1991 Mid Cycle AYC Progress Report

West Contra Costa Unified School District

Bissell Avenue

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Genera Bac ground   H story

Hercules High School co-established in 2001 as a Middle/High School to serve students in 6th -12th grades. In July 2014, the West Contra Costa Unified School District (WCCUSD) board approved a diversion from the 6th -12th institution to one middle school and one high school with separate administrative, classified, and certificated staff. Hercules High School and Hercules Middle School share the same physical address, structurally connected by an administrative

within the city boundaries. The city of Hercules has grown into a culturally rich community with a population hovering around 25,000. Hercules has one of the largest populations of Filipino and Asian residents compared to other communities within the West Contra Costa Unified School District. The largest make-up of the community is Filipino and various Asian representing a combined 42.7% of the population. The Caucasian population represents 28% of the whole and the African American residents are at 18%.

Acade   c Progra

Hercules High School (HHS) offers an academic program designed to meet the needs of every student. Hercules High School offers 72 courses to support students through a progressive transition to post-high school success, whether that be a higher education institution, military or the workforce. The default curriculum at Hercules   lH(i)]TJ 3.08357 0 Td [(i)-2.53656(

c oo s on Docu ents (Vision, Mission and Student Learning Outcomes)

Vision Statement

2.1 organize thoughts and emotions, and express them in oral, written and artistic forms

2.2 listen to, comprehend, and process information

2.3 explore, develop, and demonstrate creative expression in a variety of forms

2.4 read, write, speak, and listen analytically, thoughtfully, and reflectively

2.5 use technology thoughtfully, critically, and appropriately as a tool of communication (e.g. correspondence, display of information, expression of ideas, creative self-expression)

3. **espons b e C t zens** who:

3.1 adopt and value ethical principles and attitudes .9756(o)23.493(E)-0.479431(i)-2.53414(n)]T.

School County Demographic Data

Enroent by ubgroup

California Department of Education breaks down student enrollment by subgroups, which generally refers to any group of students who share similar characteristics, such as gender identification, racial or ethnic identification, socioeconomic status, physical or learning disabilities, or specific school assigned classifications. The table below depicts the subgroup population break down over the last four years.

School Enrollment by

Enro   ent by Ho   e Language Group

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services. The following table presents disaggregated student enrollment by native language or the primary language spoken in the home.

Home Languages of English Language Learners			
Language Spoken at Home	2016-17	2017-18	2018-19
Arabic	1	2	
Cantonese	4	1	
Filipino (Pilipino or Tagalog)	16	12	13
Hindi	1		2
Indonesian			
Korean	1	1	1
Lao	4	4	2
Mandarin	2	2	1
Other non-English Languages	8	8	12
Portuguese	5	6	2
Punjabi	8	7	7
Spanish	41	43	32
Thai	1	1	1
Urdu	1	1	1
Vietnamese	4	7	4
Total	97	95	78

Source: http://dq.cde.ca.gov/dataquest/

The table above depicts the wide variety of languag

Eng s Learners C ass f cat on

California Department of Education requires a process to identify students in need of English Language support. All students who enroll into WCCUSD complete a home language survey. Families who report a language other than English spoken at home are referred to the Registration, Assessment and Placement (RAP) center. The RAP center assesses each child on the level of English Language Proficiency (ELP) using a brief assessment.

Students who have been determined to lack the English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs are enrolled in an English Language Learner (EL) program.

The table below identifies the current EL enrollment over the last four years.

English Language Learner Classifications						
Academic Year	EL 1	EL2	EL3	EL4	EL 5	Total
2019-20	0	0	14	33	14	61
2018-19	3	4	21	17	22	67
2017-18	7	18	20	34	14	93
2016-17	8	9	10	18	26	71

ource http://dq.cde.ca.gov/dataquest/, **Power c oo Database**

pec a Note In the spring of 2019, district secondary education leaders recommended the consolidation of all EL 1 and 2 students from Hercules High School with DeAnza High School's declining enrollment within the EL and

program. Extensive Support Needs (ESN) has replaced the Severely Handicapped (SH) terminology. ESN students usually have severe disabilities, which may have been caused by chromosomal abnormalities, postnatal difficulties, gestational (prematurity), mal-development of the brain and or spinal cord, infections, genetic disorders, and/or injuries from accidents.

The third category remains the same, listed as Resource Specialist Program (RSP) has been students generally require specialized assistance less than 50% of their scheduled academic program. At Hercules High School we currently have 22 students in the NSH program, 63 in RSP and 5 students in SH classes. The SPED populati

Student Achievement Data

California Assessment of Student Performance and Progress (CAASPP)

The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets, which together, make statements pertaining to specific areas of student achievement. Each claim is a summary statement about the knowledge and skill students demonstrate on the assessment related to a particular aspect of the Common Core State Standards (CCSS) for English Language Arts. Within each claim are a variety of assessment targets that

Hercules High School 11/9 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	27.49%	22.75%	49.76%	
Problem Solving	18.01%	46.45%	35.55%	
Communication/Reasoning	20.85%	44.08%	35.07%	

Source

- **1** **9** ᵃAbove At or near standard perfor ance range
- **1** **9** ᵃAbove At or near standard perfor ance range

r t ng The level at which students demonstrate a thorough ability to produce a well-organized, developed and supported writing for different purposes and audiences.

- **1** **9** ᵃAbove At or near standard perfor ance range
- **1** ᵃAbove At or near standard perfor ance range

L sten ng The level at which student demonstrates a thorough ability to use effective listening skills for a range of purposes and audiences.

- **1** **9** ᵃAbove At or near standard perfor ance range
- **1** ᵃAbove At or near standard perfor ance range

esearc Inqu ry The level at which students demonstrate a thorough ability to engage in research and inquiry to investigate topics and to analyze, integrate and present information.

- **1** **9** ᵃAbove At or near standard perfor ance range
- **1** ᵃAbove At or near standard perfor ance range

BAC Mat 1 9 1 Co par son

In 2019, 38.38% of our 11th grade students scored in the "Met/Exceeded" range with 20.85% in the nearly "Standard Nearly Met" and 40.76% in the "Standard Not Met". In 2018, 26.76% of our 11th grade students scored in the "Met/Exceeded" range with 25.35% in the "Standard Nearly Met" and 47.89% in the "Standard Not Met". The percentage change in Met/Exceeded range from 2018 to 2019 was an increase of 11.62%.

