

# Hercules High 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

<b>School Name</b>	Hercules High School
<b>Street</b>	1900 Refugio Valley Road
<b>City, State, Zip</b>	Hercules, CA 94547-1554
<b>Phone Number</b>	510-231-1429
<b>Principal</b>	Rocquel Colbert
<b>Email Address</b>	herculeshs@wccusd.net
<b>School Website</b>	www.wccusd.net/herculeshigh
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	07617960730598

## 2024-25 District Contact Information

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

## 2024-25 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, Yearbook Publications, Jazz

## 2024-25 School Description and Mission Statement

Dance, Orchestra, Band, Choir, Theater, and Career Technical Education (CTE) pathways. Our CTE pathways include Computer Science/Information Technology, Health Sciences/Biotechnology, and Careers in Education.

Hercules offers 16 Advanced Placement (AP) that expand over all departments. AP courses are college-level courses that follow the curriculum specified by the College Board. AP provides opportunities 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 has a graduation rate of 95%. Hercules High School operates under a six-period day. Students enroll in six classes. Each year our students are accepted at some of the most prestigious colleges and universities across 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 35% of our graduates go on to attend 4-year colleges, and 65% attend 2-year colleges or enter the workforce.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	208
Grade 10	183
Grade 11	185
Grade 12	164
<b>Total Enrollment</b>	<b>740</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.9
Male	53.8
Non-Binary	0.3
American Indian or Alaska Native	0.3
Asian	20.1
Black or African American	14.9
Filipino	24.7
Hispanic or Latino	26.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	7.3
White	5.1
English Learners	8.9
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	43.9
Students with Disabilities	11.5

### 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	27.30	79.02	1159.10	82.56	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.00	2.89	62.20	4.43	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.20	9.42	106.60	7.60	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	2.60	49.60	3.54	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	2.00	6.04	26.30	1.87	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	26.00	74.65	1150.10	75.53	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	59.40	3.90	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	4.00	11.57	171.60	11.27	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.70	2.15	50.30	3.30	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	4.00	11.60	91.20	5.99	15831.90	5.67
<b>Total Teaching Positions</b>	34.90	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.40	84.18	1081.70	75.48	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	45.20	3.16	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.70	9.60	155.30	10.84	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	2.03	56.40	3.94	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	1.20	4.13	94.30	6.58	14303.80	5.15
<b>Total Teaching Positions</b>	29.00	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
<b>Permits and Waivers</b>	1.10	0.00	1.1
<b>Misassignments</b>	2.10	4.00	1.6
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	3.20	4.00	2.7

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.50	0.70	0.5
<b>Local Assignment Options</b>	0.40	0.00	0
<b>Total Out-of-Field Teachers</b>	0.90	0.70	0.5

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.80	13.3	13.4
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.90	3.3	8.5

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
<b>Reading/Language Arts</b>	College Board SpringBoard ELA/ELD (ELA grades 9-10), c2017 - adopted 2019 California State University: Expository Reading & Writing online reader (CSU Expository Reading & Writing 11 & 12), c2020 - adopted 2020 National Geographic: Edge (ELD) c2014 - adopted 2014 Bedford/St Martin's: Language of Composition Reading Writing Rhetoric (AP English Language), 4th ed, c2023 - adopted 2023 MacMillan: The Bedford Introduction to Literature (AP English Literature) 10th ed., c2013 - adopted 2018 Norton: Norton Anthology of Poetry (AP English Literature) 5th ed., c2004 - adopted 2018	Yes	0%
<b>Mathematics</b>	Pearson Algebra 1, c2015 - adopted 2017 Cengage Financial Algebra (Advanced Algebra w/Financial Apps) 2nd ed, c2018 - adopted 2018 Pearson Envision Geometry, c2015 - adopted 2018 Pearson Envision Algebra 2, c2015 - adopted 2018 Glencoe McGraw Hill Advanced Mathematical Concepts, (Pre-Calculus) c2006 - adopted 2018 Pearson Envision Algebra 2, c2015 & Glencoe McGraw Hill Advanced Mathematical Concepts, c2006 (Algebra 2/Precalculus) - adopted 2018 Pearson: AP Calculus: Graphical, Numerical, Algebraic (AP Calculus AB & BC) 3rd ed, c2007 - adopted 2018 Project Lead the Way: AP Computer Science A, c2021 - adopted 2021	Yes	0%
<b>Science</b>	McGraw Hill Inspire Biology, c2020 - adopted 2022 Savvas Campbell's AP Biology, 12th ed, c2021 - adopted 2023	Yes	0%

