

# Helms Middle School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 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>	Katherine Marroquin
<b>Email Address</b>	katherine.marroquin@wccusd.net
<b>School Website</b>	www.wccusd.net/helms
<b>Grade Span</b>	7-8
<b>County-District-School (CDS) Code</b>	07617966057228

### 2024-25 District Contact Information

<b>District Name</b>	West Contra Costa Unified School District
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Kim Moses
<b>Email Address</b>	KMoses@wccusd.net
<b>District Website</b>	www.wccusd.net

### 2024-25 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, 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. Helms specializes in

## 2024-25 School Description and Mission Statement

support for our students in the first four years in the country within the Helms International Academy. 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 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 to meet 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.

### 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 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

## 2024-25 School Description and Mission Statement

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 of 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 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 gatherings to strengthen bonds and build community

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	299
Grade 8	280
<b>Total Enrollment</b>	<b>579</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
Asian	4
Black or African American	6
Filipino	2.6
Hispanic or Latino	84.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.4
White	1
English Learners	51.1
Foster Youth	0.2
Homeless	2.4
Socioeconomically Disadvantaged	96.9
Students with Disabilities	15.2

### 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/Incomplete/NA</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/Incomplete/NA</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

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.

## 2022-23 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>	21.30	67.91	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	4.50	14.59	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.40	11.09	155.30	10.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	3.18	56.40	3.94	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.00	3.18	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	31.40	100.00	1433.20	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	4.00	3.4
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	4.00	3.4

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	1
<b>Local Assignment Options</b>	0.50	0.50	0
<b>Total Out-of-Field Teachers</b>	0.50	1.50	1

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	17.2	16.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.10	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		October 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill StudySync, c2017 - adopted 2017 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		

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

## 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		8/17/2024		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

## School Facility Conditions and Planned Improvements

<p><b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer</p>	X		<p>:</p> <p>UNISEX RESTROOM (C2-214): 2. EXHAUST FAN IS NOT WORKING. 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED IN RR)</p>
<p><b>Interior:</b> Interior Surfaces</p>		X	<p>ADMIN: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. BOYS REST ROOM (NEAR C2-109): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 15. DOOR CLOSER COVER IS MISSING. C1-105: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. C1-107: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. C1-109: 4. WALL IS MARRED. 11. PAINT IS PEELING ON WALL. PAINT IS PEELING ON DOOR. C1-206: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING. C1-207: 4. WALL IS MARRED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING. C2-110: 4. WALL IS MARRED. 15. DOOR CLOSER COVER IS MISSING. C2-111: 4. CEILING TILES IS LOOSE. 7. LIGHT DIFFUSER IS MISSING. C2-208: 4. CEILING TILE IS LOOSE. C2-209: 4. WALL IS MARRED. 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. C3-114: 4. WALL IS MARRED. CEILING TILES HAS A STAIN. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL. C3-115: 4. WALL IS MARRED. C3-116: 4. RUBBER MOLDING IS SEPERATING. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING. C3-117: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 11. PAINT IS PEELING ON DOOR. GIRLS REST ROOM (NEAR C1-111): 4. STALL DOOR SLIDE LOCK HANDLES ARE BROKEN/MISSING. (MENSTRUAL NOTICE NOT POSTED) GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR IS RUSTED. (MENSTRUAL NOTICE NOT POSTED) GIRLS SHOWER G-120: 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. MENS REST ROOM (GYM): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 15. DOOR CLOSER COVER IS MISSING.</p>

