

Helms Middle School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)

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 <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

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 <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Helms Middle School
Street	2500 Road 20
City, State, Zip	San Pablo, CA, 94806-5010
Phone Number	510-231-1423
Principal	Katherine Marroquin
Email Address	katherine.marroquin@wccusd.net
School Website	http://helms.wccusd.net/
Grade Span	7-8
County-District-School (CDS) Code	07617966057228

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 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. Helms specializes in support for our students in the first four years in the country within the Helms International Academy. Teachers get to know the students

2025-26 School Description and Mission Statement

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 students' 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 texts
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

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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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	257
Grade 8	301
Total Enrollment	558

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.8
American Indian or Alaska Native	0.2
Asian	2.9
Black or African American	5
Filipino	2.2
Hispanic or Latino	86.9
Two or More Races	1.3
White	1.6
English Learners	49.5
Homeless	2.5
Socioeconomically Disadvantaged	87.1
Students with Disabilities	13.1

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23	65.61	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	5.1	14.5	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4	11.37	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	4.26	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	1.5	4.26	91.2	5.99	15831.9	5.67
Total Teaching Positions	35.1	100	1522.8	100	279044.8	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.3	67.91	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	4.5	14.59	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.4	11.09	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.18	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1	3.18	94.3	6.58	14303.8	5.15
Total Teaching Positions	31.4	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.6	61.35	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	1	3.69	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	5.4	19.93	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	3.69	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	3	11.3	67.7	4.84	13705.8	4.91
Total Teaching Positions	27	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	3
Misassignments	4.00	3.4	2.3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	4.00	3.4	5.4

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	1	1
Local Assignment Options	0.50	0	0
Total Out-of-Field Teachers	1.50	1	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.2	16.4	20.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	15.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside, ELD levels 1-4, c2014 adopted 2014	0%
Mathematics	Amplify, Desmos Math, c2025 - adopted 2025	0%
Science	Amplify Science, c2020 - adopted 2020	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	0.0 %
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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		7/26/2025		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		: 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 ADEQUATE)
Interior: Interior Surfaces		X	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. 5. GRAFFITI ON INTERIOR WALL. 10. FIRE EXTINGUISHER IS MISSING. C1-206: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. C1-207: 4. CEILING TILES ARE LOOSE. C1-208: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. C2-111: 4. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHT IS OUT. 15. WINDOW SHADES ARE DAMAGED. (WILLIAMS NOTICE IS NOT POSTED) C2-115: 4. CEILING TILE IS DAMAGED. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON DOOR. C2-211: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING. C3-116: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. NO ROOM ID. CUSTODIAN C2-205: 4. WATER DAMAGE TO CEILING. 5. BLACK GROWTH ON WALL. DANCE/ G-125: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHTBULBS ARE OUT. GIRLS REST ROOM (NEAR C1-111): 4. STALL DOOR SLIDE LOCK HANDLES ARE BROKEN/MISSING. (MENSTRUAL NOTICE NOT ADEQUATE) GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. TWO LIGHT PANELS ARE OUT. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. (MENSTRUAL NOTICE NOT ADEQUATE) LIBRARY: 4. FORMICA TRIM IS CHIPPING ON LIBRARIAN STATION. 5. CARPET IS STAINED. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT FIXTURE IS OUT. MENS REST ROOM (GYM): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. TWO LIGHT FIXTURES ARE OUT AT ENTRY. MENS REST ROOM (MPR): 4. BOTH STALL DOOR SLIDE LOCK HANDLES ARE BROKEN/MISSING. 8. ONE TOILET LEAKS AT FITTING. NURSE/ A-122: 4. FORMICA TRIM IS BROKEN ON COUNTERTOP.