	Mosby/Elsevier: The Human Body in Health & Disease (Biomedical Science), 5th ed, c2010 - adopted 2018 McGraw Hill Inspire Chemistry, c2020 - adopted 2022 Savvas Conceptual Physics, c2009 - adopted 2022 Project Lead the Way: AP Computer Science Principles PLTW, c2021 - adopted 2021 Project Lead the Way: Principles of Biomedical Sciences PLTW, c2021 - adopted 2021		
<b>History-Social Science</b>	McDougal Littell Magruder's American Government (American Government) c2006 - adopted 2018 Cengage: AP American Government (AP American Government) 13th ed, c2013 - adopted 2018 Houghton Mifflin Harcourt Economics: Concepts & Choices (Economics) c2008 - adopted 2018 MacMillan: Myers' Psychology (DE Psychology), 14th ed, c2024 - adopted 2024 Worth: Myers' Psychology (AP Psychology) 2nd ed, 2014 - adopted 2018 Houghton Mifflin Harcourt American History: Reconstruction To the 21st Century (U.S. History & Ethnic Studies), c2019 - adopted 2023 Bedford/St. Martin's: America's History (AP US History) 8th ed., c2014 - adopted 2018 McGraw Hill: Traditions & Encounters (AP World History) 7th ed., c2023 - adopted 2024 Houghton Mifflin Harcourt Modern World History (Ethnic/Soc Justice Mod Wld History), c2019 - adopted 2023	Yes	0.0 %
<b>Foreign Language</b>	EMC T'es Branche (French 1-4) c2014 - adopted 2014 Vista Higher Learning Descubre (Spanish 1-3), c2022 - adopted 2022 Vista Higher Learning Imagina (Spanish 4), 5th ed, c2022 - adopted 2022 Vista Higher Learning Temas (AP Spanish Language), 2nd ed, c2019 - adopted 2022	Yes	0.0 %
<b>Health</b>	N/A		
<b>Visual and Performing Arts</b>	N/A		
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	0.0 %

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
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		:
<b>Interior:</b> Interior Surfaces		X	<p>H-102: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. EVACUATION MAP IS OBSCURED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-104: 4. SECTION OF RUBBER MOULDING IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-201 MULTIPURPOSE: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>H-216: 4. CEILING TILE HAS A WATER STAIN.</p> <p>H-302 BOYS RESTROOM: 4. WALL TILES ARE BROKEN. 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAP IS MISSING. FAUCET IS LOOSE AT BASE.</p> <p>H-306: 4. RUBBER MOULDING IS CHIPPING. DRYWALL IS CHIPPING EXPOSING METAL. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ONN DOOR.</p> <p>H-307: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>H-401 GYM: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-410 WEIGHT ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>H-418: 4. CEILING TILES HAVE WATER STAINS.</p> <p>H-501: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>H-502: 4. SECTION OF RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-503: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-505: 4. WALL IS DAMAGED. FLOOR TILE IS BROKEN AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-508: 4. PENCIL SHARPENER COVER IS MISSING. 5. STORAGE ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>H-509: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO SHOW.</p> <p>H-512: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>H-602: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. RUBBER MOULDING IS LOOSE. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>H-603: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS CHIPPING ON</p>

## School Facility Conditions and Planned Improvements

COUNTERTOP. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

H-604: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOORFRAME.

H-605: 4. CEILING TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR HANDLE IS LOOSE.

H-606: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND DOORFRAME.

H-607: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.

H-608: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT IS PEELING ON DOORFRAME.

H-609: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL FLICKERS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.

H610: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN.

H611: 4. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP ENTRY.

H612: 4. CEILING TILE IS TORN. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.

H613: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS MISSING.

H614: 4. FLOOR TILES ARE BROKEN. FLOOR TILES ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.(BACK WINDOWS)

H615: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.

