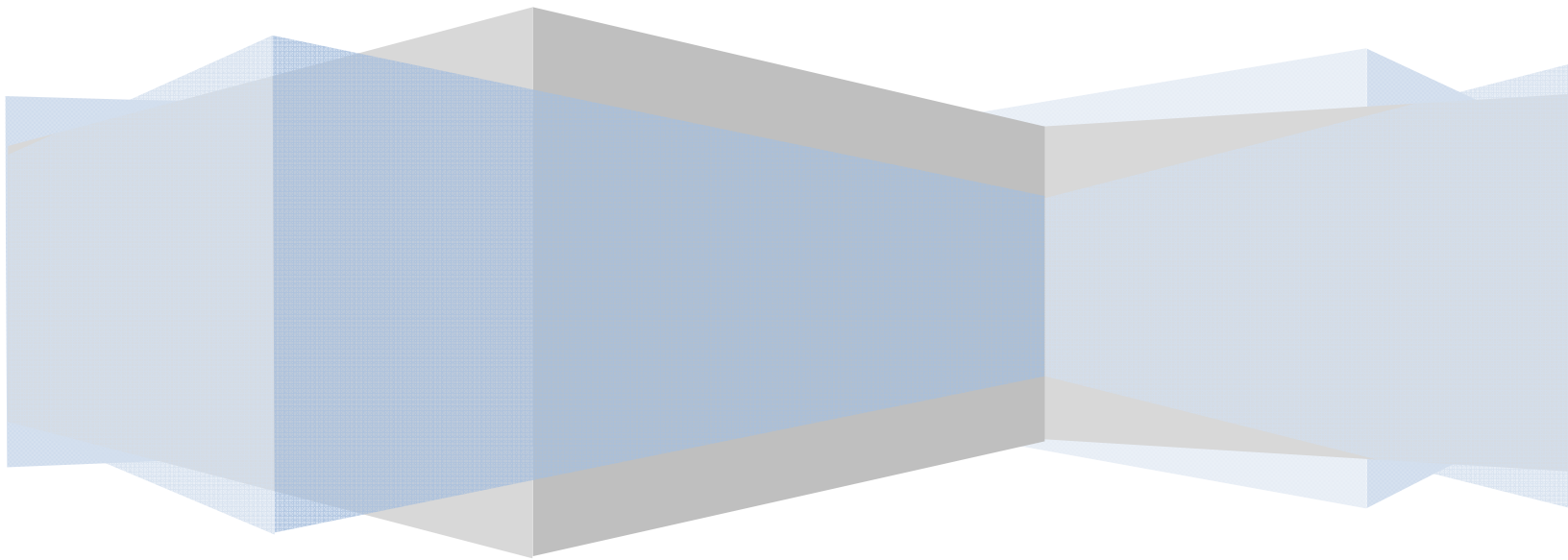


Hercules High School

1900 Refugio Valley Rd.,



2016-17 WASC Report

West Contra Costa Unified School District

1108 Bissell Avenue
Richmond, CA 94801

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Hercules High School Administration

Principal

Associate Principal

Assistant Principal

Paul Mansingh

Catherine Floresca

Dingane Newson

WASC Leadership Team

Name	WASC Leadership Role	Department
Natasha Biln	Focus Group C Lead	World Language
Molly Couto	Focus Group A Co-Lead	Academic Counselor
Virginia Hernandez	Focus Group B Lead	World Language
Teresa Leeper	Focus Group A Co-Lead	English
Eric Medeiros	Focus Group D Lead	Academic Counselor
Julieta Palis	Data Lead	Math
Anthony West	Focus Group E Lead	VAPA

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Preface:

Hercules High School community is pleased to present the self-study report for the 2017 WASC visitation committee. Ms. Julieta Palis (math teacher) led the data collection throughout the 2nd semester of 2015-16. Ms. Palis teamed up with the principal to revise the community profile for the 2017 WASC self-study report. Throughout the last year and a half, a calendar and schedule of WASC-related activities was created working backwards from the date of our WASC visit. Each staff member, both classified and certificated, were given the opportunity to identify the Focus Group(s) in which they preferred to work. Several staff members volunteered to become Focus Group Leaders for each Focus Group. Collaboration Wednesdays were predominantly used for all WASC collaboration meetings. The objective of each WASC staff collaboration was to provide the school community to review school data, gain a perception of what the data represents, identify outliers, and begin to interpret data in terms of impact on teaching, learning, student success and/or academic progress. The Hercules High School Focus Groups and Home Groups (Departments) collaboratively analyzed a variety of student data when modifying the schools action plan. This data was also analyzed against similar data from previous self-studies and progress reports to determine trends. From this analysis, the schoolwide Critical Areas of Need were developed. At each monthly meeting of the School Site Council and Parent Teacher Organization, the progress of the WASC self-study was reported.

In the past years, a WASC coordinator who was willing to oversee the WASC process was not identified. In the process of requesting an individual to lead the WASC process, the feedback provided by staff was to continue with a WASC leadership team to oversee the self-study process. The WASC leadership team serves in lieu of an individual WASC Coordinator. The duties of the WASC coordinator was absorbed by the Leadership team to enhance the collaborative process needed to conduct the self-study process. Seven staff members make up the WASC Leadership Team. The team served as the primary oversight committee responsible for monitoring the progress of the school wide action plan by seeking input from focus and home groups as well as revising and sections of the report. The leadership team was responsible for identifying activities, agreeing on procedures, and refining information that was gathered from WASC collaborations, providing leadership with the planning and implementation of WASC collaborations sessions, reviewing data, providing feedback on the overall process and making revisions to the self-study document.

Students were involved in the process through the school's student senate. Each month the principal would meet with the student senate. Our student senate at Hercules High provides students with opportunities such as the following: voice in school matters, increased face to face communication with school administrators, increased involvement in school policy design and implementation, along with increased

cultivation of student leaders and the promotion of a school culture with academic focus and excellence. Student senate meetings were first held at the beginning of the 2014-15 school year and was continued throughout the last two years. At our first student senate meeting of 2016-17, students were introduced to the WASC process and encouraged to be an active part. As student senators, they were provided activities that would allow them to make contributions to the WASC process. Each senate meeting from that point on had a WASC update component, addressed what was working and not working within the school, inquired on recommendations they feel that need to be made, and given an opportunity to share what feedback they had received from their 3rd period classes. Student senators were charged with the duty of reporting their findings to their 3rd period class. Senate meetings usually took place the third Tuesday of each month with the principal.

The principal also shared the WASC process with the Parent Teacher Organization as well as providing

Chapter 1: Student/Community Profile and Supporting Data & Findings

General Background & History

Hercules High School is a comprehensive public high

Brief History of WASC Accreditations:

West Contra Costa Unified School District utilizes the services of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS/WASC) to verify that each of its schools' educational programs provide appropriate learning opportunities for all students as well as engage in a process that continuously monitors school improvement focused on student achievement. Hercules Middle/High School (HMHS) was initially accredited in 2002 for grades 6th to 11th. The subsequent year, a substantial change accreditation was awarded for the addition of grade 12. A full self-study was completed in the spring of 2005 with HMHS being granted a six-year accreditation term. In April, 2011 the school submitted a full self-study to renew the accreditation. In June of 2011, the school was granted a six-year accreditation with a 2-day midterm visit to be conducted in 2014. In April of 2014, the school produced a mid-term report to a visiting WASC committee and was granted a one-year probationary accreditation through June 30th, 2015. In the 2014-15 school year, under new administration, the school produced a follow up mid-term progress report. In April of 2015, the school underwent a two-day visit which resulted in Hercules High School being removed from the probationary accreditation and being granted a two-year term. Hercules High School is scheduled for a full self-study review in February, 2017. What follows is Hercules High School's full self-study report, 2016 version.

Summary of School Vision Documents (Vision, Mission and Student Learning Outcomes)

<h2>Vision Statement</h2>
<p>Diverse 21st century scholars and leaders, with integrity and academic excellence.</p>

<h2>Mission Statement</h2>
<p>All students will successfully demonstrate academic excellence in common core disciplines that enable them to be meaningful and responsible contributors to local, national and global communities.</p>

School wide Learner Outcomes (SLO's)

The school wide learner outcomes (formerly known as Expected School-wide Learner Outcomes, or ESLR's), represent the most essential things that students should know and be able to do by the time they graduate. Each learner outcome represents not only what students should know, but how they approach

learning, and how they relate ac

Academic Program:

Hercules High School (HHS) offers an academic program designed to meet the needs of every student.

We currently offer

In doing so, the district has set forth an initiative to develop a graduate profile wherein all students will graduate possessing the characteristics of a:

1. Self-Directed Learner
2. Skilled Communicator
3. Effective Collaborator
4. Innovative Thinker
5. Proficient User of Digital Media and Technology
6. Quality Producer
7. Responsible World Citizen
8. Health & Wellness Advocate

Career Technical Education (CTE): Regional Occupational Program (ROP) Courses

We currently offer 7 sections of ROP courses. The Contra Costa County of Education has worked with UC/CSU to provide courses that are “A-G” approved. ROP courses provide "hands-on" experience taught by an instructor with prior experience in the industrial field of work. Any student is eligible to enroll in an ROP course, but most courses are reserved for 11th – 12th grade students. ROP courses provide exposure to careers in trades through vocational training as well as prepare students for college. If students are uncertain of their college major or career choice, ROP courses provide each student the opportunity to explore a vocational/trade field.

Regional Occupational Program (ROP) Course Enrollment 2016 17	Total Enrollment	Total # Sections
AP Computer Science Principals	67	2
Computer Prog	61	2
	25	1

strive to ensure that all students graduate “A-G qualified” in order that they may qualify to attend college

toward degree attainment. Through funding provided by WCCUSD and the College Bound Brotherhood, these young men receive college counseling in small groups throughout the school year with a dedicated counselor. The intent is to increase the students' knowledge of the college preparation and application process as well as to

community. Hercules High Student Health Center provides quality health promotion, health education and mental health counseling that supports a school climate which nurtures positive behavior, assures health and safety, and promotes wellness for all students.

BACR provides access to trauma-informed mental health services and training at our school. The mental health intern program has been invaluable in addressing the myriad mental health struggles that high school youth may face. Through individual and group counseling and education, it is our intent to support our students through the development of strong coping skills needed to navigate through the challenges life may present.

The Health Center currently provides the following services:

Mental Health

- One on one counseling and mental health/wellness check ins
- Group counseling including, but not limited to:
 - African American girls empowerment group
 - Stress and Coping
- Crisis support intervention
- Emotional regulation
- Youth Health Workers Peer Leaders
- Tobacco Use Prevention Education (TUPE) Peer Educators
- Anti-Bullying peer educators
- 180 degree program
- Mediation/Restorative Justice
- After School Groups

Community partnerships support health center efforts in providing services in order to address the needs of Hercules High School students. Our partners include:

The Rainbow Center

- One on one counseling specializing in LGBTQ youth and families
- Q-Scouts educational and support group

Contra Costa Crisis Center

- Grief counseling

Community Violence Solutions

- Young men's My Strength group (addresses community violence, intimate partner dating violence and harassment)

STAND! For Families Free of Violence

- Expect Respect young women's group (addresses healthy relationships, prevention education and assertive communication skills)

Hercules High School Extended Learning Program

Hercules High School has grown its extended learning program to offer academic intervention courses through direct instruction, before and after school tutoring as well as credit recovery online courses through Cyber-High.

Credit Recovery

Cyber High is an online program designed for credit recovery, specifically for students who received a D or an F in English, Math or

provide tutorial services in English, math and science. In addition to our partnership with Achieve Learning we offer additional support through peer tutoring. The library offers a place for students to be able to access the computers and utilize all the resources the library offers to support each student's academics.

School Community Demographic Data

Parent Education Level

The table below depicts the results taken from California Healthy Kids Survey that indicate the education level of a student's most educated parent. The 3 year average of data collected showed that 48.5% of our students has at least one parent who has graduated college, 17.2% has a parent who had some college and 15.69% of our students stated that the highest level of education achieved by one of their parents was high school graduation.

Highest Education Level of Parents (CHKS Results)	2013-14	2014-15	2015-16	3 Year Average
Did not finish high school	7.77%	8.00%	9.27%	8.35%
Graduated from high school	16.04%	16.00%	15.04%	15.69%
Some college	16.04%	16.50%	19.05%	17.20%
College Grad	48.87%	49.50%	47.12%	48.50%
Don't Know	11.28%	10.00%	9.52%	10.27%

Source: California Healthy Kids Survey, Main Report

Socioeconomic Disadvantage Enrollment

There are several common ways to measure socioeconomic conditions which lead to the designation of Socioeconomic Disadvantaged (SED). These can include parents' educational level, social background, living conditions and social heritage. West Contra Costa Unified School District identifies SED students based on their eligibility in the Free/Reduced Lunch Program.

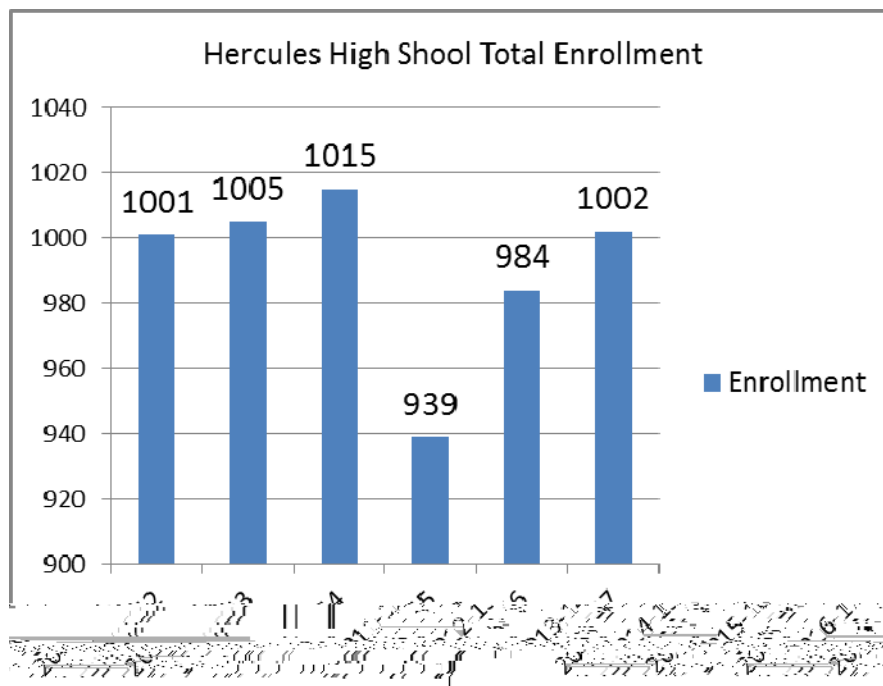
Academic Year	2011 12	2012 13	2013 14	2014 15	2015 16
School Enrollment	985	1006	1015	935	984
Soci -Economic Enrollment	343	416	430	386	412
Percentage of Total Enrollment	35%	41%	42%	41%	42%

The number of socioeconomically Disadvantaged (SED) students has increased from 25% of the total enrollment in 2007 to 42% of total enrollment in 2015-16 school year.



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

According to California Basic Educational Data System (CBEDS) data, Hercules High School's enrollment in the fall of 2015 was 984. Our current enrollment is 1002. Over the past 5 years the enrollment has hovered around 1,000 students ranging from 1,001 in 2012 to 984 in 2016. The highest enrollment in the short history of the school was 1,187 in 2007.



Enrollment by Cohort Grade

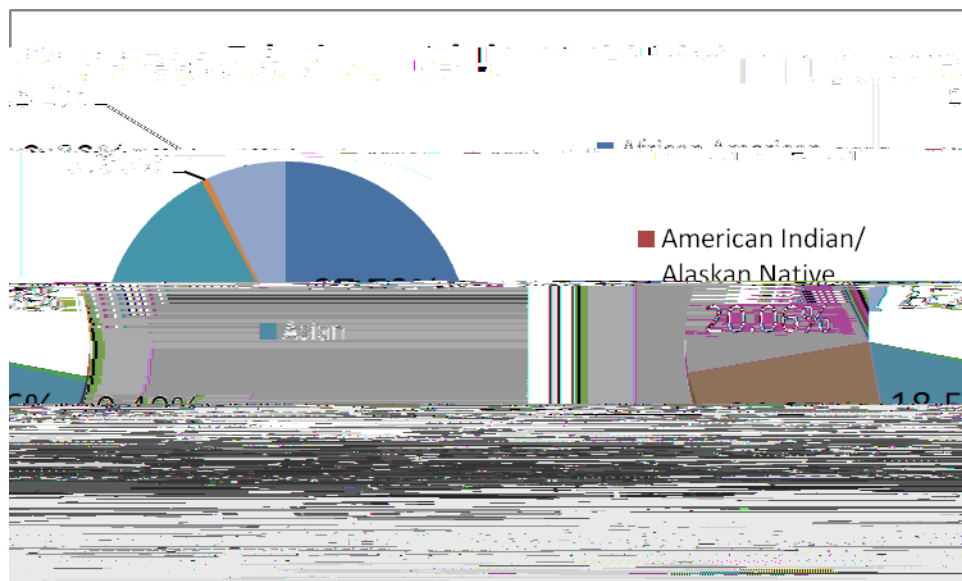
The table below depicts enrollment by grade level cohort as students' transition from their 9th grade year to their 12th grade year. In 2011 the 9th grade class was at 253 and four years later, that same cohort of students had dropped to 209; a decrease of 44 students. In 2012-13 school year the 9th grade clhe 9

Percentages of Hercules High Ethnic Trends						
Ethnic Sub Group	2011 12	2012 13	2013 14	2014 15	2015 16	2016-17
African American	24.90%	24.70%	26.10%	24.40%	27.95%	27.78%
Asian	19.45%	19.10%	18.60%	18.20%	19.72%	18.56%
Filipino	24.70%	25.20%	27.40%	27.40%	26.21%	24.87%
Hispanic or Latino	19.60%	20.10%	17.60%	19.50%	19.31%	20.06%
White, Non Hispanic	10.30%	9.00%	8.60%	8.10%	6.81%	6.92%

Source: [PowerSchool, 10/22/2016](#)

Ethnic Breakdown, 2016-17

The ethnic breakdown of the school depicts 4 ethnic groups, each representing more than 18 percent of the school population. The African American population represents the highest number of students at 27.78% of the student body. The next highest subgroup is the Filipino population at 24.87%. The Hispanic population is at 20.06% while the Asian population represents 18.56% the student body. The Caucasian (White) population represents 6.92% of all students.



Source: [PowerSchool, 10/22/2016](#)

Enrollment by Home 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

Home Languages of English Language Learners							
Language Spoken at Home	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Arabic	1	1		1	1	1	1
Cantonese	5	4	5	6	5	6	3
Filipino (Pilipino or Tagalog)	17	17	18	21	24	24	14
Hindi	1	1	2	2	2	2	1
Indonesian						1	
Korean							1
Lao	1	2		1	3	3	3
Mandarin	2	2	1		1	2	3
Other non-English Languages	6	5	10	6	2	3	12
Portuguese	2	2	2		0	2	1
Punjabi	5	7	9	5	4	7	7
Spanish	32	46	40	27	40	40	30
Tigrinya					1	1	1
Urdu						3	
Vietnamese	4	4	7	10	9	10	1
Total	76	91	94	79	92	105	78

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

Students who signify another language besides English as their primary language spoken at home are classified as English Learners. As depicted above, there is a wide variety of languages spoken in the homes amongst our English Learners. Spanish and Tagalog are the top two followed by a string of other languages that were identified by parents as the primary language spoken at home.

