

## Hercules High

### School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

### 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.

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	West Contra Costa Unified
<b>Phone Number</b>	(510) 231-1101
<b>Superintendent</b>	Matthew Duffy
<b>E-mail Address</b>	<a href="mailto:matthew.duffy@wccusd.net">matthew.duffy@wccusd.net</a>
<b>Web Site</b>	<a href="http://www.wccusd.net">www.wccusd.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Hercules High
<b>Street</b>	1900 Refugio Valley Rd.
<b>City, State, Zip</b>	Hercules, Ca, 94547-1554
<b>Phone Number</b>	510-231-1429
<b>Principal</b>	Paul Mansingh
<b>E-mail Address</b>	<a href="mailto:pmansingh@wccusd.net">pmansingh@wccusd.net</a>
<b>County-District-School (CDS) Code</b>	07617960730598

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

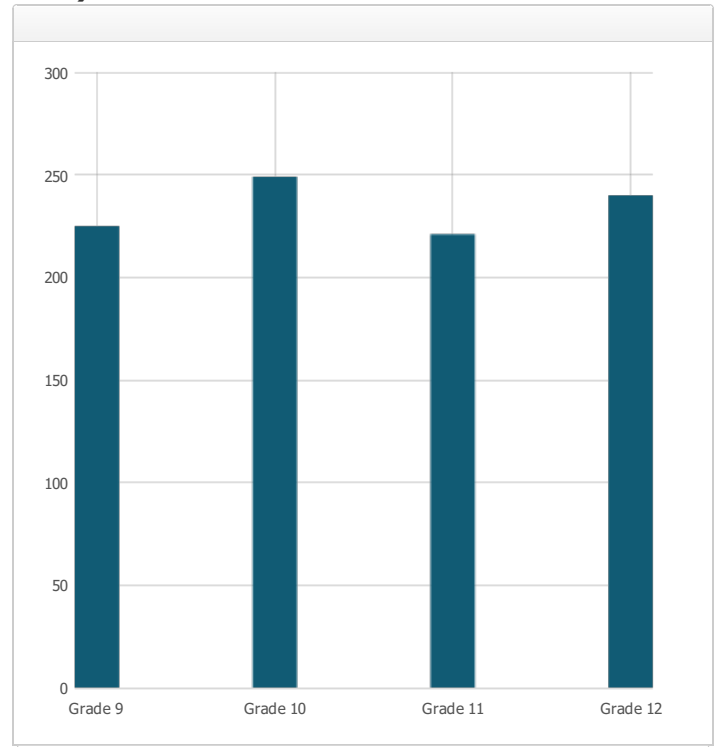
Hercules High School is a comprehensive, Co-Ed 9-12 public high school. The High School enrollment is currently at 874 students, which includes 221 seniors. The regular school day consists of six periods of 56 minutes each with a six minute passing period between classes. All classes meet five a days a week during two 18 week semesters. Hercules High School (HHS) provides each student with a curriculum focused on academically preparing students for college and career readiness. 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 26.1%, the African American represent 27.5%, the Asian and Hispanic populations both represent 20.1%, 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 2 Career Technical Education (CTE) Pathways. Our CTE courses include 4 sections of Computer Information Technology and 3 sections in Medical Careers. Our music program include: 2 sections of Orchestra, Symphonic Band, Drum Line, Marching Band, and A Capella Choir. Our world language department offers tiered levels of French and Spanish courses. Along with traditional classrooms, we have classes devoted to students with vision challenges, technology-supported speech instruction, and medically fragile conditions. 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 enroll into post-secondary education. Approximately 34% of our graduates go on to attend 4-year colleges, and 46% attending 2-year colleges. Hercules High School offers 13 AP sections, 2 honors and 4 advanced courses. In the 2018-19 school year, 51% of our student body are enrolled into Advanced Placement (AP) courses. In the past three years we have averaged 34.65% of all students taking the AP exam scoring a 3 or above.

