

Hercules Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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/>.

2025-26 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	http://herculesmiddle.wccusd.net/
Grade Span	6-8
County-District-School (CDS) Code	07617966119515

2025-26 District Contact Information

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

2025-26 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
- Titans strive for Academic Excellence

2025-26 School Description and Mission Statement

- Titans work harder to get smarter

Hercules Middle School (HMS) sits on a shared campus with Hercules High School (HHS). HMS has dedicated teachers, an administrative team, and support staff. In addition to the core academic course, HMS students are able to participate in many Visual and Performing Arts classes, such as Dance, Art, College and Career Readiness, Band, and Orchestra, as well as Spanish 1. 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	188
Grade 7	214
Grade 8	194
Total Enrollment	596

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.2
Male	50.8
American Indian or Alaska Native	0.2
Asian	20
Black or African American	14.8
Filipino	19.3
Hispanic or Latino	26
Native Hawaiian or Pacific Islander	0.7
Two or More Races	11.6
White	7.6
English Learners	6.9
Foster Youth	0.3
Homeless	0.5
Socioeconomically Disadvantaged	44.6
Students with Disabilities	10.9

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.

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)	22.8	82.99	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	0	0	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	13.3	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.8	3.02	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	0.1	0.62	91.2	5.99	15831.9	5.67
Total Teaching Positions	27.5	100	1522.8	100	279044.8	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.

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)	18.5	76.51	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	14.97	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	6.62	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	0.4	1.82	94.3	6.58	14303.8	5.15
Total Teaching Positions	24.1	100	1433.2	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18.1	75.82	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.6	15.01	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.17	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	1.1	4.96	67.7	4.84	13705.8	4.91
Total Teaching Positions	23.9	100	1399.3	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	1.60	3	2
Misassignments	2.00	0.6	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.60	3.6	3.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.50	1.6	1
Local Assignment Options	0.30	0	0
Total Out-of-Field Teachers	0.80	1.6	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.3	2.6	15.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.7	1.4	11.1

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync, c2017 - adopted 2017 National Geographic Inside (ELD), c2014 - adopted 2014	0%
Mathematics	Amplify, Desmos Math, c2025 - adopted 2025	0%
Science	Amplify Science, c2020 - adopted 2020	0%
History-Social Science	TCI History Alive, c2017 - adopted 2020	0%
Foreign Language	Vista Higher Learning Descubre (Spanish 1), c2022 - adopted 2022	0%
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	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		7/23/2025		
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. CUSTODIAL: 4. WATER DAMAGE TO WALL. GIRLS LOCKER ROOM/ M-415: 4. LINOLEUM FLOORING IS TORN. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) 15. DOOR CLOSER COVER IS MISSING. LA - 219: 4. CEILING TILES HAVE WATER STAINS. LA-205: 4. CEILING TILE HAS A WATER STAIN. LA-210: 4. RUBBER MOULDING IS MISSING LA-222: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. LA-224: 4. FORMICA IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS LOOSE. 5. DIRTY VENT. LA-225: 4. FORMICA IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING/LOOSE. 5. DIRTY VENT. LA-226: 4. FORMICA IS CHIPPING ON COUNTERTOP. HOLE IN WALL. LA-227: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. BLACK GROWTH IS 15. DOOR CLOSER COVER IS MISSING. LIBRARY LA-220: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO UPPER WALL BELOW WINDOW. 7. LIGHT FIXTURE CAP IS LOOSE. M-102: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED) M-103: 4. FORMICA TRIM IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-105: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. 9. FAUCAT LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. M-107: 4. SINK CABINET HANDLE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. TWO ROOM ID'S ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED) (WILLIAMS NOTICES ARE STACKED) M-207: 4. WALL PANEL IS TORN. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-301: 4. CABINET DOORS ARE MISSING. 9. FAUCET IS MISSING. FAUCET IS LOOSE AT BASE. 15. DOOR CLOSER COVER IS MISSING. M-303: 4. CEILING TILES HAVE WATER STAINS. DRYWALL IS CHIPPING ON PILLAR EXPOSING