English Learners Classification

For students who report a language other than English on Home Language Survey portion of WCCUSD enrollment process, state law requires each student in the family to take The California English Language Development Test (CELDT) within the first thirty days of enrollment. The result of this assessment is used to decide the best English placement for each student. The CELDT is a test that measures how well a student is able to listen, speak, read, and write in English. 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 into the school English Language Learner (EL) program. In 2016-17 school year we had overall EL enrollment of 71 students who have been classified as English Learner. The table below identifies the current enrollment for the last four years within our EL program.

English Language Learner Classifications						
	EL 1	EL2	EL3	EL4	EL 5	Total
2013-14	1	4	9	21	45	80
2014-15	1	3	12	24	24	64
2015-16	6	6	10	15	35	72
2016-17	8	9	10	18	26	71

Source: PowerSchool Database 10/22/16

Advanced/Honors Enrollment

In the spring of each school year students complete course requests for the upcoming school year. At Hercules High School we offer a series of Advanced and Honors Courses to all grade levels. Any student may request to enroll in honors or advanced courses. By selecting an honors or advanced courses, a student is committing to that course for at least one complete semester. There are currently 519 “seats” filled in honors and/or advanced classes combined. Some students may be enrolled in multiple courses within one school year.

Honors/Advance Course Enrollment		
Name of Course	2015-16	2016-17
English 1 Adv	77	96
English II Adv	112	79
English 3 Honors	110	78
French 4 Honors	23	16
Pre-Calculus Honors	110	65
Physics Honors	65	115
Spanish 4 Honors	20	63
TOTAL # OF SEATS	517	512

Specialized Academic Instruction	2013-14	2014-15	2015-16	2016-17
NSH Enrollment	32	34	34	32
RSP Enrollment	50	47	52	66
SH Enrollment	13	9	10	11

Conditions of Learning – Basic Services

The degree to which the teachers of the school district are appropriately assigned in accordance with Section 44258.9 and fully credentialed in the subject areas. For the pupils they are teaching and every pupil in the school district has sufficient access to standards-aligned instructional materials as determined pursuant to Section 60119. School facilities are maintained in good repair as specified in subdivision (d) of Section 17002.

District Policies/School Financial Support

In 2013, the California State Legislature revised the method used to allocate school funding from the previous method known as “Revenue Limit”, which had been used for the past 40 years. The recently adopted method known as the Local Control Funding Formula (LCFF) is in its 3rd year of full implementation. The LCFF eliminated most “categorical” programs, which were restricted funds that could be used only for specific purposes. State funding now comes with a “base grant” that is the same for all school districts as well as supplemental and concentration funding based on the number of students who are English language learners, low income or foster youth. The LCFF is projected to significantly increase the amount of dollars granted to West Contra Unified School District (WCCUSD) over the next few years.

LCFF is dedicated to improve the learning outcomes for three sub-groups of students: English learners (EL), low-income (LI) students and foster youth (FY). Under the LCFF formula, the district receives supplemental and concentration grants for the unduplicated count of students who qualify as EL, LI, or FY. Districts that have more than 55 percent of their students in one of the three identified categories also receive a “concentration grant.” West Contra Costa Unified School District serves approximately 29,145 students from pre-K to Grade 12, three-quarters of which are English language learners (EL), low-income (LI), and/or foster youth (FY).

Under the LCFF, the district is scheduled to receive consistent increases in funding until the year 2020-21, when the state expects to fully fund the formula. For 2015-16, the district will receive a base grant of \$204 million (including \$4.7 million of transportation and Targeted Instructional Improvement dollars), plus \$36.3 million in supplemental and concentration grants. Funding generated through the supplemental and concentration grants must be spent to increase or improve services for students who are English learners, low-income or foster youth. Districts have flexibility in determining which services to provide and how they will be implemented. Districts can distribute those funds through:

Targeted Student Services—one-to-one services that go only to EL, LI or FY students.

Schoolwide programs—for schools with 100% eligible students or on programs that primarily benefit EL, LI, and FY students.

Districtwide Programs—initiatives for all that have achievement gap closing benefits to EL, LI and FY students.

2015-2016 GOALS AND EXPENDITURES

GOAL 1: Improve student achievement for all students and accelerate student learning increases for ELL and low income students. \$11,373,797

GOAL 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals. \$6,181,890

GOAL 3: Increase parent and community engagement, involvement, and satisfaction. \$1,777,289

GOAL 4: Improve student engagement and climate outcomes, and allocate services to ELL and LI students. \$11,577,617

GOAL 5: Provide basic services to all students, including facilities, access to materials and technology. \$1,081,590

Certificated Staff Ethnicity, Gender, and Years of Service (Fall, 2015 CBEDS)

West Contra Costa School District recruits and employs the most qualified credentialed teachers available. For the 2016-17 school year, Hercules High School has 40 teachers on staff, 12 have an intern or a preliminary certification status with 30 fully credentialed, who have met all credential requirements in accordance with State of California guidelines to be considered highly qualified.

Teacher Certification and Assignment

Hercules High School core academic subject courses are taught by a fully credentialed teacher or a teacher who is working towards meeting all the requirements to certify them as highly qualified. For the 2016-17 school year, Hercules High School has 30 fully credentialed teachers who have met all credential requirements in accordance with State of California guidelines. In 2016-17 school year we offered 201 sections in core academic classes and we staffed each class with a staff member authorized to teach that particular subject matter. At the current time 75% of our teachers have met the criteria to qualify them as highly qualified.

Hercules High School	English	Math	Physical Education	Science	Social Science	Special Education	Visual Performing Arts	World Language
Teachers per Department	5	6	3	5	6	6	4	4
Total # of Courses	33	27	10	24	33	39	17	18

Certificated Staff Education	Doctorate	National Board Certified	Master's Degree	Baccalaureate Degree +30	Baccalaureate Degree
2016-17		1	20	18	3

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

Average Teaching Experience

As of 2016-17 school year, there are 9 certificated and one classified staff member who has been with Hercules High School since its inception in 2001. The school has the most veteran teaching staff of any of the six comprehensive high schools in the West Contra Costa Unified School District.

Average Teaching Experiences	Average Yrs of Service	Avg. Years in District	# of First Year	# of Second Year
2016-17			5	4
2015-16			3	2
2014-15	13	11	5	0
2013-14	14	11	0	1

Source: WCCUD Human Resources, 2016

Certificated Staff: Demographic Breakdown

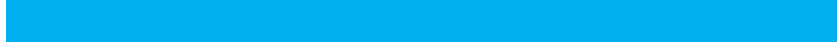
Certificated Staff by Ethnicity	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	Percent of Total
American Indian or Alaska	0	0	0	0	0	1	2.04%
Asian	4	2	0	3	6	2	12.24%
Black or African American	3	2	4	5	6	8	12.24%
Filipino	5	3	3	4	2	6	4.08%
Hispanic or Latino	5	4	2	3	4	3	8.16%
Native Hawaiian or Pacific	0	0	1	1	1	0	2.04%
Two or More Races	1	0	0	1	2	3	4.08%
White	28	10	5	25	25	19	51.02%
Total	46	54	49	46	49	42	

Source: WCCUD Human Resources, 2016

Gender and Ethnicity of staff

Staff By Gender	2012-13	2013-14	2014-15
Female	29	26	27
Male	20	20	22

Source: WCCUD Human Resources, 2016



Classified Staff by Ethnicity	American Indian	Asian	Pacific Islander	Filipino	Hispanic or Latina	African American	White	Two or More Races	Total
FTE Paraprofessionals	0	2.33	0	0	2.6	5.6	0	0	10.53
FTE Office/Clerical Staff	0	1	0	0	0	1	4	0	6
FTE Other Classified Staff	0	1	0	0	0	2	1	0	4
TOTAL									20.53

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.

WCCUSD provides professional development opportunities through the Educational Services Department. In 2016-17 school year a Memorandum of Understanding (MOU) established an agreement between WCCUSD and the United Teachers of Richmond (WCCUSD Teachers Union). The MOU provides funding for the following positions: Academic Sub-Committee Liaison, Education Technology Liaison, and secondary department chairs.

Description of School Facilities

Hercules High School rests on approximately 45 acres of land. The collection of block buildings runs nearly 1 mile along Refugio Valley Road. The high school shares the Administration and Library complex with Hercules Middle School. The facility and grounds are maintained by WCCUSD personnel who are located at the site and district offices.

The high school has eight "pods," which house twenty-two classrooms (pods are buildings with four classrooms and a utility area in the center). There are also twenty-six portable classrooms. The high school facility includes a gym with lockers and shower facilities for boys and girls, multi-purpose room, which is also the cafeteria, a 103 seat theatre, and a band/orchestra building. There are two girls' and two boys' restrooms on the high school campus. The athletic facilities include a large football field with stands, baseball/softball diamond, an all-weather surfaced 8 lane track, and a male and female athletic locker-room facility. The perimeter of the campus includes 4 outdoor basketball courts, and a student book locker pavilion. A large clock tower contains an elevator that provides handicap access from the lower parking lot to the high school campus quad area. On September 6th, 2016 we had a visit from the Contra Costa County Office of Education to assess our compliance with the Williams Act. The Williams visit certified us with a sufficient rating of a "very good" condition for learning.

Technology

WCCUSD is committed to providing students with tablet computers in order to enhance and support the Common Core curriculum, achieve our technology-related LCAP goals, and provide 21st Century learning experiences for our students. This is in alignment with the goals and objectives contained within the WCCUSD Technology Plan which was approved by the Board on March 26, 2014.

Wireless Infrastructure –Each building at HHS equipped with wireless hubs. While the library has wireless hubs currently, they are not providing adequate coverage for the room. It will be upgraded in the first couple of months of 2017.

Staff Technology Skills – Every teacher has a WCCUSD-provided laptop and a media cart with a document camera and a projector.

lab has 30 apple desktops and the 2nd computer lab has 23 desktop PC's. The library also provides 26 desktop computers that are available for student use.

In accordance with the WCCUSD Technology Plan, the roll out of tablets began by providing each site's Technology Teacher Leader (TTL) with one 40 unit tablet cart. This was accomplished in September, 2014. The Technology Teacher Leader was tasked with training two other teachers and when these teachers were deemed ready, they would each be provided with a 40 unit tablet cart and would, in turn, train two other teachers each. In January, 2015, these two teachers received COWs and trained two teachers each. The next four teachers received carts of their own in September, 2015. We added several additional COWs during 2015, until we had 11 on site.

The 2016-2017 school year is year three of the WCCUSD Technology Plan, when we are scheduled to go one-to-one with student tablets. We would be provided with one tablet for every student, but we would not have enough so that every teacher could have 40 tablets in a COW. Several teachers were using Google Classroom with their students using student smart phones. Our SPED department added a teacher and more students, so the one COW of 40 tablets was no longer sufficient. Many other teachers who did not have COWs and were not comfortable utilizing student smart phones, felt they were being held back by not having student access to tablets. It became very clear that we needed to check tablets out to students.

The Hercules Middle and High School Library staff collaborated to come up with a plan to do this and brought it to ILT. The administration and ILT agreed that this was the way to go. Our additional tablets were delivered around November 15, 2016, and we began distributing them the week of December 5. Tablet distribution will be complete by Friday, January 20, 2017.

The tablets provided by WCCUSD are two-in-one tablets with touch screens, either manufactured by Lenovo or Acer. All are Windows devices, most with the Windows 10 operating systems.

More than half of the teachers at Hercules High School use Google w[(ITmreens, h a,l2(6ens, hd two otuse Gvidi)m)8(e)01

Physics in the Universe. Each of these three courses present an integration of Earth and Space Science (ESS) as an interdisciplinary. In each course, the integration adds value to both disciplines in the pair, with each providing an engaging motivation for studying the other disciplines.

Social Science (Description of the transition from CST's to CCSS and the transformation to 21st century instructional strategies)

The Social Science Department is currently using the existing California State Standards in concurrence with the Common Core ELA standards within department curriculum. With respect to developing student writing and critical thinking skills, the Social Science Department develops student writing skills through analyzing charts, graphs, primary sources, secondary sources, memes, and political cartoons. Additional emphasis on writing includes the usage of Document Based Questions (DBQ), use of SOAPSTONE, Free Response Essays (FRE), Newsela, short answer essays and in a formal assessment. These strategies are used in a variety of lessons and combinations, some formal, some informal,

fundamental components of our World Language program at Hercules High. The department has always emphasized collaboration.

Pupil Access and Enrollment:

Students enrolled in Algebra I

Hercules High School does not offer any mathematics courses below Algebra I. The majority of 9th grade (87.40%) students entering HHS are enrolled into Algebra I. In 2016-17, 36 9th grade students were eligible for Geometry. In order to advance to Geometry students must pass Algebra I with a C or better in both semesters.

Number of Students Enrolled in Algebra I by Grade Level			Percent of Whole
	2015-16	2016-17	
Total 9th Grade Class	226	254	
Geometry (9th Grade)	59	36	14.17%
College Prep Algebra I	225	222	22.27%
9th Grade	163	177	87.40%
10th Grade	41	29	12.83%
11th Grade	16	10	4.22%
12th Grade	5	6	2.14%

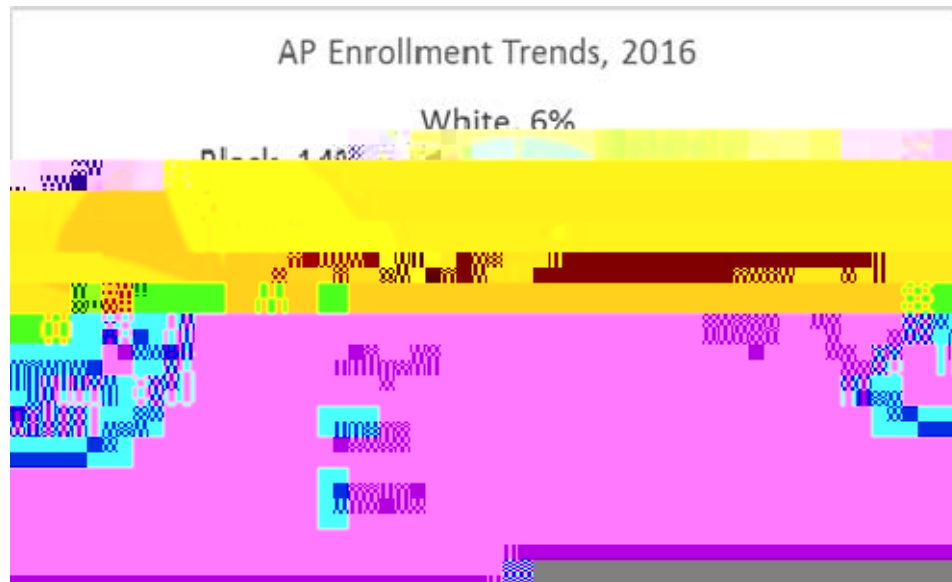
Source: PowerSchool, 10/22/16

Name of Course	2015-16	2016-17
	77	96
	112	79
	110	78
	23	16
Pre-Calculus Honors	110	65
Physics Honors	65	115
Sp	20	63
TOTAL # OF SEATS	517	512

AP curriculum for each of the various subjects is created for the College Board by a panel of experts and college-level educators in that field of study. For a high school course to have the AP designation, the course must be audited by the College Board to ascertain that it satisfies the prescribed AP curriculum.

Hercules High School offers a variety of Advanced Placement courses. As of 2012,

51 seats. Hercules High School offers 18 AP courses with a total occupancy of 817 “seats”. In 2016, the AP course with the highest enrollment AP Govt & Pol US with 145 students and the lowest enrolled AP Spanish Language at 13. The chart below details out the enrollment trends over the last three years.



Source:PowerSchool, 10/22/16

AP Enrollment by Sub-Group: 2016-17

In 2016-17, we had a total of 817 “seats” in AP courses. Of the 817 seats, 45% were male and 54% were female. AP enrollment breakdown reflects 31% Asian, 32% Filipino, 17% Hispanic, 14% African American and 6% White.

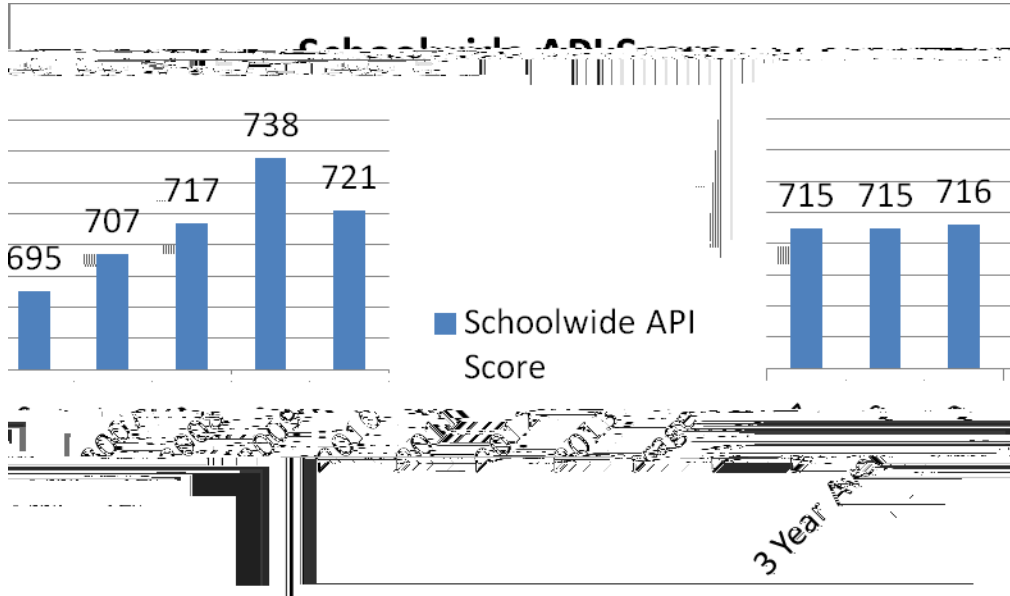
Name of Course	TOTAL ENROLLED	Male	Female	Asian	Filipino	Hispanic	Black	White
AP Bio	34	12	22	15	9	5	5	
AP Calculus AB	88	44	44	32	31	11	8	6
AP Calculus BC	12	9	3	8	2		1	1
AP Computer Science Principle	69	50	19	29	16	9	10	5
AP English Language & Comp	37	11	26	16	10	4	4	3
AP English Literature & Comp	25	8	17	8	8	5	2	2
AP Environmental Science	56	23	33	17	19	11	5	4
AP Government & Politics Unit	145	65	79	37	53	20	25	10
AP Human Geography	75	38	37	23	22	14	13	2
AP Psychology	73	35	29	24	21	10	10	8
AP Spanish Language	13	6	7	2	2	8		1
AP Statistics	17	8	9	2	8	2	4	1
AP Studio Art: 2-D Design	52	11	41	15	21	7	5	4
AP Unites States History	115	47	68	34	38	24	13	6
AP world History	114	48	66	26	39	23	20	6
TOTAL	925	415	500	288	299	153	125	59
AP Enrollment Trends	925	45%	54%	31%	32%	17%	14%	6%

Source:PowerSchool, 10/22/16

AP Enrollment by Sub-Group: 2015-16

In 2015-16, we had a total of 723 “seats” in AP courses. Of the 723 seats, 46% were male and 54% were female. AP enrollment breakdown reflects 30% Asian, 34% Filipino, 14% Hispanic, 12% African American and 6% White. 31% of the all students who enrolled in AP courses were considered to be Socio-Economically disadvantaged.