When comparing our 2019 Met/Exceeded scores with the county and state we are -2.19% and +6.56% points respectively. The table below depicts school, county and state comparisons in ELA SBAC scores.

tandard

Prob e   o v ng   Mode ng Data The level at which students demonstrate a thorough ability to consistently solve a variety of well posed mathematical problems by applying his or her knowledge of problem solving skills and strategies. In addition, this claim measures the level at which students can analyze real world problems and build and use mathematical models to interpret and solve problems.

- **1   9**   ˄**Above At or near   standard perfor   ance range**
- **1**   ˄**Above At or near   standard perfor   ance range**

Co   un cat ng   eason ng The level at which a student demonstrates a thorough ability to

SBAC Subgroup Performance ELA

SBAC ELA Met/Exceed Standards	2016	2017	2018	2019		
African American	35.00%	33.34%	40.67%	45.46%		
Asian	89.00%	77.08%	71.80%	64.29%		
Filipino	77.00%	80.00%	80.00%	70.83%		
Hispanic	41.00%	54.90%	55.56%	52.17%		
White	74.00%	61.11%	N/A	58.33%		

The table below depicts results for the 2019 CAST assessment, which included 11th and 12th grade.

	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
		1	1	1

We plan to administer the CAST to all 11th grade students for the 2020 testing.

College Board PSAT/SAT
Preliminary Scholastic Aptitude Test National Merit Scholars ship Qualifying Test (PSAT/NMSQT)

College Board provides assessments that focus on college and career readiness benchmarks. These benchmarks are set at the section level (Math, Evidence-Based Reading and Writing) for each assessment and represents increasing levels of achievements as students' progress through each grade level. The benchmark scores represent the ability for a student to pass a first semester credit bearing college course in that related subject. The combined percent of students meeting or exceeding benchmark standards is interpreted as "college ready". The measure "college ready" is to signify that students who are meeting or exceeding benchmarks would "be ready" for entry-level college coursework.

West Contra Costa Unified School District provides the opportunity for all 10th and 11th grade students to participate in the Preliminary Scholastic Aptitude Test (PSAT). The PSAT/SAT report students score in comparison to all other test takers in the same period. PSAT results predicts what a student would have scored on the SAT, had they taken the SAT on the same day. The PSAT has two sections: Math and Evidence-Based Reading and Writing (ERW). Each section is scored on a scale of 160 to 760. Total scores for the PSAT 10/11 range from 320-1520.

PSAT Results

The table below depicts the PSAT scores for 10th and 11th grade students with comparison scores for the state and nation. It is important to note that all 10th and 11th grade students participated in the PSAT at Hercules High School, while state and national scores may reflect students who self-select to participate in the PSAT. The two scores listed are math and Evidence Based Reading and Writing (ERW).

PSAT, Fall 2019	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math	# of Students Tested
10th Grade(Hercules)		873		450		424	172
10th Grade(State)		889		446		444	253,042
10th Grade(National)		925		467		458	1,833,582
11th GradeHercules)		923		475		448	191
11th Grade(State)		961		485		476	237,876
11th Grade(National)		1004		509		494	1,706,882

Source: College Board, https://k12reports.collegeboard.org/

In 2019, we tested 172 10th grade students. 22% of 10th grade students met both ERW and math benchmarks. 54% of our 10th grade students met ERW while 22% met the math benchmark.

In 2019, we tested 191 11th grade students. 21% of 11th grade students met both ERW and math benchmarks. 59% of our 11th grade students met ERW while 21% met the math benchmark.

PSAT Results

The table below depicts the PSAT scores for 10th and 11th grade students with comparison scores for the state and nation. It is important to note that all 10th and 11th grade students participated in the PSAT at Hercules High School, while state and national scores may reflect students who self-select to participate in the PSAT. The two scores listed are math and Evidence Based Reading and Writing (ERW).

PSAT, Fall 2018	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math	# of Students Tested
10th Grade(Hercules)		875		453		422	204
10th Grade(State)		890		448		442	268,924
10th Grade(National)		932		470		462	1,862,142
11th GradeHercules)		975		505		470	199
11th Grade(State)		969		489		479	232,064
11th Grade(National)		1013		512		501	1,746,161

In 2018, we tested 204 10th grade students. 24% of 10th grade students met both ERW and math

P A... Trends

Over the last three years, the percent of 11th grade students meeting both benchmarks has averaged 28% meeting both benchmarks (ERW/Math). Within the same time-period, our 10th grade students have averaged 26.6% meeting both benchmarks.

PSAT/SAT, Fall 2019	Percent Met Both Benc... ar s	MEAN TOTAL SCORE	Percent Met E... Benc... ar s	Evidence Based Reading & Writing (ERW)	Percent Met Mat... Benc... ar s	Mean Math
Class of 2022 (10th)	11	873		450	11	424
Class of 2021 (11th)	1	923	9	475	1	448
PSAT/SAT, Fall 2018	**Percent Met Both Benc ar s**	**MEAN TOTAL SCORE**	**Percent Met E... Benc ar s**	**Evidence Based Reading & Writing (ERW)**	**Percent Met Mat Benc ar s**	**Mean Math**
Class of 2021 (10th)	1	875	9	453	1	422
Class of 2020 (11th)		975		505	9	470
PSAT/SAT, Fall 2017	**Percent Met Both Benc ar s**	**MEAN TOTAL SCORE**	**Percent Met E... Benc ar s**	**Evidence Based Reading & Writing (ERW)**	**Percent Met Mat Benc ar s**	**Mean Math**
Class of 2020 (10th)		899		459		440
Class of 2019 (11th)	1	927		470	1	457

Source: College Board, https://k12reports.collegeboard.org/

...c o ast c Apt tude... est... A... u esu ts

In March of 2016, the SAT officially launched its new format on a 400- 1600 scale. The revised format modified the Evidence-Based Reading and Writing section to a 200-800 point scale. The scoring format for the math section is also on a 200-800 scale. SAT scores compare individual performance with the performance of other students who take the test within the same year. The SAT is not designed as an indic314(0)-0.1343117]TJ 1 11.9789 Tf 10 302.4 593.04 T0.135535(o)-0.13553435

Based Writing/Math. The essay score is broken down into three measures: Reading, Analysis and Writing. The score range is two (2) through eight (8).

Each fall, WCCUSD collaborates up with College Board to provide an SAT School Day. On the determined SAT School Day, the Scholastic Aptitude Test (SAT) is given to all 12th grade students at no cost.

Scholastic Aptitude Test (SAT) Results Fall 2019

According to the 2019 results, assessment date of October 2019, our students taking the SAT scored 71 points above the state and nation in the total mean score range. The class of 2020 received a mean total score of 1006, an ERW score of 511 and a math score of 495. Thirty-eight percent of 12th grade students met both benchmarks, 60% met the ERW and 41% met the math benchmarks.