School Facility Conditions and Planned Improvements

				STORAGE C2-105: 4. WATER DAMAGE TO CEILING. 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 ADEQUATE)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			C1-105: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. GRAFFITI ON INTERIOR WALL. 10. FIRE EXTINGUISHER IS MISSING. C2-218: 5. UNSECURED ITEMS ARE STORED TOO HIGH. C3-213: 5. GRAFFITI ON INTERIOR WALL. 15. WINDOW BLINDS ARE DAMAGED. CUSTODIAN C2-205: 4. WATER DAMAGE TO CEILING. 5. BLACK GROWTH ON WALL. EXTERIOR PLATFORM M-129: 5. WALLS AND BENCHES ARE STAINED/DIRTY. G-104: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. INSTRUMENTS M-127: 5. UNSECURED ITEMS ARE STORED TOO HIGH. LIBRARY: 4. FORMICA TRIM IS CHIPPING ON LIBRARIAN STATION. 5. CARPET IS STAINED. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT FIXTURE IS OUT. OFFICE C2-216: 5. ROOM IS CLUTTERED. WORKROOM C1-113: 5. UNSECURED ITEMS ARE STORED TOO HIGH. WORKROOM C2-107: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS CLUTTERED.
Electrical			X	A-103: 7. LIGHTS DO NOT TURN ON. A-130/ CONFERENCE: 7. ONE LIGHT PANEL IS OUT. ATTENDANCE RECEPTION A-120: 7. TWO CAN LIGHTS ARE OUR. 10. EVACUATION MAP IS NOT POSTED. C1-204: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. C1-209: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) C1-213: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON INTERIOR WALL. C2-109: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. TWO LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. C2-111: 4. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHT IS OUT. 15. WINDOW SHADES ARE DAMAGED. (WILLIAMS NOTICE IS NOT POSTED) C2-114: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING.

School Facility Conditions and Planned Improvements

				C3-113: 7. LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR. C3-114: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES ARE DAMAGED. C3-214: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. C3-215: 7. LIGHT DIFFUSER IS MISSING. C3-218: 7. ONE BANK OF LIGHTS WILL NOT TURN ON. 11. PAINT IS PEELING ON DOOR. DANCE/ G-125: 4. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 7. MULTIPLE LIGHTBULBS ARE OUT. GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. TWO LIGHT PANELS ARE OUT. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. (MENSTRUAL NOTICE NOT ADEQUATE) GYM: 7. ONE LIGHT FIXTURE IS OUT. LIBRARY: 4. FORMICA TRIM IS CHIPPING ON LIBRARIAN STATION. 5. CARPET IS STAINED. 7. MULTIPLE LIGHT BULBS ARE OUT. ONE LIGHT FIXTURE IS OUT. MEETING ROOM/ A-101: 7. ONE LIGHT PANEL IS OUT. MENS REST ROOM (GYM): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. TWO LIGHT FIXTURES ARE OUT AT ENTRY. OFFICE C1-211: 7. LIGHT DIFFUSER IS LOOSE.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	BOYS COACH G-114: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. C1-209: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT POSTED IN RR) C2-109: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. TWO LIGHT DIFFUSERS ARE MISSING. 9. ONE FAUCET HAS A LOW FLOW. C2-115: 4. CEILING TILE IS DAMAGED. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON DOOR. GIRLS HEAD COACHG-122 : 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. TWO LIGHT PANELS ARE OUT. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. (MENSTRUAL NOTICE NOT ADEQUATE) 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)

School Facility Conditions and Planned Improvements

			UNISEX REST ROOM (C1-104): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) 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 ADEQUATE) UNISEX RESTROOM (TEXTBOOK ROOM): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS REST ROOM (ADMIN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS NOT POSTED) WOMENS REST ROOM (MPR): 8. TOILET SEAT IS LOOSE. (MENSTRUAL NOTICE NOT ADEQUATE) WOMENS REST ROOM (NEAR C3-208): 8. TOILET SEAT IS LOOSE. 9. ONE FAUCET BUTTON IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials		X	A-141/ TEACHERS LOUNGE: 10. EVACUATION MAP IS NOT POSTED. 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. 5. GRAFFITI ON INTERIOR WALL. 10. FIRE EXTINGUISHER IS MISSING. C1-106: 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW BLINDS ARE DAMAGED. C1-108: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES ARE DAMAGED. C1-109: 11. PAINT IS PEELING ON DOOR. C1-110: 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW SHADES ARE DAMAGED. C1-203: 10. FIRE EXTINGUISHER IS MISSING. C1-204: 7. LIGHT DIFFUSER IS MISSING. 10. FIRE EXTINGUISHER IS MISSING. C1-206: 4. FORMICA TRIM IS CHIPPING/MISSING ON COUNTERTOP. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. C1-208: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. C1-213: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 11. PAINT IS PEELING ON INTERIOR WALL. C2-112: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. C2-113: 11. PAINT IS PEELING ON INTERIOR WALL. C2-114: 7. ONE LIGHT PANEL IS OUT. 10. FIRE EXTINGUISHER IS MISSING. C2-115: 4. CEILING TILE IS DAMAGED. 9. ONE FAUCET HAS NO FLOW. 11. PAINT IS PEELING ON DOOR. C2-209: 10. FIRE EXTINGUISHER IS MISSING. C2-211: 4. CEILING TILES ARE LOOSE. 10. FIRE EXTINGUISHER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