AP Calculus AB	56	29	27	22	18	5	6	4	14
AP Calculus BC	25	14	11	10	6	5	3		13
AP Chemistry	26	18	8	13	6	2	1	3	9
AP English Language and Composition	39	21	18	13	17	3		5	6
AP English Literature and Composition	28	14	14	13	8	3	2	1	9
AP Environmental Science ROP	65	28	37	20	23	7	9	5	20
AP Government & Politics United States	113	50	63	36	33	18	18	7	45
AP Human Geography	75	26	49	20	26	16	10	3	23
AP Spanish Language	6	3	3		1	5			3
AP Statistics	25	14	11	6	7	2	7	3	7
AP Studio Art: 2-D Design	62	22	40	9	30	13	9	1	21
AP United States History	102	51	51	27	40	7	17	9	28
AP World History	101	43	58	32	34	20	8	7	28
TOTALS	723	46.06%	54%	30.57%	34.44%	14.66%	12.45%	6.64%	31.26%



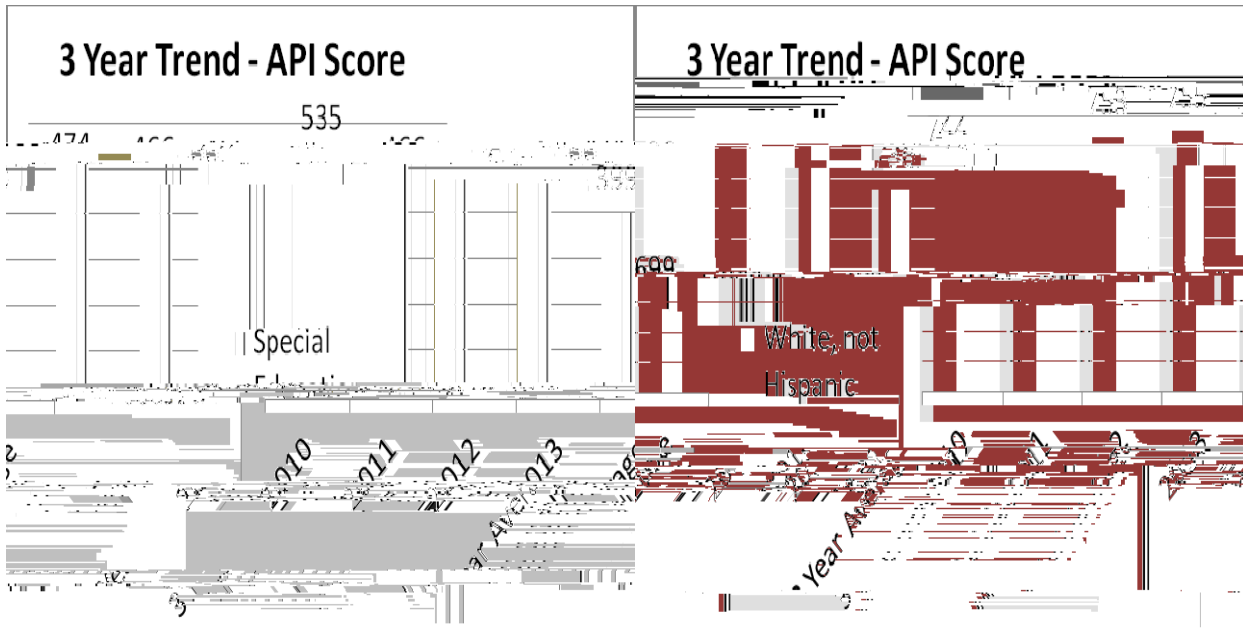
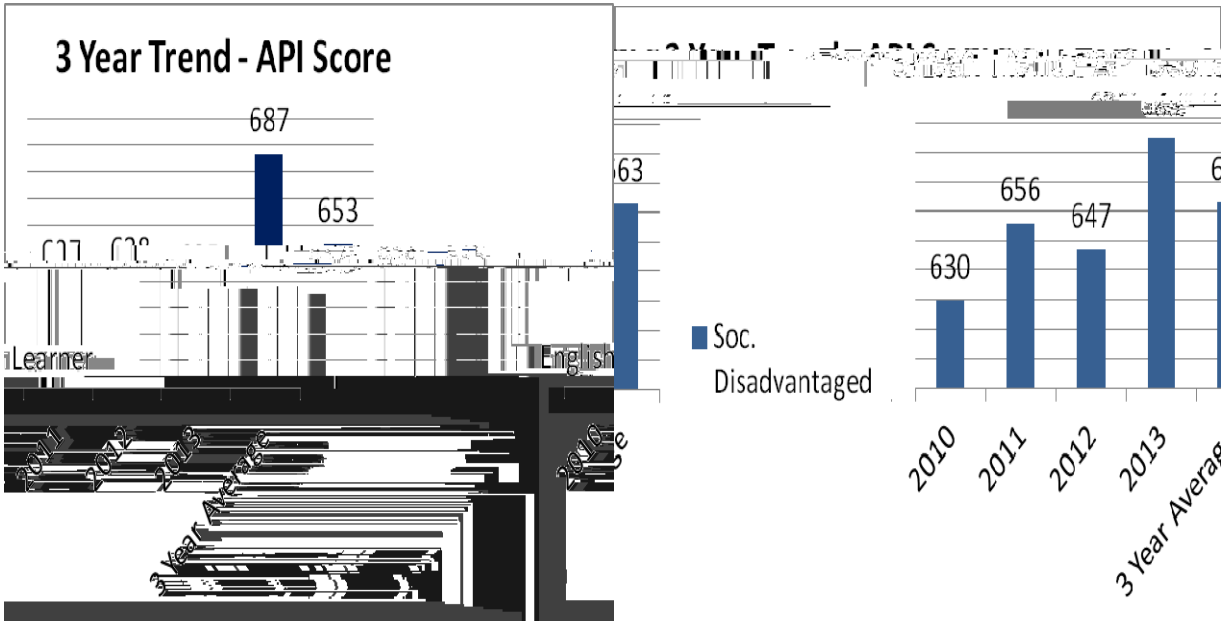
Source: <http://dq.cde.ca.gov/dataquest/>

African American API scores have ranged from 606 in 2009 to 616 in 2012. Overall in the past 4 years, the API for African American students has fluctuated with a high of 690 in 2013 and a low of 588 in 2010. The three-year average for the African American subgroup in 2014 was calculated to be 660.

Hispanic/Latino API scores have ranged from 680 in 2009 to 696 in 2012. Overall in the past 4 years the API for Hispanic/Latino students have fluctuated with a high of 680 in 2009 and a low of 646 in 2012. The three-year average for the Hispanic/Latino subgroup in 2014 was calculated to be 690.

Asian API scores have ranged from 804 in 2009 to 813 in 2012. Overall in the past 4 years, the API for Asian students has fluctuated with a high of 817 in 2010 and a low of 786 in 2011. The three-year average for the Asian subgroup in 2014 was calculated to be 823.

Filipino API scores have ranged from 770 in 2009 to 783 in 2012. Overall in the past 4 years, the API for Filipino students has fluctuated with a high of 786 in 2011 and a low of 759 in 2010. The three-year average for the Filipino subgroup in 2014 was calculated to be 783.



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

The Socio Economic Disadvantage group API scores have ranged from 643 in 2009 to 647 in 2012 with an overall high in 2011 at 656. The three year average for the socioeconomically disadvantaged subgroup in 2014 was calculated to be 685.

The English Learner group API scores have ranged from 649 in 2009 to 635 in 2012 with an overall high in 2009 at 649. The three year average for the English Learner subgroup in 2014 was calculated to be 687.

The Special Education group API scores have ranged from 474 in 2010 to 399 in 2012 with an overall high in 2010 at 474. The three year average for the special education subgroup in 2014 was calculated to be 535.

The White subgroup API scores have ranged from 699 in 2011 to 755 in 2013 with the overall high score

The three-year average for African American & Hispanic students was 636 and 660. The three-year average for the Asian, Filipino and White were at 823, 783, and 755. Within the specialized population, students with disabilities scored a three-year average of 535, the socioeconomically disadvantaged cohort was at 685 and the English Learners scored at a 687 API. The school wide three year running average was calculated to be 738.

	2013		AVG 3 Year	
	# Tested	API Score	Non Weighted API	Weighted API
African American	166	656	636	635
Asian	144	823	807	807
Filipino	187	783	783	783
Hispanic or Latino	143	690	660	660
White	64	755	736	734
Soc. Disadvantaged	291	685	663	663
English Learner	138	687	653	654
Special Education	67	535	466	466
SCHOOLWIDE API	714	738	721	721

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

API summary for over the past three years:

API scores for schools of the same type (elementary, middle, and high) are ranked into "deciles," with 1 representing the lowest-performing 10% of schools and 10 the highest-performing 10%. Schools have two rankings: (1) a statewide ranking that compares each school with all other schools in the state of the same type, and (2) a Similar Schools ranking that compares each school with 100 others that have similar student populations and other characteristics.

While our overall API score has been mostly improving over the past 4 years, we have not been keeping up with the state average, nor meeting 100% of growth targets. Similar schools rank has dropped to 1 and the statewide rank has been fluctuating below 5 for the last three years.

School Year	2010	2011	2012	2013
Base API	716	707	717	738
Statewide Rank	5	3	3	4

Similar Schools Rank	3	3	1	1
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Additional indicators for AYP include scoring at certain levels on the Academic Performance Index (API) with an acceptable or improving graduation rate. In compliance with 2013 NCLB criteria, each schools Growth Academic Performance Index (API) must be at least 770 or improve over the 2012 Base API by at least one point. An "Invalid" Growth API prevents the school from making AYP.

In 2013, Hercules High School met the overall graduation rate and subgroup graduation rate.

Adequate Yearly Progress (AYP)	2009-10	2010-11	2011-12	2012-13
Growth API	694	708	717	738
Met School-wide Growth API	Yes	Yes	Yes	Yes
ELA Proficient/Advanced - School wide	53.90%	55.40%	55.50%	62.70%
ELA Participation Rates	99.00%	98.00%	98.00%	98.00%
All Subgroups Met AMO's in ELA	No	No	No	Yes
Math Proficient/Advanced -School wide	51.20%	48.80%	54.90%	54.80%
Math Participation Rates	98.00%	98.00%	99.00%	99.00%
All Subgroups Met AMO's in Math	No	No	No	No
Graduation Rate	82.10%	89.80%	89.80%	94.10%
Made Graduation Rate Target	No	Yes	No	Yes

Source: California Department of Education, Policy and Evaluation Division

Proficiency levels are measured using the California Standards Tests (CST's) for elementary and middle schools and the California High School Exit Exam for high schools.

Annual Measurable Objectives (AMOs):

Target percentages are known as "annual measurable objectives" (AMO's). The AMO's for high schools increased substantially in 2013, to 88.9% in English/language arts and 88.7% in mathematics. Schools with fewer than 100 valid scores have adjusted AMO's and must meet adjusted percent proficient targets. The original NCLB legislation had a goal of 100% proficiency by the 2013-2014 school year. In 2012 the United States Department of Education (USDOE) granted states permission to freeze AMOs at the 2010-2011 level. This means that the tests that were administered last spring will be judged by the 2010-2011 AMOs instead of the stepped-up 2011-2012 AMOs.

The AMO targets for Grade 10, for 2013-14 were which were at the 2010-11 level:

88.9% in English Language Arts

88.7% in Mathematics.

CAHSEE Math	% Proficient & Above - 2014	English Language Arts (ELA)	% Proficient & Above - 2014
All Students Tested	64%	All Students Tested	62%
Asian	77%	Asian	71%
Filipino	69%	Filipino	75%

Hispanic or Latino	57%	Hispanic or Latino	56%
Black or African American	52%	Black or African American	49%
White	63%	White	57%
English Learner Students	45%	English Learner Students	26%
Economically Disadvantaged Students	53%	Economically Disadvantaged Students	
Special Education	15%	Special Education	11%

Source: California Department of Education: Analysis, Measurement, and Accountability Reporting Division,

assessment and accountability system known as Standardized Testing and Reporting (STAR). The new era of standardized assessment in California public schools officially began in the spring of 2015, when public schools across the state administered the CAASPP for the first time. The primary purpose of the CAASPP system was to assist teachers, administrators, pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. CAASPP refers to an array of tests that currently include the Smarter Balanced Assessment Consortium (SBAC) administered to 11th grade students in ELA and Math, the California Alternate Performance Assessment (CAPA), administered to “non-diploma” students in specialized programs, and a CST Life Science assessment, administered to all 10th grade students. The SBAC consists of two types of exams, computer adaptive tests (CAT) and performance task (PT). The format of the CAT portion is to place student ability and test question difficulty on the same scale. The test questions presented to each student adapts in accordance to each student’s response. The advantage of the computer adaptive test is in the potential for

2016 SBAC Overall Performance Achievement Mathematics & ELA								
Grade 11 SBAC 2016 Math				Grade 11 SBAC 2016 ELA				
	Exceeded / Met	Nearly Met	Not Met		Exceeded / Met	Nearly Met	Not Met	
Hercules High	32%	25%	44%		Hercules High	64%	21%	15%
Contra Costa	41%	22%	37%		Contra Costa	63%	19%	17%
State	33%	25%	43%		State	59%	22%	19%

2015 SBAC Overall Performance Achievement Mathematics & ELA								
Grade 11 SBAC 2015 Math				Grade 11 SBAC 2015 ELA				
	Exceeded / Met	Nearly Met	Not Met		Exceeded / Met	Nearly Met	Not Met	
Hercules High	29%	17%	54%		Hercules High	62%	23%	14%
Contra Costa	37%	22%	41%		Contra Costa	59%	22%	19%
State	29%	25%	45%		State	56%	24%	20%

Hercules High School - 2016 Math Overall Scores	Exceed Standard	Met Standard	Nearly Met Standard	Not Met Standard
	10.00%	22.00%	25.00%	44.00%
CLAIMS PERFORMANCE:				
Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	17%	32%	51%	
Problem Solving & Modeling Data	16%	44%	40%	
Communicating & Reasoning	17%	57%	25%	

Hercules High School - 2015 Math Overall Scores	Exceed Standard	Met Standard	Nearly Met Standard	Not Met Standard
	8.00%	21.00%	17.00%	54.40%
CLAIMS PERFORMANCE:				
Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	17%	24%	58%	
Problem Solving & Modeling Data	13%	49%	38%	
Communicating & Reasoning	17%	50%	33%	

Contra Costa County 2016 Math Overall Scores	Exceed Standard	Met Standard	Nearly Met Standard	Not Met Standard
	18.00%	23.00%	22.00%	37.00%
CLAIMS PERFORMANCE:				
Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	29%	29%	42%	
Problem Solving & Modeling Data	22%	47%	30%	
Communicating & Reasoning	23%	53%	24%	

Contra Costa County 2015 Math Overall Scores	Exceed Standard	Met Standard	Nearly Met Standard	Not Met Standard
	16.00%	21.00%	22.00%	41.00%
CLAIMS PERFORMANCE:				
Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	25%	31%	44%	
Problem Solving & Modeling Data	19%	49%	32%	
Communicating & Reasoning	20%	53%	27%	

State of California 2016 Math Overall Scores	Exceed Standard	Met Standard	Nearly Met Standard	Not Met Standard
	13.00%	20.00%	25.00%	43.00%
CLAIMS PERFORMANCE:				
Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	21%	30%	49%	
Problem Solving & Modeling Data	16%	49%	35%	
Communicating & Reasoning	17%	56%	28%	

State of California 2015 Math Overall Scores	Exceed Standard	Met Standard	Nearly Met Standard	Not Met Standard
	11.00%	18.00%	25.00%	45.00%
CLAIMS PERFORMANCE:				
Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	19%	33%	48%	
Problem Solving & Modeling Data	15%	50%	35%	
Communicating & Reasoning	15%	55%	30%	

- **Hercules High School - 74% “Above/At or near” standard performance range.**
- **Contra Costa County - 76% “Above/At or near” standard performance range.**
-

- **Contra Costa County - 82% “Above/At or near” standard performance range.**
- **State of California - 80% “Above/At or near” standard performance range.**

Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences

- **Hercules High School - 83% “Above/At or near” standard performance range.**
- **Contra Costa County - 80% “Above/At or near” standard performance range.**
- **State of California - 79% “Above/At or near” standard performance range.**

Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

- **Hercules High School - 88% “Above/At or near” standard performance range.**
- **Contra Costa County - 86% “Above/At or near” standard performance range.**
- **State of California - 84% “Above/At or near” standard performance range.**

Research/Inquiry: Students can engage in research and inquiry to investigate topics and to analyze, integrate and present information.

- **Hercules High School - 86% “Above/At or near” standard performance range.**
- **Contra Costa County - 86% “Above/At or near” standard performance range.**
- **State of California - 85% “Above/At or near” standard performance range.**

California Standards Tests (CST)

In previous years prior to the implementation of CAASPP, the State of California participated in the Standardized Testing and Reporting (STAR). The assessments under the STAR Program demonstrated how well students were doing in relation to the state content standards. On each of these assessments, student scores were reported as performance levels. Student results were posted into one of five categories: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Scores in the Advanced and Proficient ranges served as an early indication that a student is on track to attend a 4-year university. In California, “proficient” has been defined as being on grade level. In test terms, this means that a student is to be considered to have met or exceeded state standards if s/he scored as “proficient” or “advanced” on the California Standards Test in both Language Arts and Math. Scores in the Basic range or Below Basic indicated that, without some sort of change in academic performance, a student will not be accepted to a 4-year college or will struggle in college courses.

CST Life Science: 10th Grade

Over the past years, the 10th grade Life Science test has continued to be administered to all 10th grade students using the paper/pencil method. The table below depicts the last 5 years of testing data. CST test administered in the 2014-15 resulted in 59% of our 10th grade students scoring in the advanced or

proficient range. The three-year average for 10th grade CST Life Science performance is 57% scoring in the advanced/proficient range.

Life Science - 10th Grade	2010-11	2011-12	2012-13	2013-14	2014-15
Students Tested	240	257	233	241	251

students who met the math benchmarks for Hercules High School was at 35% and in the same sitting 85% of 10th grade students met the ERW benchmarks. 35% of 10th grade students met both benchmarks in Math and ERW. The percent of 11th grade students who met the math benchmarks for Hercules High School was at 34% and in the same sitting 84% of 9th grade students met the ERW benchmarks. 34% of 9th grade students met both benchmarks in Math and ERW.

