

Hercules High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Hercules High
Street	1900 Refugio Valley Road
City, State, Zip	Hercules, Ca, 94547-1554
Phone Number	510-231-1429
Principal	Paul Mansingh, Principal
E-mail Address	pmansingh@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=20
County-District-School (CDS) Code	07617960730598

Last updated: 11/21/2017

School Description and Mission Statement (School Year 2017-18)

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.

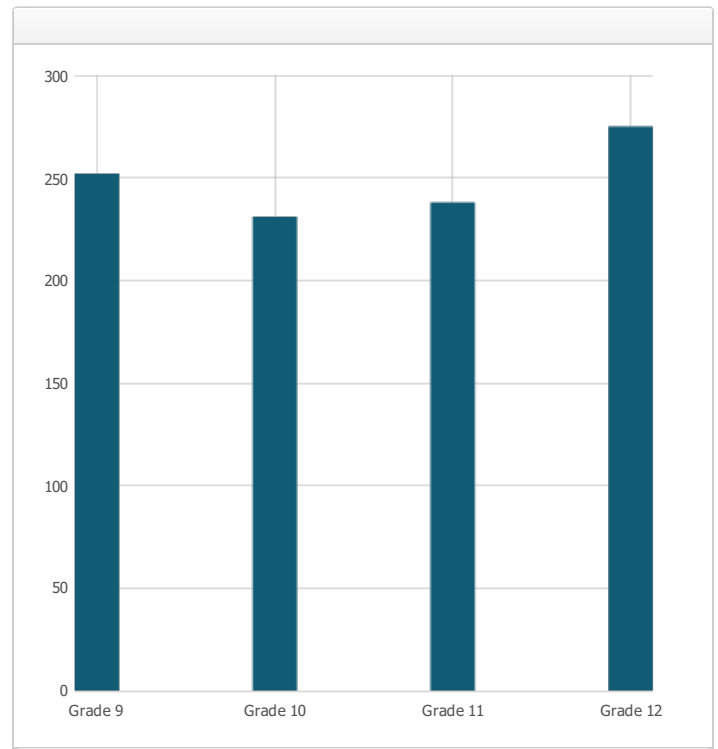
Regional Occupational Program Courses (ROP)

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.

Last updated: 1/4/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	252
Grade 10	231
Grade 11	238
Grade 12	275
Total Enrollment	996



Last updated: 1/25/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	26.3 %
American Indian or Alaska Native	0.1 %
Asian	18.6 %
Filipino	24.8 %
Hispanic or Latino	21.0 %
Native Hawaiian or Pacific Islander	0.5 %
White	6.8 %
Two or More Races	1.2 %
Other	0.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	41.9 %
English Learners	9.7 %
Students with Disabilities	11.0 %
Foster Youth	0.2 %