H623: 4. CEILING TILES ARE TORN. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

LA-103: 4. CEILING TILE HAS A WATER STAIN. HOLES IN WALLS FROM SCREWS.

LA-106: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED

LA-107: 4. FORMICA TRIM IS MISSING ON COUNTERTOP.

LA-224: 4. FORMICA IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS LOOSE.

LA-225: 4. FORMICA IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING/LOOSE.

LA-226: 4. FORMICA IS CHIPPING ON COUNTERTOP. HOLE IN WALL.

## School Facility Conditions and Planned Improvements

			<p>LA-227: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. BLACK GROWTH IS PRESENT ON WALL.(MILDEW) 15. DOOR CLOSER COVER IS MISSING.</p> <p>LIBRARY LA-220: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>H-106: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING CREATING A TRIP HAZARD. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>H-307: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>H-508: 4. PENCIL SHARPENER COVER IS MISSING. 5. STORAGE ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>H-509: 4. FLOOR TILES ARE BROKEN. 5. UNSECURED ITEMS ARE STORED TOO SHOW.</p> <p>H-513: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-601: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>H-604: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>H612: 4. CEILING TILE IS TORN. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>LA-110: 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>LA-222: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>LA-227: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. BLACK GROWTH IS PRESENT ON WALL.(MILDEW) 15. DOOR CLOSER COVER IS MISSING.</p> <p>LIBRARY LA-220: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH.</p> <p>STAGE: 5. LADDER IS UNSECURED.</p>
<p><b>Electrical</b></p>		X	<p>H-106: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING CREATING A TRIP HAZARD. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p>

## School Facility Conditions and Planned Improvements

			<p>H-301: 7. OUTLET COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.  H-403 BOYS LOCKER ROOM: 7. LIGHT DIFFUSERS ARE MISSING/LOOSE. 15. DOOR CLOSER COVERS ARE MISSING.  H-417 GIRLS LOCKER ROOM: 7. LIGHT DIFFUSERS ARE MISSING.  H-602: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. RUBBER MOULDING IS LOOSE. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.  H-603: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.  H-604: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOORFRAME.  H-605: 4. CEILING TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR HANDLE IS LOOSE.  H-609: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL FLICKERS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.  H613: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 7. ELECTRICAL COVER IS MISSING.  H623: 4. CEILING TILES ARE TORN. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.  LA-106: 4. CEILING TILE HAS A WATER STAIN. 7. EXTENSION CORD IS BEING PERMANENTLY USED</p>
<p><b>Restrooms/Fountains:</b>  Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 8. TOILET IS LOOSE AT BASE.  GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)  H-104: 4. SECTION OF RUBBER MOULDING IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.  H-302 BOYS RESTROOM: 4. WALL TILES ARE BROKEN. 8. ONE URINAL IS OUT OF ORDER. 9. SINK CAP IS MISSING. FAUCET IS LOOSE AT BASE.  H-304 GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 9. FAUCET HAS</p>

## School Facility Conditions and Planned Improvements

			<p>A SPORADIC FLOW. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-307: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVERS ARE MISSING.</p> <p>LA-222: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>MENS RESTROOM : 8. TOILET IS LOOSE AT BASE.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED)</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON CEILING.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILETS ARE LOOSE AT BASE. 15. DOOR CLOSER COVER IS MISSING.</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>		X	<p>H-101: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR THRESHOLD IS MISSING. DOOR CLOSER COVER IS MISSING.</p> <p>H-102: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. EVACUATION MAP IS OBSCURED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-103: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-106: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVERS ARE MISSING CREATING A TRIP HAZARD. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED.</p> <p>H-107: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>H-201 MULTIPURPOSE: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOOR.</p> <p>H-303: 11. PAINT IS PEELING ON DOOR.</p> <p>H-305: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-306: 4. RUBBER MOULDING IS CHIPPING. DRYWALL IS CHIPPING EXPOSING METAL. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ONN DOOR.</p> <p>H-401 GYM: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-501: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.</p>

## School Facility Conditions and Planned Improvements

H-502: 4. SECTION OF RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

H-504: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-505: 4. WALL IS DAMAGED. FLOOR TILE IS BROKEN AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

H-506: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-507: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-508: 4. PENCIL SHARPENER COVER IS MISSING. 5. STORAGE ROOM IS CLUTTERED. 10. EVACUATION MAP IS NOT POSTED.