PSAT, FALL 2015	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math
9th Grade(Hercules)	24%	825	86%	428	24%	397
9th Grade (State)	25%	802	79%	404	25%	398
9th Grade (National)	40%	865	87%	436	40%	429
10th Grade(Hercules)	35%	884	85%	445	35%	440
10th Grade(State)	40%	899	83%	449	41%	450
10th Grade(National)	47%	932	87%	468	48%	464
11th GradeHercules)	34%	932	84%	473	34%	459
11th Grade(State)	44%	986	84%	492	44%	494
11th Grade(National)	48%		86%	507	49%	502
MAX SCORE		1520		760		760

Source: <https://www.collegeboard.org/>

Summary Report – Sep. 2014 – Aug. 2015

In 2014 our 9th grade students did not participate in the PSAT. The PSAT college/career readiness percent for 10th grades students at Hercules High School was 27% comparison to 33% at the state level and 39% at the national level. In the same year, our 11th grade students scored 30% at college/career ready comparison to 33% at the state level and 39% at the national level.

PSAT, FALL 2014	College/Career Ready	MEAN TOTAL SCORE	Mean Critical Reading	Mean Writing Score	Mean Math Score
9th Grade					
10th Grade (Hercules)	27%	38	38	39	40
10th Grade (State)	33%	40	40	39	42
10th Grade (National)	39%	42		39	43
11th Grade (Hercules)	30%	38	41	40	43
11th Grade (State)	33%	40	40	39	42
11th Grade (National)	39%	42	42	40	43

Summary Report – Sep. 2013 – Aug. 2014

In 2013 our 9th grade students did not participate in the PSAT. The PSAT college/career readiness percent for 10th grades students at Hercules High School was 27% comparison to 39% at the state level and 44% at the national level. In the same year, our 11th grade students scored 30% at college/career ready comparison to 44% at the state level and 49% at the national level.

PSAT, FALL 2013	College/Career Ready	MEAN TOTAL SCORE	Mean Critical Reading	Mean Writing Score	Mean Math Score
9th Grade					
10th Grade (Hercules)	27%	39	39	38	39
10th Grade (State)	39%	41	41	40	42
10th Grade (National)	44%	43	43	41	43
11th Grade (Hercules)	30%	43	43	42	44
11th Grade (State)	44%	46	46	45	48
11th Grade (National)	49%	47	47	46	49

Source: <https://www.collegeboard.org/>

Summary Report – Sep. 2012 – Aug. 2013

In 2012 our 9th grade students did not participate in the PSAT. The PSAT college/career readiness percent for 10th grades students at Hercules High School was 27% comparison to 37% at the state level and 41% at the national level. In the same year, our 11th grade students scored 31% at college/career ready comparison to 45% at the state level and 49% at the national level.

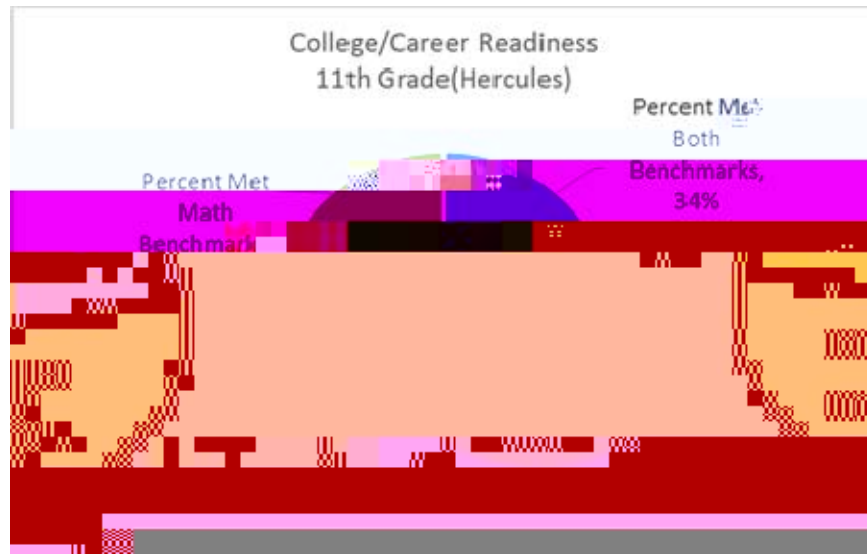
PSAT, FALL 2012	College/Career Ready	MEAN TOTAL SCORE	Mean Critical Reading	Mean Writing Score	Mean Math Score
9th Grade					
10th Grade (Hercules)	27%	40	40	39	40
10th Grade (State)	37%	42	42	41	43
10th Grade (National)	41%	43	43	42	44
11th Grade (Hercules)	31%	42	42	41	43
11th Grade (State)	45%	47	47	46	48
11th Grade (National)	49%	48	48	46	48

Source: <https://www.collegeboard.org/>

PSAT Composite Score - College & Career Readiness Benchmarks

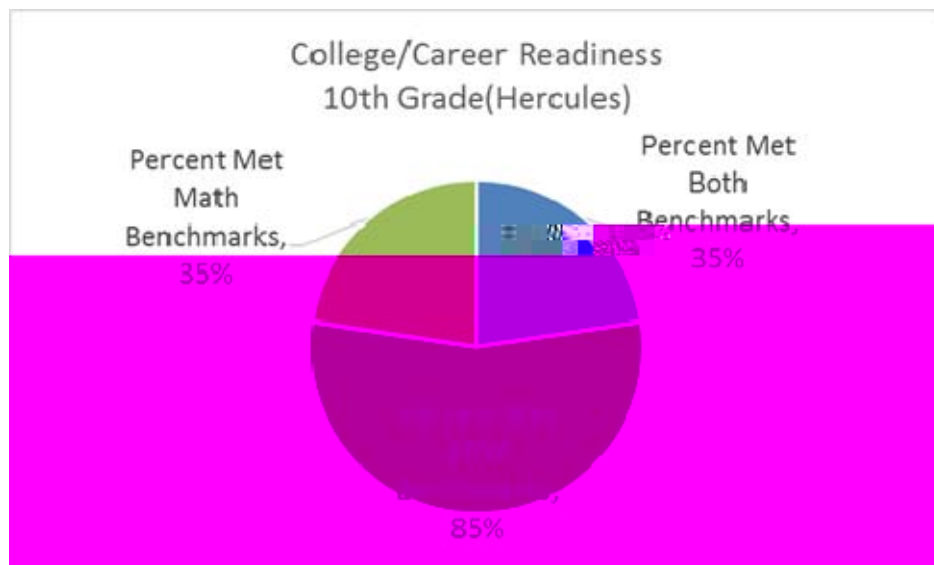
The PSAT College and career readiness benchmark represent the scores that a student should meet or exceed to be considered on track to be college and career ready. PSAT determines college readiness by the number of students that have met the PSAT composite score. According to the composite score the

class of 2017 (11th grade, 2015) composite score, 34% of Hercules High School is on track to be College and Career Ready.



Source: <https://www.collegeboard.org/>

According to the composite score the class of 2018 (10th grade, 2015) composite score, 35% of Hercules High School is on track to be College and Career Ready.



Source: <https://www.collegeboard.org/>

SAT OVERALL AVERAGE 2015-16	CRITICAL READING	MATH AVERAGE	WRITING AVERAGE
Hercules High School (15-16)	426	430	431
California (15-16)	495	506	491
National (15-16)	420	429	422
SAT OVERALL AVERAGE 2014-15	CRITICAL READING	MATH AVERAGE	WRITING AVERAGE
Hercules High School (14-15)	451	454	454
California (14-15)	495	506	491
National (14-15)	402	403	402
SAT OVERALL AVERAGE 2013-14	CRITICAL READING	MATH AVERAGE	WRITING AVERAGE
Hercules High School (13-14)	435	442	452
California (13-14)	435	442	452
National (13-14)	391	401	487
SAT OVERALL AVERAGE 2012-13	CRITICAL READING	MATH AVERAGE	WRITING AVERAGE
Hercules High School (12-13)	465	478	471
California (12-13)	498	512	495
National (12-13)	492	508	489

Source: <https://www.collegeboard.org/>

According to the 2015 results, assessment date of October, 2015, our students taking the SAT scored 59 points below state and six points above the national in critical reading. In the area of math, Hercules High School students scored 76 points below the state and 1 point above the national. In the area of writing, Hercules scores 60 points below the state and 9 points above the national.

SAT Writing Section Sub-scores (2012-2016)

The raw scores for the multiple-choice writing section are converted to scaled scores that are reported on a 20-80 scale. Every SAT contains a 25-minute essay. The essay sub-score is reported on a 2-12 scale. Each essay is independently scored from 1 to 6 by two readers. These readers' scores are combined to produce the 2-12 scale. The multiple-choice writing section counts for approximately 70 percent, and the essay counts for approximately 30 percent of your total raw score, which is used to calculate your 200-800 score.

SAT Writing Subscores 2015-16	Multiple Choice	Essay
Hercules High School (15-16)	44	6
California (15-16)	42	6
National (15-16)	41	6
SAT Writing Subscores 2014-15	Multiple Choice	Essay
Hercules High School (14-15)	45.6	6.8
California (14-15)	49.1	7.3
National (14-15)	48.7	7
SAT Writing Subscores 2013-14	Multiple Choice	Essay
Hercules High School (13-14)	45.3	6.7
California (13-14)	49.5	7.2
National (13-14)	48.9	7
SAT Writing Subscores 2012-13	Multiple Choice	Essay
Hercules High School (12-13)	46.6	7.2
California (12-13)	49.4	7.3
National (12-13)	49	7

Source: <https://www.collegeboard.org/>

The chart above graphs the writing sub-scores for past four school years. The writing sub-scores for 2015-16, assessment date of October, 2015, averaged 6 out of 12 on the essay portion and 44 out of 80 on the multiple choice. Results by the state and nation were similar to the scores of Hercules High School Students in the 2015 setting of the SAT.

Scholastic Aptitude Test (SAT), 2016

In March of 2016, the SAT officially launched its new format that will now be scored on a 400- 1600 scale. The Evidence-Based Reading and Writing section is on a 200-800 point scale and the Math section is scored on a 200-800 scale. SAT scores compare individual performance with the performance of other students who took the test that same year. The SAT is not designed as an indicator of student achievement, but rather as an aid for predicting how well students will do in college. Colleges and universities use these reports to make admissions and placement decisions. The total combined score on the SAT is the sum of the Evidence-Base Reading and Writing section and the Math section. To get the combine score, the “raw score” for each section (number of questions you got right) into a “scaled score” on a range from 400-1600.

Advanced Placement Test Results



■ ■ ■ ■ ■ ■ ■ ■ ■ ■

	Eng Lang Comp	Eng Lit Comp	Hum Geog	Psyc	US Gov Pol	World US Hist	World Hist	Stu Art 2D	Chinese
5	0	0	3	0	1	0	0		1
4	1	7	1	0	4	1	6		1
3	14	15	10	0	10	9	16	1	1
2	32	10	10	0	6	20	32		
1	8	0	32	1	11	37	13	0	
TOTAL	55	32	56	1	32	67	67	1	3
%3 or above	27.27%	68.75%	25.00%	0.00%	46.88%	14.93%	32.84%	100.00%	100.00%

	Calc AB	Calc BC	Stat	Biol	Env Scie	Ph60	-1.4TQq	307.44	56	478m0	0	12.781	275.8
SCORE													

AP SCHOOL SUMMARY, 2014									
SCORE	Eng Lang Comp	Eng Lit Comp	Euro Hist	Hum Geog	Psyc	US Gov Pol	US Hist	World Hist	Stu Art 2D
5	0	0	0	1	0	2	1	0	0
4	13	3	0	6	0	3	11	1	2
3	13	15	1	15	0	5	7	12	3
2	21	20	0	7	0	13	16	29	1
1	7	0	0	13	1	5	21	23	0
TOTAL	54	38	1	42	1	28	56	65	6
%3 or above	48.15%	47.37%	100.00%	52.38%	0.00%	35.71%	67.86%	20.00%	83.33%

AP SCHOOL SUMMARY, 2014									
SCORE	Calc AB	Calc BC	Stat	Biol	Env Scie	Phys 1	Chem	Chin Lang	Span Lang
5	3	1	1	0	0	0		0	1
4	3	1	1	0	3	0		0	0
3	4	1	2	3	2	1		1	1
2	2	0	4	6	3	0		0	0
1	8	1	15	2	1	0		0	
TOTAL	20	4	23	11	9	1	0	1	2
%3 or above	50.00%	75.00%	17.39%	27.27%	55.56%	100.00%	0.00%	100.00%	100.00%
Total # of AP Students				235					
Total # of Exams				378					
Total Scoring 3 or more				143					
Total Percent Scoring 3 +				37.83%					

Beginning in the spring of 2015, the Smarter Balanced Assessments became the measure to assess a student’s college readiness for math and English. EAP results are now based completely on Smarter Balanced scores. Students who “exceed the standard” defined by the Smarter Balanced Assessment Consortium, which devised the test, are considered ready for college-level courses, including courses that provide credits toward degrees. Students who “meet the standard” are considered “conditionally ready,” which means they’re on track to be ready by the end of their senior year in high school. If a student tests “Ready for College” they will be able to enroll in for-credit courses at CSU and participating Community Colleges. If a student scores at the “Conditional” level, they have demonstrated readiness but will need to take an upper level math course their senior year. If a student scores at the “Not Yet Demonstrating Readiness” they will be required to take a placement test and may be required to enroll in a summer program upon acceptance into CSU or a participating Community College.

EAP English – 4 Year Trend

The table below represents a 4-year trend of students who took the EAP English test and their score in reference to college readiness. In the past 4 years 21.56% of 11th grade students who completed the EAP English exam were identified as “Ready for College”. In the same four years 68.5% of students completing the EAP English exam were identified as “Not Ready for College”.

Early Assessment of Readiness for College English					
	SY 2011	SY 2012	SY 2013	SY 2014	4 Year Trend
Students Tested	216	211	222	207	214
Ready for College	15.28%	29.31%	18.47%	23.19%	21.56%
Ready for College Conditional	N/A	18.01%	16.67%	16.43%	17.03%
Not Ready for College	82.87%	65.88%	64.86%	60.39%	68.50%

The bar graph below details the number of students tested in specified categories of: Ready for College, Conditionally ready for college, or not ready for college.

Source: <https://www.collegeboard.org/>



Source: <https://www.collegeboard.org/>

California English Language Development Test (CELDT) Scores:

The purpose for the California English Language Development Test (CELDT) is to determine the level of proficiency among students who have been classified as English learners and assess the progress of students enrolled in English Learner Development programs. The CELDT assesses a students' progress in acquiring the skills of listening, speaking, reading, and writing in English.

2015 CELDT Results by Prior Performance Level

There are 5 possible performance levels that can be earned on each domain of the CELDT and Overall: Beginning (1), Early Intermediate (2), Intermediate (3), Early Advanced (4), and Advanced (5). For example, a student could score a 4 (Early Advanced) in Listening, a 4 in Speaking, a 2 (Early Intermediate) in Reading, a 2 in Writing and a 3 (Intermediate) Overall. The common terminology for course placement is EL1 (Beginning), EL2 (Early Intermediate), EL3 (Intermediate) EL4 (Early Advanced), and EL5 (Advanced).

Prior Performance Level	Number of Students		Current Year Percent Beginning		Current Year Percent Early Intermediate		Current Year Percent Intermediate		Current Year Percent Early Advanced		Current Year Percent Advanced	
	#	%	#	%	#	%	#	%	#	%	#	%
Beginning	8	9.88%	4	50.00%	2	25.00%	2	25.00%		0.00%		0.00%
Early Intermediate	17	20.99%	1	5.88%	5	29.41%	10	58.82%	1	5.88%		0.00%
Intermediate	24	29.63%		0.00%	3	12.50%	8	33.33%	12	50.00%	1	4.17%
Early Advanced	22	27.16%		0.00%		0.00%	3	13.64%	11	50.00%	8	36.36%
Advanced	10	12.35%		0.00%		0.00%		0.00%	1	10.00%	9	90.00%
Total	81	100.00%	5	6.17%	10	12.35%	23	28.40%	25	30.86%	18	22.22%

Initially Fluent English Proficient (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,

(9.5 weeks of instruction). 1st semester (18 weeks of instruction) grades are also displayed. The pass rates are broken down by departments.

English Course, 2015-16

There are 13 courses offered under the English department. Two of the courses are AP, 3 are advanced/honors, and the other eight are regular college preparatory courses. Of all the courses a majority of the pass rates were 75% or higher with the Advance, AP and Honors classes mostly in the 90% pass rate. English I prep averaged 73% pass rates while English 2 was in the 47% pass rate.