## School Facility Conditions and Planned Improvements

			<p>MENS REST ROOM (MPR): 4. BOTH STALL DOOR SLIDE LOCK HANDLES ARE BROKEN/MISSING. 8. ONE TOILET LEAKS AT FITTING.</p> <p>NURSE/ A-122: 4. FORMICA TRIM IS BROKEN ON COUNTERTOP.</p> <p>UNISEX RESTROOM (C2-214): 2. EXHAUST FAN IS NOT WORKING. 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED IN RR)</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>EXTERIOR PLATFORM M-129: 5. WALLS AND BENCHES ARE STAINED/DIRTY.</p> <p>FIRE RISER ROOM C3-122: 5. ROOM IS DIRTY/UNKEPT.</p> <p>HALL C2-108: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>INSTRUMENTS M-128: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>M-122/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. ONE FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>OFFICE C2-216: 5. ROOM IS CLUTTERED.</p> <p>OFFICE M-128: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>OUTDOOR EATING AREA M-134: 5. SURFACES ARE DIRTY.</p> <p>WORKROOM C1-113: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>WORKROOM C2-107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.</p>
<p><b>Electrical</b></p>		X	<p>ATTENDANCE RECEPTION A-120: 7. TWO CAN LIGHTS ARE OUR. 10. EVACUATION MAP IS NOT POSTED.</p> <p>C1-111: 7. FLOOR OUTLET IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C1-202: 7. ACCESS TO ELECTRICAL PANEL IS OBSCURED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C1-203: 7. SURGE PROTECTORS AND EXTENSION CORDS ARE DAISY CHAINED CREATING TRIP HAZARDS. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C1-204: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C1-209: 7. FLOOR OUTLET COVER IS BROJEN CREATING A TRIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>C1-213: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON INTERIOR WALL.</p>

## School Facility Conditions and Planned Improvements

			<p>C2-109: 7. FLOOR OUTLET IS LOOSE/BROKEN CREATING A TRIP HAZARD. SURGE PROTECTORS AND EXTENSION CORDS ARE DAISY CHAINED. 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C2-111: 4. CEILING TILES IS LOOSE. 7. LIGHT DIFFUSER IS MISSING.</p> <p>C2-112: 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C2-113: 7. OUTLET IS LOOSE IN WALL. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>C2-114: 7. OUTLET IS LOOSE IN WALL. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.</p> <p>C2-209: 4. WALL IS MARRED. 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.</p> <p>GIRLS REST ROOM (NEAR C1-213): 7. TWO LIGHT PANELS ARE OUT. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GYM: 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>LIBRARY: 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT FIXTURE IS OUT.</p> <p>M-122/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. ONE FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>OFFICE C1-211: 7. LIGHT DIFFUSER IS LOOSE.</p> <p>OFFICE/ A-111: 7. LIGHT DIFFUSER HAS A WATER STAIN. LIGHTING MOTION SENSORS ARE LOOSE.</p> <p>OFFICE/ A-112: 7. LIGHTING MOTION SENSORS ARE LOOSE.</p> <p>OFFICE/ A-113: 7. LIGHTING MOTION SENSOR IS LOOSE.</p> <p>OFFICE/ A-115: 7. LIGHTING MOTION SENSOR IS LOOSE.</p> <p>WOMENS REST ROOM (MPR): 7. LIGHT FIXTURE IS OUT AT ENTRY. 8. TOILET SEAT IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WORKROOM C3-119: 7. ONE LIGHT PANEL IS OUT. ONE LIGHT BULB IS OUT.</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>		X	<p>BOYS COACH G-114: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>BOYS REST ROOM (NEAR C2-115): 8. TOILET LEAKS AT FITTING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C1-209: 7. FLOOR OUTLET COVER IS BROJEN CREATING A TRIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR)</p> <p>C2-109: 7. FLOOR OUTLET IS LOOSE/BROKEN CREATING A TRIP HAZARD. SURGE PROTECTORS AND EXTENSION CORDS ARE DAISY CHAINED. 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.</p>