H-510: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS MISSING.

H-511: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON INTERIOR WALL.

H-512: 4. FLOOR TILES ARE BROKEN. 11. PAINT IS PEELING ON DOOR.

H-513: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-514: 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING.

H-602: 4. CEILING TILES HAVE WATER STAINS. WALLPAPER IS TORN. RUBBER MOULDING IS LOOSE. 7. EXTENSION CORD IS BEING PERMANENTLY USED. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

H-603: 4. PENCIL SHARPENER COVER IS MISSING. FORMICA TRIM IS CHIPPING ON COUNTERTOP. CEILING TILE IS BROKEN. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.

H-604: 4. CEILING TILES HAVE WATER STAINS. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL COVERS ARE MISSING. 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOORFRAME.

H-605: 4. CEILING TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR HANDLE IS LOOSE.

H-606: 4. CEILING TILES HAVE WATER STAINS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR AND DOORFRAME.

H-607: 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. FORMICA TRIM IS CHIPPING ON COUNTERTOP. 11. PAINT IS PEELING ON DOOR.

## School Facility Conditions and Planned Improvements

			<p>H-608: 4. PENCIL SHARPENER COVER IS MISSING. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>H-609: 4. CEILING TILES HAVE WATER STAINS. FLOOR TILES ARE BROKEN. 7. ONE LIGHT PANEL FLICKERS. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR.</p> <p>H612: 4. CEILING TILE IS TORN. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.</p> <p>H614: 4. FLOOR TILES ARE BROKEN. FLOOR TILES ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.(BACK WINDOWS)</p> <p>H615: 4. FLOOR TILES ARE BROKEN. WALLPAPER IS TORN. 10. EVACUATION MAP IS NOT POSTED.</p> <p>H623: 4. CEILING TILES ARE TORN. 7. OUTLET COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME.</p> <p>H624: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOORFRAME. 12. DRY ROT ON SIDING.</p> <p>MAIN OFFICE LA100: 10. PLUG IN AIR FRESHENER IS PRESENT.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 11. PAINT IS PEELING ON CEILING.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 10. PLUG IN AIR FRESHENER IS PRESENT.</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>H611: 4. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP ENTRY.</p> <p>H624: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOORFRAME. 12. DRY ROT ON SIDING.</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>		X	<p>H-101: 4. PENCIL SHARPENER COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR THRESHOLD IS MISSING. DOOR CLOSER COVER IS MISSING.</p> <p>H-102: 4. FLOOR TILES ARE BROKEN AT ENTRY. 10. EVACUATION MAP IS OBSCURED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-103: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-104: 4. SECTION OF RUBBER MOULDING IS MISSING. DRYWALL IS CHIPPING EXPOSING METAL. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-212: 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-301: 7. OUTLET COVER IS MISSING. 15. DOOR CLOSER COVER IS MISSING.</p> <p>H-304 GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO</p>

## School Facility Conditions and Planned Improvements

MENSTRUAL NOTICE IS POSTED) 9. FAUCET HAS A SPORADIC FLOW. 15. DOOR CLOSER COVER IS MISSING.

H-305: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

H-307: 4. CARPET IS TORN. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVERS ARE MISSING.

H-401 GYM: 4. CEILING TILE HAS A WATER STAIN. 11. PAINT IS PEELING ON EAVES. 15. DOOR CLOSER COVER IS MISSING.

H-403 BOYS LOCKER ROOM: 7. LIGHT DIFFUSERS ARE MISSING/LOOSE. 15. DOOR CLOSER COVERS ARE MISSING.

H-410 WEIGHT ROOM: 4. CEILING TILES HAVE WATER STAINS. CEILING TILE IS MISSING. 15. DOOR CLOSER COVERS ARE MISSING.

H-502: 4. SECTION OF RUBBER MOULDING IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

H-503: 4. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.

H-504: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-505: 4. WALL IS DAMAGED. FLOOR TILE IS BROKEN AT ENTRY. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING.