Math Courses, 2015-16

There are a total of 8 courses offered in math, 3 are AP, one honors course and the other four are college preparatory. A majority of the math courses were above the 80% pass rate with Algebra I pass rates at the lowest averaging 73% of students passing.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES		A		B		C		D		F		PASS RATE	
		# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
MATH	Algebra 1 [P]	Q1	42	18%	53	23%	49	21%	50	22%	34	15%	63%
		S1	46	20%	67	30%	62	28%	42	19%	8	4%	78%
		Q3	69	31%	51	23%	58	26%	31	14%	13	6%	79%
	Algebra 2 Trig [P]	Q1	49	25%	71	37%	54	28%	10	5%	9	5%	90%
		S1	50	26%	60	31%	66	35%	7	4%	8	4%	92%
		Q3	65	35%	42	22%	58	31%	12	6%	10	5%	88%
	AP Calculus AB	Q1	25	45%	23	42%	6	11%	1	2%	0	0%	98%
		S1	24	43%	27	48%	5	9%	0	0%	0	0%	100%
		Q3	34	61%	16	29%	5	9%	1	2%	0	0%	98%
	AP Calculus BC	Q1	21	84%	4	16%	0	0%	0	0%	0	0%	100%
		S1	17	68%	6	24%	2	8%	0	0%	0	0%	100%
		Q3	16	64%	8	32%	0	0%	1	4%	0	0%	96%
	AP Statistics	Q1	12	48%	11	44%	2	8%	0	0%	0	0%	100%
		S1	12	48%	11	44%	2	8%	0	0%	0	0%	100%
		Q3	4	16%	15	60%	5	20%	1	4%	0	0%	96%
	Geometry [P]	Q1	53	26%	61	30%	47	23%	26	13%	15	7%	80%
		S1	54	27%	76	37%	37	18%	24	12%	12	6%	82%
		Q3	65	34%	54	29%	38	20%	20	11%	12	6%	83%
	Pre Calculus [H]	Q1	47	43%	45	41%	12	11%	5	5%	1	1%	95%
		S1	51	46%	43	39%	12	11%	2	2%	2	2%	96%
		Q3	47	43%	37	34%	21	19%	3	3%	1	1%	96%
	Probability & Statistics [P]	Q1	14	36%	17	44%	7	18%	1	3%	0	0%	97%
		S1	13	33%	19	48%	8	20%	0	0%	0	0%	100%
		Q3	12	30%	9	23%	11	28%	5	13%	3	8%	80%

HERCULES HIGH SCHOOL - ACADEMIC PASS		A		B		C		D		F		PASS RATE	
		# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
ROP, ACADEMY, CTE	Computer Apps	Q1	13	62%	4	19%	2	10%	0	0%	2	10%	90%
		S1	17	63%	3	11%	2	7%	0	0%	5	19%	81%
		Q3	14	47%	1	3%	4	13%	1	3%	10	33%	63%
	Computer Programming	Q1	15	50%	9	30%	2	7%	3	10%	1	3%	87%
		S1	8	26%	8	26%	15	48%	0	0%	0	0%	100%
		Q3	30	100%	0	0%	0	0%	0	0%	0	0%	100%
	International Cuisine (ROP)	Q1	29	76%	4	11%	4	11%	1	3%	0	0%	97%
		S1	31	82%	3	8%	3	8%	0	0%	1	3%	97%
		Q3	20	57%	6	17%	6	17%	2	6%	1	3%	91%
	Introduction to Hospitality	Q1	10	48%	5	24%	3	14%	3	14%	0	0%	86%
		S1	12	67%	6	33%	0	0%	0	0%	0	0%	100%
		Q3	15	83%	1	6%	2	11%	0	0%	0	0%	100%
	Culinary Arts (ROP)	Q1	13	43%	12	40%	4	13%	1	3%	0	0%	97%
		S1	17	57%	6	20%	4	13%	2	7%	1	3%	90%
		Q3	20	74%	6	22%	1	4%	0	0%	0	0%	100%
	Leadership	Q1	46	100%	0	0%	0	0%	0	0%	0	0%	100%
		S1	46	100%	0	0%	0	0%	0	0%	0	0%	100%
		Q3	46	100%	0	0%	0	0%	0	0%	0	0%	100%
	Journalism [P]	Q1	6	25%	5	21%	5	21%	5	21%	3	13%	67%
	Journalism 1 [P]	Q1	188	48%	188	48%	188	48%	188	48%	188	48%	100%
	Q3	8	35%	4	17%	3	13%	4	17%	4	17%	65%	
Journalism 2 [P]	Q1	3	75%	1	25%	0	0%	0	0%	0	0%	100%	
	S1	3	75%	1	25%	0	0%	0	0%	0	0%	100%	
	Q3	4	100%	0	0%	0	0%	0	0%	0	0%	100%	



Science, 2015-16

We currently offer 7 courses in the science department. Three of those are AP courses, one honors section and the other three are general college prepar

cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

	Row N		Row N		Row N		Row N		Row N		
	# of	%	# of	%	# of	%	# of	%	# of	%	
Q1	1	17%	1	17%	3	50%	0	0%	1	17%	83%
S1	2	33%	1	17%	2	33%	0	0%	1	17%	83%
Q3	2	40%	2	40%	0	0%	1	20%	0	0%	80%
Q1	0	0%	2	25%	3	38%	3	38%	0	0%	63%
S1	0	0%	2	29%	1	14%	3	43%	1	14%	43%
Q3	0	0%	0	0%	1	20%	1	20%	3	60%	20%
Q1	0	0%	2	40%	1	20%	2	40%	0	0%	60%
S1	0	0%	1	20%	2	40%	2	40%	0	0%	60%
Q3	0	0%	0	0%	0	0%	2	40%	3	60%	0%
Q1	0	0%	2	67%	0	0%	1	33%	0	0%	67%
S1	0	0%	3	75%	0	0%	1	25%	0	0%	75%
Q3	1	25%	1	25%	1	25%	1	25%	0	0%	75%
Q1	0	0%	4	80%	0	0%	0	0%	1	20%	80%
S1	2	33%	3	50%	0	0%	1	17%	0	0%	83%
Q3	3	43%	3	43%	1	14%	0	0%	0	0%	100%
S1	2	33%	3	50%	0	0%	1	17%	0	0%	83%
Q3	3	43%	3	43%	1	14%	0	0%	0	0%	100%
Q1	2	33%	0	0%	2	33%	0	0%	2	33%	67%
S1	4	67%	0	0%	2	33%	0	0%	0	0%	100%
Q3	2	50%	1	25%	1	25%	0	0%	0	0%	100%
Q1	2	33%	2	33%	0	0%	2	33%	0	0%	67%
S1	4	67%	0	0%	2	33%	0	0%	0	0%	100%
Q3	2	50%	1	25%	1	25%	0	0%	0	0%	100%
Q1	0	0%	2	22%	4	44%	3	33%	0	0%	67%
S1	2	22%	3	33%	2	22%	2	22%	0	0%	78%
Q3	4	40%	3	30%	2	20%	0	0%	0	0%	90%
S1	2	22%	3	33%	2	22%	2	22%	0	0%	78%
Q3	4	40%	3	30%	2	20%	0	0%	0	0%	90%
Q1	0	0%	1	6%	3	18%	6	35%	7	41%	24%
S1	3	20%	4	27%	2	13%	5	33%	1	7%	60%
Q3	4	33%	2	17%	1	8%	0	0%	5	42%	58%
Q											

Social Science, 2015-16

In 2015-16, we offered 11 courses in the social science department. Four sections of AP are offered, one for every grade level. Most courses in Social Science averaged 80% pass rate (“C” or better) or higher. American Government averaged a 72% pass rate over three quarters. Economics averaged a 70% pass rate over three quarters.

Row N
of

In 2015-16, we offered 10 courses in the visual and performing arts department. Four courses in the visual arts and 6 courses in the performing arts category. The majority of courses under the performing arts department averaged above an 80% pass rate (“C” or better).

		Row N		Row N		Row N		Row N		F Row N		PASS RATE		
		# of	%	# of	%	# of	%	# of	%	# of	%			
VISUAL & PERFORMING ARTS	Adv Visual	Q1	15	63%	7	29%	1	4%	1	4%	0	0%	96%	
	Arts[P]	S1	10	38%	11	42%	3	12%	0	0%	2	8%	92%	
			Q3	9	36%	10	40%	6	24%	0	0%	0	0%	100%
	AP Studio Art: 2-	Q1	22	35%	28	45%	12	19%	0	0%	0	0%	100%	
	D Design	S1	29	46%	22	35%	12	19%	0	0%	0	0%	100%	
			Q3	17	27%	32	50%	15	23%	0	0%	0	0%	100%
	Begin Art [P]	Q1	68	46%	62	42%	12	8%	3	2%	2	1%	97%	
			S1	64	43%	53	36%	27	18%	2	1%	2	1%	97%
			Q3	58	39%	54	37%	30	20%	3	2%	2	1%	97%
	Concert Band	Q1	45	100%	0	0%	0	0%	0	0%	0	0%	100%	
	[P]	S1	45	98%	0	0%	1	2%	0	0%	0	0%	100%	
			Q3	44	100%	0	0%	0	0%	0	0%	0	0%	100%
	Concert Choir	Q1	26	96%	1	4%	0	0%	0	0%	0	0%	100%	
	[P]	S1	25	76%	4	12%	4	12%	0	0%	0	0%	100%	
			Q3	27	66%	5	12%	2	5%	2	5%	5	12%	83%
	Orchestra [P]	Q1	61	95%	2	3%	1	2%	0	0%	0	0%	100%	
			S1	61	95%	2	3%	1	2%	0	0%	0	0%	100%
			Q3	58	91%	5	8%	1	2%	0	0%	0	0%	100%
	Orchestra	Q1	56	100%	0	0%	0	0%	0	0%	0	0%	100%	
	Advanced	S1	56	100%	0	0%	0	0%	0	0%	0	0%	100%	
			Q3	58	100%	0	0%	0	0%	0	0%	0	0%	100%
	Theater 1 [P]	Q1	28	85%	4	12%	0	0%	0	0%	1	3%	97%	
			S1	29	81%	6	17%	0	0%	0	0%	1	3%	97%
			Q3	24	73%	2	6%	2	6%	2	6%	3	9%	85%
	Theater Advance	Q1	3	100%	0	0%	0	0%	0	0%	0	0%	100%	
	[P]	S1	3	100%	0	0%	0	0%	0	0%	0	0%	100%	
			Q3	1	33%	1	33%	0	0%	1	33%	0	0%	67%
	Publications	Q1	21	84%	2	8%	0	0%	0	0%	2	8%	92%	
		S1	14	64%	7	32%	1	5%	0	0%	0	0%	100%	
		Q3	12	60%	6	30%	2	10%	0	0%	0	0%	100%	

World Languages, 2015-16

In 2015-16, we offered 9 courses in the world language department. Four courses in the French Language and 5 courses in the Spanish Language. The average pass rate (“C” or better) for the majority of World Languages courses were above an 80%.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES		A		B		C		D		F		PASS RATE	
		# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
WORLD LANGUAGE	AP Spanish Language	Q1	4	67%	2	33%	0	0%	0	0%	0	0%	100%
		S1	2	33%	3	50%	1	17%	0	0%	0	0%	100%
		Q3	0	0%	4	67%	1	17%	0	0%	1	17%	83%
	French 1 [P]	Q1	31	49%	13	21%	9	14%	6	10%	4	6%	84%
		S1	31	51%	11	18%	12	20%	5	8%	2	3%	89%
		Q3	33	55%	13	22%	9	15%	4	7%	1	2%	92%
	French 2 [P]	Q1	37	66%	14	25%	3	5%	2	4%	0	0%	96%
		S1	35	63%	14	25%	7	13%	0	0%	0	0%	100%
		Q3	35	65%	15	28%	3	6%	1	2%	0	0%	98%
	French 3 [P]	Q1	30	77%	9	23%	0	0%	0	0%	0	0%	100%
		S1	32	84%	5	13%	1	3%	0	0%	0	0%	100%
		Q3	31	82%	4	11%	3	8%	0	0%	0	0%	100%
	French 4 [H]	Q1	19	79%	5	21%	0	0%	0	0%	0	0%	100%
		S1	19	79%	4	17%	1	4%	0	0%	0	0%	100%
		Q3	16	70%	7	30%	0	0%	0	0%	0	0%	100%
	Spanish 1 [P]	Q1	67	44%	48	32%	16	11%	9	6%	12	8%	86%
		S1	55	36%	44	29%	23	15%	15	10%	14	9%	81%
		Q3	38	27%	33	23%	28	20%	16	11%	25	18%	70%
	Spanish 2 [P]	Q1	53	34%	50	32%	31	20%	17	11%	3	2%	87%
		S1	52	34%	39	25%	42	27%	16	10%	6	4%	86%
		Q3	41	29%	34	24%	32	23%	19	13%	16	11%	75%
	Spanish 3 [P]	Q1	31	34%	33	36%	23	25%	5	5%	0	0%	95%
		S1	33	36%	30	33%	27	29%	1	1%	1	1%	98%
		Q3	29	32%	34	37%	23	25%	4	4%	1	1%	95%
Spanish 4 [H]	Q1	7	33%	13	62%	1	5%	0	0%	0	0%	100%	
	S1	11	52%	10	48%	0	0%	0	0%	0	0%	100%	
	Q3	2	10%	16	80%	2	10%	0	0%	0	0%	100%	

Source: Powerschool - WCCUSD

WCCUSD Benchmark Data

WCCUSD continues to develop its benchmark assessment program. The restructuring of the benchmarks involved changes in the way that benchmarks were administered and how the results from these assessm.gS. admlD.02531577.8rks we

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Pacing Guides provide information on lesson sequence and number of days suggested for each lesson

Benchmark Blueprints identify the grade level standards assessed on each benchmark

Academic and assessment calendars provide a “Big Picture” view of assessments during the year

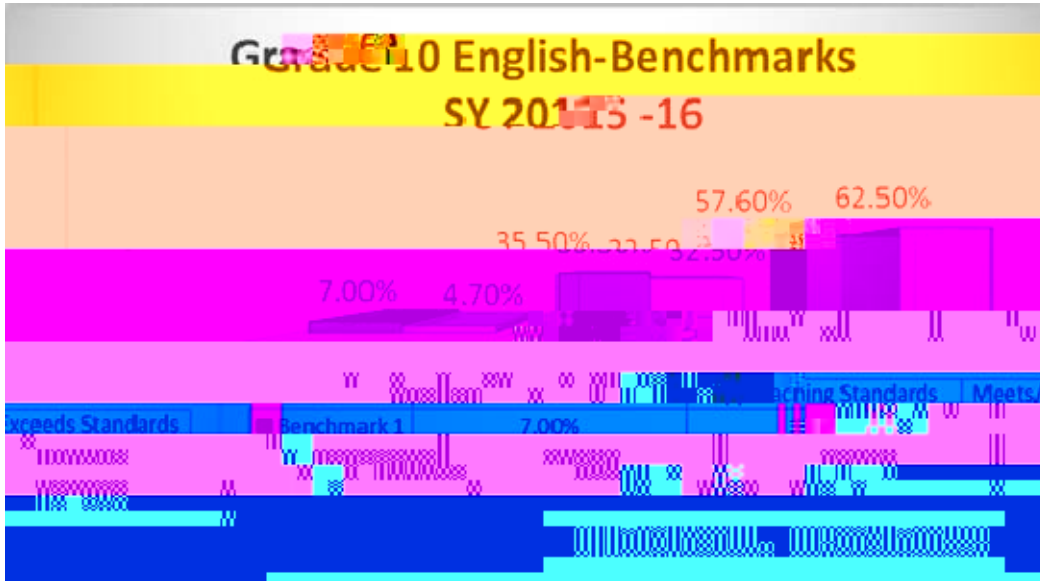
Each benchmark assesses standards taught during the specified instructional period (per the pacing guide calendars) Benchmark results are intended to promote collaboration and enable teachers to analyze trends and transform instruction:

Illuminate allows the use of electronic scanning to record and input student data.

Error/item analysis leads to review of instructional practices: What might have been the misunderstanding that led a student to choose a specific incorrect answer? How can we use this information to transform instruction so that students don't develop these misunderstandings?

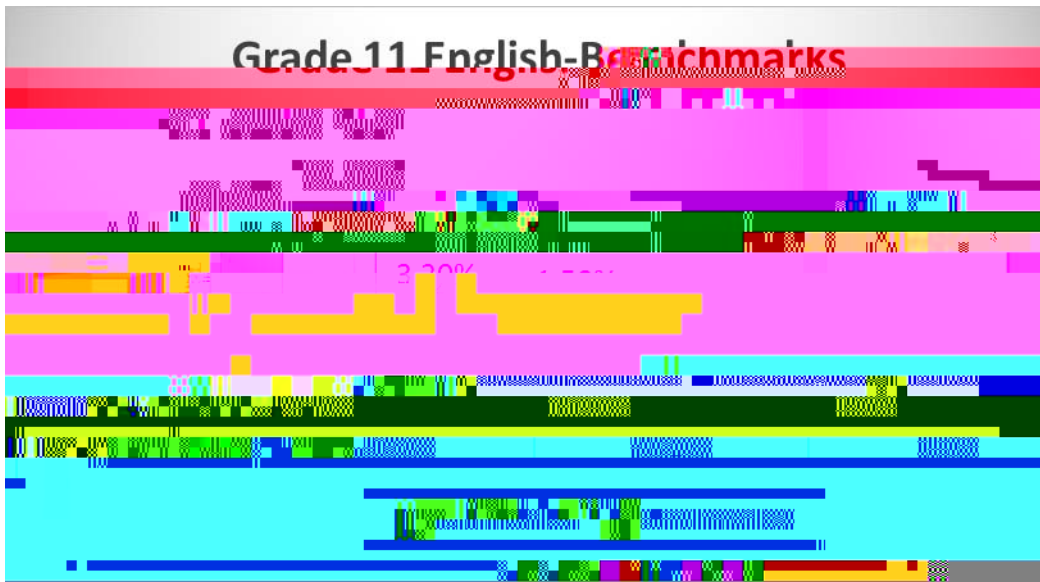
The fundamental purpose of the WCCUSD assessment system is to provide information that can be used to impact teaching and learning in order to continue to improve student access and success. Benchmark tests measure student mastery of standards targeted for instruction. In so doing, they indicate what students have accomplished when given appropriate learning opportunities. Benchmark tests also inform instruction in cases in which standards have not been mastered even though appropriate learning opportunities have been provided.

English Benchmark Results, 2015-16



Source: WCCUSD, Illuminate

English 3 participation rate was 72.09% with 155 of 215 11th graders participating in the benchmark assessment # 1. The participation rate for benchmark assessment # 2 was 63.26% with 136 of 215 participating. In 2015-16 school year, 3.2% of 11th grade students who participated in the English 3 benchmark #1 tested in the meet/exceeded standard range. In the same year, 1.5% tested in the meet/exceeded standard range when given the English 3 benchmark assessment # 2.



Source: WCCUSD, Illuminate

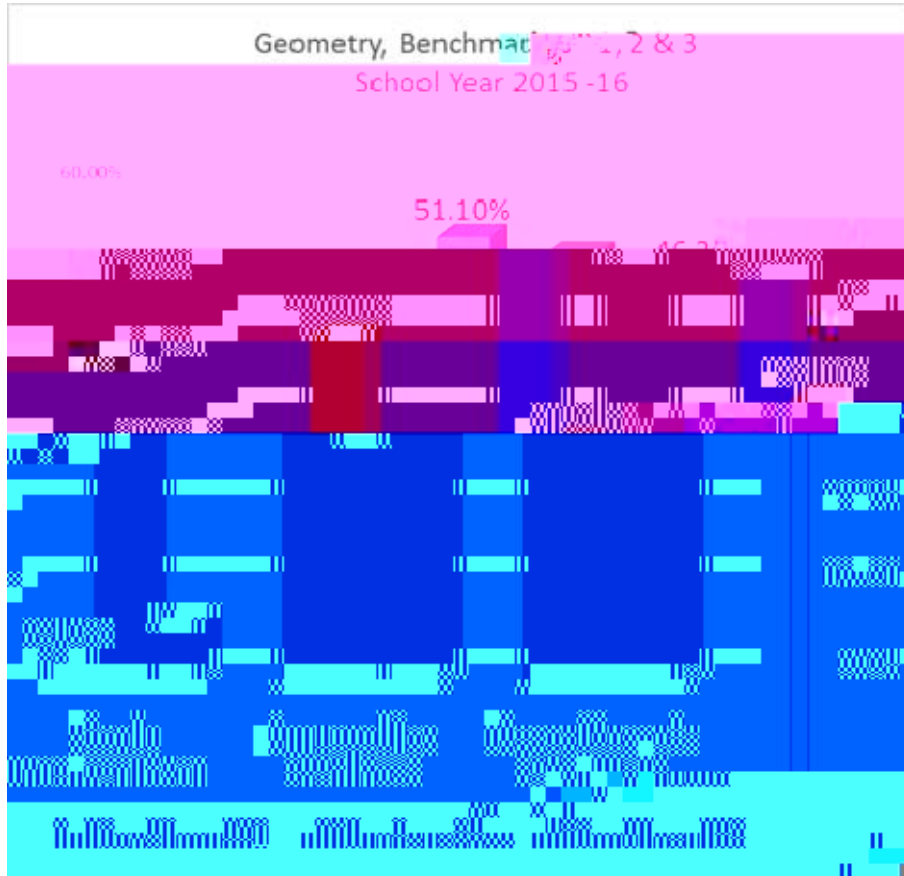
Performance Summary English Benchmarks	Needs Intervention	Approaching Standards	Meets/Exceeds Standards
English I - Benchmark 1	7.30%	54.50%	38.20%
English 1 - Benchmark 2	7.10%	52.60%	40.40%
English - 10th	Needs Intervention	Approaching Standards	Meets/Exceeds Standards
English II - Benchmark 1	7.00%	35.50%	57.60%
English II - Benchmark 2	4.70%	32.50%	62.50%
English - 11th	Needs Intervention	Approaching Standards	Meets/Exceeds Standards
English 3 - Benchmark 1	34.80%	61.90%	3.20%
English 3 - Benchmark 2	21.30%	77.20%	1.50%

PARTICIPATION RATE			
MATH BENCHMARK 1SR, 2015	# Tested	Enrollment	% Participation
Algebra 1	113	226	50.0%
Geometry	190	192	99.0%
Algebra 2	130	185	70.3%
MATH BENCHMARK 2SR, 2015	121	Average Correct	Percent Not Mastered
Algebra 1	166	226	73.5%
Geometry	181	192	94.3%
Algebra 2	157	185	84.9%
MATH BENCHMARK 3SR, 2015	# of Students	Average Correct	Percent Not Mastered
Algebra 1	121	226	54%
Geometry	102	192	53%
Algebra 2	76	185	41.1%

Source: WCCUSD, Illuminate

Algebra 1 participation rate was 50.0% with 113 of 226 students participating in the benchmark assessment # 1. The participation rate for benchmark assessment # 2 was 73.5% with 166 of 226 participating. The participation rate for benchmark assessment # 3 was 54% with 121 students participating. In 2015-16 school year, 50.4% of students who participated in the Algebra 1, benchmark #1 tested in the meet/exceeded standard range. In the same year, 4.3% tested in the meet/exceeded standard range when given the Algebra 1 benchmark assessment # 2. Within the same year, 10.7% of students who participated in Algebra I benchmark assessment # 3 tested in the meets/exceeded standard range.