## School Facility Conditions and Planned Improvements

			<p>GIRLS HEAD COACHG-122 : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)          GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR IS RUSTED. (MENSTRUAL NOTICE NOT POSTED)          M-122/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. ONE FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.          MENS REST ROOM (ADMIN): 9. VALVE COVER IS MISSING UNDERNEATH SINK.          MENS REST ROOM (MPR): 4. BOTH STALL DOOR SLIDE LOCK HANDLES ARE BROKEN/MISSING. 8. ONE TOILET LEAKS AT FITTING.          UNISEX REST ROOM (A-133): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)          UNISEX REST ROOM (C1-104): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)          UNISEX RESTROOM (C2-214): 2. EXHAUST FAN IS NOT WORKING. 4. FLOOR TILES ARE BROKEN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED IN RR)          UNISEX RESTROOM (TEXTBOOK ROOM): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)          UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)          WOMENS REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED)          WOMENS REST ROOM (MPR): 7. LIGHT FIXTURE IS OUT AT ENTRY. 8. TOILET SEAT IS LOOSE. (MENSTRUAL NOTICE NOT POSTED)          WOMENS REST ROOM (NEAR C3-208): 8. TOILET SEAT IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p>
<p><b>Safety:</b>          Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>A-102: 11. PAINT IS PEELING ON INTERIOR WALL. ATTENDANCE RECEPTION A-120: 7. TWO CAN LIGHTS ARE OUT. 10. EVACUATION MAP IS NOT POSTED.          C1-105: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.          C1-106: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. WINDOW BLINDS ARE DAMAGED.</p>

## School Facility Conditions and Planned Improvements

C1-107: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.  
 C1-108: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.  
 C1-109: 4. WALL IS MARRED. 11. PAINT IS PEELING ON WALL. PAINT IS PEELING ON DOOR.  
 C1-110: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.  
 C1-111: 7. FLOOR OUTLET IS LOOSE. 11. PAINT IS PEELING ON INTERIOR WALL.  
 C1-202: 7. ACCESS TO ELECTRICAL PANEL IS OBSCURED. 11. PAINT IS PEELING ON INTERIOR WALL.  
 C1-203: 7. SURGE PROTECTORS AND EXTENSION CORDS ARE DAISY CHAINED CREATING TRIP HAZARDS. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.  
 C1-204: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.  
 C1-207: 4. WALL IS MARRED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.  
 C1-208: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.  
 C1-213: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON INTERIOR WALL.  
 C2-112: 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL.  
 C2-113: 7. OUTLET IS LOOSE IN WALL. 11. PAINT IS PEELING ON INTERIOR WALL.  
 C2-114: 7. OUTLET IS LOOSE IN WALL. 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED.  
 C2-115: 11. PAINT IS PEELING ON DOOR.  
 C2-209: 4. WALL IS MARRED. 7. OUTLET WALL PLATE IS MISSING. 10. FIRE EXTINGUISHER IS MISSING.  
 C2-211: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.  
 C2-212: 11. PAINT IS PEELING ON INTERIOR WALL.  
 C2-213: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.  
 C2-214: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.  
 C3-111: 11. PAINT IS PEELING ON DOOR.  
 C3-112: 11. PAINT IS PEELING ON DOOR.  
 C3-113: 11. PAINT IS PEELING ON DOOR.  
 C3-114: 4. WALL IS MARRED. CEILING TILES HAS A STAIN. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL.

## School Facility Conditions and Planned Improvements

			<p>C3-116: 4. RUBBER MOLDING IS SEPERATING. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C3-117: 4. WALL IS MARRED. CEILING TILE HAS WATER STAIN. 11. PAINT IS PEELING ON DOOR.</p> <p>C3-118/ WORKROOM: 11. PAINT IS PEELING ON DOOR.</p> <p>C3-209: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C3-212: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS LOOSE.</p> <p>C3-214: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C3-216: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C3-217: 10. FIRE EXTINGUISHER IS MISSING.</p> <p>C3-218: 11. PAINT IS PEELING ON DOOR.</p> <p>GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR IS RUSTED. (MENSTRUAL NOTICE NOT POSTED)</p> <p>M-122/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. ONE FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>MEETING ROOM/ A-101: 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 10. PLUG IN AIR FRESHENER. (MENSTRUAL NOTICE NOT POSTED)</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>BOYS LOCKER ROOM/ G-116: 7. EXTERIOR OUTLET COVER PLATE IS LOOSE/MISSING A SCREW. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>BOYS REST ROOM (NEAR C2-109): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS REST ROOM (NEAR C2-115): 8. TOILET LEAKS AT FITTING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C1-104 : 15. DOOR CLOSER COVER IS MISSING.</p> <p>C1-105: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>C1-106: 10. FIRE EXTINGUISHER IS MISSING. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. WINDOW BLINDS ARE DAMAGED.</p>

## School Facility Conditions and Planned Improvements

C1-107: 4. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

C1-108: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C1-110: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

C1-203: 7. SURGE PROTECTORS AND EXTENSION CORDS ARE DAISY CHAINED CREATING TRIP HAZARDS. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C1-204: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

C1-205: 15. DOOR CLOSER COVER IS MISSING.

