

Hercules High School

School Accountability Report Card

Reported Using Data from the 2012-13 School Year

Published During 2013-14

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.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Additional Information

For further information regarding the data elements and terms used in the SARC see the 2012–13 Academic Performance Index Reports Information Guide located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

II. About This School

Contact Information (School Year 2013-14)

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	Jen Bender
E-mail Address	jbender@wccusd.net
CDS Code	07-61796-0730598

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

School Description and Mission Statement (School Year 2012-13)

This section provides information about the school, its programs and its goals.

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 support all children through a comprehensive and whole-child approach. Our school's ethnicity, socio-economic diversity, and language diversity (approximately 31 languages are spoken at home) allow for variance in instruction and curriculum. Our school is further characterized by a safe and orderly learning environment and high expectations for staff and students.

HHS offers over 20 Advanced Placement (AP) courses, with approximately 16% of students taking AP courses. Additionally, approximately 46% of AP tests taken result in an average score of 3 or above. Students course offerings are rich and varied for a small high school. These include the only orchestra program in the district, a marching band with drumline, 3 world languages (French, German, Spanish), a teacher cadet program in which students intern at area elementary schools, and culinary and hospitality classes. Along with traditional classrooms, we have classes devoted to students with vision challenges, technology-supported speech instruction, and medically fragile issues. Many of our students go on to higher education; with 90% of students self-reporting that they continue their education after graduation. Each year our top students are accepted at the some of the most prestigious colleges and universities in the country.

HHS supports all students being successful through additional programs including the Ivy League Connection, career academy structure, and Health Center. The Ivy League Connection is a program in which our top students attend prestigious schools (e.g. Dartmouth, Cornell, Brown, Columbia, Yale) in the summer (all-expense paid and college credit granted). The career academy, 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 Health Center offers opportunities for both physical and mental health counseling and support. This program is expanding to encompass peer mediation, restorative justice, and group therapy and support for everything from anger management to drug and alcohol use.

Opportunities for Parental Involvement (School Year 2012-13)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

VOLUNTEER PROGRAM:

Hercules Middle/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, Safety Committee, GATE Committee (Talented and Gifted), and the HCP (our version of a PTA).

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. Every secondary school has a School Site Council composed of parents, community members, the principal, teachers, and students (Education Code Section 52852) .

III. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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
Science	42	55	54	42	45	47	57	60	59
History-Social Science	35	36	41	28	30	32	48	49	49

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

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	42	38	47	32
All Student at the School	53	15	55	41
Male	47	15	58	44
Female	60	16	50	38
Black or African American	38	7	37	29
American Indian or Alaska Native				
Asian	60	33	82	50
Filipino	62	15	65	48
Hispanic or Latino	39	7	39	29
Native Hawaiian/Pacific Islander				
White	58	11	59	44
Two or More Races				
Socioeconomically Disadvantaged	42	10	46	34
English Learners	15	12	19	11
Students with Disabilities	23	8		
Students Receiving Migrant Education Services				

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

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB).

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	54	54	62	42	42	42	59	56	57
Mathematics	49	54	54	41	40	41	56	58	60

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

California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	59	19	23	59	28	13
All Students at the School	38	23	39	46	34	21
Male	42	24	34	49	31	20
Female	34	21	45	42	36	21
Black or African American	58	17	25	68	21	11
American Indian or Alaska Native						
Asian	13	31	56	31	25	44
Filipino	31	23	47	34	40	26
Hispanic or Latino	52	26	22	53	40	8
Native Hawaiian/Pacific Islander						
White	24	33	43	43	43	14
Two or More Races						
Socioeconomically Disadvantaged	52	21	27	60	31	10
English Learners	87	9	4	96	4	
Students with Disabilities						
Students Receiving Migrant Education Services						

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

California Physical Fitness Test Results (School Year 2012-13)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school’s test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.7	20.2	35.3

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

IV. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of 1 means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2010	2011	2012
Statewide	3	3	3
Similar Schools	2	3	1

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	35
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.

Academic Performance Index Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	2013 Growth API					
	School		District		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	714	738	20,646	717	4,655,989	790
Black or African American	166	656	4,126	645	296,463	708
American Indian or Alaska Native	3		39	718	30,394	743
Asian	144	823	2,296	816	406,527	906
Filipino	187	783	1,282	815	121,054	867
Hispanic or Latino	143	690	10,364	689	2,438,951	744
Native Hawaiian/Pacific Islander	5		152	722	25,351	774
White	64	755	2,256	822	1,200,127	853
Two or More Races	2		130	727	125,025	824
Socioeconomically Disadvantaged	283	682	14,482	686	2,774,640	743
English Learners	138	687	9,635	685	1,482,316	721
Students with Disabilities	65	533	2,691	555	527,476	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2012-13)

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

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	32
Percent of Schools Currently in Program Improvement	---	88.9

V. School Climate

Student Enrollment by Grade Level (School Year 2012-13)

Grade Level	Number of Students
Grade 9	264
Grade 10	239
Grade 11	267
Grade 12	235
Total Enrollment	1,006

Student Enrollment by Group (School Year 2012-13)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	24.7	White	9.0
American Indian or Alaska Native	0.4	Two or More Races	0.2
Asian	19.1	Socioeconomically Disadvantaged	42.2
Filipino	25.2	English Learners	19.0
Hispanic or Latino	20.1	Students with Disabilities	9.0
Native Hawaiian/Pacific Islander	0.8		

Average Class Size and Class Size Distribution (Secondary)

Subject	2010-11				2011-12				2012-13			
	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	39	12	1	14	26.8	12	9	16	26	7	7	21
Mathematics	47	7	2	9	29.3	4	10	15	28	8	8	17
Science	62.6	2	1	8	30.4	5	5	18	27	8	11	11
Social Science	53.9	6	0	11	29.6	6	9	18	31	7	3	24

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.