School Facility Conditions and Planned Improvements

				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: 7. LIGHT DIFFUSER IS MISSING. 11. PAINT IS PEELING ON DOOR. C3-114: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES ARE DAMAGED. C3-116: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. NO ROOM ID. C3-117: 11. PAINT IS PEELING ON DOOR. 12. CRACK IN INTERIOR WALL. C3-118/ WORKROOM: 11. PAINT IS PEELING ON DOOR. C3-209: 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE NOT POSTED) C3-212: 10. FIRE EXTINGUISHER IS MISSING. (WILLIAMS NOTICE IS NOT POSTED) C3-214: 7. FLOOR OUTLET COVER IS BROKEN CREATING A TRIP HAZARD. 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. C3-216: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON DOOR. C3-217: 10. FIRE EXTINGUISHER IS MISSING. C3-218: 7. ONE BANK OF LIGHTS WILL NOT TURN ON. 11. PAINT IS PEELING ON DOOR. G-104: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON INTERIOR WALL. GIRLS REST ROOM (GYM): 11. PAINT IS PEELING ON DOORFRAME. GIRLS REST ROOM (NEAR C3-111): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 7. TWO LIGHT PANELS ARE OUT. 8. TOILET SEAT IS LOOSE. 11. PAINT IS PEELING ON DOOR. (MENSTRUAL NOTICE NOT ADEQUATE)
Structural: Structural Damage, Roofs	X			C3-117: 11. PAINT IS PEELING ON DOOR. 12. CRACK IN INTERIOR WALL. OFFICE/ A-118: 12. CRACK IN INTERIOR WALL. 15. WINDOW SCREENS ARE TORN.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOYS REST ROOM (NEAR C2-109): 4. STALL DOOR SLIDE LOCK HANDLE IS BROKEN/MISSING. 15. DOOR CLOSER COVER IS MISSING. C1-106: 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW BLINDS ARE DAMAGED. C1-108: 10. FIRE EXTINGUISHER IS MISSING. 11. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES ARE DAMAGED. C1-110: 10. FIRE EXTINGUISHER IS MISSING. 15. WINDOW SHADES ARE DAMAGED.

School Facility Conditions and Planned Improvements

				C2-111: 4. CEILING TILES ARE LOOSE. 7. LIGHT DIFFUSER IS MISSING. 10. EMERGENCY EXIT LIGHT IS OUT. 15. WINDOW SHADES ARE DAMAGED. (WILLIAMS NOTICE IS NOT POSTED) C2-210: 15. DOOR CLOSER COVER IS MISSING. C2-211: 4. CEILING TILES ARE LOOSE. 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. C3-114: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON DOOR. PAINT IS PEELING ON INTERIOR WALL. 15. WINDOW SHADES ARE DAMAGED. C3-213: 5. GRAFFITI ON INTERIOR WALL. 15. WINDOW BLINDS ARE DAMAGED. M-122/ MUSIC: 15. DOOR CLOSER COVER IS MISSING. OFFICE/ A-118: 12. CRACK IN INTERIOR WALL. 15. WINDOW SCREENS ARE TORN.
--	--	--	--	--

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	10	11	33	34	47	48
Mathematics (grades 3-8 and 11)	5	7	23	26	35	37

2024-25 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	567	540	95.24	4.76	11.15
Female	264	251	95.08	4.92	14.58
Male	303	289	95.38	4.62	8.21
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	27.78
Black or African American	27	24	88.89	11.11	8.33
Filipino	11	11	100.00	0.00	54.55
Hispanic or Latino	491	468	95.32	4.68	9.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	263	249	94.68	5.32	1.66
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	539	515	95.55	4.45	10.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	71	98.61	1.39	1.41

2024-25 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
All Students	567	541	95.41	4.59	6.64
Female	264	251	95.08	4.92	7.35
Male	303	290	95.71	4.29	6.03
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	11.11
Black or African American	27	23	85.19	14.81	9.09
Filipino	11	11	100.00	0.00	36.36
Hispanic or Latino	491	471	95.93	4.07	5.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	263	252	95.82	4.18	2.03
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	539	516	95.73	4.27	6.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	72	100.00	0.00	1.41

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.71	6.33	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	311	304	97.75	2.25	6.33
Female	147	144	97.96	2.04	4.20
Male	164	160	97.56	2.44	8.28
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	7.14
Filipino	--	--	--	--	--
Hispanic or Latino	276	269	97.46	2.54	4.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	141	138	97.87	2.13	0.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	293	286	97.61	2.39	5.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	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.