Last updated: 1/25/2018

A. Conditions of Learning

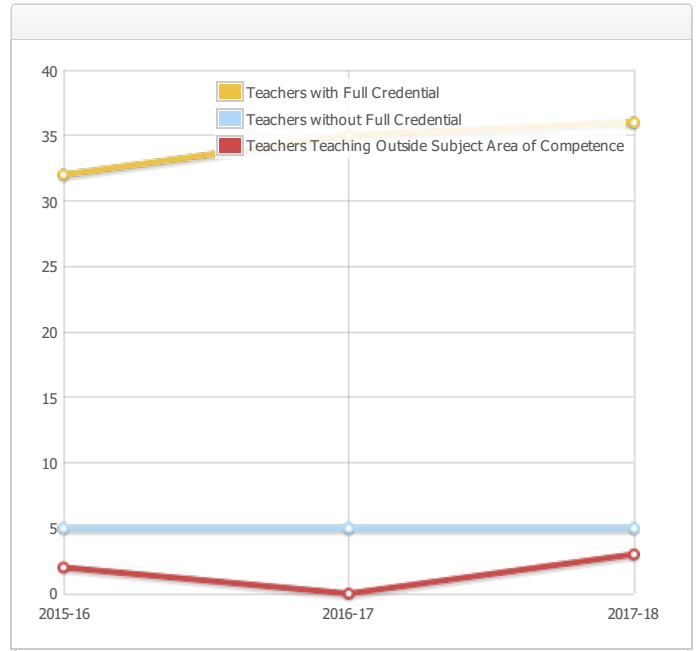
State Priority: Basic

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

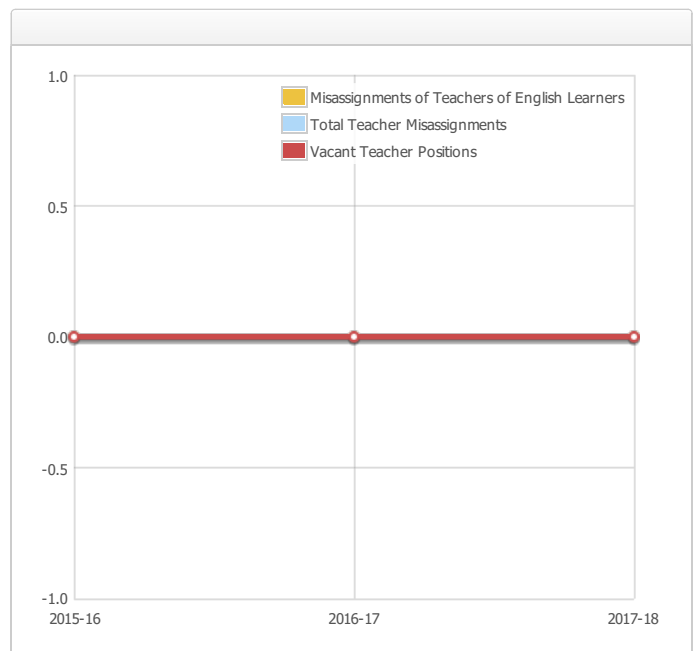
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	32	35	36	1192
Without Full Credential	5	5	5	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	2	0	3	14



Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/19/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: October 2017

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 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 MacMillan: The Bedford Introduction to Literature, (AP English Literature) 10th ed., c2013 Norton: Norton Anthology of Poetry, (AP English Literature) 5th ed., c2004 Longman: Reading Rhetorically, (CSU Expository Reading & Writing) 4th ed., c2014		0.0 %
Mathematics	Pearson Algebra 1, c2015 - adopted 2017 Key Curriculum Press Discovering Geometry, c2008 Key Curriculum Press Discovering Algebra 2, c2004 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 Pearson: AP Calculus: Graphical, Numerical, Algebraic, (AP Calculus) 3rd ed, c2007 MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 9th ed., c2015 Pearson: AP Stats Modeling the World, (AP Statistics), 4th ed., c2015		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		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 Magruders American Government, (American Government) c2006 Houghton Mifflin Harcourt Economics: Concepts & Choices, (Economics) c2008 Cengage: AP American Government, (AP American Government) 13th ed, c2013 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		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 Heinle: Cumbre, (AP Spanish Language) 1st ed., c2014		0.0 %
Health		N/A	0.0 %
Visual and Performing Arts		N/A	0.0 %
Science Lab Eqpmt (Grades 9-12)		N/A	0.0 %

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

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts 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: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	<p>The following action/s was/will be taken to ensure:</p> <p>There is no odor that would indicate a gas leak.</p> <p>Gas pipes are not broken and appear to be in good working order.</p> <p>The HVAC system is operable.</p> <p>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</p>
Interior: Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	<p>School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. The following action/s was/will be taken to ensure:</p> <p>There is no evidence of a major pest or vermin infestation.</p>
Electrical: Electrical	Good	<p>The following action/s was/will be taken to ensure:</p> <p>There is no evidence that any portion of the school has a power failure.</p> <p>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</p>
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	<p>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.</p>
Safety: Fire Safety, Hazardous Materials	Good	<p>The following action/s was/will be taken to ensure:</p> <p>The fire sprinklers appear to be in working order (e.g., there are no</p>

		<p>missing or damaged sprinkler heads). Emergency alarms appear to be functional. Emergency exit signs function as designed, exits are unobstructed.</p> <p>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</p>
Structural: Structural Damage, Roofs	Fair	<p>The following action/s was/will be taken to ensure:</p> <p>Severe cracks are not evident. Ceilings & floors are not sloping or sagging beyond their intended design.</p> <p>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</p> <p>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</p>
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair	<p>The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. The following action/s was/will be taken to ensure:</p> <p>There is no exposed broken glass accessible to pupils and staff. Exterior doors and gates are functioning and do not pose a security risk.</p>

