Hercules High School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 http://www.cde.ca.gov/ta/ac/sa/.

- 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/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 http://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 2016-17)

School Contact Information	
School Name	Hercules High School
Street	1900 Refugio Valley Road
City, State, Zip	Hercules, CA 94547-1554
Phone Number	(510) 231-1429
Principal	Paul Mansingh
E-mail Address	pmansingh@wccusd.net
Web Site	www.wccusd.net/Page/2029
CDS Code	07-61796-0730598

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

Hercules High School is a comprehensive, Co-Ed 9-12 public high school. The High School enrollment is currently at 1005 students, which includes 278 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: 9 sections of Regional Occupational Program (ROP) which include: 4 sections of Computer Science, 2 sections of Environmental Science, as well as 1 section of Publications course. Our music programs include: Orchestra, Jazz Ensemble, 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 14 AP sections, 5 honors and 4 advanced courses. In the 2015-16 school year, 35% of our student body was enrolled into Advanced Placement (AP) courses. We have a total of 440 students enrolled in AP courses. Of the 440 students enrolled, 74 are 9th grade, 100 are 10th grade, 116 are 11th grade and 150 12th grade students are currently enrolled in AP courses. In the past three years we have averaged 34.65% of all students taking the AP exam scoring a 3 or above.

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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Grade 9	229
Grade 10	232
Grade 11	272
Grade 12	247
Total Enrollment	980

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	26.7
American Indian or Alaska Native	0.1
Asian	18.7
Filipino	25.7
Hispanic or Latino	19.4
Native Hawaiian or Pacific Islander	0.7
White	7
Two or More Races	1.4
Socioeconomically Disadvantaged	43.4
English Learners	8
Students with Disabilities	10.6
Foster Youth	0.1

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	50	32	35.3	35.3
Without Full Credential	0	5	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	2	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

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	4.4
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: November 2016

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Prentice Hall, Literature: Timeless Voices (gr 9-12) / 2001 National Geographic, Inside Edge (ELD gr 9-12) / 2014 Houghton Mifflin Harcourt, (Intervention gr 9-12) Read 180 / 2011 Longman, Reading Rhetorically (CSU Expository Reading & Writing - gr 12) MacMillan, Bedford Introduction to Literature (AP Eng Lit) / 2013	Yes	0%
Mathematics	Prentice Hall, CA Algebra I / 2001 Key Curriculum Press, Discovering Geometry / 2008 Key Curriculum Press, Discovering Advanced Algebra / 2004 Pearson, AP Calculus / 2007	Yes	0%
Science	McDougal Littell, Biology / 2008 Prentice Hall, Chemistry / 2007 Cambridge Physics Outlet, Foundations of Physics / 2004 Pearson, AP Biology / 2011 Holt McDougal, AP Chemistry / 2012 Houghton Mifflin Harcourt, Living in the Environment (AP Env Science) / 2012	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Glencoe, World Geography and Cultures / 2007 McDougal Littell, Modern World History, The Americans / 2006 Houghton Mifflin, Economics, Concepts & Choices / 2007 Prentice Hall, Magruders American Government / 2006 Glencoe McGraw Hill, AP Economics / 2012 Houghton Mifflin Harcourt, AP American Government / 2013 Glencoe McGraw Hill, AP Human Geography / 2010 Bedford St. Martin's, America's History (AP US History) / 2014 McGraw Hill, Traditions & Encounters (AP World History) / 2011	Yes	0%
Foreign Language	Pearson Prentice Hall, Realidades (Spanish 1-3) / 2004 EMC/Paradigm, Aventura (Spanish 4) / 2014 Heinle, Cumbre (AP Spanish Language) / 2014 EMC/Paradigm, T'es Branche (French 1-4) / 2014	Yes	0%
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	Yes	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 of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: July 2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Interior: Interior Surfaces			X	Repair the carpet in H307 Repair and paint the walls of H514, cafeteria stage Paint two double doors and jamb at back stage wall Repair the wallpaper in H612, H611, H604 Refinish and varnish the stage floor in the cafeteria Replace the ceiling tiles in H609, Men's restroom H616 Replace ceiling tiles to grid in H610, H602 Repair floor tiles in H613
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X		Clean bird droppings from outside room H605, outside room H102, and outside room H103
Electrical: Electrical			X	Replace exterior plug cover at H514, H610, H608, H606, H605 Repair flickering lights in room H621, room H609, Replace diffuser in the hallway of the boys locker room
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Replace ceiling tiles in the men's restroom H616
Safety: Fire Safety, Hazardous Materials	X			Replace the fire extinguisher box in H514
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Replace the blinds in H612 Repair or replace the door closer at the front entrance of the gym Paint the two double doors and jamb at the back stage wall