2024-25 California Physical Fitness Test Participation Rates

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	96.5	84.5	85.7	96.1	85.3

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.

2025-26 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 Family and Student Specialist who can work with families to support attendance at school and be a bridge for families and the school site.
- Student Success Team: Meetings held to support individual students, which include 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-weekly 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 the perspective of parents to the meeting.
- English Learner Advisory Committee (ELAC): a group of parents that advises 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 who 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 Hispanic Heritage Family Night, Black History Month Night, Helms Music Night, and 8th Grade Promotion Ceremony.
- Mobile Health and Dental Van and Health educator onsite 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, parents are invited to volunteer at school.
- Parents may contact the front office at (510) 231-1423 to be directed to the proper contact for services or for information regarding how to become a volunteer or become involved in school activities

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	609	598	151	25.3
Female	287	282	81	28.7
Male	322	316	70	22.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	18	1	5.6
Black or African American	32	31	13	41.9
Filipino	12	12	0	0.0
Hispanic or Latino	526	517	131	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	312	308	85	27.6
Foster Youth	--	--	--	--
Homeless	17	17	8	47.1
Socioeconomically Disadvantaged	579	571	146	25.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	84	31	36.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
13.76	9.35	14.12	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.15	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.12	0.00
Female	14.29	0.00
Male	13.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.26	0.00
Black or African American	18.75	0.00
Filipino	0.00	0.00
Hispanic or Latino	14.26	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	19.23	0.00
Foster Youth	0.00	0.00
Homeless	17.65	0.00
Socioeconomically Disadvantaged	14.34	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	15.29	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.

2025-26 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 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4	10	11
Mathematics	26	3	8	4
Science	28	4	8	8
Social Science	27	5	11	4

2024-25 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	340.59

2024-25 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
Counselor (Academic, Social/Behavioral or Career Development)	1.7
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.6

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
School Site	9282.42	3275.21	6007.21	78350.83
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-49.8	-7.4
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-56.8	-18.8

Fiscal Year 2024-25 Types of Services Funded

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

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 ALCATRAZ CRUISES
 AMAZON
 AMAZON (E-PROCUREMENT)
 AMERICAN STAGE TOURS
 ATLAS COMMERCIAL PRODUCTS
 BAY AREA COMMUNITY RESOURCES, INC
 BEARCOM COMMUNICATIONS INC.
 C & L MUSIC
 CALIFORNIA ACADEMY OF SCIENCES
 CALIFORNIA BAND DIRECTORS ASSOCIATION
 CALIFORNIA TEACHER ASSOCIATION (CTA
 CITY OF SAN PABLO
 CURRICULUM ASSOCIATES INC
 D & D SECURITY RESOURCES, INC.
 D HARRIS TOURS INC
 DEMCO INC
 FAMILIAS UNIDAS
 FOLLETT CONTENT SOLUTIONS LLC
 FOOD MAXX
 FORRESTS MUSIC INC
 GOPHER SPORT
 KBA DOCUMENT SOLUTIONS, LLC
 LEARNING A-Z
 LERNER PUBLISHING GROUP INC
 NESTLE WATER NORTH AMERICA
 PAXTON PATTERSON LLC
 RED BRICK RESOURCES
 ROCKIN' ROBBIE'S INC.
 SOUNDTRAP US INC
 SPORTS GEAR SWAG
 SWANK MOVIE LICENSING USA
 THE K-12 OER COLLABORATIVE
 TOMIZAKI'S CHAMPIONS KUNG FU, INC
 US BANK
 VARITRONICS, LLC

Fiscal Year 2024-25 Types of Services Funded

ZOOBEAN, INC

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

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 International House have coaching and support through the Internationals Network. Teachers also attend district

Professional Development

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 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	65	45	57