Geometry participation rate was 99.5% with 191 of 192 students participating in the benchmark assessment # 1. The participation rate for benchmark assessment # 2 was 94.8% with 182 of 192 participating. The participation rate for benchmark assessment # 3 was 54% with 103 students participating. In 2015-16 school year, 46.1% of students who participated in the Geometry, benchmark #1 tested in the meet/exceeded standard range. In the same year, 32.4% tested in the meet/exceeded standard range when given the Geometry benchmark assessment # 2. Within the same year, 43.7% of students who participated in Geometry benchmark assessment # 3 tested in the meets/exceeded standard range.



Source: WCCUSD, Illuminate



Subject/Content	Needs Interventions	Approaching Standards	Meets/Exceeds Standards
Algebra 1 -			



California Physical Fitness Test Results			
9th Grade	Four of Six Standards	Five of Six Standards	Six of Six Standards
2013-14	19.0%	30.8%	30.4%
2012-13	18.7%	20.2%	35.3%
2011-12	22.2%	21.4%	38.5%
2010-11	14.4%	30.2%	39.3%

Source: WCCUSD, Illuminate

Students must pass five of the six strands tested for successful completion of this exam. If a student does not pass the exam he/she will continue to be tested on a yearly basis. The fitness tests consists of six strands in the following areas: Aerobic Capacity, Abdominal Strength and Endurance, Upper Body Strength and Endurance, Composition, Extensor Strength and Flexibility, Flexibility

Number of Graduates Meeting UC/CSU Requirements:

The University of California (UC) and California State University (CSU) require entering freshmen to “successfully” complete certain courses in high school. The UC/CSU systems require that students pass all “A-G Courses” with a grade of “C” or higher. These courses are called the “A-G” because of the letter each subject area is assigned: "A" is for History/Social Science, "B" is for English, “C” is for Math, “D” is Laboratory Science, “E” is for World Language, “F” is for Visual and/or Performing Arts, and “G” is a college preparatory elective. To receive "A-G" credit, a high school course must be certified through the UC course approval process. At the current time WCCUSD allows grades of “D” or higher in required courses to count towards graduation.

The table below displays the number of graduates, within a specified graduating class, who completed all requirements for University of California (UC) and/or California State University (CSU) entrance. The graduation rate is based on a 1 year graduation count. It includes all students who graduated in a given year who met the UC/CSU 0 Tw3lu(y)0C6(6(ear who m) al. Ov-22.1148e/or PerCNqgraduati(6(s(m)8.1(u5graduates, wt 4

Academic Year	Number of graduates	# Students Passed Course Requirements	% Students Passed Course Requirements
2011	220	94	42.73%
2012	210	80	38.10%
2013	225	104	46.22%
2014	245	132	53.88%
2015	209	111	53.11%
2016			
Average	221.8	104.2	46.8%

Source: <https://www.calpads.ca.gov/>

The following is a table that identifies subgroups and gender specific data in terms of percentages that

The percentages of Filipino students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 40.9% and a high percentage of 60.5% throughout the last four years.

The percentages of Hispanic students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 31.8% and a high percentage of 66.7% throughout the last four years.

The percentages of White students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 27.8% and a high percentage of 60.7% throughout the last four years.

The following table identifies students in the County and State that complete “A-G courses” with a “C” or better. Throughout the years, Hercules High School has performed above the county and state in sub group A-G completion rates.



2016 HHS Graduates – Where Did They Go?

<u>UCs</u>	<u>Community Colleges</u>	<u>CSUs</u>	<u>Out of State Colleges</u>
Berkeley – 7	Berkeley City – 3		Dominican University – 1
UCLA – 2	Butte CC - 1	Bakersfield - 1	Harvard - 1
Davis – 7	Contra Costa - 47	East Bay – 6	Holy Names University – 1

Student Achievement & Recognition

Hercules High School acknowledges students who have earned a 3.0 or above within each grading period (9 weeks). In addition, students are recognized for sustaining a 3.0 gpa for two consecutive quarter or 1 semester. WCCUSD sets the academic criteria for two separate lists: honor roll and principal's list. Both lists signify above average student performance. The honor roll list is determined by students earning a 3.0-3.49 with no grades below a "C" within that grading period. The principal's list is determined by students earning a 3.5 or above with no grades below a "C" within that grading period. For the 1st quarter, 2016-17 school year, 603 students achieved a 3.0 or higher gpa with no grade lower than a "C". Of the 159 students who were listed on the honor roll, 40 were 9th grade, 32 were 10th grade, 49 were 11th grade and 38 of the 159 were in 12th grade. The total number of students who had a 3.5 or above was 444. Of the 444 students who were listed on the principal's list, 105 were 9th grade students, 83 were 10th grade students, 125 were 11th grade students and 131 were 12th grade students.

Student Engagement

The effectiveness of the school's academic program, engaging them in course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.

Graduation Rate & Drop Out Rate

Graduation rate in the State of California is calculated using the number of students who earned a high school diploma or passed the California High School Proficiency Exam (CHSPE). The state counts the initial 9th grade enrollment of the current graduating class, plus students who transfer in, minus students who transfer out or who are no longer tracked or documented. The Dropout Rate in the State of California is the number of students who withdraw from public education prior to successfully completion all requirements needed to graduate high school or successfully passing the California High School Proficiency Exam (CHSPE).

The last four years the graduation rate at Hercules High School has been above 95% with the highest in 2016 with a 97.6% graduation rate. The chart below shows a steady incline from 2010 to 2016 with the highest graduation rate at 98.39% and the lowest at 89.84%.

Source: WCCUSD, Illuminate

Over the last five years, Hercules has averaged 221 students graduating. The low was in 2011-12 school year with 208 graduates and the high was 244 in 2015-16. The expected number of students to graduate

Source: WCCUSD, Illuminate

Graduates by Ethnicity and Gender

The three year graduation rate among the ethnic sub groups have varied from 83.76% to 100%. The average graduation rate for Asian students is at 97.9%. The average graduation rate for Filipino students is 98.4%. The average graduation rate for Latino/Hispanic students is at 91.3%. The average graduation rate for African American 12th grade students is at 92.9%. The average graduation rate for White 12th grade students is at 94.5%. The lowest subgroup was our students with disabilities with a five year average of 80.0%. The highest subgroup was the Asian populations with a five year graduation rate at 97.9%.

**CoHort
Outcome -**

there has been 7.7% increase in the graduation rate. Within the same time frame there has been a 7% decrease in the number of students dropping out.

Grad/Drop Out					
Rate Comparison	2010-11	2011-12	2012-13	2013-14	2014-15
Drop Out Rate	7.30%	4.10%	2.60%	1.60%	0.09%
Graduation Rate	89.84%	94.12%	95.70%	98.00%	97.60%

number of students enrolled in the school, multiplied by 100 to create a percentage value. (EC Section 48260)

The #'s below represent the number of truancy letters generated over the past three years. Throughout the last 5 years of record keeping, we have seen an 18% drop in the number of truancy notifications being sent out to students.

TRUANCY RATE			
School Year	Census Enrollment	# of Recorded Truants	Truancy Rate
2012-13	1,006	398	39.56%
2013-14	1015	382	37.64%
2014-15	939	315	33.55%
2015-16	984	208	21.14%

Attendance and truanics 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 communicate with parents whenever their child has an unverified absence.

School Climate Data

School climate data is collected throughout each school year and includes, attendance, truancy, suspension rates, discipline reports, teacher/student/parent perceptive data (surveys), and other includes

2016 from 13 to 36. The number of suspensions for defiance/disruption decreased from 34 to 21. The number of students being suspended for a drug related offense continues to be at or above 19 for the last two years.

DISCIPLINE DATA - SUSPENDABLE ACTION				
EdCode Secti	Offense Description	2013-14	2014-15	2015-16
48900 (h)	Possessed or used tobacco, nicotine product	0	1	0
48915(a)(2)	Possession of a Knife/Dangerous Object	3	3	1
48900(l)	Property Theft, received stolen property	3	5	3
48900.4	Bullying, Harassment/Intimidation	5	17	10
489915(c)	Possession, Use, Sale, or Furnishing Controlled Substance, Alcohol, Intoxicant	12	22	19
48900(a)(1)	Used, Caused, Attempted, or Threatened Physical	42	13	36
48900(j)	Obscene Acts, Profanity and Vulgarity	2	14	9
48900(k)	Disruption, Defiance	8	34	21
48900.2	Sexual Battery or Assault	0	2	3
	TOTAL # OF SUSPENDABLE OFFENSES	75	111	102

Pupil Suspension & Expulsion Rates

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment multiplied by 100.

improving the school climate and student learning environment at Hercules High School. The survey is intended to be a tool that enables schools and communities to collect and analyze data regarding local youth health risks and behaviors, school connectedness, protective factors and school violence. The survey is administered to 9th and 11th grade students.

School Climate Index

In 2010, the Department of Education, Office of Safe and Drug-Free Schools established a Safe and Supportive Schools (S3) grant to support statewide measurement of conditions for learning (known as school climate) as well as target programmatic interventions to improve those conditions. The intent of the S3 grant is to address school safety, bullying, substance abuse, positive relationships, student engagement, and other learning support. The CHKS results and truancy data were used to calculate a school climate index (SCI). The SCI is a global measure of conditions for learning based on CHKS responses and truancy incidence data. SCI scores range from 100 to 500, with higher scores representing more positive school climate.

To measure school climate, WestEd researchers used student, parent and teacher responses on the California Healthy Kids Survey (CHKS). The CHKS is a triangulation of responses from staff, students and parents who are registered members of the school community. The Healthy Kids survey inquires within the current school community (parents, students, & staff) to evaluate how safe, supporting and engaging they perceive their school to be; how often they are victims of violence; and how often they use alcohol, tobacco or other drugs. From the responses, researchers calculated an overall rating they called the School Climate Index. School climate scores are based on pooled data from the past three years as gathered through California Healthy Kids Survey (CHKS).

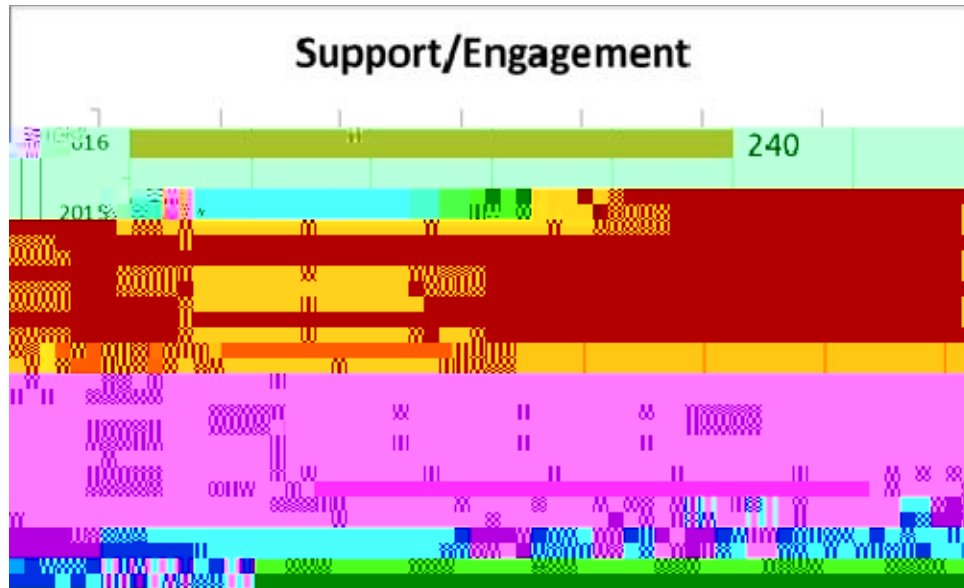
	2011	2012	2013	2014	2015	2016
SCI Score	217	225	233	262	289	316

Hercules High School scored a 67, meaning that we scored better than 66% of schools in the state of California. The higher the percentile scores represent a more positive school climate. The overall low was a score of 4 in 2011.

The similar schools percentile is the school rank relative to 100 other schools with similar demographic characteristics. In 2016 the SCI similar schools performance jumped 17 points from the 2015 score. The overall trend has shown the low at 2 and the high at 74. Hercules High School rank is a 74, meaning that we scored better than 73% of schools in the state with similar demographic characteristics.

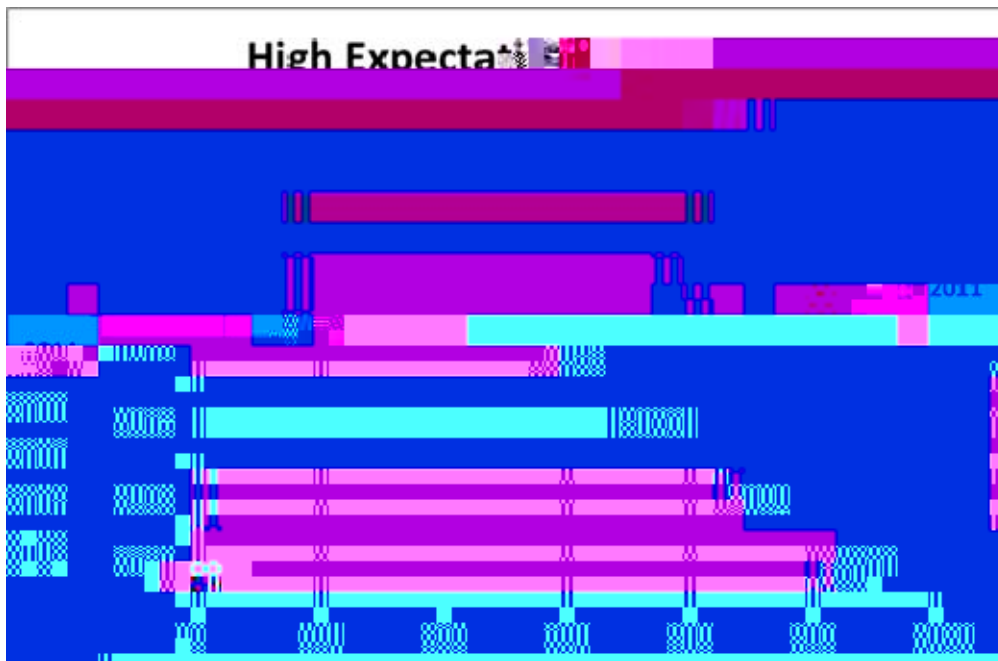
School Climate Subscale Results

SCI scores can range from 100 to 500, with higher scores representing positive change. The data utilized to measure this domain was through the collection of



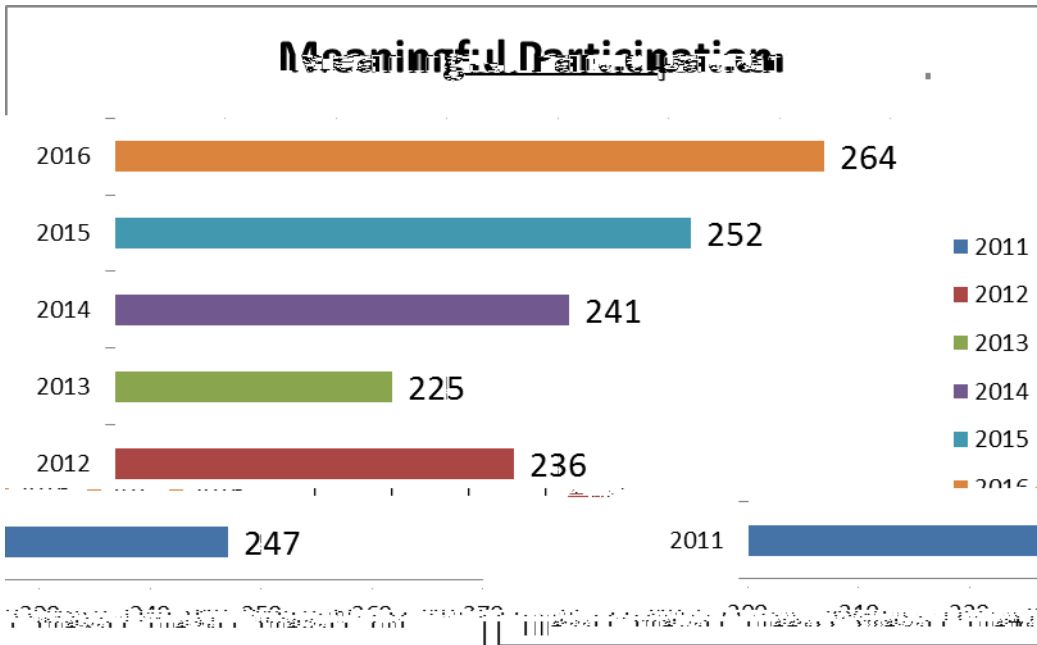
Source: West Ed., Healthy Kids Survey

Over the last three years the results of the CHKS has shown the level of high expectations and caring relationships has grown. The low score was in 2014 at 138 with the highest score reported at 250 in 2011.