*Last updated: 11/28/2018*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Grade 9	225
Grade 10	249
Grade 11	221
Grade 12	240
Total Enrollment	935



Last updated: 1/22/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	26.6 %
American Indian or Alaska Native	0.2 %
Asian	19.4 %
Filipino	23.6 %
Hispanic or Latino	22.4 %
Native Hawaiian or Pacific Islander	0.5 %
White	5.8 %
Two or More Races	1.5 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	45.8 %
English Learners	10.2 %
Students with Disabilities	11.1 %
Foster Youth	0.1 %

## A. Conditions of Learning

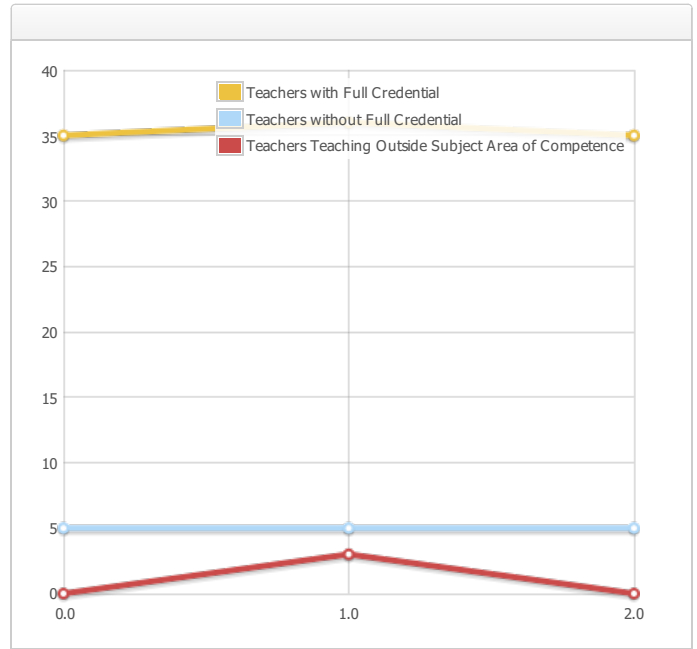
### State Priority: Basic

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

#### Teacher Credentials

Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	35	36	35	1211
Without Full Credential	5	5	5	140
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	3	0	10



Last updated: 1/18/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 1/18/2019

# Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: Prentice Hall Literature (ELA grades 9-12), c2002 - adopted 2018 National Geographic: Edge, (ELD) c2014 - adopted 2014 Scholastic: Read 180, (Intervention) c2011 - adopted 2011 Bedford Freeman Worth: Everything's an Argument, (AP English Language) 7th ed., c2016 - adopted 2018 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 - adopted 2018 Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004 - adopted 2018 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014 - adopted 2018	Yes	0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 - adopted 2018 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 9th ed., c2015 - adopted 2018 Pearson: AP Stats Modeling the World, (AP Statistics), 4th ed., c2015 - adopted 2018	Yes	0.0 %
Science	McDougal Littell Biology, c2008 Prentice Hall Chemistry, c2007 Cambridge Physics Outlet Foundations of Physics, (Physics) c2004 Cengage: AP Chemistry, (AP Chemistry) 10th ed, c2018 Glencoe: Environmental Science: a study of Interrelationships, (AP Environmental Science ) 14th ed., c2016 Pearson: Fundamentals of Anatomy & Physiology, (Anatomy & Physiology), 11th ed., c2018	Yes	0.0 %
History-Social Science	McDougal Littell Modern World History, (World History) c2006 McDougal Littell, Americans: Reconstruction to the 21st Century, (US History) c2006 McDougal Littell Magruder's American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government) 16th ed, c2019 Worth: Myers' Psychology, (AP Psychology) 2nd ed, 2014 Bedford/St. Martin's: America's History, (AP US History) 8th ed., c2014 McGraw Hill: Traditions & Encounters, (AP World History) 5th ed., 2011 Glencoe McGraw Hill: AP Human Geography, (AP Human Geography) 11th ed., c2010	Yes	0.0 %
Foreign Language	EMC T'es Branche, (French 1-4) c2014 - adopted 2014 Prentice Hall Realidades, (Spanish 1-3) c2004 - adopted 2004 EMC Aventura, (Spanish 4) 2nd ed., c2013 - adopted 2018 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014 - adopted 2018	Yes	0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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.