Scholastic Aptitude Test (SAT) Results, 2019	Percent Met Bot Benc ar s	MEAN TOTAL SCORE	Percent Met E Benc ar s	Evidence Based Reading & Writing (ERW)	Percent Met Mat Benc ar s	Mean Math
12th Grade (Hercules)		1006		511		495
12th Grade (State)		935		472		463
12th Grade (National)		935		476		459

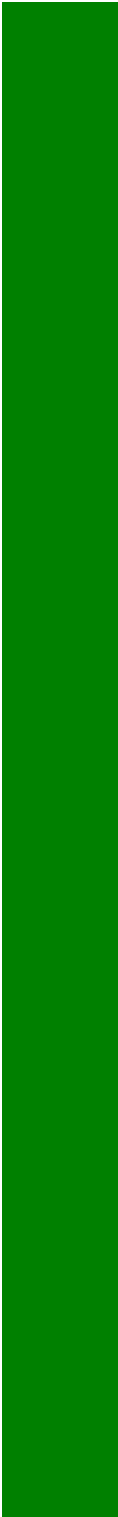Source: College Board, https://k12reports.collegeboard.org/

Scholastic Aptitude Test (SAT) Results Fall 2018

According to the 2018 results, assessment date of October 2018, our students taking the SAT scored 45 points above the state and 52 points above the national in the total mean score range. The class of 2019 received a mean total score of 989, an ERW score of 502 and a math score of 487. Thirty-five percent of 12th grade students met both benchmarks, 57% met the ERW and

c o ast c Apt tude est A esu t Fa 1

The table below outlines the SAT writing scores of our 12th grade students over the last three years.

A 4 Year Average

	SAT Mean Scores Per Category					
School Year	Mean Total Score	% Met Both Benchmarks	Mean ERW	% Met ERW Benchmarks	Mean Math	% Met Math Benchmarks
October, 2019	1006	38%	511	60%	495	41%
October, 2018	989	35%	502	57%	487	38%
October, 2017	1009	31%	512	66%	497	36%
October, 2016	1012	40%	512	65%	500	38%
4 Year Average	1004	36%	509	62%	495	38%

Source https://www.collegeboard.org/

The table above reviews the last four years of SAT scores, recorded from the school October assessment date. The percent of students meeting both benchmarks have ranged from 40% to 31% with a 4-year average of 36%. The percent of students meeting ERW benchmarks have ranged from 66% to 57% with a 4-year average of 62%. The percent of students meeting math benchmarks have ranged from 41% to 36% with a 4-year average of 38%.

Advanced Placement AP Test Results
The College Board, an organization that oversees the AP683778( )-10.0702( )]TJt702( )]TJt702( )]TJt70023.88

SCORE	Eng Lang Comp	Eng Lit Comp	Hum Geog	Pysch	US Gov Pol	US History	World History	Studio Art 2D	Computer Science
5	1	0	6	1	1	3	0	2	0
4	4	1	7	3	0	3	2	3	0
3	16	8	15	3	6	5	14	6	14
2	49	12	11	5	22	14	41	0	24
1	38	3	25	39	55	65	42	1	24
TOTAL	108	24	64	51	84	90	99	12	62
%3 or above	19.44%	37.50%	43.75%	13.73%	8.33%	12.22%	16.16%	91.67%	22.58%

SCORE	Calc AB	Calc BC	Stat	Biology	Env Science	Chem	Physics	French	Span Lang

	# of Exams	% of Total	# of Exams	% of Total	# of Exams	% of Total	# of Exams	% of Total	# of Exams	% of Total
1	411	53.10%	366	48.61%	321	53.23%	140	33.25%	1238	48.53%
2	210	27.13%	217	28.82%	138	22.89%	137	32.54%	702	56.98%
3	94	12.14%	117	15.54%	90	14.93%	94	22.33%	395	15.48%
4	49	6.33%	32	4.25%	41	6.80%	40	9.50%	162	6.35%
5	10	1.29%	21	2.79%	13	2.16%	10	2.38%	138	5.41%
TOTAL	774		753		603		421		2551	

ᵁota

Pass ng w t

- **In t a y F uent Eng s Prof c ent I FEP** Students initially assessed as not Limited English Proficient (LEP) but who nevertheless speak a language other than English at home. For many I-FEP students, English was not their first language, even though they became fluent in it at a young age.

- **e des gnated F uent Eng s Prof c ent FEP** Language-minority students initially assessed as LEP, who have been reclassified as FEP by meeting local performance criteria.

Eng s Learner ec ass f cat on ate

The chart below shows a 3 year trend of language proficiency from 2016-17 to 2018-19. The three year trend shows an 11.25% increase in the number of EL students who were reclassified from 2016-17 to 2018-19 school year.

Reclassified Fluent English Proficient (RFEP)			
	Total English Learners	RFEP	Reclassified Rate
2019-20			
2018-19	67	16	23.88%
2017-18	93	18	19.35%
2016-17	95	12	12.63%

In order to comply with A-G requirements for successful college entry, students must pass each course taken in high school with a C or better. In addition to the A-G requirement, students need to obtain a C or better as a pre-requisite to get into upper level high school courses.

English Department

There are 13 courses offered under the English department. Two of the courses are AP, three advanced/honors, and the other eight are regular college preparatory courses.

Math Courses

There are seven courses offered in math, three are

Spec a Educat on

There are seven courses designated as special education (NSH and RSP) that serve students who are in need of specialized instruction.

Row N   Row N   Row N   Row N
Row N   # o   # o   # o

In 2018-19, we offered five courses in the science department. Two of those were AP courses, and the other three are general college preparatory classes.

		A		B		C		D		H B 2 2		
		# o As	o As	#o Bs	o Bs	#o Gs	o Gs	# o Ds	o Ds	# o Fs	o Ds	O AL ENROLLED
AP Biology		4			4		5	2	5				5
		2	5		4		4						
					4	2	2						
	2	4		4			5						
AP Environmental Science 10		5	2		5 2		2		4			8	
			2	2	4	5	2		4			8	
		4		4	2						2		
	2	5	2		44		2	2			4	8	
Biology		54	2			5	22	2		5	5	2	4
		5	8	5	22		2		4	2	4	2 2	2
			8	55	2	4		2		5	2	2	
	2	5 2	22	55	2	5	2	2	2	5 2	22	2	
Chemistry		2	2	4	2			45	2	2	4	22	
		8		5	2	2	2	45	2		4	22	
			4		5	2			45	2	2	2	
	2	5	2	45	2	54	8	2	5			2	
Physics		4	5	2	2		2			5	4		
		5	45	8	2	2	22					2	
		2	22	4						2	22	22	
	2	5	4	2	2	2				4		22	

	Row N	Row N	Row N	Row N	Row N		
	# o	# o	# o	# o	# o		

P ys ca F tness epor u ary esu ts

The table below breaks down the Physical Fitness scores by Aerobic Capacity, Body Composition, Abdominal Strength, Trunk Extension, Upper Body Strength and Flexibility.