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Fair
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Last updated: 1/23/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	63%	61%	35%	35%	48%	48%
Mathematics (grades 3-8 and 11)	31%	28%	25%	25%	36%	37%

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: 1/25/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46%	60.87%
Male	120	118	98.33%	52.54%
Female	116	112	96.55%	69.64%
Black or African American	57	54	94.74%	33.33%
American Indian or Alaska Native				
Asian	48	48	100.00%	77.08%
Filipino	57	55	96.49%	80.00%
Hispanic or Latino	52	51	98.08%	54.90%
Native Hawaiian or Pacific Islander				
White	18	18	100.00%	61.11%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	97	93	95.88%	45.16%
English Learners	33	32	96.97%	18.75%
Students with Disabilities	28	27	96.43%	
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: 1/25/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	236	230	97.46%	27.83%
Male	120	118	98.33%	22.03%
Female	116	112	96.55%	33.93%
Black or African American	57	54	94.74%	11.11%
American Indian or Alaska Native				
Asian	48	48	100.00%	52.08%
Filipino	57	55	96.49%	30.91%
Hispanic or Latino	52	51	98.08%	17.65%
Native Hawaiian or Pacific Islander				
White	18	18	100.00%	38.89%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	97	93	95.88%	13.98%
English Learners	33	32	96.97%	
Students with Disabilities	28	27	96.43%	
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: 1/25/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	58.0%	53.0%	46.0%	40.0%	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/25/2018

Career Technical Education Programs (School Year 2016-17)

List of CTE programs
AP Environmental Science ROP Publications

Last updated: 12/4/2017

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	82
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	0.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	7.0%

Last updated: 12/4/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	98.6%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	54.6%

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	13.4%	23.6%	42.3%

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.

Last updated: 1/25/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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

Last updated: 1/4/2018

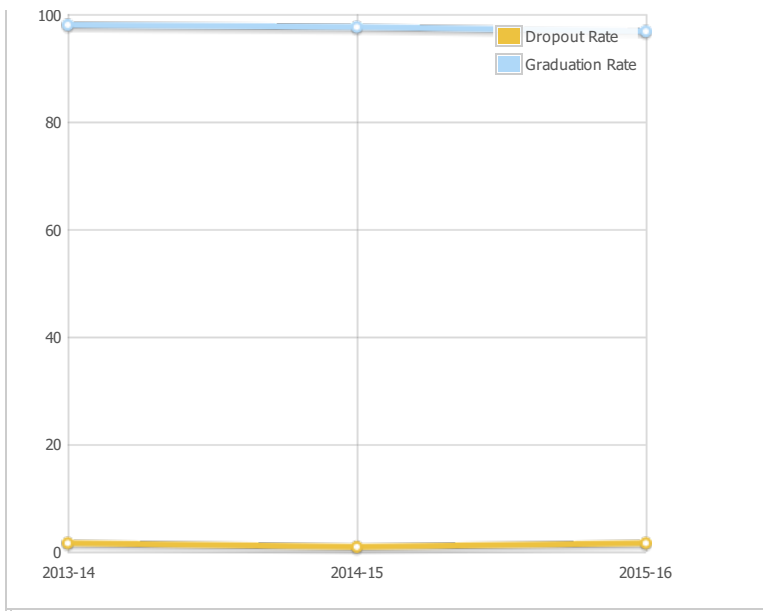
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.6%	0.9%	1.6%	14.6%	7.2%	8.7%	11.5%	10.7%	9.7%
Graduation Rate	98.0%	97.6%	96.8%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/25/2018

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	98.0%	84.9%	87.1%
Black or African American	100.0%	78.7%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	100.0%	94.7%	94.4%
Filipino	98.5%	97.2%	93.8%
Hispanic or Latino	100.0%	83.2%	84.6%
Native Hawaiian or Pacific Islander	0.0%	100.0%	86.6%
White	100.0%	84.5%	91.0%
Two or More Races	25.0%	93.8%	90.6%
Socioeconomically Disadvantaged	97.2%	85.0%	85.5%
English Learners	75.0%	60.9%	55.4%
Students with Disabilities	75.0%	61.4%	63.9%
Foster Youth	0.0%	68.8%	68.2%

