

Hercules High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the LCAP, see the CDE LCFF web page at <https://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 <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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 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	Rocquel Colbert
Email Address	herculeshs@wccusd.net
School Website	www.wccusd.net/herculeshigh
County-District-School (CDS) Code	07617960730598

2023-24 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Dr. Kenneth Chris Hurst
Email Address	chris.hurst@wccusd.net
District Website	www.wccusd.net

2023-24 School Description and Mission Statement

Hercules High School is a comprehensive, Co-Ed 9-12 public high school, serving approximately 800 students. Hercules High School (HHS) offers an academic program designed to support all students. We currently offer 89 courses to support students through a progressive transition to post-high school success, whether that be a higher education institution, the military, or the workforce. The default curriculum at Hercules High School aligns with the A-G requirements. The A-G requirements are a set of required courses that students must complete (with a grade of “C” or better) to be minimally eligible for admission to any University of California (UC) and/or California State University (CSU). In addition to the core academic subjects, HHS offers a variety of electives that provide opportunities for students to pursue their passions, such as Art, Publications, Jazz Dance, Orchestra, Band, Choir, Theater, Computer Science, and Career Technical Education (CTE) pathways, such as Biotechnology/Health Science and Computer Science/Information Technology. Hercules offers 16 Advanced Placement (AP) that expands over all departments. AP courses are college-level courses that follow the curriculum specified by the College Board. AP provides the opportunity for students to learn and navigate the academic expectations they will encounter in collegiate courses, as well as the potential to earn college credit. Our world language department offers tiered levels of French and Spanish courses. Hercules High School operates under a six-period day with an additional “A” period. The intent of the “A” period is to allow students to enroll in advanced elective programs, pathways, and the performing arts without conflicting with courses required for graduation. The majority of students at Hercules High School enroll in six classes with a number of students taking advantage of a seventh class (“A” Period). Each year our top students are accepted at 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 in post-secondary education. Results of our 12th-grade senior survey, conducted in May of each school year, reveal that 32% of our graduates go on to attend 4-year colleges, and 60% attend 2-year colleges.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	183
Grade 10	191
Grade 11	182
Grade 12	178
Total Enrollment	734

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8%
Male	52%
American Indian or Alaska Native	0.3%
Asian	18.8%
Black or African American	15.3%
Filipino	26.7%
Hispanic or Latino	25.3%
Native Hawaiian or Pacific Islander	0.8%
Two or More Races	6.9%
White	5.9%
English Learners	6.1%
Foster Youth	0.8%
Homeless	1.5%
Socioeconomically Disadvantaged	29.7%
Students with Disabilities	10.8%

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.30	79.02	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	2.89	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.20	9.42	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.90	2.60	49.60	3.54	12115.80	4.41
Unknown	2.00	6.04	26.30	1.87	18854.30	6.86
Total Teaching Positions	34.60	100.00	1403.90	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26.00	74.65	1150.10	75.53	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	59.40	3.90	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	11.57	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	2.15	50.30	3.30	11953.10	4.28
Unknown	4.00	11.60	91.20	5.99	15831.90	5.67
Total Teaching Positions	34.90	100.00	1522.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.10	0.00
Misassignments	2.10	4.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.20	4.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.70
Local Assignment Options	0.40	0.00
Total Out-of-Field Teachers	0.90	0.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.8	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	3.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019	Yes	0%

	<p>California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing 11 & 12), c2020 - adopted 2020</p> <p>National Geographic: Edge (ELD) c2014 - adopted 2014</p> <p>Bedford/St Martin's: Language of Composition Reading Writing Rhetoric (AP English Language), 4th ed, c2023 - adopted 2023</p> <p>MacMillan: The Bedford Introduction to Literature (AP English Literature) 10th ed., c2013 - adopted 2018</p> <p>Norton: Norton Anthology of Poetry (AP English Literature) 5th ed., c2004 - adopted 2018</p>		
Mathematics	<p>Pearson Algebra 1, c2015 - adopted 2017</p> <p>Pearson Envision Geometry, c2015 - adopted 2018</p> <p>Pearson Envision Algebra 2, c2015 - adopted 2018</p> <p>Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018</p> <p>Pearson: AP Calculus: Graphical, Numerical, Algebraic (AP Calculus BC) 3rd ed, c2007 - adopted 2018</p> <p>MacMillan McGraw Hill: Elementary Statistics: a Step-by-Step approach, (Probability & Statistics) 9th ed., c2015 - adopted 2018</p> <p>Project Lead the Way: AP Computer Science A, c2021 - adopted 2021</p>	Yes	0%
Science	<p>McGraw Hill Inspire Biology, c2020 - adopted 2022</p> <p>Mosby/Elsevier: The Human Body in Health & Disease (Biomedical Science), 5th ed, c2010 - adopted 2018</p> <p>McGraw Hill Inspire Chemistry, c2020 - adopted 2022</p> <p>Cengage: AP Chemistry, c2018 - adopted 2018</p> <p>Savvas Conceptual Physics, c2009 - adopted 2022</p> <p>Project Lead the Way: AP Computer Science Principles PLTW, c2021 - adopted 2021</p>	Yes	0%
History-Social Science	<p>McDougal Littell Magraders American Government (American Government) c2006 - adopted 2018</p> <p>Cengage: AP American Government (AP American Government) 13th ed, c2013 - adopted 2018</p> <p>Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018</p> <p>Worth: Myers' Psychology (AP Psychology) 2nd ed, 2014 - adopted 2018</p> <p>Glencoe McGraw Hill Understanding Psychology (Psychology), c2014 - adopted 2018</p> <p>Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023</p> <p>Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018</p> <p>McGraw Hill: Traditions & Encounters (AP World History) 5th ed., 2011 - adopted 2018</p> <p>Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023</p>	Yes	0.0 %
Foreign Language	<p>EMC T'es Branche (French 1-4) c2014 - adopted 2014</p> <p>Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022</p> <p>Vista Higher Learning Imagina (Spanish 4), 5th ed, c2022 - adopted 2022</p>	Yes	0.0 %