H-506: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-507: 10. FIRE EXTINGUISHER IS NOT MOUNTED. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-510: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR CLOSER COVER IS MISSING.

H-513: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING.

H-514: 10. EVACUATION MAP IS NOT POSTED. FIRE EXTINGUISHER IS NOT MOUNTED. 15. DOOR CLOSER COVER IS MISSING.

H-605: 4. CEILING TILES ARE BROKEN. 7. ACCESS TO ELECTRICAL PANEL IS BLOCKED. 11. PAINT IS PEELING ON DOORFRAME. 15. DOOR HANDLE IS LOOSE.

H611: 4. FLOOR TILES ARE BROKEN. 12. DRY ROT ON SIDING. 14. TRIP HAZARD AT RAMP ENTRY.

H612: 4. CEILING TILE IS TORN. FLOOR TILES ARE LIFTING. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.

H614: 4. FLOOR TILES ARE BROKEN. FLOOR TILES ARE MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. WINDOW SCREENS ARE MISSING.(BACK WINDOWS)

LA-101: 15. DOOR CLOSER COVER IS MISSING.

## School Facility Conditions and Planned Improvements

			<p>LA-227: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. BLACK GROWTH IS PRESENT ON WALL.(MILDEW) 15. DOOR CLOSER COVER IS MISSING.</p> <p>WOMENS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) TOILETS ARE LOOSE AT BASE. 15. DOOR CLOSER COVER IS MISSING.</p>
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## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	63	71	32	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	28	26	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
<b>All Students</b>	171	165	96.49	3.51	70.91
<b>Female</b>	73	70	95.89	4.11	77.14
<b>Male</b>	98	95	96.94	3.06	66.32
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	31	31	100.00	0.00	83.87
<b>Black or African American</b>	22	22	100.00	0.00	72.73
<b>Filipino</b>	46	45	97.83	2.17	77.78
<b>Hispanic or Latino</b>	46	41	89.13	10.87	58.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	69.23

<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	77	73	94.81	5.19	61.64
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	25.00

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	171	166	97.08	2.92	25.90
<b>Female</b>	73	70	95.89	4.11	27.14
<b>Male</b>	98	96	97.96	2.04	25.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	31	31	100.00	0.00	48.39
<b>Black or African American</b>	22	22	100.00	0.00	13.64
<b>Filipino</b>	46	45	97.83	2.17	24.44
<b>Hispanic or Latino</b>	46	42	91.30	8.70	14.29
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	13	13	100.00	0.00	15.38
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0

<b>Socioeconomically Disadvantaged</b>	77	73	94.81	5.19	16.44
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	12	92.31	7.69	0.00

## 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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	40.81	41.79	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	344	335	97.38	2.62	41.79
Female	161	157	97.52	2.48	38.85
Male	183	178	97.27	2.73	44.38
American Indian or Alaska Native	--	--	--	--	--
Asian	68	68	100.00	0.00	58.82
Black or African American	50	48	96.00	4.00	18.75
Filipino	97	96	98.97	1.03	52.08
Hispanic or Latino	86	80	93.02	6.98	30.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	20	100.00	0.00	30.00
White	18	18	100.00	0.00	61.11
English Learners	20	17	85.00	15.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	154	146	94.81	5.19	33.56
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	29	87.88	12.12	6.90

## 2023-24 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 the specific subject 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 initiatives 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 to colleges & industry workplaces, speakers, mentor programs, internships
- Central office support staff

## 2023-24 Career Technical Education Programs

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

- Principles of Biomedical Science PLTW [H]
- Biomedical Innovations PLTW [H]

Pathway: IT

Computer Science - Python Fundamentals [P]

AP Computer Science Principles (CTE) [P]

AP Computer Science A (CTE) [P]

Pathway: Education

- Careers in Teaching [P]

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	144
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.51
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	67.76

## 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 9	69.4	93.2	93.2	93.2	93.2

## 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.

#### 2024-25 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 community through enhanced opportunities for parents to be involved.

Currently Hercules High School several parent involvement opportunities: 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.

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 soon.

In addition, our English Language Learner (ELAC) and African American Parent Advisory Committees (AAPAC) advises the SSC on programs and services for English Language Learners and African American/Black students, including reviewing the School Plan for Student Achievement (SPSA).