School Facility Conditions and Planned Improvements

				METAL. CABINET DOORS ARE MISSING. CABINET HANDLE IS LOOSE. 9. FAUCETS HAVE NO FLOW. 15. DOOR CLOSER COVER IS MISSING. M-307: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. PLASTER/DRYWALL IS CHIPPING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 15. DOOR CLOSER COVERS ARE MISSING. M-417: 4. CEILING TILES HAVE WATER STAINS. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) M-418: 4. HOLES IN WALL. CEILING TILE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) MPR M-201 : 4. FLOOR TILES ARE BROKEN. CEILING TILES HAVE WATER STAINS. 15. DOOR CLOSER COVER IS MISSING.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			ATTENDANCE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. LA-222: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. LA-224: 4. FORMICA IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS LOOSE. 5. DIRTY VENT. LA-225: 4. FORMICA IS CHIPPING ON COUNTERTOP. RUBBER MOULDING IS CHIPPING/LOOSE. 5. DIRTY VENT. LA-227: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. BLACK GROWTH IS 15. DOOR CLOSER COVER IS MISSING. M-202 KITCHEN: 5. REFRIDGERATOR IS LEAKING CREATING A SLIP HAZARD/PUDDLE. RECORDS LA-215: 5. UNSECURED ITEMS ARE STORED TOO HIGH.
Electrical	X			BOYS RESTROOM: 7. SWITCH PLATE IS MISSING. 8. TOILET IS LOOSE AT BASE. 9. FAUCET IS LOOSE AT BASE. SINK CAP IS MISSING. GYM M-401: 4. AED CASE IS BROKEN.7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVERS ARE MISSING. LA-222: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL APPLIANCES ARE IN CLOSE PROXIMITY TO A WATER SOURCE. LIBRARY LA-220: 4. CEILING TILES HAVE WATER STAINS. WATER DAMAGE TO UPPER WALL BELOW WINDOW. 7. LIGHT FIXTURE CAP IS LOOSE.

School Facility Conditions and Planned Improvements

				M-101: 7. ONE CAN LIGHT IS OUT (M-101a). 10. EVACUATION MAP IS OBSCURED. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. (WILLIAMS NOTICE NOT POSTED) M-302: 7. ELECTRICAL COVER IS MISSING. 9. FAUCETS ARE MISSING. 11. PAINT IS PEELING ON DOOR. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 15. DOOR CLOSER COVERS ARE MISSING.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	ALL GENDER REST ROOM LA-220a: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) ALL GENDER RESTROOM M-204c: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE IS POSTED) ALL GENDER RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED) ALL GENDER RESTROOM: 8. TOILET LEAKS AT FITTING. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (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 RESTROOM M-304: 8. URINAL IS NOT FLUSHING PROPERLY. 9. FAUCET IS LOOSE AT BASE. FAUCET HANDLE IS BROKEN AND HAS A CONSTANT DRIP. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. BOYS RESTROOM: 7. SWITCH PLATE IS MISSING. 8. TOILET IS LOOSE AT BASE. 9. FAUCET IS LOOSE AT BASE. SINK CAP IS MISSING. GIRLS LOCKER ROOM/ M-415: 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 REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) GIRLS RESTROOM M-305: 8 TOILET IS LOOSE AT BASE. . MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCETS HAVE A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED) GIRLS RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. TOILET IS LOOSE AT BASE. (MENSTRUAL NOTICE IS POSTED) M-105: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. 9.

School Facility Conditions and Planned Improvements

			FAUCAT LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. M-107: 4. SINK CABINET HANDLE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. TWO ROOM ID'S ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED) (WILLIAMS NOTICES ARE STACKED) M-301: 4. CABINET DOORS ARE MISSING. 9. FAUCET IS MISSING. FAUCET IS LOOSE AT BASE. 15. DOOR CLOSER COVER IS MISSING. M-302: 7. ELECTRICAL COVER IS MISSING. 9. FAUCETS ARE MISSING. 11. PAINT IS PEELING ON DOOR. M-303: 4. CEILING TILES HAVE WATER STAINS. DRYWALL IS CHIPPING ON PILLAR EXPOSING METAL. CABINET DOORS ARE MISSING. CABINET HANDLE IS LOOSE. 9. FAUCETS HAVE NO FLOW. 15. DOOR CLOSER COVER IS MISSING. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 15. DOOR CLOSER COVERS ARE MISSING. M-417: 4. CEILING TILES HAVE WATER STAINS. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) M-418: 4. HOLES IN WALL. CEILING TILE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE.(NO MENSTRUAL NOTICE IS POSTED) STAFF REST ROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED) WOMENS RESTROOM/ LA-216: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT POSTED)
Safety: Fire Safety, Hazardous Materials		X	ASSISTANT PRINCIPAL: 10. NO ROOM ID. BOYS RESTROOM M-304: 8. URINAL IS NOT FLUSHING PROPERLY. 9. FAUCET IS LOOSE AT BASE. FAUCET HANDLE IS BROKEN AND HAS A CONSTANT DRIP. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. ELEVATOR: 10. ELEVATOR PERMIT IS EXPIRED. M-101: 7. ONE CAN LIGHT IS OUT (M-101a). 10. EVACUATION MAP IS OBSCURED. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. (WILLIAMS NOTICE NOT POSTED) M-102: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED) M-103: 4. FORMICA TRIM IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-104: 10. EVACUATION MAP IS NOT POSTED. 11. PAINT IS PEELING ON DOOR. M-105: 4. FLOOR TILES ARE BROKEN AT ENTRY. FORMICA TRIM IS MISSING ON COUNTERTOP. 9.