	Vista Higher Learning Temas (AP Spanish Language), 2nd ed, c2019 - adopted 2022		
Health	N/A		
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0.0 %

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.

Year and month of the most recent FIT report

June 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Room H-601 - Ceiling tiles needs to be replaced. Room H-603 - Replace floor tiles in three areas. Room H-604 - Ten floor tiles need to be replaced. Room H-605 - About six floor tiles need to be replaced in the back center of the classroom. Room H-606 - Replace missing baseboard. Room H-307 - The high ceiling tiles are stained and need to be painted. Room H-103 - Patch and paint wall under the south windows.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Room H-601 - A couple of lights are out. Room H-603 - Blank cover plate near the electrical panel. Room H-503 - DATA faceplate missing from teacher's desk. Room H-608 - Lights are out in several fixtures. Room H-307 - Replace burnt receptacle. Room H-501 - The corner recessed lights are strobing.

School Facility Conditions and Planned Improvements

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			

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	69	63	32	32	47	46
Mathematics (grades 3-8 and 11)	28	28	21	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	172	166	96.51	3.49	62.65
Female	90	88	97.78	2.22	63.64
Male	82	78	95.12	4.88	61.54
American Indian or Alaska Native	0	0	0	0	0
Asian	39	38	97.44	2.56	76.32
Black or African American	24	23	95.83	4.17	21.74
Filipino	52	52	100.00	0.00	69.23
Hispanic or Latino	39	36	92.31	7.69	66.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	39	88.64	11.36	38.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	18	90.00	10.00	11.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	172	166	96.51	3.49	27.71
Female	90	89	98.89	1.11	19.10
Male	82	77	93.90	6.10	37.66
American Indian or Alaska Native	0	0	0	0	0
Asian	39	38	97.44	2.56	34.21
Black or African American	24	23	95.83	4.17	8.70
Filipino	52	51	98.08	1.92	33.33
Hispanic or Latino	39	37	94.87	5.13	21.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	40	90.91	9.09	15.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	19	95.00	5.00	10.53

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.14	40.81	18.49	20.56	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	333	322	96.70	3.30	40.81
Female	167	164	98.20	1.80	39.63
Male	166	158	95.18	4.82	42.04
American Indian or Alaska Native	0	0	0	0	0
Asian	74	71	95.95	4.05	50.70
Black or African American	42	40	95.24	4.76	12.50
Filipino	103	101	98.06	1.94	50.50
Hispanic or Latino	81	78	96.30	3.70	33.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	17	16	94.12	5.88	50.00
English Learners	17	14	82.35	17.65	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	104	100	96.15	3.85	29.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	35	32	91.43	8.57	6.25

2022-23 Career Technical Education Programs

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 specific subjects 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 initiative at our secondary schools, designed to increase student achievement and motivation through small learning communities, authentic skills and tasks, and multiple opportunities to learn about and work with career employment partners. In Academy models, Career technical teachers and core academic teachers work collaboratively in support of a cohort of students. Supports can 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 economy 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 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:

Pathway: Health

- Biomedical Science
- Biotechnology I
- Biotechnology Indep Research

Pathway: IT

- Comp Sci Essentials PLTW
- AP Comp Sci A PLTW
- AP Computer Science Principles PLTW
- Cybersecurity PLTW

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	102
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.32
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	64.53

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	92.9	96.2	96.7	96.2	96.2

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 the 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 Music Booster organization. Our Athletic Booster organization will be re-established this year. 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.

In addition, our English Language Learner and African American Parent Parent Advisory Committees advise the SSC on programs and services for English Language Learners and African American/Black students, including reviewing the SPSA.