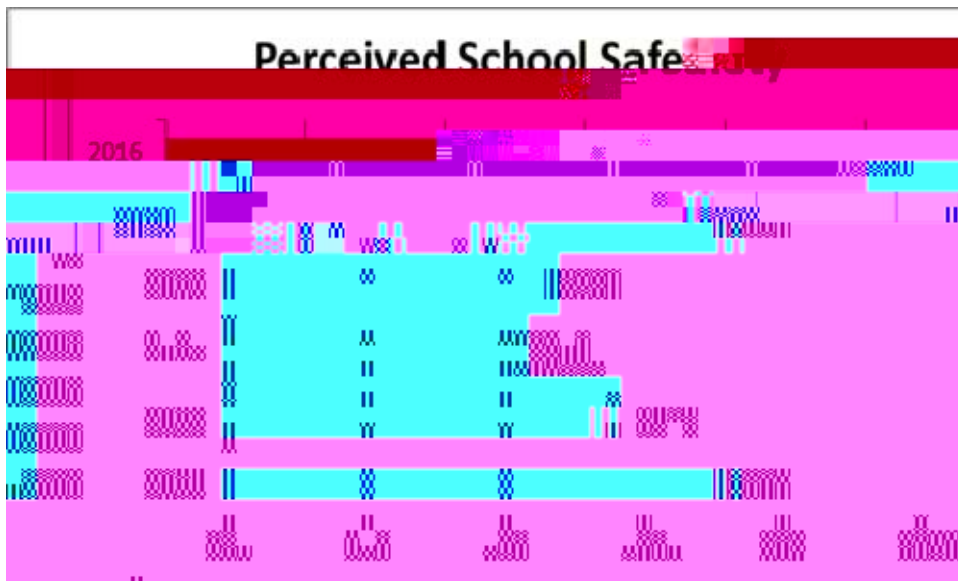
Source: West Ed., Healthy Kids Survey

Over the last three years the results of the CHKS has shown the level of meaningful participation has grown. The low score was in 2013 at 225 with the highest score reported at 264 in 2016.



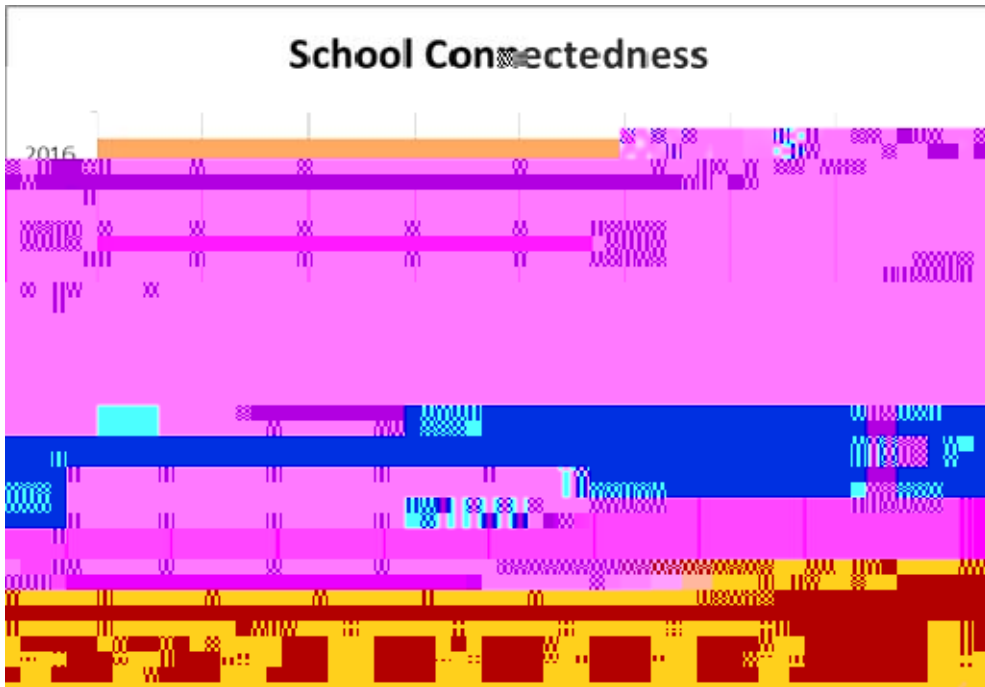
Source: West Ed., Healthy Kids Survey

Over the last three years the results of the CHKS has shown the level of perceived school safety has grown. The low score was in 2013 at 231 with the highest score reported at 256 in 2016.



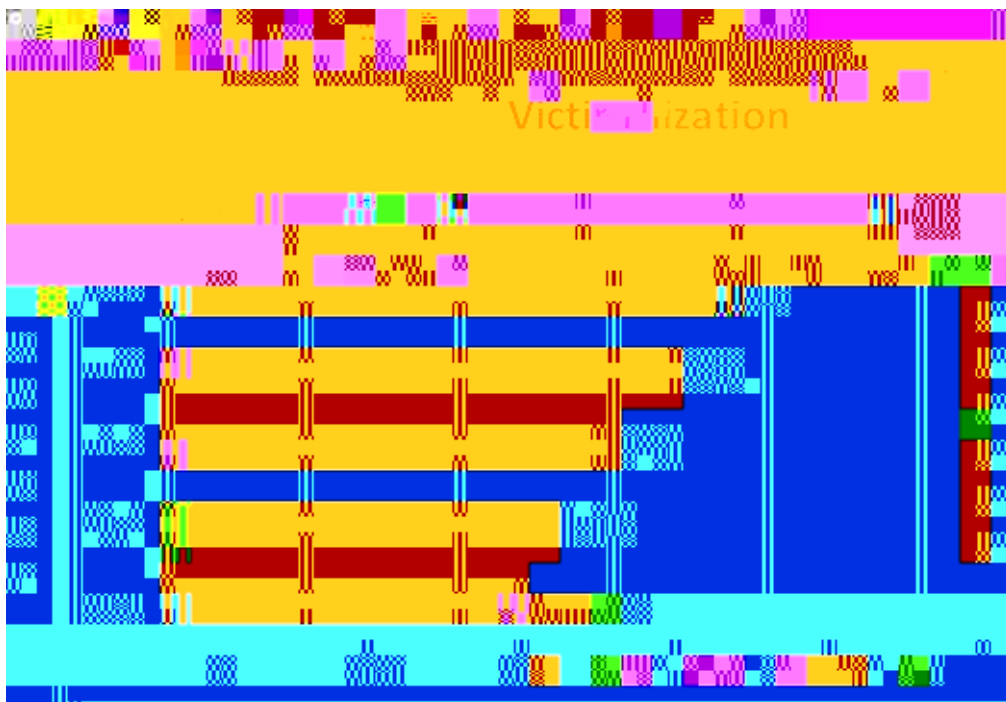
Source: West Ed., Healthy Kids Survey

Over the last three years the results of the CHKS has shown the level of school connectedness as reported through CHKS results has grown. The low score was in 2014 at 198 with the highest score reported at 236 in 2011 and 2016.



Source: West Ed., Healthy Kids Survey

Over the last three years the results of the CHKS has shown the level of overall violence, victimization and substance use has decreased. The low score was in 2011 at 236 with the highest score reported at 395 in 2016.



Source: West Ed., Healthy Kids Survey

Interscholastic Athletics (Extra-Curricular Activities)

Hercules High School is a member of the Tri-County Athletic League (TCAL). All athletic teams compete within the TCAL for all league games. The TCAL is composed of Salesian, Albany, De Anza, El Cerrito, John Swett, Kennedy, Pinole Valley, Richmond, St. Joseph/Notre Dame, St. Mary's, St.

Athletics

All students are encouraged to participate in after-school athletics. The following is a list of athletic activities

Thursday, August 11, 2016	New Families Parent Orientation
Wednesday, September 14, 2016	12th Grade Parent Night
Thursday, September 22, 2016	Back To School Night - Minimum Day
Thursday, October 13, 2016	CA\$H For College
Thursday, October 20, 2016	Pathway To Academic Success (Q1)
Thursday, October 27, 2016	Link Crew - Family Mixer
Thursday, February 02, 2017	Parent Workshop -
Thursday, March 02, 2017	Pathways To Academic Success (Q3)
Friday, March 10, 2017	Multicultural Rally & Night Performance
Thursday, March 30, 2017	Open House
Thursday, April 27, 2017	Course Selection - AP Night

Parent Teacher Organization

During the spring semester of 2015, a group of parents joined together to lay out the foundation for establishing a parent organization. The fall semester of 2015, the Hercules High School Parent Teacher Organization (PTO) was officially established as a 501(c) created to support Hercules High School students, teachers, and families. On January 31st, 2016 the HHS PTO kicked off its first official fundraiser with a community supported pancake break

Athletic Boosters

The HHS athletic boosters support our extensive interscholastic sports programs. The boosters manage concession stands at football and basketball games and coordinate fundraisers, working directly with the athletic director and coaches to support Titan athletes.

Music Boosters

The Hercules Music Boosters Organization is a key part of the support structure for the high school's music program, serving a vast array of vocal and instrumental performance groups. This volunteer team of parents and faculty meets at the beginning of each month to discuss the various needs of the program and to brainstorm ideas for raising funds and encouraging volunteerism. Members of the boosters board also manage individual student accounts when taking in money for study trips, send out communications to the families of students regarding upcoming events, and advocate on behalf of the music teachers should the need arise.

<https://sites.google.com/site/hmhsmusicdepartment/board-members>

Other Parent Volunteer Program/Opportunities

Parents, guardians and community members are encouraged to share their special knowledge and abilities with our students. All parent volunteers are processed through the Community Engagement Office at the district office. The Board of Education adopted Board Policy 1240 Volunteer Assistance, to ensure our students have the right to learn in a safe environment and remain protected from any form of misconduct by adults on our schools' campuses. The Board is cognizant of the critical role parents, guardians and community members play in the education of our students.

Safety/Climate Committee

Parents, Students, Teachers and security staff meet on a quarterly basis to revisit the school's safety plan.

School Safety Plan

California *Education Code* Section 32286 requires each school site to review and update its school safety plan by March 1 of each year. School safety plans must have policies that deal with crime, safety, child abuse reporting procedures, disaster preparedness, emergency shelters, discrimination, harassment, intimidation, bullying, hate crimes, toxic substances, and more.

The process of updating the 2016-17 school safety plan involves developing a committee (site admin, SRO's, SCO's, staff, and parents) that reviewed the latest plans and made recommendations to upgrade the 2015-16 safety plan with the most effective measures to assure student and staff safety. The updated school safety plan

was presented to the School Site Council in February prior to the submission to the district office in compliance with the March 1st deadline set forward by the state.

Many measures have been implemented to ensure st

Chapter II: Progress Report

Summarize progress on each section of the current schoolwide action plan that incorporated *all schoolwide critical areas for follow-up* from the last full self-study and all intervening visits.

The last full study was conducted in April of 2011. The action plan that emerged from the 2011 WASC Self-Study contained three overarching goals:

Goal # 1: Increase College Readiness for all students

Goal # 2: Increase representation for underserved subgroups in advanced and AP classes.

Goal # 3: Creating and developing a culture of professional teacher collaboration and community.

After the completion of the 2011 WASC visiting teams visit, the WASC visiting committee recommended nine areas for critical follow up. The result of the 2011 WASC visit was a 6 year accreditation with a 3 year 2 day visit. The nine critical areas are as follows:

1. Face to face communication needs to be improved in several areas: Principal to staff, administration to staff, and administration to students.
2. Collaboration is the cornerstone of the school plan. For the collaboration to be effective, it was felt that active participation by the administration in training and implementation was critical as well as ongoing commitment to staff development in the collaboration process.
3. There was a lack of technology available to students and a need for a plan that addressed outdated equipment and resource availability.
4. There needed to be a school wide systematic implementation for implementing instructional strategies, developing common formative assessments and analyzing data to improve student learning.
5. There needed to be stronger outreach efforts to include parents of students in underachieving subgroups to actively participate in the school community.
6. District support is critical to the implementation of the school's action plan. The district needed to provide professional development training for school wide collaboration. They needed to also monitor and support the administrations active participation in the collaboration initiative.
7. All students need a 4 year plan that is updated annually.
8. The career center needed administrative support

Chapter II provides an outline of how our three goals linked to the critical areas for follow up. The progress report addresses items that have been implemented throughout the last three years at Hercules High School.

Goal # 1: Increase College Readiness for all Students

Link to School wide Critical Areas of Follow-Up:

- #5. There needs to be stronger outreach efforts to include parents of students in underachieving subgroups to actively participate in the school community.
- #7. All students need a 4 year plan
- #8. The career center needed administrative support to coordinate an outreach program with counseling that begins in 9th grade.

Goal # 2: Increasing representation for underserved subgroups in advanced and AP classes.

Link to School wide Critical Areas of Follow-Up:

- #5 There needs to be a stronger outreach effort to include both the students and parents of students in underachieving subgroups to actively participate in the school community.
- #7. All students need a 4 year plan
- #8. The career center needed administrative support to coordinate an outreach program with counseling that begins in 9th grade.

Goal # 3: Creating and developing a culture of professional teacher collaboration and community.

Link to School-wide Critical Areas for Follow-Up:

- #1 Face to face, broadcast, and electronic communication needs to be improved in several areas: principal to staff, administration to staff, administration to parents and administration to students.
- #2 Collaboration is the cornerstone of the school's action plan. For the plan to be successful and collaboration to be effective it was felt that active participation by the administration in training and implementation was critical as well as ongoing commitment to staff development in the collaboration process.
- #4 There needs to be a school wide systemic method for implementing instructional strategies, developing common formative assessments (including benchmarks), and analyzing data to improve student learning.
- #6 District support is critical to the implementation of the school's action plan. The district needed to provide professional development training for school-wide collaboration. They need to also monitor and support administration's active participation in the collaboration initiative.
- #9 There is a need to reinstitute and nurture teacher leadership to provide a voice for all staff members. This includes the collaboration council and other leadership training opportunities for more teachers.

Critical Area # 1: Face to face communication needs to be improved in several areas: Principal to staff, administration to staff, and administration to students.

2016-17:

Face to face communication continues to be an area we strive to enhance and grow from year to year. In 2015-16 we established several collaborative bodies that provided opportunities for individuals to be a part of a collaborative decision making body. In 2016-17 we continued to expand on the opportunities to enhance our shared decision making model through our internal communication plan. Teachers are provided opportunities to participate in several committees that are established to assess and

<p>members serve as a specific role that may include: focus group leader, data collector, reader, and/or editor. WASC Leadership Team meetings are held twice a month or as needed.</p>		<p>common core standards implementation and 21st century teaching and learning.</p>
<p>Instructional Leadership Team – Comprised of three administrative staff, 5 elected members from each department (Math, Science, English, Social Science and an at large position) one tech liaison, and one academic sub-committee representative. ILT meets once a month or as needed to properly plan professional development sessions.</p>	<p>Collaboration Calendar, Agenda & Meeting Minutes</p>	<p>Focus of the ILT is to improve teaching and learning incorporating 21st skills. Through data cycles, the ILT will implement and monitor schoolwide action items</p>

<p>Administrative Supervision - Presence before school, after school, and during passing times.</p>	<p>Safety Plan</p>	<p>Administrators, site supervisors and SRO's provide security throughout the school day to enhance the academic environment with minimal disruption.</p>
<p>Character Education Mini- Assemblies – Site administration with the support of the health center provide presentations to students on Sexual Harassment/Intimidation/Bullying.</p>	<p>Safety Plan Health Center</p>	<p>Holistic approach towards educating each and every</p>

		from 7:30am – 4:00pm.
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Critical Area # 2: Collaboration is the cornerstone of the school plan. For the collaboration to be effective, it was felt that active participation by the administration in training and implementation was critical as well as ongoing commitment to staff development in the collaboration process.

2016-17:

Developing a culture of collaboration continues to be an area we would like to “dig” deeper into. It is our plan this year to enhance department meetings so that their focus is on developing and or sustaining instructional strategies within each department that enhance teaching and learning. Our plan is to work with department chairs on a monthly basis and develop community agreements that can be carried through to individual department meetings. The challenge that remains to be is the allotted minutes that our bell schedule provides teachers to collaborate within their regular workday. Currently we have a Wednesday collaboration day bell schedule that releases students 36 minutes prior to the regular release time on M, T, Th, and Friday’s. Throughout this school year and last we have moved in the direction of developing a set of collaborative systems. The intent of our collaborative systems is to provide multiple opportunities to develop more effective and efficient school management, increase communication between all staff, establish a site based professional development plan, and enhance educational opportunities and the delivery of educational services to all students. Our goal is to develop a collaboration calendar, provide a vehicle for networking and communicating among all staff.

At the start of the 2016-17 school year the district re-established a Memorandum of Understanding (MOU) that included an agreement that all teachers would take part in weekly professional learning community collaboration. Our Instructional Leadership Team continues to gain momentum in building a schoolwide focus for each year and providing professional learning opportunities to support the attainment of those goals.

2015-16:

A collaboration schedule was set for 2015-16 school year which assigned each Wednesday to an assigned collaboration (Department, WASC, or ILT). Through the first semester of 2015-16 there was a little confusion on how we move forward as a school with the sunset of the district MOU that compensated individuals for their involvement in the Instructional Leadership Team. The ILT continued to meet and develop the schoolwide focus through planned professional learning sessions that occurred at least once a month. Department chairs continued to schedule department meetings that occurred on Wednesdays. The second semester of 2015-16, we started to schedule WASC collaborations on Wednesdays. In the spring of 2015-16, we voted on a bell schedule that would lengthen the amount of time set for Wednesday collaboration through the lengthening of the regular (M, T, Th., & F) bell schedule by 10 minutes, but it did not “pass” a staff vote.

2014-15:

		Through data cycles, the ILT will implement and monitor school wide action items intended to address the school wide focus.
Department Chair Meetings	Calendar, Agenda & Meeting Minutes	Provide opportunity to discuss strategies to align curriculum, instructional and assessment methods throughout each department. The focus of department meetings is to enhance teaching and learning through the coordination of 21 st century instructional strategies.
Departmental Collaboration – Administrative guidance on developing a school-wide focus for departments to expand upon. Administrators rotate within department meetings to provide support and guidance.	Calendar, Agenda & Meeting Minutes	Opportunity is provided for each department to participate in data driven decision making and methods to improve student achievement through improved instructional strategies that align with 21 st century teaching and learning.
Management Meetings – Held once a week to discuss school-wide activities that include collaboration and professional development activities.	Calendar, Agenda & Meeting Minutes	Coordinate all school events to minimize classroom disturbances and maximize instructional minutes each and every day.
Faculty Meetings – once a month. Faculty meetings focus on school wide issues or concerns that need to be addressed. Administrative presence is at every staff meeting.	Calendar, Agenda & Meeting Minutes	Focus on providing resources needed to provide safe and effective learning environment. Opportunity for staff to be trained on Emergency Preparedness and develop a holistic response to intervention practice.
WASC Collaboration – For the 1 st semester of 2016-17 the 2 nd and 3 rd Wednesday of each month was reserved for WASC Collaboration. Administration presence at all collaboration	Calendar, Agenda & Meeting Minutes	Develop a cycle of inquiry that focuses on student achievement. Continue ongoing cycle of

meetings is expected.

WASC sessions will be routinely implemented throughout each school year.

received a Computer on Wheels (COW) cart, and is training two teachers to use it in their classrooms. The table identifies the items we have implemented, the evidence of such item and the impact it has on student learning.

