

Hercules Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Hercules Middle School
Street	1900 Refugio Valley Rd.
City, State, Zip	Hercules, CA 94547-1554
Phone Number	510-231-1429
Principal	Ryan Shaw
Email Address	rshaw@wccusd.net
School Website	www.wccusd.net/herculesmiddle
Grade Span	6-8
County-District-School (CDS) Code	07617966119515

2024-25 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1101
Superintendent	Kim Moses
Email Address	KMoses@wccusd.net
District Website	www.wccusd.net

2024-25 School Description and Mission Statement

Vision Statement: Hercules Middle School is committed to providing a rigorous academic environment that promotes the educational needs of the whole child.

Our School Values:

- Titans Show Respect
- Titans are Kind
- Titans take Responsibility
- Titans Collaborate

2024-25 School Description and Mission Statement

- Titans strive for Academic Excellence
- Titans work harder to get smarter

Hercules Middle School (HMS) sits on a shared campus with Hercules High School (HHS). HMS has dedicated teachers, administrative team, and support staff. In addition to the core academic course, HMS students can participate in many Visual and Performing Arts classes, such as Dance, Art, College and Career Readiness, Band, and Orchestra. 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.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	206
Grade 7	195
Grade 8	192
Total Enrollment	593

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	0.2
Asian	20.4
Black or African American	15.3
Filipino	18.9
Hispanic or Latino	26.8
Native Hawaiian or Pacific Islander	1
Two or More Races	10.1
White	7.3
English Learners	7.6
Foster Youth	0.3
Homeless	1.2
Socioeconomically Disadvantaged	44.5
Students with Disabilities	11

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)	21.80	87.56	1159.10	82.56	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	62.20	4.43	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	5.32	106.60	7.60	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.10	4.40	49.60	3.54	12115.80	4.41
Unknown/Incomplete/NA	0.60	2.68	26.30	1.87	18854.30	6.86
Total Teaching Positions	25.00	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)	22.80	82.99	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)	3.60	13.30	171.60	11.27	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.80	3.02	50.30	3.30	11953.10	4.28
Unknown/Incomplete/NA	0.10	0.62	91.20	5.99	15831.90	5.67
Total Teaching Positions	27.50	100.00	1522.80	100.00	279044.80	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.

2022-23 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)	18.50	76.51	1081.70	75.48	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	45.20	3.16	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	14.97	155.30	10.84	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.60	6.62	56.40	3.94	11746.90	4.23
Unknown/Incomplete/NA	0.40	1.82	94.30	6.58	14303.80	5.15
Total Teaching Positions	24.10	100.00	1433.20	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	1.60	3
Misassignments	1.30	2.00	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.30	3.60	3.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.50	1.6
Local Assignment Options	0.00	0.30	0
Total Out-of-Field Teachers	1.10	0.80	1.6

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.20	8.3	2.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	3.7	1.4

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014	Yes	0%
Mathematics	Larsen Brothers Big Ideas Math, c2015 - adopted 2017	Yes	0%
Science	Amplify Science, c2020 - adopted 2020	Yes	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	Yes	0%
Foreign Language	Vista Higher Learning Descubre (Spanish), c2022 - adopted 2022	Yes	0%
Health	N/A		
Visual and Performing Arts	N/A		

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report: 7/20/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		:
Interior: Interior Surfaces			X BOYS LOCKER ROOM M-407: 4. WALL TILES ARE BROKEN. 9. FAUCETS HAVE HIGH PRESSURE IN RR. 15. DOOR CLOSER COVERS ARE MISSING. BOYS M-402: 4. WALL TILE IS BROKEN. 8. TOILET IS LOOSE AT BASE. GIRLS LOCKER ROOM: 4. LINOLEUM FLOORING IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. LA-205: 4. CEILING TILE HAS A WATER STAIN. LA-206: 4. NAILS PROTRUDING FROM WALL CREATING AN INJURY HAZARD. LA-209: 4. HOLE IN WALL. LA-210: 4. RUBBER MOULDING IS LOOSE. M-102: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. M-105: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED IN PREP ROOM. 10. EVACUATION MAP IS NOT POSTED. M-106: 4. FLOOR TILES ARE BROKEN AT ENTRY. M-207: 4. WALL PANEL IS TORN. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-301: 4. CABINET DOORS ARE MISSING. 9. FAUCET IS MISSING. 15. DOOR CLOSER COVER IS MISSING. M-303: 4. CEILING TILES HAVE WATER STAINS. DRYWALL IS CHIPPING ON PILLAR EXPOSING METAL. CABINET DOORS ARE MISSING. 9. FAUCETS HAVE NO FLOW. M-307: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVERS ARE MISSING. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVERS ARE MISSING. M-418: 4. HOLE IN WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) M-501: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME. M-504: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. M-505: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 10.