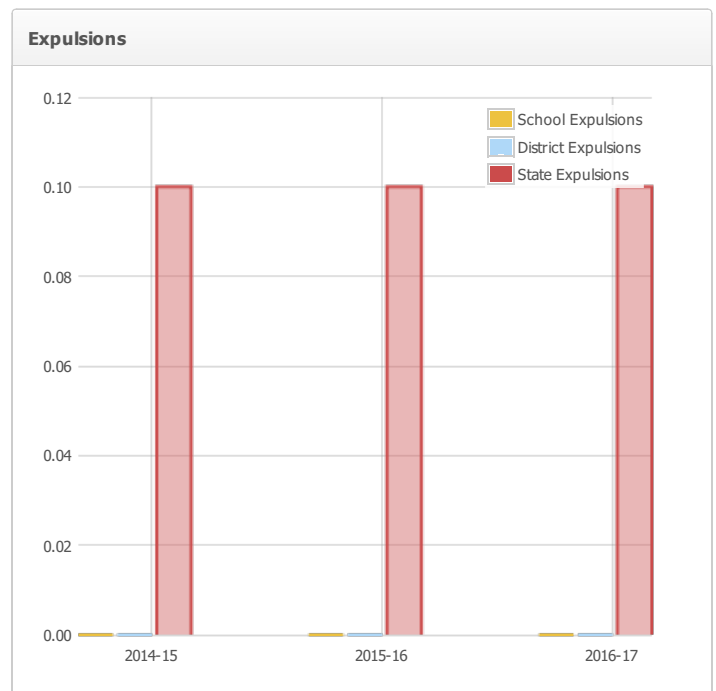
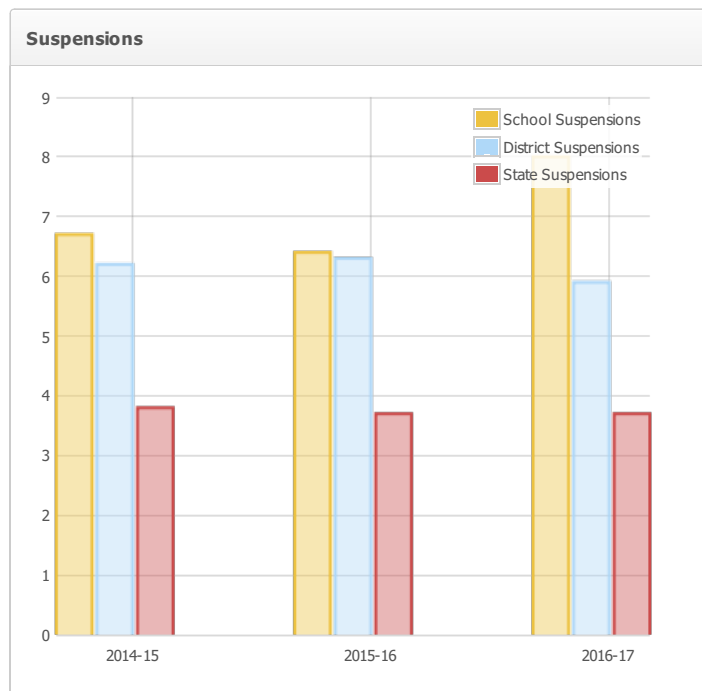
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	6.7%	6.4%	8.0%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 11/7/2017 by Elizabeth Montes-Nation and P. Mansingh

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System. Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	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	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	27.0	12	10	17	29.0	8	7	21	30.0	9	6	20
Mathematics	28.0	8	9	15	29.0	5	10	16	32.0	6	3	21
Science	28.0	5	14	6	34.0	0	8	13	34.0	1	7	14
Social Science	30.0	4	13	16	31.0	6	8	20	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.

