

# Hercules High

By February 1 of each year, every school in California is required by state law

## About This School

Contact Information (School Year 2018–19)



*Last updated: 1/10/2019*

School Description and Mission Statement (School Year 2018–19)

*Last updated: 11/28/2018*

## Student Enrollment by Grade Level (School Year 2017—18)



*Last updated: 1/22/2019*

## Student Enrollment by Student Group (School Year 2017—18)

## 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

#### Teacher Credentials

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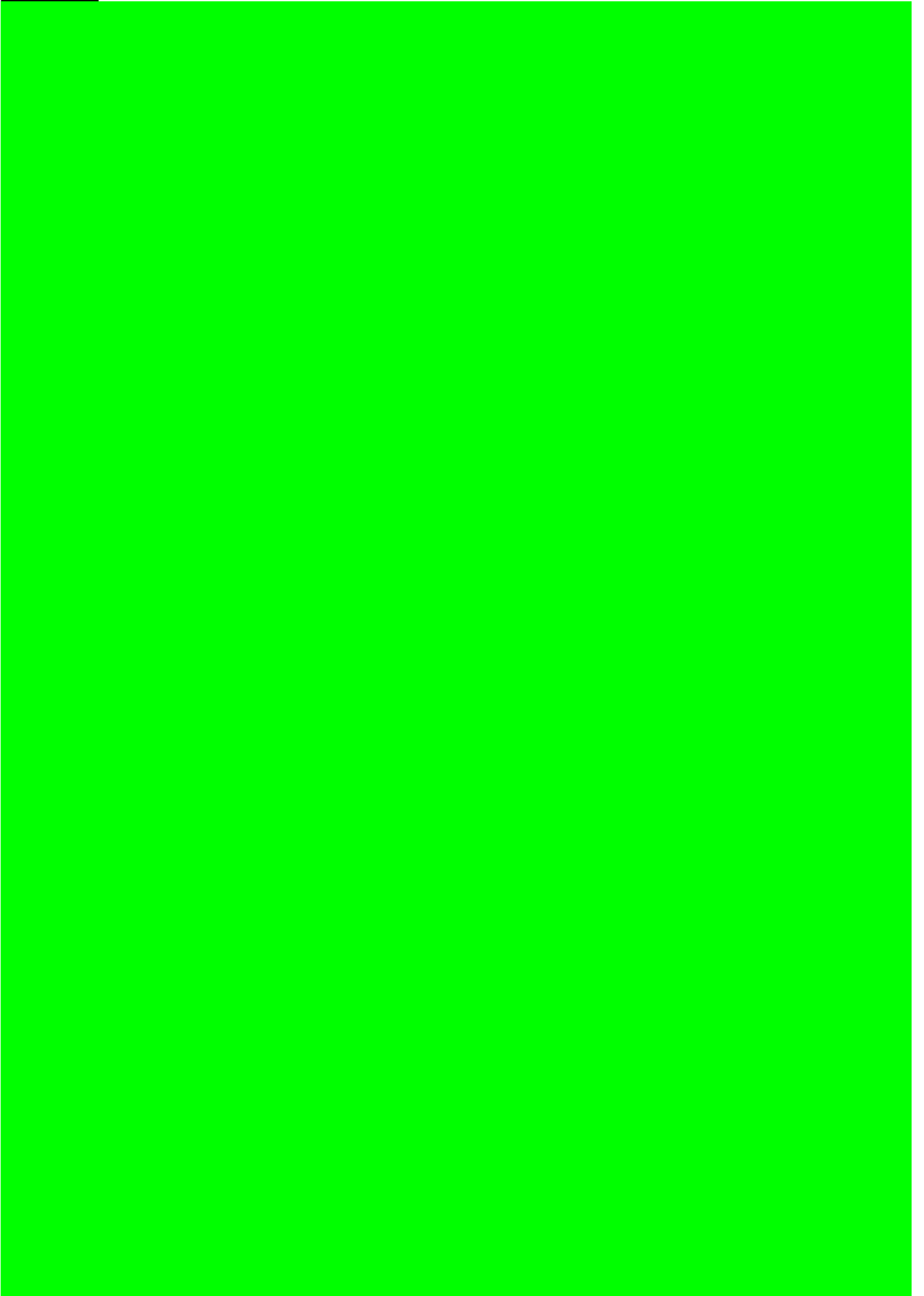
*Last updated: 1/18/2019*

#### Teacher Misassignments and Vacant Teacher Positions

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

*Last updated: 1/18/2019*

which the data were collected: October 2018





*Last updated*

## 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, which 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); and
- 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.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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

Note: 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.

*Last updated: 1/22/2019*







teachers to ensure student success. Students may transfer schools in order 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:

AP Computer Science Principles

*Last updated: 1/8/2019*

### Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	249
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	24.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	4.0%

*Last updated: 1/8/2019*

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	98.7%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	56.7%

# State Priority: Other Pupil Outcomes

*Last updated: 1/22/2019*

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

## California Physical Fitness Test Results (School Year 2017—18)

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

*Last updated: 1/22/2019*



# State Priority: Pupil Engagement

Last updated: 11/28/2018

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	0.9%	1.6%	7.2%	8.7%	10.7%	9.7%
Graduation Rate	97.6%	96.8%	84.7%	83.1%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate		7.5%	9.1%
Graduation Rate	95.3%	80.2%	82.7%

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For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/22/2019

Completion of High School Graduation Requirements - Graduating Class of 2017  
(One-Year Rate)

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# State Priority: School Climate

*Last updated: 1/22/2019*

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

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*Last updated: 1/22/2019*

## School Safety Plan (School Year 2018—19)

*Last updated: 1/24/2019*



## D. Other SARC Information

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

## Average Class Size and Class Size Distribution (Secondary) (School Year 2015–16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	29.0	8	7	21
Mathematics	29.0	5	10	16
Science	34.0		8	13
Social Science	31.0	6	8	20

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

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## Academic Counselors and Other Support Staff (School Year 2017—18)

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/18/2019*

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

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

*Last updated: 1/25/2019*



## Advanced Placement (AP) Courses (School Year 2017—18)

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/22/2019*

### Professional Development

*Last updated: 11/28/2018*