*Last updated: 1/15/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems and pipes appear safe, functional, and free of leaks. Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Sewer line stoppage is not evident.
<b>Interior:</b> Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Replace stained celotex ceiling tiles. P-H604</li> <li>-Repair wood board on bleachers at bottom.</li> <li>-Repair celotex on wall/ceiling.</li> </ul>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Pest or vermin infestation are not evident. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Swallow (birds) nesting by rooms H501 and H107 and leaving droppings.</li> </ul>
<b>Electrical:</b> Electrical	Good	There is no evidence that any portion of the school has a power failure. Electrical systems, components, and equipment appear to be working properly. Lighting appears to be adequate and working properly, including exterior lights. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Repair wall plug cover. MUSIC RM.</li> </ul>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Ramp needs paint by room H616.</li> </ul>
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	The fire equipment and emergency systems appear to be functioning properly. There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff.
<b>Structural:</b> Structural Damage, Roofs	Fair	There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Roof systems appear to be functioning properly. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Repair the wood ramp. P-H4622/H624.</li> <li>-Replace exterior plywood. P-H622/H604</li> <li>-Replace mats at gym entrances.</li> <li>-Repair carpet at transition joint MUSIC RM.</li> <li>-Swallow (birds) nesting by rooms H501 and H107 and leaving droppings.</li> <li>-Ramp needs paint by room H616.</li> </ul>
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Conditions that pose a safety and/or security risk are not evident. The following actions were taken/planned: <ul style="list-style-type: none"> <li>-Repair or replace window blinds. H605-607,H619.</li> <li>-Repair broken screw on window. h503</li> </ul>

## Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Overall Rating	Fair
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*Last updated: 1/28/2019*

## 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, which 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); and
- 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	61.0%	62.0%	35.0%	36.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	28.0%	27.0%	25.0%	24.0%	37.0%	38.0%

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.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/22/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	221	212	95.93%	61.79%
Male	106	103	97.17%	57.28%
Female	115	109	94.78%	66.06%
Black or African American	63	59	93.65%	40.68%
American Indian or Alaska Native				
Asian	39	39	100.00%	71.79%
Filipino	57	55	96.49%	80.00%
Hispanic or Latino	47	45	95.74%	55.56%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	104	98	94.23%	52.04%
English Learners	26	25	96.15%	24.00%
Students with Disabilities	18	17	94.44%	23.53%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/22/2019

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	222	213	95.95%	26.76%
Male	107	105	98.13%	23.81%
Female	115	108	93.91%	29.63%
Black or African American	63	60	95.24%	13.33%
American Indian or Alaska Native				
Asian	39	39	100.00%	46.15%
Filipino	57	55	96.49%	41.82%
Hispanic or Latino	47	46	97.87%	--
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	105	100	95.24%	18.00%
English Learners	26	25	96.15%	4.00%
Students with Disabilities	19	17	89.47%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Last updated: 1/22/2019

## Career Technical Education (CTE) Programs (School Year 2017–18)

Career Technical Education (CTE) courses are designed to bring real-world education and curriculum to our students using project-based learning. Students work with professionals from their fields to learn about the specific subject and career opportunities. Pathway teacher teams, along with industry partners, collaborate to build integrated projects, working on solving real world issues and building skills to prepare them for life beyond high school. Student leadership development, collaboration skills, and critical, creative thinking are emphasized in pathway curriculum and instruction.

College and Career Pathways are the major reform initiative at our secondary schools, designed to increase student achievement and motivation through individualized student support, authentic projects and multiple opportunities to work with career employment partners. Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports include:

- Collaboration on rigorous, standards-based curriculum, partner engagement, and analysis of results.
- Professional development/coaching of teachers to continuously develop career technical expertise
- Study trips, speakers, mentor programs, internships
- Central office support staff

A sustainable broad-based community coalition of business and civic leaders exists and serves on the District and career sector advisory boards to provide support for and monitor college and career pathway implementation, and align them to the local economic and workforce development needs.

CTE programs exist at all of the high schools and all pathways are open to all students. CTE teachers are encouraged to work with Special Ed teachers and ELD

teachers to ensure student success. Students may transfer schools in order to choose a CTE program that is not available at their home school. All CTE courses satisfy graduation and A-G requirements, and several receive dual college credit. Course progressions are continually updated and follow CDE CTE sequence guidelines.

CTE Courses offered at Hercules High School:

AP Computer Science Principles

*Last updated: 1/8/2019*

### Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	249
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	24.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.0%

*Last updated: 1/8/2019*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	56.7%

# 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

## California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	27.5%	40.1%	11.7%

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.