Last updated: 1/25/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	656.7
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	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	2.0	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: 1/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14836.8	\$4901.4	\$9935.5	\$62538.1
District	N/A	N/A	\$10107.3	\$61169.5
Percent Difference – School Site and District	N/A	N/A	-1.7%	2.2%
State	N/A	N/A	\$6574.0	\$79228.0
Percent Difference – School Site and State	N/A	N/A	40.7%	-23.6%

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

Last updated: 1/17/2018

Types of Services Funded (Fiscal Year 2016-17)

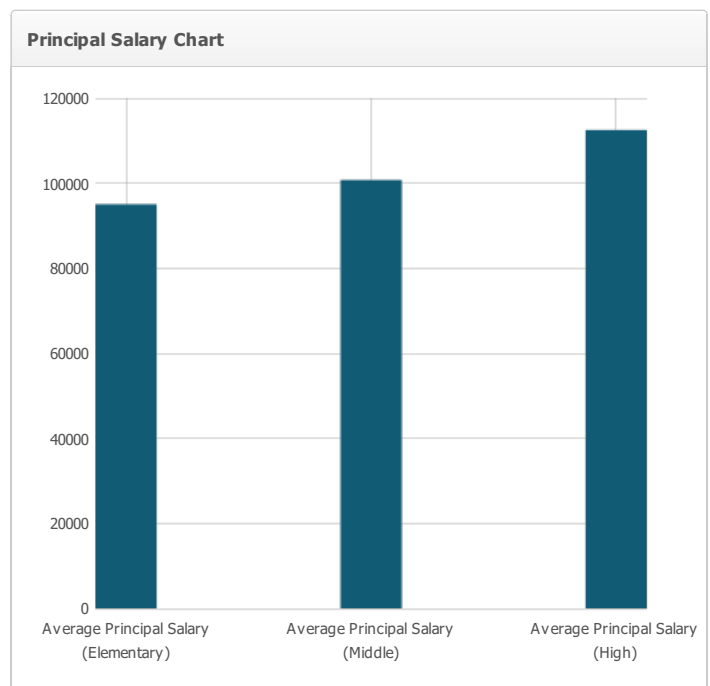
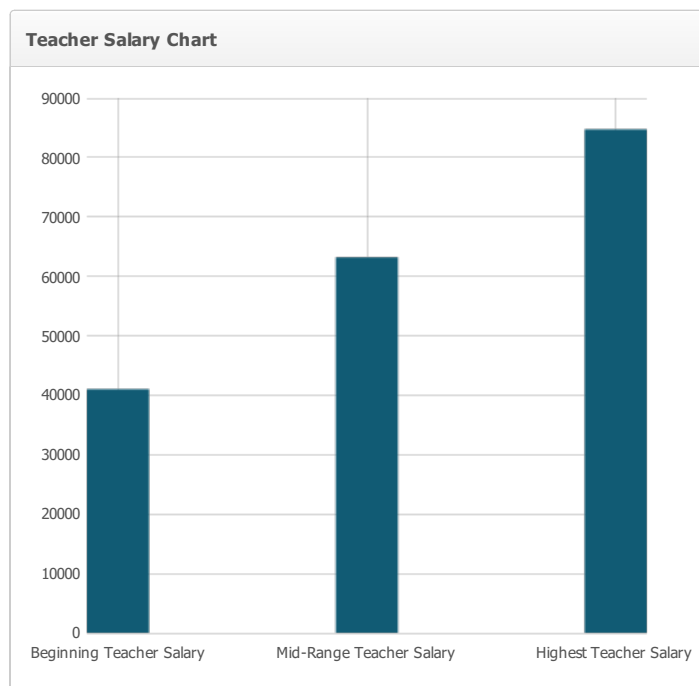
- EXTRA CURRICULAR SITE ALLOCATION
- FULL SERVICE COMMUNITY - WHOLE CHILD
- HOSPITALITY ACADEMY
- SCHOOL CLIMATE-WHOLE CHILD
- SCHOOL SUPPORT - EXTRA CURRICULAR
- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,021	\$47,808
Mid-Range Teacher Salary	\$63,219	\$73,555
Highest Teacher Salary	\$84,748	\$95,850
Average Principal Salary (Elementary)	\$95,040	\$120,448
Average Principal Salary (Middle)	\$100,743	\$125,592
Average Principal Salary (High)	\$112,510	\$138,175
Superintendent Salary	\$231,795	\$264,457
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 <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/25/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	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	13	50.0%

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

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

Last updated: 1/25/2018

Professional Development

The West Contra Costa Board of Education prioritizes professional development through the expansion of Common Core resources to prepare for a successful transitional implementation in 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.

Last updated: 1/4/2018