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
			X	

B. Pupil Outcomes

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	62	63	33	35	44	48
Mathematics	29	31	23	25	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	269	265	98.5	63.4
Male	11	135	133	98.5	57.1
Female	11	134	132	98.5	69.7
Black or African American	11	73	71	97.3	35.2
Asian	11	44	44	100.0	88.6
Filipino	11	77	76	98.7	76.3
Hispanic or Latino	11	47	47	100.0	59.6
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	20	19	95.0	73.7
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	113	110	97.3	45.5
English Learners	11	13	13	100.0	30.8
Students with Disabilities	11	32	30	93.8	
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	269	265	98.5	30.9
Male	11	135	133	98.5	33.8
Female	11	134	132	98.5	28.0
Black or African American	11	73	71	97.3	12.7
Asian	11	44	44	100.0	61.4
Filipino	11	77	76	98.7	34.2
Hispanic or Latino	11	47	47	100.0	19.1
Native Hawaiian or Pacific Islander	11	--	--	--	--
White	11	20	19	95.0	47.4
Two or More Races	11	--	--	--	--
Socioeconomically Disadvantaged	11	113	110	97.3	20.9
English Learners	11	13	13	100.0	23.1
Students with Disabilities	11	32	30	93.8	
Foster Youth	11	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	56	58	53	48	46	40	60	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	226	219	96.9	53.0
Male	112	108	96.4	51.9
Female	114	111	97.4	54.1
Black or African American	49	46	93.9	34.8
Asian	45	44	97.8	63.6
Filipino	57	56	98.3	66.1
Hispanic or Latino	51	49	96.1	44.9
White	20	20	100.0	55.0
Socioeconomically Disadvantaged	98	94	95.9	39.4
English Learners	22	19	86.4	10.5
Students with Disabilities	29	25	86.2	16.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

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

Career Technical Education Participation (School Year 2015-16)

Measure	CTE Program Participation
Number of pupils participating in CTE	248
% of pupils completing a CTE program and earning a high school diploma	24.8%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	27%

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

UC/CSU Course Measure	Percent
2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission	98.93
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	53.1

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 physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	14.2	39.3	39.3

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 (School Year 2016-17)

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 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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	2.60	1.60	0.90	13.30	14.60	7.20	11.40	11.50	10.70
Graduation Rate	95.73	97.98	97.64	79.88	77.68	84.74	80.44	80.95	82.27

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

Group	Graduating Class of 2015		
	School	District	State
All Students	100	88	86
Black or African American	100	87	78
American Indian or Alaska Native	100	20	78
Asian	100	100	93
Filipino	100	95	93
Hispanic or Latino	100	85	83
Native Hawaiian/Pacific Islander	0	72	85
White	95	90	91
Two or More Races	0	85	89
Socioeconomically Disadvantaged	75	56	66
English Learners	54	63	54
Students with Disabilities	28	46	78

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.2	6.7	6.4	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

On the August 18th, 2017 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 2015-16 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 February, 2017 meeting for approval.

2016-17 Safety Goals:

Goal 1: Decrease fights and hostile physical contact by 10% by the end of the school year. Baseline Data: 2016-17

Goal 2: Decrease the number of suspensions for students found under the influence or in possession of any controlled substance by 10% by the end of the school year. Baseline Data: 2016-17

Goal 3: Conduct a minimum of 4 emergency preparedness drills per year. (Fire/evacuation, earthquake, and lock-down). Baseline Data: 2016-17

Emergency Preparedness/Emergency Drills

As outlined in the school's safety plan for 2016-17, 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.

Federal Intervention Program (School Year 2016-17)

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	N/A	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2013-14				2014-15				2015-16			
	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	28	12	7	21	27	12	10	17	26	14	9	18
Mathematics	31	4	9	17	28	8	9	15	28	7	10	16
Science	25	8	9	13	28	5	14	6	30	3	11	10
Social Science	29	7	10	20	30	4	13	16	27	11	10	19

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 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	293.50
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	.45	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.30	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	**Supplemental/ Restricted**	**Basic/ Unrestricted**	
School Site	6162.10	1640.51	4521.59	73443.42
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-29.5	12.9
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-20.4	-3.2

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

Types of Services Funded (Fiscal Year 2015-16)

Programs and services available at Hercules High School include:

CENTRAL SUPPLEMNTL/CONCENTRATION
EDUCATION PROTECTION ACCOUNT
SP ED IDEA BASIC LOCAL ENTITL
CPA - CALIF PARTNRSHP ACADEMY
SPECIAL ED - E
ONGOING & MAJOR MAINT ACCOUNT
PARCEL TAX
MRAD
ROC P
SITE SUPPLEMNTL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$38,699	$45,092
Mid-Range Teacher Salary	$59,640	$71,627
Highest Teacher Salary	$79,951	$93,288
Average Principal Salary (Elementary)	$91,385	$115,631
Average Principal Salary (Middle)	$96,869	$120,915
Average Principal Salary (High)	$108,183	$132,029
Superintendent Salary	$231,795	$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 (AP) Courses (School Year 2015-16)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	1	N/A
Mathematics	3	N/A
Science	1	N/A
Social Science	4	N/A
All courses	12	.12

Cells with N/A values do not require data.

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

Professional Development (Most Recent Three Years)

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 2016-2017. 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 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 2016-17 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 2016-17 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. The mission of the Instructional Leadership Team is to collaboratively design professional learning activities to support teachers through the integration of technology in the classroom.