Last updated: 1/22/2019

## C. Engagement

### State Priority: Parental Involvement

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

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

At Hercules High School, we value and cultivate parent involvement. The mission of our parent involvement initiative 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. The objective of our parent involvement 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. Parent Teacher Organization (PTO) was established at the start of the 2015-16 school year and continues to increase its membership each year. Hercules PTO meets on a monthly basis and all meetings are open to the public. Hercules High School has a very active Athletic and Music Booster organizations. 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.

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.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-307-4526

# State Priority: Pupil Engagement

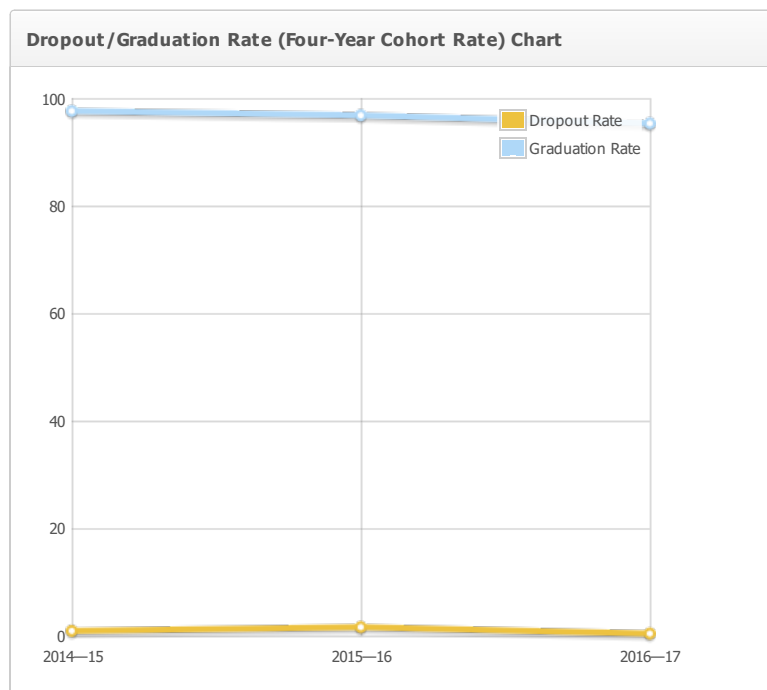
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.9%	1.6%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	97.6%	96.8%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.4%	7.5%	9.1%
Graduation Rate	95.3%	80.2%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

## Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	95.6%	85.0%	88.7%
Black or African American	94.6%	79.7%	82.2%
American Indian or Alaska Native	0.0%	66.7%	82.8%
Asian	100.0%	94.9%	94.9%
Filipino	96.2%	95.2%	93.5%
Hispanic or Latino	95.7%	83.6%	86.5%
Native Hawaiian or Pacific Islander	100.0%	94.4%	88.6%
White	90.5%	87.9%	92.1%
Two or More Races	100.0%	88.0%	91.2%
Socioeconomically Disadvantaged	100.0%	88.1%	88.6%
English Learners	66.7%	62.0%	56.7%
Students with Disabilities	67.7%	59.2%	67.1%
Foster Youth	0.0%	75.0%	74.1%