California Physical Fitness Test Results, 2018-19				
Physical Fitness Area, 9th Grade	Total Tested	% Healthy Fitness Zone	% Needs Improvement	% Health Risk
Aerobic Capacity	196	69.4%	14.8%	15.8%
Body Composition	196	65.3%	16.8%	17.9%
Abdominal Strength	196	89.8%	10.2%	*
Trunk Extension Strength	196	96.9%	3.1%	*
Upper Body Strength	196	69.4%	30.6%	*
Flexibility	196	86.2%	13.8%	*

California Physical Fitness Test Results, 2017-18				
Physical Fitness Area, 9th Grade	Total Tested	% Healthy Fitness Zone	% Needs Improvement	% Health Risk
Aerobic Capacity	222	81.5%	17.1%	1.4%
Body Composition	222	61.7%	20.7%	17.6%
Abdominal Strength	222	73.9%	26.1%	*
Trunk Extension Strength	222	98.2%	1.8%	*
Upper Body Strength	222	18.0%	82.0%	*
Flexibility	222	96.8%	3.2%	*

California Physical Fitness Test Results, 2016-17				
Physical Fitness Area, 9th Grade	Total Tested	% Healthy Fitness Zone	% Needs Improvement	% Health Risk
Aerobic Capacity	246	76.0%	17.5%	6.5%
Body Composition	246	63.0%	20.3%	16.7%
Abdominal Strength	246	85.0%	15.0%	*
Trunk Extension Strength	246	95.9%	4.1%	*
Upper Body Strength	246	66.7%	33.3%	*
Flexibility	246	86.2%	13.8%	*

ource https://www.cde.ca.gov/ta/tg/pf/healthfitzones.asp

A G Pass ate Nu ber of Graduates Meet ng C C equ re ents

The percentages of White students who have graduate

Nu ber of Graduates Meet ng C_C   equ re ents

Declined Significantly. The five levels are assigned a color code: Red (Declined Significantly),
Orange (Declined), Yellow (Maintained), Green (Increased) and Blue (Increased significantly).

CA Das board Co ege Career   ead ness

As of 2019, our college readiness score is at 43.4%, which is a drop from the previous year by
0.5% ranking our school in the yellow performance color (Maintained).

College Career	College/Career Prepared	# of Students	Difference from previous year	Level of Performance	Performance Color
2018-19	43.40%	221	-0.5%	Maintained	Yellow
2017-18	43.90%	239	-3.7%	Declined	Orange

Source: &#'&$ +, #' – #!,   !.

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	College/Career Prepared	Level of Performance	Performance Color	College/Career Prepared	Level of Performance	Performance Color
African American	22.0%	Maintained -1.7%	Orange	22.4%	Maintained -1.7%	Orange
Asian	62.5%	Declined 13.6%	Orange	61.9%	Maintained - 0.6%	Green
Filipino	60.3%	Increased 5.2%	Green	60.3%	Maintained 0.0%	Green
Hispanic	34.6%	Declined 10.1%	Red	38.3%	Increased 3.7%	Green
Socioeconomically Disadvantaged	35.0%	Maintained .8%	Yellow	33.6%	Maintained -1.4%	Orange
English Learner	10.3%	Declined 20.1%	No Color	3.8%	Declined 6.5%	No Color
Foster Youth	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Homeless	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Two or 159(e)2371{						

Graduation Rate: SubGroup Category	2017-18			2018-19		
	Graduation Rate	Level Of Performance	Performance Color	Graduation Rate	Level Of Performance	Performance Color
African American	93.2%	Increase 1.1%	Green	93.1%	Maintained -0.1%	Green
Asian	93.8%	Declined 6.3%	Yellow	95.2%	Increased 1.5%	Blue
Filipino	98.3%	Maintained .8%	Blue	94.8%	Declined 3.5%	Yellow
Hispanic	92.3%	Declined 3.4%	Yellow	95.7%	Increased 3.3%	Blue
Socioeconomically Disadvantaged	92.0%	Maintained .3%	Green	92.4%	Maintained 0.3%	Green
English Learner	82.8%	Declined 8.5%	No Color	92.3%	Increased 9%	No Color
Foster Youth	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Homeless	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Two or More Races	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Students with Disabilities	88.5%	Increased 20.7%	No Color	72.2%	Delcined 16.2%	No Color
White	99.40%	Increased 8.7%	No Color	Less than 11 Students - No Data		No Color

Source: caschooldasboard.org

The table above breaks down the graduation rate by subgroups.

The African American sub-group graduation rate in 2019 was 93.1%, maintained from the previous year resulting in a green performance color.

The Asian sub-group graduation rate in 2019 was 95.2%, increased 1.5% from the previous year resulting in a blue performance color.

The Filipino sub-group graduation rate in 2019 was 94.8%, declined 3.5% from the previous year resulting in a yellow performance color.

The Hispanic sub- group graduation rate in 2019 was 95.7%, an increase of 3.3% from the previous year resulting in a blue performance color.

The socioeconomically disadvantage group graduation rate was 92.4$, maintained 0.3% from the previous year resulting in a green performance color.

Subgroups or academic programs that did not have a significant student population enrollment were not rated.

CA Das board Mat

The California dashboard pulls data from the Smarter Balanced Assessment, which is taken by all 11th grade students once per year. The data compiled in the dashboard measures how will students are meeting grade level standards on the Mathematics assessment. Distance From Standard (DFS) measures how far, on average, students are from the lowest possible score from standard met (level 3). The standard met ranking signifies that students demonstrate the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

Academic Performance: Math	Distance from Standard (DFS)	# of Students	Difference from previous year	Level of Performance	Performance Color

Student Group Details Math

Math: SubGroup Category	2017-18			2018-19		
	Distance From Standard	Level Of Performance	Performance Color	Distance From Standard	Level Of Performance	Performance Color
African American	119.9 points below standard	Increased 30 pts	Orange	119.7 points below standard	Maintained .1 pts	Red
Asian	20.4 points below standard	Declined 10.3 pts	Yellow	4.3 points below standard	Increased 16.1 pts	Green
Filipino	28.8 points below standard	Increased 12.1 pts	Green	22.9 points below standard	Increased 5.9 pts	Green
Hispanic	119.2 points below standard	Increased 7.1 pts	Orange	101.8 points below standard	Increased 17.3 pts	Yellow
Socioeconomically Disadvantaged	101.9 points below standard	Increased 28.5 pts	Yellow	105.5 points below standard	Declined 3.6 pts	Orange

Source caschooldasboard.org

The table above breaks down the math scores by subgroups.