2023-24 Opportunities for Parental Involvement

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, School Safety/Climate Committee, and other school activities.

Contact Information for Parental Involvement: Staff Community Engagement Office - 510-231-1429.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	1.4	2.2	1.8	5.8	8.1	9.3	9.4	7.8	8.2
Graduation Rate	95.7	94.9	95.9	84.1	85.5	85	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	169	162	95.9
Female	82	81	98.8
Male	87	81	93.1
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	36	34	94.4
Black or African American	22	19	86.4
Filipino	52	51	98.1
Hispanic or Latino	43	42	97.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	14	11	78.6
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	93	87	93.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	18	15	83.3

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	778	757	144	19.0
Female	374	364	77	21.2
Male	403	392	67	17.1
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	144	140	15	10.7
Black or African American	120	116	27	23.3
Filipino	200	200	19	9.5
Hispanic or Latino	202	190	55	28.9
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	54	54	10	18.5
White	50	49	17	34.7
English Learners	53	48	17	35.4
Foster Youth	9	9	2	22.2
Homeless	14	14	3	21.4
Socioeconomically Disadvantaged	272	262	79	30.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	90	88	37	42.0

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	3.87	4.88	0.01	3.97	4.81	0.20	3.17	3.60
Expulsions	0.00	0.37	0.00	0.00	0.04	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.88	0
Female	2.94	0
Male	6.7	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	1.39	0
Black or African American	12.5	0
Filipino	1.5	0
Hispanic or Latino	5.94	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	3.7	0
White	8	0
English Learners	7.55	0
Foster Youth	0	0
Homeless	14.29	0
Socioeconomically Disadvantaged	8.82	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	14.44	0

2023-24 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2023. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	4	6	15
Mathematics	35		4	17
Science	31	2	3	12
Social Science	35		3	16

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32		11	12
Mathematics	31	2	10	11
Science	27	4	9	7
Social Science	32		11	9

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33	1	5	12
Mathematics	29	6	7	10
Science	29	3	7	10
Social Science	30	5	7	14

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	244.67

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7506.63	1871.12	5635.51	60693.34
District	N/A	N/A	5516.63	\$77,994
Percent Difference - School Site and District	N/A	N/A	2.1	-24.9
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-53.6	-36.6

Fiscal Year 2022-23 Types of Services Funded

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

AMAZON
APEX REFRIGERATION
BEARCOM COMMUNICATIONS INC.
BIO-RAD
CDW GOVERNMENT
D & D SECURITY RESOURCES, INC.
DECOTECH SYSTEMS
DEMCO INC
EMERALD JOY D. LEVITT
FIRST STUDENT INC
FOLLETT CONTENT SOLUTIONS LLC
FORMATIVE
JAMEY GENNA
JOSTENS
KARINA SORIANO- PONCE
KBA DOCUMENT SOLUTIONS, LLC
MARC AMSTRONG
MICHAEL D. MURPHY
MICHAEL HUDSON
MICHAELS TRANSPORTATION
PATRICIA OGURA
PRESTWICK HOUSE INC
PROJECT LEAD THE WAY INC
ROCQUEL COLBERT
SOUTHWEST SCHOOL & OFFICE SUPPLY
STANTON LOUIE
STEPHANIE DECKER
ULINE INC
USI EDUCATION AND GOVERNMENT SALES
VICKI CARLO
VIRGINIA HERNANDEZ
WCCUSD CENTRAL LIBRARY SERVICES
YEVGENIA RUZER

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,922	\$55,550
Mid-Range Teacher Salary	\$79,887	\$80,703
Highest Teacher Salary	\$103,799	\$109,418
Average Principal Salary (Elementary)	\$124,259	\$137,703
Average Principal Salary (Middle)	\$129,831	\$143,760
Average Principal Salary (High)	\$145,277	\$159,021
Superintendent Salary	\$270,000	\$319,443
Percent of Budget for Teacher Salaries	28.46%	30.35%
Percent of Budget for Administrative Salaries	5.12%	4.87%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	24
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	6
Fine and Performing Arts	2
Foreign Language	1
Mathematics	2
Science	3
Social Science	8
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

The Instructional Leadership Team (ILT) consists of all department chairs (Math, English, Science, Social Science, Physical Education), one elective lead, academic counselors, admin, and our technology liaison. The ILT meets twice a month to plan out staff collaboration. The collaboration is developed by the ILT and presented collaboration to staff. Each year, staff votes on the theme/topics of collaboration and must have a majority consensus on the topic/theme. It is the intent of the ILT to utilize school data to develop a coherent professional development plan each year based on student needs. It is also our intent 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). This academic year ILT is focused on Race/Gender Equity and Culturally and Linguistically Responsive Teaching and Learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	24	24	