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.

## 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 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
<b>Dropout Rate</b>	2.2	1.8	2.4	8.1	9.3	9.9	7.8	8.2	8.9
<b>Graduation Rate</b>	94.9	95.9	92.1	85.5	85.0	84.9	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	165	152	92.1
<b>Female</b>	82	75	91.5
<b>Male</b>	83	77	92.8
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	33	31	93.9
<b>Black or African American</b>	26	23	88.5
<b>Filipino</b>	51	50	98.0
<b>Hispanic or Latino</b>	39	33	84.6
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	--	--	--
<b>English Learners</b>	11	5	45.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	86	76	88.4
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	21	12	57.1

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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	772	758	142	18.7
Female	357	348	70	20.1
Male	413	408	71	17.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	157	152	16	10.5
Black or African American	116	115	31	27.0
Filipino	186	185	18	9.7
Hispanic or Latino	203	200	58	29.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	59	58	10	17.2
White	41	38	8	21.1
English Learners	69	68	27	39.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	369	363	97	26.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	89	31	34.8

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
3.87	4.88	6.87	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
0.37	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	6.87	0.00
Female	4.20	0.00
Male	9.20	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.55	0.00
Black or African American	19.83	0.00
Filipino	2.69	0.00
Hispanic or Latino	5.42	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	11.86	0.00
White	7.32	0.00
English Learners	10.14	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	10.30	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	18.68	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	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

## 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	31	3	7	14
Mathematics	40	1	8	12
Science	28	4	6	12
Social Science	32	3	4	17

## 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	740

## 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)	1
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
<b>School Site</b>	7632.94	2263.8	5369.15	68023.76
<b>District</b>	N/A	N/A	5706.02	\$84,356
<b>Percent Difference - School Site and District</b>	N/A	N/A	-6.1	-21.4
<b>State</b>	N/A	N/A	\$10,771	\$94,625
<b>Percent Difference - School Site and State</b>	N/A	N/A	-66.9	-32.7

## Fiscal Year 2023-24 Types of Services Funded

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

AAA BUSINESS SUPPLIES & INTERIORS  
 ALPINE AWARDS INC  
 AMAZON  
 AMERICAN STAGE TOURS  
 BSN SPORTS LLC  
 CDW GOVERNMENT  
 DEMCO INC  
 DINGANE NEWSON  
 DISCOUNT MAGAZINE SUBSCRIPTION SERV  
 EMERALD JOY D. LEVITT  
 FIRST STUDENT INC  
 FOLLETT CONTENT SOLUTIONS LLC  
 FORMATIVE  
 GLENN WHISLER  
 JOCELYN WHITTEMORE  
 JOSTENS  
 KBA DOCUMENT SOLUTIONS, LLC  
 MICHAEL HUDSON  
 PATRICIA OGURA  
 RENITA UNDERWOOD-HACKETT  
 RHEA SETTLES  
 ROCQUEL COLBERT  
 SEAN KWIRANT  
 SOUTHWEST SCHOOL & OFFICE SUPPLY  
 STEPHANIE DECKER  
 TEACHERS DISCOVERY  
 USI EDUCATION AND GOVERNMENT SALES  
 VARITRONICS, LLC  
 VIRGINIA HERNANDEZ  
 VIRIDIANA SANCHEZ  
 WCCUSD CENTRAL LIBRARY SERVICES  
 WESTERN ASSOC OF SCHOOLS AND COLLEG  
 YANNIRA SOTELO

## 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

## 2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	46.6
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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	0
English	6
Fine and Performing Arts	0
Foreign Language	1
Mathematics	1
Science	3
Social Science	9
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	20

## Professional Development

The Instructional Leadership team (ILT) which consists of all department chairs (Math, English, Science, Social Science, Special Education, Physical Education, and Visual Performing Arts), one elective lead, academic counselors, and administrators. The ILT meets twice a month to plan staff collaboration. Each year, staff votes on the theme/topics of collaboration and must have 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

## Professional Development

assessment (classroom, pass rates, SBAC, and College Readiness). One focus are for our ILT is improving student proficiency rates in math.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	24	32	20