School Facility Conditions and Planned Improvements

				FAUCAT LEAKS AT FITTING. 10. EVACUATION MAP IS NOT POSTED. M-107: 4. SINK CABINET HANDLE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. TWO ROOM ID'S ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED) (WILLIAMS NOTICES ARE STACKED) M-207: 4. WALL PANEL IS TORN. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-302: 7. ELECTRICAL COVER IS MISSING. 9. FAUCETS ARE MISSING. 11. PAINT IS PEELING ON DOOR. M-307: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. PLASTER/DRYWALL IS CHIPPING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 15. DOOR CLOSER COVERS ARE MISSING. M-412: 11. PAINT IS PEELING ON CEILING. M-710: 110. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) M-711: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) M-715: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) M-716: 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED)
Structural: Structural Damage, Roofs	X			MENS RESTROOM/ LA-218: 8. ONE TOILET IS NOT FLUSHING PROPERLY. 13. GUTTER DOWNSPOUT IS LOOSE FROM BOOT. 15. DOOR CLOSER COVER IS MISSING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		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 RESTROOM M-304: 8. URINAL IS NOT FLUSHING PROPERLY. 9. FAUCET IS LOOSE AT BASE. FAUCET HANDLE IS BROKEN AND HAS A CONSTANT DRIP. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. GIRLS LOCKER ROOM/ M-415: 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 M-305: 8 TOILET IS LOOSE AT BASE. . MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 9. FAUCETS HAVE A LOW FLOW. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED)

School Facility Conditions and Planned Improvements

GYM M-401: 4. AED CASE IS BROKEN. 7. ONE LIGHT PANEL IS OUT. 15. DOOR CLOSER COVERS ARE MISSING.

LA-227: 4. SECTION OF RUBBER MOULDING IS MISSING. 5. BLACK GROWTH IS 15. DOOR CLOSER COVER IS MISSING.

M-101: 7. ONE CAN LIGHT IS OUT (M-101a). 10. EVACUATION MAP IS OBSCURED. 14. TRIP HAZARD AT ASPHALT/CEMENT SEAM. (WILLIAMS NOTICE NOT POSTED)

M-102: 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVER IS MISSING. (WILLIAMS NOTICE NOT POSTED)

M-103: 4. FORMICA TRIM IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

M-107: 4. SINK CABINET HANDLE IS MISSING. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. TWO ROOM ID'S ARE MISSING. 11. PAINT IS PEELING ON DOOR. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE IS POSTED) (WILLIAMS NOTICES ARE STACKED)

M-207: 4. WALL PANEL IS TORN. CEILING TILES HAVE WATER STAINS. 7. ELECTRICAL COVER IS MISSING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

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

M-212: 15. DOOR CLOSER COVER IS MISSING.

M-301: 4. CABINET DOORS ARE MISSING. 9. FAUCET IS MISSING. FAUCET IS LOOSE AT BASE. 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. CABINET HANDLE IS LOOSE. 9. FAUCETS HAVE NO FLOW. 15. DOOR CLOSER COVER IS MISSING.

M-306: 15. DOOR CLOSER COVER IS MISSING.

M-307: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. PLASTER/DRYWALL IS CHIPPING. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING.

M-308: 4. FORMICA TRIM IS MISSING ON COUNTERTOP. CEILING TILES HAVE WATER STAINS. 9. FAUCETS LEAK AT HANDLE. 11. PAINT IS PEELING ON GUTTER DOWNSPOUT. 15. DOOR CLOSER COVERS ARE MISSING.

M-507: INTERIOR UNDER CONSTRUCTION. 14. TRIP HAZARD OON WALKWAY.

MENS RESTROOM/ LA-218: 8. ONE TOILET IS NOT FLUSHING PROPERLY. 13. GUTTER DOWNSPOUT IS LOOSE FROM BOOT. 15. DOOR CLOSER COVER IS MISSING.

