

Hercules Middle School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hercules Middle School
Street	1900 Refugio Valley Rd
City, State, Zip	Hercules, CA 94547
Phone Number	(510) 231-1429
Principal	Renee Lama
E-mail Address	LLama@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=2029
CDS Code	07-61796-6119515

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

School Description and Mission Statement (Most Recent Year)

Hercules Middle School (HMS) and Hercules High School (HHS) have now been completely separated and function as two independent schools. The two schools sit on one campus with the middle school on one “side” and the high school on the other. HMS is now independently staff with separated administration and support staff. This separation has allowed for the school faculty to focus on the needs and demands that are middle school specific. The shared campus allows our students to take advantage of expanded course offerings. HMS students are able to take Music, Drama, World Languages, as well as high school level mathematic courses. Our goal is for our students to achieve their full academic potential, entering high school with all of the skills and tools they need to be successful. We are a staff committed to the whole child’s educational needs, fostering a safe and nurturing environment, providing a rigorous curriculum, and creating a dynamic school culture.

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

Grade Level	Number of Students
Grade 6	220
Grade 7	218
Grade 8	235
Total Enrollment	673

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	27.5
American Indian or Alaska Native	0.4
Asian	17.2
Filipino	26.2
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.3
White	8.0
Two or More Races	0.7
Socioeconomically Disadvantaged	44.7
English Learners	7.7
Students with Disabilities	9.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	30	26	29	29
Without Full Credential	1	3	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	90.10	9.90
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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

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

Year and month in which data were collected:

Core Curriculum Area	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, Timeless Themes (Grades 6-8) ELD and Intervention: High Point Reading Intervention:Read 180	Yes	0%
Mathematics	Everyday Mathematics Wright Group/Macmillan-McGraw Hill (Grade 6); Prentice Hall-Pre-Algebra, CA Edition (Grade 7); Prentice Hall Algebra 1 CA Edition and McDougal Littell Algebra 1 (Grade 8)	Yes	0%
Science	Prentice Hall Earth Science (Grade 6); Life Science (Grade 7); Physical Science (Grade 8)	Yes	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive European History	Yes	0%
Foreign Language	EMC/Paradigm Publishing: T'es Branche (French 1,2,3) Aventura (Spanish 4) Pearson Prentice Hall: Realidades (Spanish 1,2,3)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hercules Middle School sits on a shared campus that rests on approximately 75 acres of land. The collection of buildings runs nearly 1.25 miles along Refugio Valley Road. The middle-level and high school-level sides of the campus are separated by the Administration and Library complex. The school consists of four classroom pods with 4 classrooms in each pod, and 16 portable classrooms. Every teacher has access to a computer, teacher laptop, LCD projection system, and teacher tech cart. The middle school facility includes: a gym (with lockers), multi-purpose room, (which is also the cafeteria), a newly renovated music room, a computer lab, a severely handicapped special education classroom, a visually impaired special education classroom, and a faculty lounge. Athletic fields include: a softball field and outdoor basketball courts. An elevator, located at the high school level parking lot provides handicap access to the campus.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[]	[]	[X]	Repair vinyl wallpaper (work order submitted), repair wall holes (work order submitted), walls need to be painted (complete)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	Replace wall plugs and broken wall plates (complete)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Repair broken blinds (work orders submitted), repair door closers (complete)

Overall Facility Rating (Most Recent Year)

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

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

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

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

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

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	59
Male	54
Female	63
Black or African American	41
American Indian or Alaska Native	
Asian	70
Filipino	73
Hispanic or Latino	43
Native Hawaiian or Pacific Islander	
White	75
Two or More Races	
Socioeconomically Disadvantaged	45
English Learners	7
Students with Disabilities	8
Students Receiving Migrant Education Services	

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

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	57	52	52	41	43	42	54	56	55
Mathematics	39	37	36	37	38	38	49	50	50
History-Social Science	48	43	46	28	30	32	48	49	49

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

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	5	3	3
Similar Schools	1	1	1

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

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

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		-21	0
Black or African American	13	-33	-34
American Indian or Alaska Native			
Asian	27	-29	12
Filipino	14	4	10
Hispanic or Latino	42	-28	-8
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	48	-15	-8
English Learners	56	-90	44
Students with Disabilities			

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

State Priority: Other Pupil Outcomes

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

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

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

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	16.9	25.1	44.9

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Volunteer Program: Hercules Middle School offers opportunities to parents and other community members to volunteer to provide support. We currently have approximately 30 regular parent volunteers who come and provide support with lunch supervision, activity support, phone banking, and in class support. There are other opportunities for parent involvement through groups such as; Music Boosters, Safety Committee, and a newly developing parent group.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school has a School Site Council composed of parents, community members, the principal, teachers, and students (Education Code Section 52852).

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	15.9	11.7	8.3	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.1	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

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

School Safety Plan (Most Recent Year)

Hercules Middle School has a coordinated safety plan that is defined by the SEMS state policies. The schools staff, as well as, parents, community members, and other stakeholders participate as members on the District SEMS team. The students and staff participate in regularly on going practice on how to respond to a variety of emergency situations. The school has a clearly defined discipline policy that is contained in the Student Planners. Students obtain these at the beginning of the school year and teachers use this as a valuable organizational skill throughout the school year.

Our emphasis on a Safe & Orderly learning environment leads to effective Teaching & Learning - the ultimate result is higher student achievement. We continue to foster an environment that supports student learning and partners with parents in the academic and social development of students.

D. Other SARC Information

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

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

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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

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

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Secondary)

Subject	2011-12				2012-13				2013-14			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	29.7	5	3	12	26	8	3	11	25	6	8	6
Mathematics	30.2	3	3	12	29	4	5	9	30	3	3	9
Science	30.4	2	7	9	32	3	2	11	30	2	7	6
Social Science	33.3	1	2	13	30	3	5	9	32	2	2	10

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

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	334
Counselor (Social/Behavioral or Career Development)	0	---
Library Media Teacher (Librarian)	.50	---
Library Media Services Staff (Paraprofessional)	0	---
Psychologist	.275	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0	---
Resource Specialist	1.00	---
Other		---

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$7,360.02	\$3,661.86	\$3,698.16	\$57,222.29
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-33.3	3.9
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-33.2	-17.9

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

Types of Services Funded (Fiscal Year 2013-14)

Programs and services available at Hercules Middle School include:

- Special Ed
- LEP
- Gifted and Talented Ed

Teacher and Administrative Salaries (Fiscal Year 2012-13)

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

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

Professional Development

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