal Salary (High)</b>               | \$145,277       | \$159,021                                    |
| <b>Superintendent Salary</b>                         | \$270,000       | \$319,443                                    |
| <b>Percent of Budget for Teacher Salaries</b>        | 28.46%          | 30.35%                                       |
| <b>Percent of Budget for Administrative Salaries</b> | 5.12%           | 4.87%  |

## Professional Development

At Helms Middle School, our professional development plan is designed to implement our school vision and priorities. Here are our three charges:

- **Achieving Students:** Internalize our standards-aligned curriculum & follow the IPG cycle
- **Thriving Employees:** Create quality collaboration and personalized professional development around curriculum and equity.
- **Caring Schools:** Embody PBIS with clear expectations and systems that encourage positive behaviors, reducing lost learning time. Create a homeroom environment that nurtures students with a strong sense of community and belonging.

Our primary goal of the professional development program is to ensure that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders. Our professional development is organized to support the school's instructional vision, as well as provide professional learning dedicated specifically to race and equity.

Professional development occurs during Wednesday collaboration days, monthly faculty meetings, and is offered before the start of the school year, on weekends, and after school. The professional development calendar for Wednesday collaboration days is created and voted on by staff to include department professional development and collaboration, house collaboration, and equity team collaboration.

The school leads two full days of professional development in the summer and offers additional hours of planning and professional development to departments. Administrators and select teachers also participated in voluntary professional development for content, coaching, and race and equity throughout the summer.

During the school year, our staff participates in professional development every Wednesday, as outlined above. Professional development is provided in mathematics and science by an on-site math/science coach. Teachers who support newcomers in the Internationals house have coaching and support through the Internationals Network. 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 engagement, differentiated instruction, implementation of the site-adopted curriculum, and use of educational technology.

In addition to teacher training, our district supports monthly professional development for all office managers, several trainings

## Professional Development

for campus safety officers, meetings for community workers, and professional development for instructional aides.

Our site is a part of a community of practice that supports the professional development of our site admin team and coach. They attend monthly collaboration and receive coaching and support from Instruction Partners.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject  | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| <b>Number of school days dedicated to Staff Development and Continuous Improvement</b> | 10      | 22      | 65      |