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

PLAY COURTS: 14. HOLES IN PIP SURFACING.

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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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 Assessments 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.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	47	54	33	34	47	48
Mathematics (grades 3-8 and 11)	35	36	23	26	35	37

2024-25 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	594	589	99.16	0.84	54.33
Female	291	289	99.31	0.69	64.01
Male	303	300	99.01	0.99	45.00
American Indian or Alaska Native	--	--	--	--	--
Asian	119	119	100.00	0.00	57.98
Black or African American	86	83	96.51	3.49	40.96
Filipino	118	117	99.15	0.85	72.65
Hispanic or Latino	152	152	100.00	0.00	44.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	66	98.51	1.49	51.52
White	47	47	100.00	0.00	59.57
English Learners	34	34	100.00	0.00	2.94
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	314	311	99.04	0.96	45.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	63	96.92	3.08	3.17

2024-25 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	594	583	98.15	1.85	36.36
Female	291	286	98.28	1.72	37.76
Male	303	297	98.02	1.98	35.02
American Indian or Alaska Native	--	--	--	--	--
Asian	119	119	100.00	0.00	48.74
Black or African American	86	83	96.51	3.49	20.48
Filipino	118	114	96.61	3.39	54.39
Hispanic or Latino	152	149	98.03	1.97	16.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	67	67	100.00	0.00	44.78
White	47	46	97.87	2.13	39.13
English Learners	34	34	100.00	0.00	8.82
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	314	308	98.09	1.91	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	65	60	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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	30.27	36.46	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	196	192	97.96	2.04	36.46
Female	86	86	100.00	0.00	33.72
Male	110	106	96.36	3.64	38.68
American Indian or Alaska Native	0	0	0	0	0
Asian	42	42	100.00	0.00	42.86
Black or African American	31	28	90.32	9.68	28.57
Filipino	45	45	100.00	0.00	53.33
Hispanic or Latino	46	45	97.83	2.17	26.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	16	100.00	0.00	18.75
White	15	15	100.00	0.00	33.33
English Learners	15	14	93.33	6.67	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	100	97.09	2.91	31.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	23	20	86.96	13.04	5.00

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.

2024-25 California Physical Fitness Test Participation Rates

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	93.4	93.4	93.4	93.4	93.4

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.

2025-26 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 lunch supervision, phone banking, and 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, and 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 to celebrate students who are on the honor roll and receive perfect attendance.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	621	614	80	13.0
Female	305	301	40	13.3
Male	316	313	40	12.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	122	121	5	4.1
Black or African American	92	92	16	17.4
Filipino	118	118	5	4.2
Hispanic or Latino	164	159	34	21.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	72	72	12	16.7
White	48	47	8	17.0
English Learners	48	46	8	17.4
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	333	329	54	16.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	70	20	28.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
9	6.21	6.44	4.81	4.82	4.31	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.44	0.00
Female	2.30	0.00
Male	10.44	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.10	0.00
Black or African American	9.78	0.00
Filipino	2.54	0.00
Hispanic or Latino	8.54	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.94	0.00
White	8.33	0.00
English Learners	12.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	8.41	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.57	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.

2025-26 School Safety Plan

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

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

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

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

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2025. A copy of the Comprehensive School Safety Plan is available by request through the district's website.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	25	5	5	7
Mathematics	29	2	6	6
Science	31	1	3	9
Social Science	29	2	4	8

2024-25 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

2024-25 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	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	7043.23	1282.80	5760.43	83858.86
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-25.2	-0.6
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-60.6	-12.1

Fiscal Year 2024-25 Types of Services Funded

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

- AAA WORKSPACE
- AAA WORKSPACE - EPROCUREMENT
- AMAZON
- AMAZON (E-PROCUREMENT)
- BLICK ART MATERIALS LLC
- BRISK LABS CORP
- D & D SECURITY RESOURCES, INC.
- DEMCO INC
- FOLLETT CONTENT SOLUTIONS LLC
- KBA DOCUMENT SOLUTIONS, LLC
- ROCKIN' ROBBIE'S INC.
- THE MAGIC FLUTE, LTD
- WCCUSD CENTRAL LIBRARY SERVICES

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

For the 2025-2026 school year, the collaboration calendar was designed to balance department and grade level team time. The focus of this year is writing, and staff will be spending both department and grade level time reviewing rubrics, assessing work samples, and calibrating grading.

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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	62	58	62