School Safety Plan (School Year 2012-13)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Hercules Middle/High School has a coordinated safety plan that is defined by the SEMS state policies. The schools staff, as well as, parents, community members, and other stakeholders participate as members on the District SEMS team. The school has a clearly defined discipline policy that is contained in the Student Agenda/Planners. Students obtain these at the beginning of the school year.

Each year our suspension rate is declining. Our emphasis on a Safe & Orderly learning environment is conducive to high levels of Teaching & Learning.

Suspensions and Expulsions

Rate	School			District		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
Suspensions	24.65	16.0	6.9	23.83	26.7	20.8
Expulsions	1.4	0.6	0	0.49	0.2	0.01

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

VI. School Facilities

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

Hercules Middle/High School rests on approximately 75 acres of land. The collection of block buildings runs nearly 1.25 miles along Refugio Valley Road. The middle-level and high school-level sides of the campus are separated by the Administration and Library complex. 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 a VCR/DVD. Every teacher has access to a computer (with Internet access). 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 (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

School Facility Good Repair Status (School Year 2013-14)				
Year and month in which data were collected: July 2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Repair floor tiles. Repair rubber base. Repair celotex. Paint walls. (Work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Repair floor and wall plugs. (Complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	Paint ramps. (Work order submitted)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[X]	Repair door. Tighten loose mullion. Remove unused fire extinguisher box from pole. (All complete)

Overall Facility Rate

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

VII. Teachers

Teacher Credentials

Teachers	School			District
	2010-11	2011-12	2012-13	2012-13
With Full Credential	48	41	43	1116
Without Full Credential	1	1	2	88
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	---

Teacher Misassignments and Vacant Teacher Positions

Indicator	2011-12	2012-13	2013-14
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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 2012-13)

The federal ESEA, also known as NCLB, requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at www.cde.ca.gov/nclb/sr/tq/.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.7	4.3
All Schools in District	95.5	4.5
High-Poverty Schools in District	95.3	4.7
Low-Poverty Schools in District	99.2	0.8

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.

VIII. Support Staff

Academic Counselors and Other Support Staff (School Year 2012-13)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.60	221
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (Paraprofessional)	.50	---
Psychologist	0.35	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.00	---
Resource Specialist	2.00	---
Other		---

Note: 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.

IX. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected:

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.		0%
Mathematics	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus.		0%
Science	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littell Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)		0%
History-Social Science	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magruder's American Government, American Government		0%
Foreign Language	Glencoe, McGraw-Hill: French 1: Bon Voyage Glencoe: French 2: A Bord Glencoe: French 3: En Voyage Prentice-Hall Spanish 1: Realidades McDougal-Littell: Spanish. 2 Bravo!2 McDougal-Littell: Spanish 3. Bravo! 3 Prentice-Hall: Latin: Ecce Romani Mirai, Cheng & Tsui: Japanese: Level 1 University of Hawaii: Japanese. 2 Learn Japanese University of Hawaii: Japanese. 3 Learn Japanese Holt, Rinehart: German: Komm Mit		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%

X. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$11,454.98	\$6,389.84	\$5,065.14	\$57,412.56
District	---	---	\$5,222.42	\$55,097
Percent Difference: School Site and District	---	---	-3.0	2.3
State	---	---	\$5,537	\$69,704
Percent Difference: School Site and State	---	---	-10.2	-17.6

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

Programs and services available at Hercules High School include:

- Special Ed-E
- Arts & Music Block Grant
- A/M/PE- Drama/Theatre
- A/M/PE- Dance
- LEP EIA
- Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2011-12)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	36777	\$41,462
Mid-Range Teacher Salary	58923	\$66,133
Highest Teacher Salary	75980	\$85,735
Average Principal Salary (Elementary)	87412	\$107,206
Average Principal Salary (Middle)	92657	\$111,641
Average Principal Salary (High)	103480	\$122,628
Superintendent Salary	227250	\$225,176
Percent of Budget for Teacher Salaries	31.2%	38.3%
Percent of Budget for Administrative Salaries	4.9%	5.1%

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

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page at <http://www.universityofcalifornia.edu/admissions/>.

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>.

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
Dropout Rate	9.70	7.30	4.10	22.10	18.10	18.10	16.60	14.70	13.10
Graduation Rate	89.80	89.84	94.12	75.24	76.99	75.65	80.53	77.14	78.73

Completion of High School Graduation Requirements

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2012		
	School	District	State
All Students	210	1,687	418,598
Black or African American	50	364	28,078
American Indian or Alaska Native	1	3	3,123
Asian	43	214	41,700
Filipino	48	118	12,745
Hispanic or Latino	44	777	193,516
Native Hawaiian/Pacific Islander	2	15	2,585
White	22	195	127,801
Two or More Races			6,790
Socioeconomically Disadvantaged	78	1070	217,915
English Learners	35	537	93,297
Students with Disabilities	17	149	31,683

Career Technical Education Programs (School Year 2012-13)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

- Computer Applications
- Journalism
- Theater 1
- Theater Advanced

Career Technical Education Participation (School Year 2012-13)

Measure	CTE Program Participation
Number of pupils participating in CTE	106
% of pupils completing a CTE program and earning a high school diploma	16%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	23%

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

UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	80.0
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	38.1

Advanced Placement Courses (School Year 2011–12)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		---
English	4	---
Fine and Performing Arts		---
Foreign Language	3	---
Mathematics	5	---
Science	5	---
Social Science	2	---
All courses	19	9.4

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance, and data reporting, etc.)?

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, 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. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

HMHS is a true Professional Learning Community (PLC), where teachers spend time each week in professional development that leads to greater gains in student achievement.