Hercules High School
School Accountability Report Card
Reported Using Data from the 2013-14 School Year
Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- View this SARC online at the school and/or LEA Web sites.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hercules High School
Street	1900 Refugio Valley Road
City, State, Zip	Hercules, CA 94547
Phone Number	(510) 231-1429
Principal	Paul Mansingh
E-mail Address	pmansingh@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=2029
CDS Code	07-61796-0730598

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

School Description and Mission Statement (Most Recent Year)

Hercules High School is a comprehensive, Co-Ed 9-12 public high school. The High School enrollment is currently at 940 students including 211 seniors. The school day is seven periods of 56 minutes each. All classes meet five a days a week during two 18 week semesters. Hercules High School (HHS) provides each student with a challenging curriculum focused on academic success, interpersonal growth, and community involvement. The vision of the school is to cultivate diverse 21st century scholars and leaders, demonstrating integrity and academic excellence. Our Mission is for all students to be meaningful and responsible contributors to local, national and global communities through demonstrated academic proficiency in common core disciplines. The ethnic breakdown of the school depicts 4 subgroups representing above 19 percent of the school population. More specifically, the Filipino population represents 27.1% , the African American represent 24.5%, the Asian and Hispanic populations both represent 19.1%, and the Caucasian represent 8.1% of the total population of the school.

Hercules High School offers a rich and varied set of A-G approved course offerings that include: 7 sections of Regional Occupational Program (ROP) which include: Computer Science, BioTech, Environmental Science, as well as a Journalism/Publications course. Our music programs include: Orchestra, Jazz Ensemble, Symphonic Band, Drum Line, Marching Band, and an Acapella Choir. Our world language department offers tiered levels of French, and Spanish sections. Along with traditional classrooms, we have classes devoted to students with vision challenges, technology-supported speech instruction, and medically fragile issues. Each year our top students are accepted at the some of the most prestigious colleges and universities in the country. Many of our students go on to higher education; with 80% of students self-reporting that they continue their education after graduation. Approximately 40% of our graduates go on to attend 4-year colleges, and 40% attending 2-year colleges.

Hercules High School offers a strong college preparatory program including 14 AP, 5 honors and 4 advanced courses. In the 2014-15 school year, 35% of our student body were enroll into Advanced Placement (AP) courses. We have a total of 631 students enrolled in AP courses. Of the 377 students enrolled, 60 are 9th grade, 100 are 10th grade, 111 are 11th grade and 106 12th grade students are currently enrolled in AP courses. In the past three years we have averaged 42.65% of all students taking the AP exam scoring a 3 or above.

Special Programs/Academies

In addition to general state funding, West Contra Costa Unified School District has received state and federal funding for the following academic programs:

Regional Occupational Program Courses (ROP)

ROP prepares students for employment and is an excellent way to prepare for college. Each class includes a job finding skills unit to help develop a resume, review effective interviewing techniques and identify sources of employment. Students also complete a portfolio of their class work. ROP courses provide "hands-on" experience. Students have the opportunity to "try-out" career choices before investing time and money in college or technical school. We currently offer 7 sections of ROP for 10-12th grade students.

An Academy of Hospitality and International Tourism (AHIT)

The Academy of Hospitality and International Tourism (AHIT) bridges academic learning and real-world career experiences by partnering with outside corporations and offering culinary classes in which students prepare and provide meals for teachers and staff around the district. The academy offers courses in Culinary Arts and International Cuisine.

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

Grade Level	Number of Students
Grade 9	282
Grade 10	252
Grade 11	222
Grade 12	259
Total Enrollment	1,015