C1-206: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. 15. DOOR CLOSER COVER IS MISSING.

C1-207: 4. WALL IS MARRED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

C1-208: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVER IS MISSING.

C2-109: 7. FLOOR OUTLET IS LOOSE/BROKEN CREATING A TRIP HAZARD. SURGE PROTECTORS AND EXTENSION CORDS ARE DAISY CHAINED. 9. ONE FAUCET HAS A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.

C2-110: 4. WALL IS MARRED. 15. DOOR CLOSER COVER IS MISSING.

C2-210: 15. DOOR CLOSER COVER IS MISSING.

C2-211: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C2-213: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C2-214: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

C3-116: 4. RUBBER MOLDING IS SEPERATING. 10. NO ROOM ID. 15. DOOR CLOSER COVER IS MISSING.

C3-208: NO ACCESS 15. KEY JUST SPINS.

C3-212: 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS LOOSE.

C3-213: 15. DOOR CLOSER COVER IS MISSING.

C3-214: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

C3-215: 15. DOOR CLOSER COVER IS MISSING.

C3-216: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

GIRLS LOCKER ROOM/ G-121: 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE NOT POSTED)

GIRLS REST ROOM (GYM): 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)

## School Facility Conditions and Planned Improvements

			<p>GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. DOOR IS RUSTED. (MENSTRUAL NOTICE NOT POSTED)</p> <p>GYM: 7. ONE LIGHT FIXTURE IS OUT. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>M-122/ MUSIC: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 9. ONE FAUCET HAS A DRIP. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>MENS REST ROOM (GYM): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>OFFICE/ A-118: 15. WINDOW SCREENS ARE TORN.</p> <p>RECORDS A-125: 15. DOOR CLOSER COVER IS MISSING.</p> <p>UNISEX REST ROOM (C1-104): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WOMENS REST ROOM (NEAR C3-208): 8. TOILET SEAT IS LOOSE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT POSTED)</p> <p>WORKROOM C1-103: 15. DOOR CLOSER IS MISSING.</p>
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## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	10	10	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	5	5	22	23	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	584	556	95.21	4.79	9.98
Female	271	259	95.57	4.43	15.73
Male	313	297	94.89	5.11	5.12
American Indian or Alaska Native	0	0	0	0	0
Asian	21	19	90.48	9.52	31.58
Black or African American	36	33	91.67	8.33	0.00
Filipino	15	15	100.00	0.00	40.00
Hispanic or Latino	496	476	95.97	4.03	8.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	270	255	94.44	5.56	0.40
Foster Youth	0	0	0	0	0
Homeless	16	14	87.50	12.50	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	559	535	95.71	4.29	9.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	83	96.51	3.49	1.23

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	584	554	94.86	5.14	4.76
<b>Female</b>	271	259	95.57	4.43	5.08
<b>Male</b>	313	295	94.25	5.75	4.48
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	21	19	90.48	9.52	10.53
<b>Black or African American</b>	36	30	83.33	16.67	0.00
<b>Filipino</b>	15	15	100.00	0.00	26.67
<b>Hispanic or Latino</b>	496	476	95.97	4.03	4.27
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	270	255	94.44	5.56	1.20
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	16	14	87.50	12.50	0.00
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	559	534	95.53	4.47	4.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	86	83	96.51	3.49	2.50

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	2.46	4.71	20.56	20.89	30.29	30.73

## 2023-24 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>	288	280	97.22	2.78	4.71
<b>Female</b>	128	123	96.09	3.91	6.50
<b>Male</b>	160	157	98.13	1.87	3.27
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	14	12	85.71	14.29	25.00
<b>Black or African American</b>	21	21	100.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	233	227	97.42	2.58	3.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	118	113	95.76	4.24	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	274	268	97.81	2.19	4.17
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	45	45	100.00	0.00	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.