The African American sub-group average math scores in 2019 was 119.7 points below standard, maintained .1 points from the previous year resulting in a red performance color.

The Asian sub-group average math scores in 2019 was

The socioeconomically disadvantage group average math scores in 2019 was 105.5 points below standard, declined by 3.6 points from the previous year resulting in an orange performance color. Subgroups or academic programs that did not have a significant student population enrollment were not rated.

CA Das board Eng s   Language Arts
The California dashboard pulls data from the Smarte

tudent Group Deta s ELA

	Distance from Standard	Level of Performance	Performance Color	Distance from Standard	Level of Performance	Performance Color
African American	26.8 points below standard	Increased 19.8 pts	Yellow	23 points below standard	Increased 3.8 pts	Yellow
Asian	55.8 points above standard	Declined 13 pts	Green	38 points above standard		

The socioeconomically disadvantage group average ELA scores in 2019 was 30.5 points below standard, declined by 34.3 points from the previous year resulting in an orange performance color.

Subgroups or academic programs that did not have a significant student population enrollment were not rated.

The socioeconomically disadvantage sub-group suspension rate (students suspended at least once) in 2019 was 3.6%, declined 6.1% points from the previous year resulting in a green performance color.

The Homeless sub-group suspension rate (students suspended at least once) in 2019 was 0%, declined 10% points from the previous year resulting in a blue performance color.

The students with disabilities sub-group suspension rate (students suspended at least once) in 2019 was 4%, declined 11.1% points from the previous year resulting in a green performance color.

The White sub-group suspension rate (students suspended at least once) in 2019 was 6.7%, declined 4% points from the previous year resulting in a yellow performance color.

Subgroups or academic programs that did not have a significant student population enrollment were not rated.

D sc p ne Data uspens on ate

Academic School Year: 2018-19	Enrollment	Total # of Suspension	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with one Suspension	Percent of Students Suspended with Multiple Suspensions
All Students	916	30	25	2.7%	84.0%	16.0%
Male	487	26	22	4.5%	86.4%	13.6%
Female	429	4	3	0.7%	66.7%	33.3%
African American	233	11	9	3.9%	88.9%	11.1%
Asian	193	7	5	2.6%	60.0%	40.0%
Filipino	201	3	3	1.5%	100.0%	0.0%
Hispanic	211	5	5	2.4%	100.0%	0.0%
White	45	4	3	6.7%	66.7%	33.3%

DISCIPLINE DATA - SUSPENDABLE ACTION						
EdCode Sectio	Offense Description	2014-15	2015-16	2016-17	2017-18	2018-19
48900 (h)	Possessed or used tobacco, nicotine product	1	0		1	1
48915(a)(2)	Possession of a Knife/Dangerous Object	3	1	3	3	2
48900(l)	Property Theft, received stolen property	5	3	6	1	
48900.4	Bullying, Harassment/Intimidation	17	10	14	6	4
489915(c)	Possession, Use, Sale, or Furnishing Controlled Substance, Alcohol, Intoxicant	22	19	12	10	2
48900(a)(1)	Used, Caused, Attempted, or Threatened Physical Injury	13	36	42	14	11
48900(j)	Obscene Acts, Profanity and Vulgarity	14	9	12	8	3
48900(k)	Disruption, Defiance	34	21	22	5	4
48900.2	Sexual Battery or Assault	2	3	3	1	
48900(f)	Property Damage, Vandalism			2	4	2
48900.7	Terrosit Threats			1		
	TOTAL # OF SUSPENDABLE OFFENSES	111	102	117	53	29

School Attendance Rates Average Daily Attendance Rate

The attendance rate for our school is calculated by multiplying the total number of school days in the attendance period by the total number of students enrolled throughout that attendance period,

Attendance and truancies at Hercules High School are monitored closely in several ways. Parents are notified of student absences on a daily basis via the autodial phone system (automated dialer &/or personal phone calls), and online via PowerSchool attendance records. Parents receive written notification on school letter head, every time their child has more than 5 unexcused absences. A second letter home is generated out when students have 15 or more unexcused absences, and a third letter is posted when student(s) have reached 30 unexcused absences in addition to a scheduled parent conference with a school administrator. WCCUSD utilizes Blackboard Connect, an automated phone messaging system to.135535(b)-0.0626683778iee ufieste wi

C apter II   gn f cant C anges and Deve op   ent s nce 1   c oo Year

Career ec n ca Educat on Pat ways

In previous years, Hercules High School collaborated with the Contra Costa County Office of Education in their Regional Occupational Program, which provided financial support for Career Technical Education courses in Computer Science, Yearbook, Play Production, and Bio Tech, through Regional Occupational Centers and Programs Block Grant (ROCP). The transition to Local Control Funding Formula (LCFF) eliminated or limited most ROP grants including the ROCP block grant. Over the last three years, the state has transitioned to limited-term grant programs to support ROP/CTE programs.

In 2017-18, West Contra Costa Unified School District (WCCUSD) provided Career Technical Education Incentive Grant (CTEIG) monies r l   rpport -2.07576(r)o( )-150.109(l)-07576(r)(
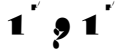
Medical Careers Course Offerings:

Anatomy Physiology for 10th grade and Medical Careers for 11th grade and Rehabilitative Therapy for 12th grade

In 2019-20, we were not successful in hiring a medical career teacher. Students who were enrolled in Medical Career pathway are currently enrolled in CTE courses through Edgenuity.

Medical Careers - 10th grade

Heath Science Concepts - 11th grade

Nursing Assistant - 12th grade

Information Technology Course Offerings:

In 2018 the Informational Technology (IT) academy transitioned away from Computer Graphics Design to Software and System Development (SSD).