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	26.1
American Indian or Alaska Native	0.2
Asian	18.6
Filipino	27.4
Hispanic or Latino	17.6
Native Hawaiian or Pacific Islander	0.7
White	8.6
Two or More Races	0.8
Socioeconomically Disadvantaged	43.5
English Learners	7.9
Students with Disabilities	9.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	43	43	50	50
Without Full Credential	2	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	**Not Taught by Highly Qualified Teachers**
This School	95.48	4.52
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Year and month in which data were collected: September, 2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180.	Yes	0%
Mathematics	Prentice Hall Algebra (Algebra 1); Key Curriculum, Discovering Advanced Algebra(Algebra 2); Key Curriculum, Discovering Geometry (Geometry); Glencoe Advanced Mathematical Concepts (Math Analysis/Pre-Calculus); Pearson Learning, Calculus Graphical, Numerical, Algebraic (AP Calculus); McGraw Hill-Elementary Statistics (Probability and Statistics); Pearson Learning- Stats Modeling the World (AP Stats)	Yes	0%
Science	Physics: (CPO) Foundations of Physics AP Physics: Physics- Giancoli, Pearson Biology: McDougal Littel Biology (2008) AP Biology: Pearson Learning, Campbell Biology Chemistry: Prentice Hall Chemistry AP Chemistry: Holt McDougal Chemistry Environmental Science: (AP class) McGraw Hill, Environmental Science; A Global Concern	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World - Patterns of Interaction- McDougal Littell AP World: Tradition and Encounters- McGraw Hill High School US History: The Americans- McDougal Littell AP US History: The American Pageant – Cengage Learning High School Economics: Economics Concepts and Choices, Houghton Mifflin American Government: Prentice Hall Magruder's American Government AP Government: American Government; Institutions and Policies, Cengage Learning	Yes	0%
Foreign Language	EMC/Paradigm Publishing Spanish 1: Realidades 1- Prentice-Hall Spanish 2: Realidades 2- Prentice-Hall Spanish 3: Realidades 3 - Prentice-Hall Spanish 4: Aventura – EMC Publishing Spanish 5(AP) Cumbre - Heinle	Yes	0%
Health	Glencoe/McGraw-Hill: Teen Health Course		0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hercules High School rests on approximately 41 acres of land. The collection of block buildings runs nearly 1.25 miles along Refugio Valley Road. Hercules High School shares a common address with Hercules Middle School. The two schools are separated by an administrative complex and library buildings. The high school has eight "pods," which house twenty-two classrooms. (Pods are buildings with four classrooms and a utility area in the center.) There are also twenty portable classrooms. Classrooms are equipped with a phone, TV, and wireless technology. Every teacher has access to a computer (with Internet access) and mobile technologies cart. The high school facility includes: a gym (with lockers), multi-purpose room, (which is also the cafeteria), a 100-seat Theater, music rooms, two computer labs, a severely handicapped special education classroom, a visually impaired special education classroom, and a faculty lounge. Athletic fields include: a football field with stands, baseball diamond, outdoor basketball courts. An elevator, located at the high school level parking lot provides handicap access to the campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September, 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	HVAC Repairs School wide with EMS (all complete)
Interior: Interior Surfaces	[ ]	[ ]	[X]	Replace broken fire extinguisher boxes (completed), install chair rails (work order submitted), repair floor and ceiling tiles (all completed), Interior painting and repair (H614, H619, H616,H602,H618,) work order submitted,
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	Remove graffiti (complete), Remove bird feces from sidewalks (complete),

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September, 2014				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Electrical: Electrical	[ ]	[X]	[ ]	Replace plug plates, wall plug covers, and light bulbs (all complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	Seals on toilet plumbing resealed (work order completed)
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	Replace fire extinguisher boxes, secure loose fire extinguisher bracket (work orders completed) Changed smoke detector filters (work order completed),
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	Gym roof leaking through HVAC unit (work order completed)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Install chair rails and door bumpers (work orders created, replace blinds and window screens(work orders created)

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);

• The Academic Performance Index; and

• The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			**District**			**State**		
	2011-12	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**	**2011-12**	**2012-13**	**2013-14**
Science (grades 5, 8, and 10)	55	55	56	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	56
Male	63
Female	48
Black or African American	42
American Indian or Alaska Native	
Asian	74
Filipino	60
Hispanic or Latino	51
Native Hawaiian or Pacific Islander	
White	67
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	7
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	46	49	53	41	43	42	54	56	55
Mathematics	13	15	15	37	38	38	49	50	50
History-Social Science	35	36	41	28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	3	3	4
Similar Schools	3	1	1

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

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

Group	Actual API Change		
	2010-11	**2011-12**	**2012-13**
All Students at the School	13	10	21
Black or African American	47	-16	40
American Indian or Alaska Native			
Asian	-32	27	10
Filipino	24	-1	0
Hispanic or Latino	-21	0	44
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	27	-10	38
English Learners	1	-3	52
Students with Disabilities			

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

Career Technical Education Programs (School Year 2013-14)

Computer Applications
Journalism
Theater 1
Theater Advanced
Computer Science,
BioTech,
Environmental Science,
Journalism/Publications

Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	240
% of pupils completing a CTE program and earning a high school diploma	25%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	23%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	81.23
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	46.22

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

• Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for All Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	54	62	61	42	42	35	56	57	56
Mathematics	54	54	62	40	41	35	58	60	62

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	57	24	19	57	28	15
All Students at the School	39	33	28	38	36	27
Male	42	31	26	33	39	28
Female	34	36	31	43	32	25
Black or African American	52	27	21	50	37	13
American Indian or Alaska Native						
Asian	41	26	33	19	37	44
Filipino	27	35	38	32	33	35
Hispanic or Latino	43	39	17	43	47	10
Native Hawaiian or Pacific Islander						
White	40	40	20	38	25	38
Two or More Races						
Socioeconomically Disadvantaged	54	26	20	48	34	18
English Learners	74	17	9	55	32	14
Students with Disabilities	90	10		86	9	5
Students Receiving Migrant Education Services						

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.0	30.8	30.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Hercules High School has established a group of parents who are involved in a process to assist the school in broadening a parent involvement program that offers a variety of special interest committees. Our mission is to build a parent network that serves to create a welcoming environment where all families can identify their partnership path, establish comprehensive family partnership programs that optimize communication, develop parent leadership and establish partnerships with community stakeholders. Our objective is to strengthen the partnership between the school and community through enhanced opportunities for parents to be involved.

Currently at Hercules High School we have the following parent involvement opportunities in place.

VOLUNTEER PROGRAM: Hercules High School offers opportunities to parents and other community members to volunteer as aides in many school programs. There are other opportunities for parent involvement through groups such as: Sports Boosters, Music Boosters, and School Safety/Climate Committee.

Additionally, the School Site Council (SSC) allows parents faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements.

State Priority: Pupil Engagement

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

• High school dropout rates; and
• High school graduation rates.

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

Indicator	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Dropout Rate	7.3	4.1	2.6	18.1	18.2	13.3	14.7	13.1	11.4
Graduation Rate	89.84	94.12	95.73	76.99	75.72	79.88	77.14	78.87	80.44

Completion of High School Graduation Requirements (Graduating Class of 2013)

Group	Graduating Class of 2013		
	School	District	State
All Students	95.74	80.48	84.56
Black or African American	96.55	73.72	75.90
American Indian or Alaska Native	100.00	62.50	77.82
Asian	97.83	92.72	92.94
Filipino	96.61	91.24	92.20
Hispanic or Latino	91.67	77.11	80.83
Native Hawaiian/Pacific Islander	100.00	75.00	84.06
White	85.71	88.44	90.15
Two or More Races	0.00	300.00	89.03
Socioeconomically Disadvantaged	96.97	77.61	82.58
English Learners	84.00	61.71	53.68
Students with Disabilities	86.36	62.26	60.31

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	11.0	4.3	5.2	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.6	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

On the August 14th, 2014 professional development meeting, site administration presented school climate and discipline data to the entire staff. The climate report included a summary of the number of total student referrals, total number of suspensions, and subgroup numbers of suspension and referrals within the past school year. Based on data analysis, the school safety planning committee identified three goals for 2014-15 school year. The purpose of the safety goals is to provide meaningful objectives aimed at decreasing crime on campus and minimizing campus/classroom disturbances that may interfere with teaching and learning. The outcome of implementing strategies to obtain each goal would be to create a safe and effective learning environment for all students. Measurable objectives were assigned to each goal based from baseline discipline and climate data. The Safety/Climate Team is set to meet on a quarterly basis to review and update the Comprehensive School Safety Plan. The updated safety plan will be presented to the school site council prior to the March, 2015 meeting for approval.
2014-15 Safety Goals:
- Goal 1: Decrease fights and hostile physical contact by 20% by the end of the school year.
- Baseline Data: 2013-14

- Goal 2: Decrease the number of suspensions for students found under the influence or in possession of any controlled substance by 45% by the end of the school year.
- Baseline Data: 2013-14

- Goal 3: Conduct a minimum of 4 emergency preparedness drills per year. (Fire/evacuation, earthquake, and lock-down)
- Baseline Data: 2013-14

Emergency Preparedness/Emergency Drills
As outlined in the school's safety plan for 2014-15, the school will conduct 4 emergency preparedness drills each year, two fire drills, one earthquake drill and one law enforcement lock down drill. Prior to each drill the administrative team will hold a training session for all staff and present routines, protocol and expectations for each drill. Every drill is assigned a rubric that is shared with teachers during the training. Each drill that is conducted is timed, monitored and feedback on teacher performance is provided within a week of the drill. If staff and students fail to meet the expectations of a drill, the drill will be rescheduled within the week.