#### 2023-24 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 requires only participation results 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: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	97.6	97.6	97.6	97.6	97.9

## 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.

#### 2024-25 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.
- 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.

## 2024-25 Opportunities for Parental Involvement

- 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	620	598	166	27.8
Female	292	280	78	27.9
Male	328	318	88	27.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	7	30.4
Black or African American	36	35	14	40.0
Filipino	15	15	2	13.3
Hispanic or Latino	527	508	137	27.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	325	311	95	30.5
Foster Youth	--	--	--	--
Homeless	18	16	6	37.5
Socioeconomically Disadvantaged	593	577	162	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	98	95	37	38.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
9.85	13.76	9.35	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.15	0	0.04	0.02	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.35	0.00
Female	9.93	0.00
Male	8.84	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.11	0.00
Filipino	6.67	0.00
Hispanic or Latino	9.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.77	0.00
Foster Youth	0.00	0.00
Homeless	11.11	0.00
Socioeconomically Disadvantaged	9.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.24	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

## 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

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	34	6	5	10
Mathematics	39	2	8	11
Science	43	6	2	13
Social Science	27	6	8	7

## 2023-24 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
<b>Pupils to Academic Counselor</b>	289.5

## 2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	2
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	0.3
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	0.4

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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>	8786.08	5356.48	3429.60	84493.85
<b>District</b>	N/A	N/A	5706.02	\$84,356
<b>Percent Difference - School Site and District</b>	N/A	N/A	-49.8	0.2
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-103.4	-11.3

## Fiscal Year 2023-24 Types of Services Funded

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

18 REASONS  
AAA BUSINESS SUPPLIES & INTERIORS

## Fiscal Year 2023-24 Types of Services Funded

AIM HIGH FOR HIGH SCHOOL  
AMAZON  
BAY AREA COMMUNITY RESOURCES  
BSN SPORTS LLC  
CALIFORNIA BAND DIRECTORS ASSOCIATI  
COASTAL ENTERPRISES  
CRISTINA VILLALOBOS  
D & D SECURITY RESOURCES, INC.  
D HARRIS TOURS INC  
DANIELA RAMIREZ GUTIERREZ  
DEMCO INC  
DISCOUNT MAGAZINE SUBSCRIPTION SERV  
EDGAR ROBLES-SERAFIN  
ENVISIONEERS INC  
FOLLETT CONTENT SOLUTIONS LLC  
FOOD MAXX  
FUN AND GAMES EXPERTS INC.  
GOPHER SPORT  
JEREMIAH ROMM  
JOHN HENRY EVANS  
JONATHAN PEREZ  
KBA DOCUMENT SOLUTIONS, LLC  
LEARNING A-Z  
LEFTSIDE PRINTING  
LERNER PUBLISHING GROUP INC  
MARIA REGALADO  
NESTLE WATER NORTH AMERICA  
PRIYA SEMBI  
PROJECT LEAD THE WAY INC  
RED BRICK RESOURCES  
ROCKIN' ROBBIE'S INC.  
SIERRA PACIFIC TOURS  
SOCIAL AND ENVIRONMENTAL ENTREPRENE  
SOUTHWEST SCHOOL & OFFICE SUPPLY  
SWANK MOVIE LICENSING USA  
THE K-12 OER COLLABORATIVE  
US BANK  
US BANK - DGS STATE TRAVEL PROGRAM  
WEST CONTRA COSTA PUBLIC EDUCATION  
ZARETTA HAMMOND  
ZOOBEAN, INC

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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>	\$54,486	\$56,573
<b>Mid-Range Teacher Salary</b>	\$85,479	\$87,186
<b>Highest Teacher Salary</b>	\$111,065	\$119,665
<b>Average Principal Salary (Elementary)</b>	\$131,244	\$148,486
<b>Average Principal Salary (Middle)</b>	\$138,034	\$154,835
<b>Average Principal Salary (High)</b>	\$156,078	\$170,008
<b>Superintendent Salary</b>	\$280,908	\$338,699
<b>Percent of Budget for Teacher Salaries</b>	27.28	31.41
<b>Percent of Budget for Administrative Salaries</b>	5.21	4.86

## 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	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	22	65	45