In 2019 Hercules received Project Lead The Way (PLTW) Computer Science funding to further enrich the program. Currently two of the four PLTW SSD Pathway courses are offered at Hercules. The grant paid towards additional

Technology Plan One to One Tablet Initiative

each period containing 43 instructional minutes with a 6-minute passing period after each period. "A" period begins at 7:30 am and 6th period ends at 1:55pm. The difference between the regular bell schedule end time and the Wednesday end time is 1 hour and 30 minutes. Collaboration meetings occur on Wednesdays from 2:10 pm - 3:25 pm.

Profess ona Deve op   ent Co aborat on

The 2019-2020 Instructional Leadership Team has focused on developing a data driven decision making mindset, building a culture of data literacy, and expanding a school wide collaborative culture. Our ILT continues to incorporate WASC goals into their professional development plan.

Focal points of the ILT, 29-20:

- Increase comfort with cycles of inquiry
- Experiencing instructional strategies that encourage student engagement
- Feel better connected to each other by learning about each other and learning from one another
- Experiencing a collaborative culture
- Feel included in the decision making process
- Develop a culture of teachers providing feedback about PD meeting,
- Develop a department leading that encourages

On Google Classroom, students make-up assignments,

District began transition to NGSS. Our department aligned our textbook Pearson Chemistry, 2008 edition, to the NGSS, using the "A Correlation of Pearson Chemistry, ©2012 to the Next Generation Science Standards, May 2013 Grades 9-12". All chemistry classes transitioned to three-dimensional learning, per our regional training in the spring of 2018.

The science department began implementation of "Model

Collaboration between department members is carried out through informal face-to-face meetings, google applications and email. In addition, courses that are taught by different teachers have shared curriculum such as study guides.

App ed esearc Met ods 9t Grade Core

In previous years, WCCUSD required all students to successfully pass 4 years of Social Science, which included Cultural Geography for all 9th grade students. In 2017, WCCUSD revised the 4-year Social Science requirement to a 3 year, which resulted in the alteration of our course offerings for 9th grade students.

In 2017-18, we added an Applied Research Methodology (ARM) course, which all 9th grade students take as a replacement for Cultural Geography. The intent of the ARM course is to build foundational skills to support all 9th grade students as they enter high school. The focus of the course is to improve reading, evidence based writing, research and presentation skills. It is also designed to help with preparation for both the SBAC and PSAT/SAT. Although the course is not officially a Social Science course, it uses the 9th grade version of Literacy in History/Social Studies, Science, & Technical Subjects standards. The course focus is on development of critical skills, which include: Reading, Thinking, Listening, Writing, and Speaking.

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This is the third year of Applied Research Methods (ARM) for all 9th grade students. At the current time, students who have an academic tutorial period as a part of their Individual Education Plan (IEP) are not enrolled in the ARM class. 9(n)-10.9756(c)3 15911027 3900 116 re f 0 0 0 rg q 8

successfully completed 9000 level (SPED) courses taught by a credentialed teacher in that specific subject. The 9000 level courses offered smaller class sizes (under 12) taught at a slower pace with a using a modified curriculum for each course. At the start of the 2019-20 school year, we discontinued all 9000 level SPED courses for diploma track students. All SPED diploma track students were expected to pass general education college prep courses to satisfy WCCUSD graduation requirements.

The Resource Specialist Program (RSP) continues to provide support for students with learning disabilities. At the beginning of this school year, all RSP students were placed in general education courses. Students identified as RSP were placed and remain on a diploma path. RSP teachers, Instructional Aide (IA) and Classroom Support Aide

goformative.com to provide formative and summative assessments. Goformative.com provides immediate data feedback that identifies the content areas that students need additional support.

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Mrs. Cody joined the department for teaching French

Mus c

For the 2018-2019 school year, Arleen Wong joined the HHS staff as the music teacher. She obtained her single subject credential in music in this same year. The Concert Choir went back to being a mixed gender class. In addition, a Beginning Band class was added to the curriculum. In 2019-2020, the Beginning Band class was changed to a Music Appreciation class. Thirty ukuleles were purchased to facilitate the learning of how to read music and performance.

positive outcome of these changes seem to show that students are increasing their interest for physical education classes. On the contrary, with this new found interest, PE classes have seen a spike in class size. Therefore, more classes should be offered to tailor to the increase of student enrollment for physical education classes.

Co ege and Career Center

Over the last 6 years, the College and Career Center has housed the EAOP/DCAC College Advisor.

In the Spring of 2018-2019 school year, the college career center space was re-organized to accommodate our two academic counselors, the EAOP/DCAC College Advisor as well as our post-secondary transition counselor for special education.

By the end of the 2018-2019 school year, the center opened a School Supply Pantry. All students are welcome to come to the center and pick up any school supplies they are in need of, no questions asked. Currently, students can pick up pens, highlighters, pencils, sticky notes, notebooks, binders, binder organizers, college ruled paper, folders, and menstrual products. By December of 2019, this will be expanded to include snacks, microwaveable food, and hygiene kits.

In the fall (t)-2.53414(s)-1.7465(.)-19n56417(d)-0.cs.s. ths ,ll n str re ie the foee o(e)2.3678(e6.9564175.14

cho l

career research or homework, or meeting with one of the academic counselors or the EAOP/DCAC College Advisor. Starting in the fall of 2019, each Friday at lunch all seniors are invited specifically to come to the space to work on college or scholarship applications.

ecur ty Ca eras

Hercules High School/Middle School campus was built without security cameras. Over the last four years, we have had multiple vandalism incidents throughout campus. In addition, we were not able to properly investigate and resolve disruptive behaviors that occur throughout the school day.

1

Video surveillance cameras were installed in the multi-purpose room, which is also the cafeteria. Two additional video surveillance cameras were also installed inside the gymnasium.

1   9

Video surveillance cameras were installed in two locations on campus. Video surveillance cameras were installed on the corner of Library building with multi-imagers with 270 degree coverage. Additional video surveillance cameras were also mounted on light pole outside middle brown pedestrian gate.

1 9 1

Video surveillance cameras were installed in two locations on campus. Cameras were installed on the outside Eastern and Western corner of the cafeteria building. An additional camera was placed on the clock tower overlooking the student parking lot and the drop off-pick up turn around area.

yste c c oo w de Intervent on upports Mu t ered upport yste s

Over the past three years, Hercules High School has initiated school wide intervention and supports for all students through Response to Intervention (RTI) and Positive Behavioral

Intervention and Support (PBIS) frameworks. The IL

"If we learn and adopt collaborative processes and systems (PBIS) as well as action plans grounded in the needs and asset data of all our students… then we will see an increase in positive behavior as measured in a decrease in the number of student referrals, suspensions, absences and tardies."

Starting with its first meeting in September and in meetings to follow … the climate team discussed its multi-tiered intervention system as part of making sure that every member possessed both common knowledge and vocabulary of what the team was working to create and maintain.