School Facility Conditions and Planned Improvements

			<p>EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. M-507: 4. CEILING TILE HAS A WATER STAIN. M-509: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. INGRESS/EGRESS IS PARTIALLY BLOCKED. M-510: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS BROKEN. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 13. EAVES ARE RUSTED. M-511: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING M-512: 4. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED. MPR M-201 : 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. PIPE IS LEAKING ONTO WALL. 15. DOOR CLOSER COVER IS MISSING.</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>ATTENDANCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. LA-203: 5. UNSECURED ITEMS ARE STORED TOO HIGH. M-107: 5. UNSECURED ITEMS ARE STORED TOO HIGH (OFFICE). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. M-306: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. M-509: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. INGRESS/EGRESS IS PARTIALLY BLOCKED. RECORDS LA-215: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p>Electrical</p>		<p>X</p>	<p>M-105: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED IN PREP ROOM. 10. EVACUATION MAP IS NOT POSTED. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVERS ARE MISSING. M-501: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME. M-502: 7. ELECTRICAL COVER IS BROKEN. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME. M-505: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 10.</p>

School Facility Conditions and Planned Improvements

			<p>EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. M-506: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. 7. OUTLET HAS A BURN MARK. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME. M-510: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS BROKEN. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 13. EAVES ARE RUSTED. M-511: 4. WALLPAPER IS TORN. 7. ONE LIGHT PANEL IS OUT. ELECTRICAL COVER IS MISSING</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) BOYS LOCKER ROOM M-407: 4. WALL TILES ARE BROKEN. 9. FAUCETS HAVE HIGH PRESSURE IN RR. 15. DOOR CLOSER COVERS ARE MISSING. BOYS M-402: 4. WALL TILE IS BROKEN. 8. TOILET IS LOOSE AT BASE. BOYS RESTROOM: 8. TOILET IS LOOSE AT BASE. 9. FAUCET IS LOOSE AT BASE. SINK CAP IS MISSING. BOYS RESTROOM: 9. FACET IS LOOSE AT BASE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. GIRLS LOCKER ROOM: 4. LINOLEUM FLOORING IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. GIRLS M-415: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILETS ARE LOOSE AT BASE. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCETS HAVE A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) ONE STALL LOCK IS BROKEN. OILET IS LOOSE AT BASE. 9. FAUCET HAS A LOW FLOW. M-103: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-107: 5. UNSECURED ITEMS ARE STORED TOO HIGH (OFFICE). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. M-301: 4. CABINET DOORS ARE MISSING. 9. FAUCET IS MISSING. 15. DOOR CLOSER COVER IS MISSING. M-302: 4. PENCIL SHARPENER COVER IS MISSING. 9. ALL FAUCETS ARE MISSING. 11.</p>

School Facility Conditions and Planned Improvements

			<p>PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>M-303: 4. CEILING TILES HAVE WATER STAINS. DRYWALL IS CHIPPING ON PILLAR EXPOSING METAL. CABINET DOORS ARE MISSING. 9. FAUCETS HAVE NO FLOW.</p> <p>M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>M-417: 4. CEILING TILES HAVE WATER STAINS. PENCIL SHARPENER COVER IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>M-418: 4. HOLE IN WALL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>ASSISTANT PRINCIPAL: 10. NO ROOM ID.</p> <p>BOYS RESTROOM: 9. FACET IS LOOSE AT BASE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>LA-201: 11. PAINT IS PEELING ON DOORFRAME.</p> <p>LA-208: 11. PAINT IS PEELING ON DOORFRAME.</p> <p>M-101: 10. EVACUATION MAP IS OBSCURED. 15. WINDOW SCREEN HAS A HOLE. (WILLIAMS NOTICE IS NOT POSTED)</p> <p>M-102: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>M-103: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>M-104: 10. EVACUATION MAP IS NOT POSTED. PLUG IN AIR FRESHENER IS PRESENT. 11. PAINT IS PEELING ON DOOR.</p> <p>M-105: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED IN PREP ROOM. 10. EVACUATION MAP IS NOT POSTED.</p> <p>M-107: 5. UNSECURED ITEMS ARE STORED TOO HIGH (OFFICE). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>M-207: 4. WALL PANEL IS TORN. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>M-302: 4. PENCIL SHARPENER COVER IS MISSING. 9. ALL FAUCETS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>M-307: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT</p>