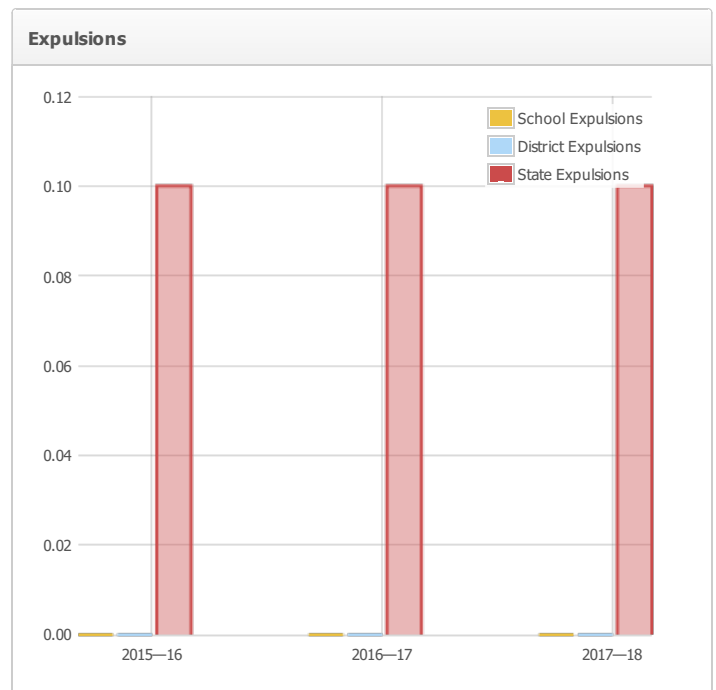
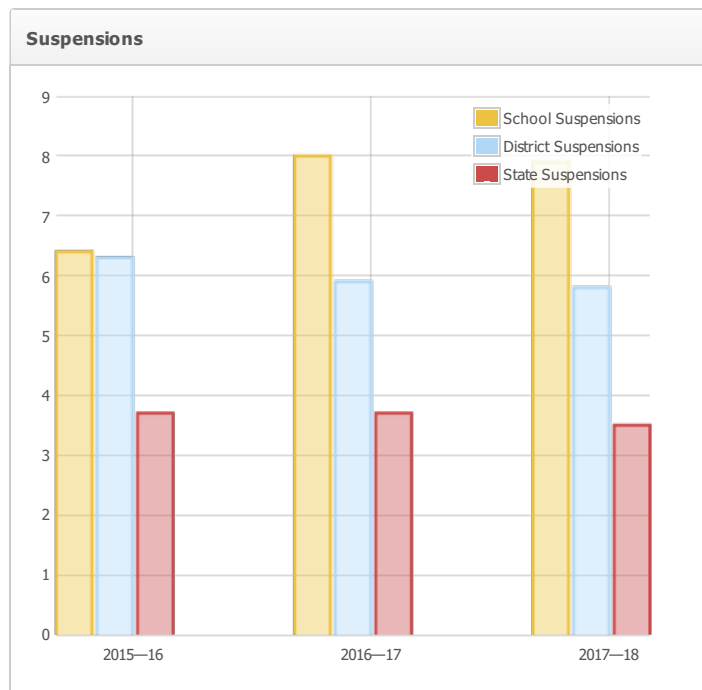
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.4%	8.0%	7.9%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2019

## School Safety Plan (School Year 2018—19)

Last revised: Sept. 30, 2018 by Safety & Emergency Preparedness Department staff and site administration.

WCCUSD'S Safety & Emergency Preparedness' mission is to develop school safety plans and a district-wide disaster preparedness plan focusing on mitigation, preparedness, response and recovery to minimize loss of life and property, which will be achieved through planning, training, exercising and establishing an emergency information system.

The District provides all staff with the basic training for emergency preparedness and safety for school campuses in collaboration with Contra Costa Community Awareness Emergency Response (CAER), Red Cross Bay Area, Ready.gov, and Contra Costa County Community Warning System Alerts.

Last updated: 1/24/2019



## **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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	8	7	21
Mathematics	29.0	5	10	16
Science	34.0		8	13
Social Science	31.0	6	8	20

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	30.0	9	6	20
Mathematics	32.0	6	3	21
Science	34.0	1	7	14
Social Science	35.0	2	1	29

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	6	11	16
Mathematics	27.0	6	16	10
Science	34.0		6	14
Social Science	30.0	5	7	21

\* 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.

*Last updated: 1/22/2019*

**Academic Counselors and Other Support Staff (School Year 2017—18)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	436.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.4	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other	0.0	N/A

Note: Cells with N/A values 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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6660.8	\$1722.5	\$4938.3	\$68340.4
District	N/A	N/A	\$7722.4	\$67686.4
Percent Difference – School Site and District	N/A	N/A	-44.0%	1.0%
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	-28.4%	-16.7%