Along with gaining common knowledge and vocabulary

Equal Opportunity Schools (EOS) Hercules High School

At the beginning 2019-20 school year, Hercules High School joined in a collaborative agreement

The Parent for the Educational Advancement Community of Hercules (PEACH) is a grassroots, parents-led, community-based organization that was founded in May of 2019. Parents from Hercules High School and Hercules Middle School found that working together and partnering on initiatives (e.g., Hercules Maker Fair and Teacher Appreciation Days) did not just provide an avenue for community development it also provided for a more sustainable source support.

Along the way, the parents realized that creating a parent-network through all 5 Hercules schools is the best way to support our students. PEACH is committed to engaging parents, and to ensuring that Hercules parents are informed. For instance, in October, the District provided training about the functions and requirements for the SSCs to more than a dozen Hercules parents. PEACH is also working with Principal Mansingh in rolling out the Parent Education Series. The planned topics list is below;

the current school year and has taken strides in revising that plan for the upcoming school year. We were fortunate to have our librarian as the WASC

Preparation of Report Outline

Date of Meeting to address Ideas	Description of Ideas Activity	Participants Groups	Production Progress Report

Date of Meet ng to address

implementation of WASC goals with site based professional development plan. All information

Hercules High School Counselors are committed to providing the most relevant information needed to our students and families. Throughout the school year, counselors take an active role in communicating graduation requirements as well as UC/CSU requirements to all students, through classroom presentations, transcript evaluations, one to one, as well as small and large group meetings. A feature in PowerSchool, Graduation Progress, serves as the four-year plan for each student, and is re-visited in one on one meetings to address academic progress and planning toward graduation and UC/CSU Eligibility.

Over the last four years, we have seen our A--G completion rates rise. The four-year average is at 59.6% with the high of 64.73% in 2018. Our school goal is to achieve 70% by June, 2023.

A-G COMPLETION RATES

Conduct classroom presentations to review A-G compliance and graduation requirements, analyze transcripts, and 4-year planning	Log Sheets – College/Career Center # of students enrolled in Edgenuity More students visiting college/career center
Local Review Process - meeting quarterly, letters mailed home, referrals as needed	Quarterly letters mailed out Referrals and transfers successfully made
Counselors meet with students who earn D's and F's to discuss academic progress and strategies to improve grades.	A-G completion rates 62%
Edgenuity Online Credit Recovery Program	A-G completing and maintain high graduation percentage
Peer Tutoring - Homework Center	Midterm progress reports Quarterly D's & F's A-G Completion Rate
Working with teachers to develop curriculum of transcript evaluation within the classroom	9th grade presentation to English classes

Schoolwide Critical Areas for Follow up #1

Staff will develop and execute a schoolwide plan of interventions that will address the educational needs of all individual students as well as struggling subgroups.

	process/protocol
	Team meets bi-monthly
	Data: Teacher Referral Data, Attendance, Youth Truth Survey
Climate Team	Phase one roll out, 2019-20
	WCCUSD support for C.A.R.E Team process/protocol
	Team meets monthly
	Data: Youth Truth Survey, Suspension, Attendance, Referrals

Staff will develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment (core academic pass rate, SBAC, and/or College Board).

Academic Performance: Math	Distance from Standard (DFS)	# of Students	Difference from previous year	Level of Performance	Performance Color
2018-19	56.6	206	18.8	Increased 18.8 pts	Green
2017-18	75.4	205	4.4	Increased 4.4 pts	Yellow

Academic Performance: ELA	Distance From Standard(DFS)	# of Students	Difference from 2016-17	Level of Performance	Performance Color
2018-19	19.1	207	-6.3	Decline 6.3 pts	Yellow
2017-18	25.4	204	-1.4	Maintained	Yellow

Narrat ve₍ᵗ

Over the last three years, the department of Teaching and Learning at the district level has initiated professional development for teachers as well as updated curriculum in math, science and English.

Description of Specific Actions to address Critical Area #3.	Supporting Evidence
Collaborative teaching practices - all staff share a subject taught within their department.	Data: A-G Completion Rate
Adoption of Springboard curriculum for 9th and 10th grade English classes. 11th and 12th grade use Springboard as supplemental curriculum.	Data: SBAC ELA,
Math curriculum adoption for Geometry and Algebra II,	Data: SBAC math,

Pearson's enVision program	
Science: Implementation of Next Generation Science Standards	Data: California Science Test
Science Curriculum: Pearson Chemistry, 2008 edition, to the NGSS, using the "A Correlation of Pearson Chemistry, ©2012 to the Next Generation Science Standards, May 2013 Grades 9-12". All chemistry classes transitioned to three-dimensional learning, per our regional training in the spring of 2018.	A-G Completion Rate Data: California Science Test
Social Science: Collaboration between department members is carried out through informal face-to-face meetings, google applications and email. In addition, courses that are taught by different teachers have shared curriculum such as study guides	A-G Completion Rate Data: California Science Test

Areas t at need to be strengt ened fo ow up⸗⁺

Counseling staff will meet individually with all students and/or their parents annually to revisit, update and maintain the four-year plan, and will provide evidence of the meetings.

Narrat ve⸗⁺

Throughout the last three years, our counselors have continued to counsel students individually as well as large and small-group presentations which include grade level classroom presentations. Individual students' 4-year plan is accessible through PowerSchool utilizing the "graduation progress" section, a feature that monitors each student's progression towards completion of graduation requirements. The Graduation Progress screen is updated automatically at the end of each semester, displaying the credits earned in each category, and the credits still needed toward graduation. Each student and parent has access to their individual PowerSchool account. Counselors and school administration have access to the entire school.

Counselors track student meetings in PowerSchool by submitting "Log Entries". In some cases, log entries are used to update email or phone contact with parents as well. Starting in November of 2019, counselors began to pilot the use of an online data collection program, HeroK12 (https://access.heropowered.com/school/track). Counselors enter meetings with individual students and track whether the topic for the meetin

Hercules HS needs to strengthen their EL program to ensure appropriate and rigorous English Learner development including equity of access to curriculum, differentiated instruction, and inclusion of all stakeholders, including parents.

Narrat ve,⁴1ˊ

English Language Learner Classifications					
Academic Year	EL 1	EL2	EL3	EL 5	Total
2019-20	0	0	14	3	14	61
2018-19	3	4	21	17	22	67
2017-18	7	18	20	34	14	93

Chapter: Action Plan

Hercules High School remains focused on establishing an action plan that will propel the school towards achieving the objectives set forth in the school's vision and mission statements. The faculty, staff, students and parents of Hercules High School are committed to collaboratively providing a high quality education to every student through a holistic "response to intervention".