School Facility Conditions and Planned Improvements

			<p>POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVERS ARE MISSING. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>M-412: 11. PAINT IS PEELING ON CEILING. M-501: 4. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>M-502: 7. ELECTRICAL COVER IS BROKEN. OUTLET COVER IS BROKEN. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>M-503: 4. PENCIL SHARPENER COVER IS MISSING. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>M-504: 4. CEILING TILE HAS A WATER STAIN. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>M-505: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. FLOOR TILES ARE BROKEN. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>M-506: 4. PENCIL SHARPENER COVER IS MISSING. CEILING TILES HAVE WATER STAINS. 7. OUTLET HAS A BURN MARK. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>M-509: 4. CEILING TILES ARE TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. INGRESS/EGRESS IS PARTIALLY BLOCKED.</p> <p>M-510: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS BROKEN. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 13. EAVES ARE RUSTED.</p> <p>M-512: 4. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p>
<p>Structural: Structural Damage, Roofs</p>	X		<p>M-510: 4. WALLPAPER IS TORN. 7. OUTLET COVER IS BROKEN. THREE LIGHT PANELS ARE OUT. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON EAVES. 13. EAVES ARE RUSTED.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>ADMINISTRATION LA-200: 15. DOOR CLOSER COVER IS MISSING.</p> <p>BOYS LOCKER ROOM M-407: 4. WALL TILES ARE BROKEN. 9. FAUCETS HAVE HIGH PRESSURE IN RR. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>BOYS RESTROOM: 9. FACET IS LOOSE AT BASE. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p>

School Facility Conditions and Planned Improvements

GIRLS LOCKER ROOM: 4. LINOLEUM FLOORING IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.

GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCETS HAVE A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING.

GYM M-401: 15. DOOR CLOSER COVERS ARE MISSING.

M-101: 10. EVACUATION MAP IS OBSCURED. 15. WINDOW SCREEN HAS A HOLE. (WILLIAMS NOTICE IS NOT POSTED)

M-102: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

M-103: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

M-107: 5. UNSECURED ITEMS ARE STORED TOO HIGH (OFFICE). 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

M-207: 4. WALL PANEL IS TORN. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

M-208: 15. DOOR CLOSER COVER IS MISSING.

M-301: 4. CABINET DOORS ARE MISSING. 9. FAUCET IS MISSING. 15. DOOR CLOSER COVER IS MISSING.

M-302: 4. PENCIL SHARPENER COVER IS MISSING. 9. ALL FAUCETS ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

M-306: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING.

M-307: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL. 15. DOOR CLOSER COVERS ARE MISSING.

M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVERS ARE MISSING.

MPR M-201 : 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. PIPE IS LEAKING ONTO WALL. 15. DOOR CLOSER COVER IS MISSING.

PLAYCOURTS: 14. HOLES IN PIP FLOORING.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	48	47	32	33	46	47
Mathematics (grades 3-8 and 11)	32	35	22	23	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	584	576	98.63	1.37	47.05
Female	288	286	99.31	0.69	55.24
Male	296	290	97.97	2.03	38.97
American Indian or Alaska Native	--	--	--	--	--
Asian	118	118	100.00	0.00	59.32
Black or African American	94	90	95.74	4.26	33.33
Filipino	110	110	100.00	0.00	63.64
Hispanic or Latino	156	152	97.44	2.56	30.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	56	100.00	0.00	53.57
White	43	43	100.00	0.00	51.16
English Learners	41	40	97.56	2.44	7.50
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	282	278	98.58	1.42	37.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	65	90.28	9.72	12.31

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	584	573	98.12	1.88	34.55
Female	288	284	98.61	1.39	33.10
Male	296	289	97.64	2.36	35.99
American Indian or Alaska Native	--	--	--	--	--
Asian	118	118	100.00	0.00	50.85
Black or African American	94	89	94.68	5.32	20.22
Filipino	110	110	100.00	0.00	50.00
Hispanic or Latino	156	150	96.15	3.85	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	56	56	100.00	0.00	44.64
White	43	43	100.00	0.00	34.88
English Learners	41	40	97.56	2.44	10.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	282	276	97.87	2.13	26.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	72	64	88.89	11.11	9.38

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	23.23	30.27	20.56	20.89	30.29	30.73

2023-24 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	191	186	97.38	2.62	30.11
Female	90	89	98.89	1.11	37.08
Male	101	97	96.04	3.96	23.71
American Indian or Alaska Native	--	--	--	--	--
Asian	41	40	97.56	2.44	50.00
Black or African American	31	31	100.00	0.00	12.90
Filipino	37	37	100.00	0.00	43.24
Hispanic or Latino	54	50	92.59	7.41	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	56.25
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	86	82	95.35	4.65	20.73
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	24	85.71	14.29	20.83

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.