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

*Last updated: 1/25/2019*

## Types of Services Funded (Fiscal Year 2017—18)

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

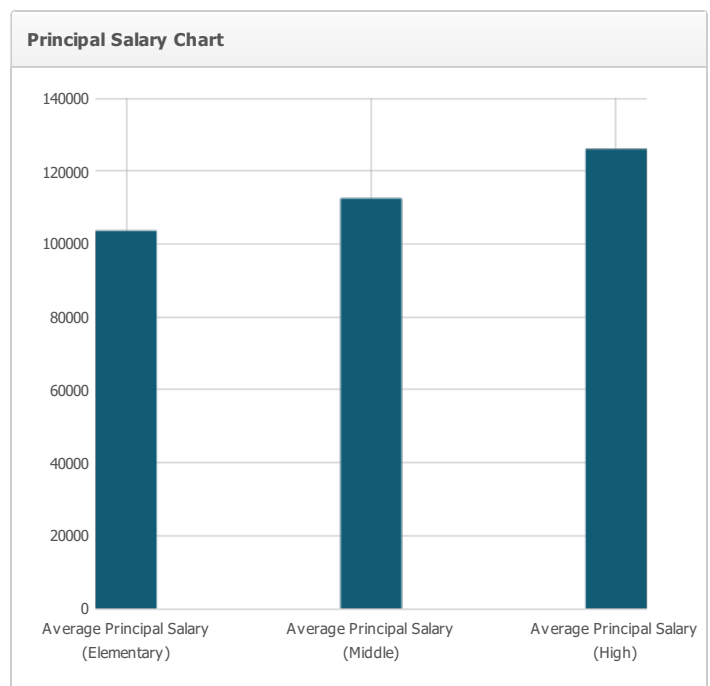
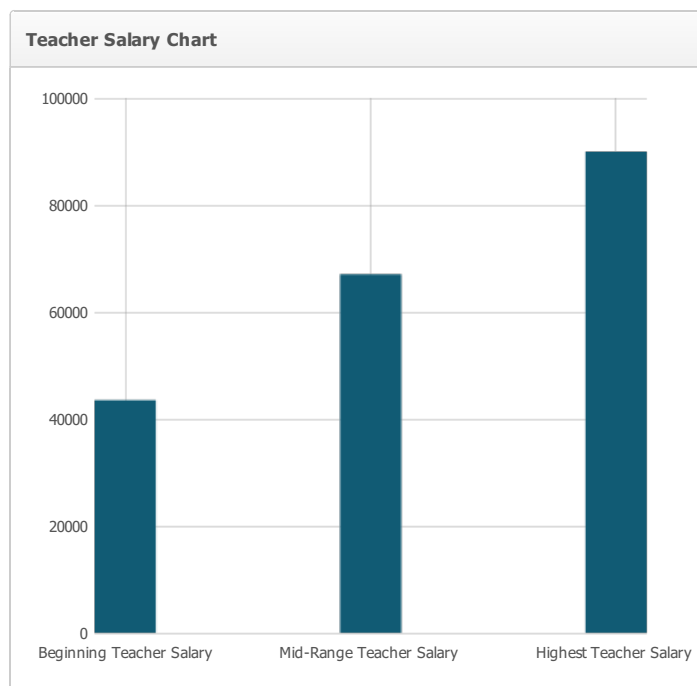
- SUPER ACHIEVEMENT INC
- BAY AREA COMMUNITY RESOURCES
- STUDY TRIPS
- BOOMERANG PROJECT
- ACHIEVE LEARNING AND RESOURCE CENTER

Last updated: 1/9/2019

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,519	\$47,903
Mid-Range Teacher Salary	\$67,069	\$74,481
Highest Teacher Salary	\$90,000	\$98,269
Average Principal Salary (Elementary)	\$103,642	\$123,495
Average Principal Salary (Middle)	\$112,513	\$129,482
Average Principal Salary (High)	\$126,076	\$142,414
Superintendent Salary	\$260,000	\$271,429
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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



Last updated: 1/22/2019

**Advanced Placement (AP) Courses (School Year 2017—18)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	3	N/A
Foreign Language	1	N/A
Mathematics	4	N/A
Science	1	N/A
Social Science	11	N/A
All Courses	22	42.1%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/22/2019*

**Professional Development**

In May of 2015, 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 2018-19 school year, each department voted on a representative to serve as department chair. The Department Chair members consists of one individual representing the core department (Math, English, Science, Social Science, Physical Education), one elective lead (At Large), and a technology liaison representative. The focus of each department for 2018-19 school year is to develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment (classroom, pass rate, SBAC, and/or College Readiness).

The school-wide focus for 2018-19 school year is to empower students to be self-motivated learners and ensuring that curriculum and instruction are aligned with 21st Century skills and tools will lead to improved student academic assessment performance. The process includes providing 1:1 technology resources to enhance the integration of technology into curriculum and instruction.

*Last updated: 11/28/2018*