The data presented in Chapter 1, continues to be the focal point for all prescribed action items within the WASC Action Plan. The mid-term progress report action plan includes updated academic, community/demographic, climate and perceptive data.

All WASC goals are presented with data to support t

Goal #4 Improve College and career readiness for all students

Rationale Self-Study findings indicate a need to improve college readiness for all student groups. SBAC math, 2019 overall scores results depict 38.38% of our students are college ready in mathematics. SBAC ELA, 2019 overall scores results depict 59.91% of our

Hercu es H g c oo BA 1 9 ELA Overa cores	tandard Exceeded	tandard Met	tandard Near y Met	tandard Not Met
	1	1	1 1	9
Hercu es H g c oo BA 1 9 Mat Overa cores	tandard Exceeded	tandard Met	tandard Near y Met	tandard Not Met
		1	1	

Schedule Career Day every other year.
Fall of 2020, Spring, 2022

Goal 1 Develop and execute a school-wide plan of interventions that will address the educational needs of individual

Growth Target - MATH Goal

a) The 4-year A-G results will increase from 59.6% to 80% by the end of June, 2023.
b) The African American male subgroup 4-year A-G completion rate will increase from 34.3% to 44% by the end of June, 2023.
c) The Hispanic male subgroup 4-year a-G completion rate will increase from 40.7% to 50% by the end of June 2023.
d) The African American female subgroup 4 year A-G completion rate will increase from 52.1% to 62% by the end of June 2023.
e) The Hispanic female subgroup 4-year A-G completion rate will increase from 61.9% to 71% by the end of June 2023.
f) The number of students who are referred to Alternative Education due to lack of progress toward graduation will decrease by 10% by the June of 2021.

SLO s Addressed Critical Thinkers, Effective Engaged Communicators, and Responsible Citizens

Monitor Progress Measureable Assessment Tools	Report Progress Communications share out etc
Academic Pass Rates : D's & F's List	School Site Council
SBAC 2019, Math & English	Faculty Meeting
A-G 4 year trend completion rates	Staff Collaboration Sessions
Climate Data: Discipline Logs, Suspend-able Offenses, Attendance Rate	Parent Teacher Organizations

Eng s Learner Support/Interventions: Continue to conduct cross curricular department meetings to monitor how EL students are doing in all A-G classes. EL strategies are shared with mainstream instructors to ensure school-wide continuity. Calendar a push-in schedule for grad assistant to support EL students in mainstream classes. Calendar a grad-tutor assistant to support EL students in EL sections. Maintain 32-35 students per SL sections.	Push In Schedule RL Lesson Plans Grad Tutor Schedule Tutoring Schedule	2018-19 & Ongoing throughout next six years	EL Teacher Grad Tutor Administration	Professional Learning Collaboration School Site Council Professional Learning Collaboration
pec a Educat on Continued collaboration with the general education teachers to improve implementation of Individualized Education Program. Case Managers use technology to access materials from all of the core classes to support them in Tutorial class. Implement student-centered activities. Monitor sections with SPED students and keep to minimal to decrease student to teacher ratio.	Department Meeting Minutes Lesson Plans Professional Learning Opportunities IEP Goals and Progress Reports Student's Progress Reports Improved Grades	Ongoing: Re-assess at the end of each semester.	Department Chair and Case Managers	Department Chairs Department Binders Tutorial Schedule Lesson Plans Professional Learning Collaboration

Goal #4 Develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment, academic pass rates, BAM, and/or College Board

Rationale According to data presented in 2019 self-study, there are inconsistencies among student performance data in terms of academic pass rates versus norm referenced, standardized assessments.

58% of 10th grade students earned a 3.0 and or above at the end of the 1st quarter of 2019, while 22% of these students' met/exceeded Math and English benchmarks ("college-ready") on PSAT, 2019 scores.

67% of 11th grade students earned a 3.0 and or above at the end the 1st quarter of 2019 while 21% of these students were deemed to be college ready according to PSAT, 2019 scores.

53% of 12th grade students earned a 3.0 and or above at the end the 1st quarter of 2019 while 38% of these students were deemed to be college ready according to SAT, 2019 scores.

Critical Learner Needs addressed

1 Students in AP courses need targeted instruction to prepare for successful completion of AP exam.

2 Students need targeted instruction in order to demonstrate depth of knowledge (DOK) in all content areas.

3 Students need to demonstrate academic readiness on norm referenced, standardized exams.

Supporting Data Evidence Academic Pass Rates, A-G Completion Rate, PSAT, Honor Roll, D's & F's List.

ays of Assess ng Progress Instructional Leadership Team professional development sessions and feedback forms, end of semester teacher and student surveys, teacher observation/walkthrough forms. Department meeting minutes and agendas from professional development

Ob ect ves

College Board: AP, SAT and PSAT Scores (Grade Level)	

	SSC - updates			
Additional Staff Training – In-service Day "retreat" focused on selected targeted instructional strategies that address DOK, the school-wide focus, and 21st Century instructional strategies. We will request that departments/grade level cohorts share best practices of targeted instructional strategies pertaining to the selected School-Wide Focus	Department Binders and Minutes. Individual Teacher Lesson Plans Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC - updates	Continuously monitored throughout each school year.	Instructional Leadership Team Departments Staff Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council

Implement cycles of inquiry to review the effectiveness of instructional practices that address DOK, which would include
 	
    The analysis of classroom assessment and standardized test data
    A common protocol for reviewing data
    Plan for re-teaching and instruction modification
	Department Binders and Minutes.
	
	Individual Teacher Lesson Plans
	
	Department Sign In Sheets
	
	Instructional Leadership Minutes.
	
	Collaboration Schedule
	
	SSC – updates
		Continuously monitored throughout each school year.	Instructional Leadership Team
			
			Departments
			
			Staff
			
			Administration
				Faculty Meetings
				
				Staff Collaborations
				
				ILT Collaborations
				
				School Site Council

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	SSC – updates			
Review current instructional practices and implement additional best practices, especially those designed to support struggling students. 　　Implement instructional strategies to improve student achievement within courses.	Peer Observations Administration Drop In's Lesson Plans	Ongoing: Re-assess at the end of each semester.	Department Chairs All Teachers Administration	Department Meetings Professional Learning Sessions

I　pact on student　earn ng　Through a collaborative site based professional development instructional strategies will be more aligned with common core standards for teaching and