2023-24 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 requires only participation results 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 7	98.4	98.4	98.4	98.4	98.4

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.

2024-25 Opportunities for Parental Involvement

Volunteer Program: Hercules Middle School offers opportunities to parents and other community members to volunteer to provide support. We have regular parent volunteers who come and provide support with phone banking, activity support. There are other opportunities for parent involvement through groups such as Music Boosters and the PTO

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. Our school has a School Site Council composed of parents, community members, the principal, and teachers. (Education Code Section 52852).

Our Parents are also participants in a variety of district committee meetings, town halls, district facilities meetings. There are monthly coffee chats with the principal for parents to engage with one another and provide feedback to the school. Each quarter we host our parents and community in celebrating students who are on honor roll, and receive perfect attendance.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	612	605	101	16.7
Female	304	299	55	18.4
Male	308	306	46	15.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	123	122	11	9.0
Black or African American	96	95	18	18.9
Filipino	113	113	11	9.7
Hispanic or Latino	169	164	45	27.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	61	10	16.4
White	43	43	5	11.6
English Learners	54	51	14	27.5
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	299	294	61	20.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	75	29	38.7

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
8.91	9	6.21	3.97	4.81	4.82	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.04	0.02	0.01	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.21	0.00
Female	4.61	0.00
Male	7.79	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.07	0.00
Black or African American	13.54	0.00
Filipino	6.19	0.00
Hispanic or Latino	5.33	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.28	0.00
White	2.33	0.00
English Learners	5.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	9.03	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.99	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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.

2024-25 School Safety Plan

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 2024. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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	22	5	13	1
Mathematics	25	3	11	3
Science	27	1	13	1
Social Science	26	2	12	2

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	26	4	8	4
Mathematics	28	2	6	6
Science	31	1	6	6
Social Science	30	1	7	5

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	27	6	7	5
Mathematics	30	1	7	5
Science	30	1	9	3
Social Science	30	1	8	4

2023-24 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	0

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	6675.44	2244.66	4430.78	72950.86
District	N/A	N/A	5706.02	\$84,356
Percent Difference - School Site and District	N/A	N/A	-25.2	-14.5
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-83.4	-25.9

Fiscal Year 2023-24 Types of Services Funded

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

4IMPRINT INC
 AAA BUSINESS SUPPLIES & INTERIORS
 AMAZON
 BSN SPORTS LLC
 CDW GOVERNMENT
 DEMCO INC
 FOLLETT CONTENT SOLUTIONS LLC
 KBA DOCUMENT SOLUTIONS, LLC
 PANERA BREAD COMPANY
 RYAN SHAW
 SOUTHWEST SCHOOL & OFFICE SUPPLY
 VICKI CHEN
 WCCUSD CENTRAL LIBRARY SERVICES
 WCCUSD REVOLVING CASH FUND
 (blank)

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$54,486	\$56,573
Mid-Range Teacher Salary	\$85,479	\$87,186
Highest Teacher Salary	\$111,065	\$119,665
Average Principal Salary (Elementary)	\$131,244	\$148,486
Average Principal Salary (Middle)	\$138,034	\$154,835
Average Principal Salary (High)	\$156,078	\$170,008
Superintendent Salary	\$280,908	\$338,699
Percent of Budget for Teacher Salaries	27.28	31.41
Percent of Budget for Administrative Salaries	5.21	4.86

Professional Development

For the 2024-2025 school year the collaboration calendar was designed to balance department and grade level team time, while having most days dedicated to Professional Learning Communities. Each teacher self selects into one Academic and Culture and Climate PLC. Each PLC sets their own goal on student achievement or SEL learning, where the PLC is using collaborative learning, assessment and reflective practice. Data cycles for each PLC will be shared with the entire staff.

The site provides 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, 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	53	62	58