The National Incident Management System
In compliance with federal government regulations to achieve a unified single- and inter-agency management emergency response, Hercules High School has organized a crisis team in alignment with the National Incident Management System (NIMS). The central purpose is to ensure a comprehensive national framework designed to efficiently support incident management, regardless of the size, nature, or complexity of a disaster. Under NIMS, the framework of operations is the Incident Command System (ICS). The purpose of the Incident Command System (ICS) is to provide an interdisciplinary and flexible management system that is adaptable to an incident of any kind or size. ICS defines a clear chain-of-command and provides logistical and administrative support to operational staff responding to the incident.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

AYP Criteria	School	District
Made AYP Overall	No	
Met Participation Rate: English-Language Arts	Yes	
Met Participation Rate: Mathematics	Yes	
Met Percent Proficient: English-Language Arts	No	
Met Percent Proficient: Mathematics	No	
Met Graduation Rate (if applicable)	Yes	

Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.
* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8	12	9	16	31	7	7	21	28	12	7	21
Mathematics	29.3	4	10	15	28	8	8	17	31	4	9	17
Science	30.4	5	5	18	27	8	11	11	25	8	9	13
Social Science	29.6	6	9	18	31	7	3	24	29	7	10	20

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	475
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.50	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.275	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	.10	---
Resource Specialist	1.80	---
Other		---

Note: Cells with "---" do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$10,783.71	$5,499.03	$5,284.68	$59,448.44
District	---	---	$5,547.14	$57,253
Percent Difference: School Site and District	---	---	-4.7	7.9
State	---	---	$4,690	$70,720
Percent Difference: School Site and State	---	---	-4.6	-14.7

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

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Hercules High School include:
- Special Ed-E
- Arts & Music Block Grant
- A/M/PE- Drama/Theatre
- LEP EIA

Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$36,777	$41,761
Mid-Range Teacher Salary	$56,678	$66,895
Highest Teacher Salary	$75,980	$86,565
Average Principal Salary (Elementary)	$87,412	$108,011
Average Principal Salary (Middle)	$92,657	$113,058
Average Principal Salary (High)	$103,480	$123,217
Superintendent Salary	$227,250	$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

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

Advanced Placement Courses (School Year 2013-14)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	1	---
Mathematics	5	---
Science	1	---
Social Science	10	---
All courses	21	0.9

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

* Where there are student course enrollments.

Professional Development

The West Contra Costa Board of Education prioritizes professional development through the expansion of Common Core resources to prepare for a successful transitional implementation in 2014-2015. Educational Services took amazing strides in rolling out a broad action plan, offering a series of professional development opportunities focused on collaborative learning and Common Core State Standards implementation. Ongoing professional development opportunities are scheduled monthly for the administrative staff with a focus on improving their ability to provide strong instructional leadership and foster 21st century teaching and learning at school sites. The site administration, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations.
Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas.

In May of 2014, the High School staff voted on a bell schedule that included a collaboration schedule for every Wednesday. The agreed upon collaboration schedule assigns the 1st & 4th Wednesday's for department collaboration and the 2nd and 3rd for school-wide professional development. The back to back collaboration schedule provides additional follow up time to complete assigned tasks. At the start of the 2014-15 school year, each department voted on a representative to serve on the Instructional Leadership Team. The Instructional Leadership Team members consists of one individual representing the core department leads (Math, English, Science, Social Science), one elective lead (At Large), and a technology liaison representative who will all be paid a stipend to compensate for their time meeting and planning after their normal workday. The first task undertaken by the ILT was to develop a process to identify a school-wide focus plan and implement opportunities for staff to experience collaborative learning, participate in shared decision making, and develop school-wide focus areas in regards to 21st century teaching and learning.

The school-wide focus for 2014-15 school year is Research/Evidence Based Writing. The process in developing this focus began at the start of the school year with each department identifing key focus areas within their department and voting on a school wide focus that would improve our abilities to obtain the school's mission. The mission of the Instructional Leadership Team is to collaboratively plan activities designed to support teachers in the classroom with data driven/research based best practices, academic language and collaborative learning focused on enhancing Research/Evidence Based Writing strategies throughout the school in all departments.