School-wide Findings

Evidence

Impact on Student Learning

<p>District provided all teachers with technology resources including desktops, laptops, projectors, document cameras and technology cart. – March 26th – Tech Plan</p>	<p>November collaboration sign-in sheet.</p>	<p>Allow systems that allow instructional strategies to be improved with technology. Improve technological skills through instructional strategies.</p>
<p>All teachers received technology: Computers, Document Cameras, projectors, & Laptops in November 2013.</p> <p>As a follow-up, several trainings were offered to teachers in our school site on how to use this new technology at the beginning of the 2014-15 school year.</p>	<p>District sign in sheets.</p>	<p>Allow systems that allow instructional strategies to be improved with technology. Improve technological skills through instructional strategies.</p> <p>Students and teachers have increased access to computers and Power School capabilities, allowing for more research and technology based assignments and current communication of student’s academic progress. year.</p>

		align with 21 st century teaching and learning.
Common Core State Standards Professional Development – Staff In-service Day	Professional Development Calendar, Agenda & Meeting Minutes	Opportunity is provided for each department to participate in data driven decision making and methods to improve student achievement through improved instructional strategies that align with 21 st century teaching and learning.
WASC Collaboration – Review school/community profile – development action plan with rationale and target growth.	Action Plan	Develop a cycle of inquiry that focuses on student achievement.

Critical Area # 5: There needed to be stronger outreach efforts to include parents of students in underachieving subgroups stronger outreach 12c8uD.00-1.32316 ave 1(01 Tc.00009 th014le)JT co0.3825-1.3231.TD.000

college education come true, and for colleges and businesses that want to increase the diversity and inclusion at their institutions and companies.

Rising Scholars Program is an extension of the Young Scholars program where our young men of color at Hercules High School receive college counseling in small groups and have a counselor assigned to work with them to increase their knowledge of the college preparation and application process along with enrichment experiences that will increase their social transformation and help to prepare them for life, as well as college

The UC Berkeley Early Academic Outreach Program (EAOP)/Destination College Program prepare students for higher education. Services include individual academic planning, classroom workshops covering college admissions, college transition and preparation, college & career explorations, college and career fairs, FAFSA and scholarship application assistance

UCB Pre-College Trio/Talent Search College Advisors provide individual academic advising, planning and referral process to help students graduate and matriculate into post-secondary education. Information about how to get started in the program is communicated to our parents and they are supported through the application process.

East Bay Consortium is a partnership that provides assistance and support for Pre- FAFSA/Dream Act presentations, college applications and Cash for College workshops to families in need of support.

2015-16:

Through the establishment of the career center and expansion of the services our academic counselors provide to our families we have been fortunate to provide a variety of programs to our families.

Hercules High School partners up with the Young Scholars program and supports an annual event, “Help A Brother Go 2 College Day & Beyond 2016”. Each year we recruit students of color to attend this event. This event provides a win-win situation for students who want to make their dreams of a college education come true, and for colleges and businesses that want to increase the diversity and inclusion at their institutions and companies.

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covering college admissions, college transition and preparation, college & career explorations, college and career fairs, FAFSA and scholarship application assistance

		opportunity for parents to sit in the classroom of their child and listen to each teacher share the expectations of each class.
CA\$H for college – September, 2016	Agenda Sign In Sheet	Guide parents through the Free Application for Federal Student Aide
March of Scholars – Academic Night held at the end of the 1 st semester. Academic certificates and medals are awarded to each student earning a 3.0 or above. Celebrated 537 students with 3.0 and above.	Agenda, Photos,	Build incentive for students to strive to achieve the award on a quarterly basis.
Help a brother to college	Agenda, Flyer	Focused on motivating students of color to achieve college readiness status.
Rising Scholars	Agenda Sign In Sheet	Focused on motivating students of color to achieve college readiness status.
Parent Teacher Organization– A group of five parents who met with site administration to strategize a plan to engage parents.		Focus on developing a parent group aimed to support student achievement.

Critical Area # 6: District support is critical to the implementation of the school’s action plan. The district needed to provide Professional development training for school wide collaboration. They needed to also monitor and support the administrations active participation in the collaboration initiative.

2016-17:

The West Contra Costa Board of Education prioritized the district’s professional development plan in expanding resources to prepare for full implementation of the Common Core State Standards (CCSS). The district’s Educational Services team took amazing strides in rolling out a broad action plan that included a series of ongoing professional development opportunities focused on collaborative learning and CCSS

implementation in Math and English as well as the Next Generation Science curriculum. The office of Educational Services provides many opportunities for professional development in Math and English. The

Common Core aligned lessons.

		incorporating District Goals at the school site.
Instructional Leadership Academy, Beginning of Year Retreat – Prior to the start of each school year	August 6 th & 7 th	Focused on developing Instructional Leaders to establish school-wide focus and implement professional development focused on Common Core Standards and 21 st Century Instructional Strategies.
Instructional Leadership – Mid Year Check in, February, 2016		
Instructional Leadership – End of Year Check In		

Common Core Staff Development – Half Day @ Richmond Convention Center

August 12th, 2014

Superintendent shared data on the California Healthy Kids Survey – focused on the importance of utilizing data driven decision making and connecting with students.

	coordinated with district wide initiatives.
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Critical Area # 7: All students need a 4 year plan that is updated annually.

2016-17:

Counselors met with seniors individually beginning in September; the senior meetings included analyzing the transcript, Reviewing the current schedule, Service Learning requirement, college plans & college application timeline, SAT/ACT information, personal statements, insight questions, college app essays, and letters of Recommendation, FAFSA & Scholarships, assessment tests, Intent to Register timeline and college web portals, sending final transcripts, and other questions as they arose.

Counselors have scheduled presentations in all 9th grade Social Science classes October 6th – 11th introducing all freshmen to graduation requirements, A-G requirements, and the list of courses offered. All 9th grade students will create a 4-year plan to be collected, copied and returned, so that students and counselors will keep a copy. Counselors will distribute the 4-yr plan next year for updating.

Presentations are scheduled in 10th grade World History/AP World History classes between October 24th – 28th to re-introduce sophomores to graduation requirements, A-G requirements, and the list of courses offered.

All 10th grade students will create a 4-year plan to be collected, copied and returned, so that students and counselors will keep a copy. Counselors will distribute the 4-yr plan next year for updating.

Counselors are scheduled to present to 11th grade students in their US History/AP US History classes between January 30th – February 3rd. This presentation will encompass graduation requirements, A-G requirements, and students will complete a 4 year plan which will include junior year, senior year, as well as the 1st two years after high school.

2015-16:

Counselors schedule meetings with 12

created a 4-year plan which was collected, copied and returned, so that students and counselors kept a copy.

Critical Area # 8: The career center needed administrative support to coordinate an outreach program with counseling that begins in 9th grade.

2016-17:

Near the end of the school year 2015-2016, the district placed an academic counselor (Erica Martinez) as additional support for the college and career center. Ms. Erica Martinez and the Fellow Adviser (Denzale Johnson) from UC Berkeley share the College and Car

School-wide Findings	Evidence	Impact on Student Learning
Career College Center – Coordinator assigned to Hercules High School	Student Sign In Sheet Event Log	The college and career counselor will focus on providing opportunity for each student to be introduced to colleges, review requirements for entrance and promote college going culture.
Early Academic Outreach Program (EAOP)	Student Sign In Sheet Event Log	The college and career counselor will focus on providing opportunity for each student to be introduced to colleges, review requirements for entrance and promote college going culture.
Rising Scholars	Student Sign In Sheet Event Log	Promote college opportunities for students of color. Encourage and engage students of color to meet requirements necessary to be college ready in their everyday classes.
College Presentations – Host college presentations for various post-secondary institutions. Provide opportunity for students to attend college presentations.	Student Sign In Sheet Event Log	Promote college opportunities for all students. Encourage and engage students of color to meet requirements necessary to be college ready in their everyday classes.
Distribute Scholarship flyers – target specific students that scholarships apply to.		Promote college opportunities for all students. Encourage and engage students of color to meet requirements necessary to be college ready in their everyday classes.

Critical Area # 9: There is a need to reinstitute and nurture teacher leadership to provide a voice for all staff members. This includes the collaboration council and other leadership training opportunities for more teachers.

2016-17:

A focus throughout the last two years has been to establish teacher leaders through involvement of the Instructional Leadership Team and Department Chair positions. In 2015-16 we enacted several collaborative bodies that provided opportunities for individuals to be a part of a collaborative decision making body. The following is a list of collaborative bodies that were formed: Safety Team, WASC Leadership Team, School Site Council, Management Team, Instructional Leadership Team, and Department Chair. In addition to these collaborative bodies, monthly meetings were set up to allow for dissemination of information that was presented at the previously mentioned group meetings. The following is a list of collaborative meetings: Department Meetings, WASC collaboration sessions, School Site Council, Management Team Meetings, Faculty Meeting, Coordination of Services Team, New Teachers Meetings, Safety/Climate Meetings, Professional Learning collaboration sessions, Department

<p>WASC Leadership Team</p>	<p>Calendar, Minutes, Agenda</p>	<p>Through the cycle of inquiry, the WASC leadership team will coordinate activities that focus on improving student achievement.</p>
<p>Management Meetings</p>	<p>Calendar, Minutes, Agenda</p>	<p>Through regular meetings, the management team meeting will coordinate, plan and review all schoolwide functions to assure</p>

benchmarks as one assessment to drive instruction. At the start of the 2016-17 school year we reviewed the benchmark data from 2015-16. It was found that the scores vary from subject to subject within Math and English. The inconsistent results were discussed within department chair meetings and it was found that the benchmarks do not necessarily align with the instruction or curriculum within each course. In meetings held with department chairs and district leads, the option was provided for our math department to develop a site based assessment that would align with instruction. Our math department is working towards developing their own benchmark assessment for the end of semester 1, 2016. Due to the fluctuation in benchmark participation rate, we focused our SMART goal to incorporate 95% participation rate in English, Math, and EL benchmarks.

2015-16: In the school year 2015-16, ELA, ELD and Math departments all participated in the benchmarks assessments. This year was the first year that we transitioned from EduSoft bubble scanning to illuminate electronic scan. Illuminate software a

Error/item analysis leads to review of instructional practices: What might have been the misunderstanding that led a student to choose a specific incorrect answer? How can we use this information to transform instruction so that students don't develop these misunderstandings?

Critical Area # 2. *In discussions with focus group chairs, they admitted that the focus groups did not look at grade data, AP data, EAP data, benchmark data, Read 180 data, or whether the academic interventions (study hall, tutoring, after school homework help) had a positive effect on the students that attended them. Despite the data provided regarding the relatively poor performance of African Americans on CAHSEE in both ELA and Math, no direct interventions with those students seem to have taken place.*

2016-17: It has become common practice to review academic data on a quarterly basis or whenever available. Data that is presented to staff consists of: Quarterly Academic Pass Rates, PSAT/SAT summary performance data, CAASPP results, CST-Life Science Results, AP Summary Reports, READ 180 assessment, CELDT scores, and district benchmark data in Math, English and EL. The school continues to develop a holistic academic intervention plan that includes individual teacher tutorial sessions, a homework center staffed by Achieve Learning, and utilization of our Youth Development coordinator to support after school tutoring opportunities.

2015-16: Throughout the school year 2015-16, academic data was provided to staff throughout the school year on numerous occasions. Staff had a multitude of opportunity to review school-wide data through departments. Each department had the opportunity to review AP data, EAP data, benchmark data, READ 180 data. Departmental meetings continued to review academic data, and utilized that data to develop individual SMART Goals through the support of the Instructional Leadership Team.

2014-15: Throughout the school year 2014-15, in support of developing a complete progress report that included student academic data a more thorough review of school wide academic data was included in section 1 of the WASC progress report, 2015. Academic data was provided to staff throughout the school year on numerous occasions. Staff had a multitude of opportunity to review school-wide data through departments and WASC focus groups. Each department had the opportunity to review AP data, EAP data, benchmark data, READ 180 data. Departmental meetings discussed the purpose of reviewing school data, how to interpret and analyze school-wide academic data as well as review methodology to implement instructional practices to target areas of weakness revealed through the review of academic data. At the end of the second semester, 2014-15 school year all READ 180 students were re-evaluated using the SRI scoring system and teacher recommendations were provided for individual 9th grade students who receiving a low D or an F in English I. All students who were identified as deficient in English I classes were tested using the SRI assessment.

Students were enrolled in READ1 180 course if their scores fell within the accepted rate for READ 180 according to the SRI results.

2014-15: At the beginning of the school year 2014-15, site administration implemented an academic intervention program that focused on providing extended learning opportunities to any student who was receiving a D or an F in any course. The initial focus was on the 9th & 10th grade students who were academically struggling in Algebra I, English I and Biology. The reason for that focus was identified by reviewing pass rates of the previous school year in those subject matter areas. Core academic success rates were provided to all departments on a quarterly bases and the D's and F's list was provided with the distribution of school-wide progress report (mid quarter). In addition to the before and after school homework center, students in the 10th grade were provided opportunity to sign up for CAHSEE intervention classes. CAHSEE prep sessions were also held in English, Math and EL classes. The CAHSEE prep classes were offered before and after school to accommodate student schedules.

Visual & Performing Arts Narrative:

At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the VAPA department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of "D's" and "F's" by department and specific courses. We utilized this data in our department meetings to focus on student achievement.

This year the arts department made a specific effort to engage more our African American students in advanced works celebrating their culture. For example: a sub-group of the orchestra is rehearsing pieces to perform at the African-American history month celebration. A group of girls from one of the theater classes is performing pieces from *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*. The art teacher regularly travels to Africa, incorporating art she finds there into her lessons. Scene books in theater classes contain materials written by and for African Americans, Hispanic and Asian cultures. In addition, the Art teacher attends regular AP workshops dealing with analyzing data and adjusting curriculum. We believe that if our low performing sub-cultures can find their artistic voices, they will feel successful and become more engaged in school as a whole.

In 2015-16 , the VAPA department's development of common writing standards also included scaffolding to help our underachieving students. These recommendations include:

- 1) Students participate in discussion groups with others of varying levels, with guided questions.
- 2) Students present a simple outline of their papers (thesis statement and 3 topic sentences) to the teacher in advance of writing to make sure they are headed in the right direction
- 3) Students develop full outlines in groups with collaboration and peer review of ideas
- 4) Teachers give specific feedback on writing using the department rubric as well as individualized comments
- 5) Students with varying grades work together to help students who want to improve their grade
- 6) Students may use this feedback to correct a paper and resubmit it to improve their grade

In addition, to support struggling students with their portfolios, this year's notebooks or portfolios are kept in classrooms and students who don't have one are given one by the teacher.

VAPA's primary goal is to develop passion within the student that will motivate him or her to do their best in all aspects of school. We are developing creative thinkers that communicate with the language of artistic expression. With that in mind, each discipline—music, theater and art—reaches their students by making art relevant, meaningful and engaging. We do this by incorporating examples of art from culturally and historically diverse perspectives. We allow development of artistic and academic expression at an individual pace. While pushing our students hard in some areas, we also provide a wide variety of opportunities for success.

It is the very nature of an arts class that students develop their emotional intelligence to become better equipped to deal with a wide variety of situations, problems and approaches to challenges. Students of all ethnicities, for instance, are encouraged to participate in Advanced and AP Art classes without regard to their academic standing in other classes. In theater and music, for instance, it is the group outcome that matters most, so students of varying levels work together to support each other and learn to learn from each other. Performing arts teachers rehearse work over and over, so that students learn perseverance. Students learn that this careful practice and repetition are necessary to become successful. Arts students learn persistence in developing skills and pay attention to detail. In addition, as a department, we use the student's interest in their art to develop relationships and provide personal support outside our classrooms whenever possible.

English Department Narrative

At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the English department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of "D's" and "F's" by department and specific courses. We utilized this data in our department meetings to focus on student achievement. The English department discusses interventions specifically for all low performing students, but in an unofficial capacity. The department is in the process of strategizing targeted interventions that would support African American, EL and Hispanic students throughout all English courses. We are in the planning stages. EL methodologies are used in addition to alternative assessments, kinesthetic strategy learning, modification of assignments, and differentiated teaching.

The Social Science department has addressed academic interventions focused on our low performing students. Examples of interventions that we have discussed, and currently

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World Language (WL) – Our department constantly discusses academic interventions and what is/isn't in our sphere of influence. Our department engages in discussions that pertain to student attendance, overall achievement in other classes, home environment, health center referrals, etc.)

World Language (WL) – We continue to request truancy data as it relates to these historically under-performing subgroups to determine academic intervention.

Science Department Narrative

based learning that incorporates problem solving within a set of parameters. This variety of approaches allows for individual learning styles and results. Nonetheless, the VAPA teachers want to be constantly improving, so they participated in a great deal of professional development to make sure to provide the best instruction possible. Some of this training is specific for the individual art and other training was to develop general techniques for 21st Century Instructional Strategies, Common Core, Learning Skills (Critical Thinking, Creative, Collaborating, Communicating) Literacy Skills (Information Literacy, Media Literacy, and Technology) & Life Skills (Flexibility, Initiative, Social Skills, Productivity, and Leadership.)

Theater:

2008-12 Masters work at the Ashland Center for Theater Studies at Southern Oregon University in their theatre teaching training program focusing on design (Set, Lighting, Costume & Sound)

California Theater Association's conferences (2013), web support and magazine subscription

WCCUSD Summer 2014 Common Core Training

WCCUSD 2014 Tech Ed Camp

A.C.T.'s Back to the Source, 2014, summer training for theater teachers; training focused on voice, movement, original works production and incorporation of Common Core techniques within the theater classroom

WCCUSD's Ivy League Connection Chaperone for Columbia University; district program provided the opportunity to research a variety of Ivy League programs in addition to spending 3 weeks in New York City seeing 7 Broadway plays

San Francisco Playhouse's Rising Stars program; allows 14 students and 3 adults to view 4 plays and participate in talkbacks with artists (2014-15)

English Department Narrative

- o ELA has incorporated the use of district

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Science Department Narrative

- Students experience and participate in collaborative learning, small group learning, activities, reading aloud Newsela, Science Activities, internet websites, for science, research on internet for science topics, science fair, MESA projects, and classroom presentations.

Critical Area # 4. While PowerSchool is a valuable asset to the school, it was mentioned in the focus committee meeting that not all teachers are using it, resulting in frustration by parents who cannot track student progress.

All teachers are required to use PowerSchool to input progress report grades, quarter grades, and semester grades. All teachers are required to input specific feedback to any student earning a “D” or below during any grading period. PowerSchool offers many features that teachers are not required to use but are encouraged to use to enhance communication with students and parents. We have had various professional learning sessions that have been designated to expand the knowledge teachers have on the available features that PowerSchool provides.

Visual & Performing Arts Narrative

All VAPA teachers utilize PowerSchool to input grades and add comments to those students who earn a “D” or lower.

English Department Narrative:

All ELA dept. members use PowerSchool to input grades and add comments. We discussed this topic prior to the start of the 2014-2015 academic year beginning.

Social Science Department Narrative:

The Social Science department is very comfortable using PowerSchool. Every teacher in the department uses PowerSchool to input their quarterly and semester grades.

Math Departments Narrative:

All Math teachers in the department inputs grades on a regular basis through PowerSchool.

Special Education Department Narrative:

All Special Education teachers utilize PowerSchool to input grades on a quarterly and semester basis. PowerSchool printouts are used during IEP meetings to measure student goals in academic content areas as well as attendance.

World Language Department Narrative:

All World Language teachers utilize PowerSchool to input grades on a quarterly and semester basis. The World Language departments is continues to encourage all members to expand their individual knowledge on the features that may not be utilized by some.

Science Department: Narrative:

All Science teachers utilize PowerSchool to input grades on a quarterly and semester basis.

Critical Area # 5. As relates to the Critical Areas of Academic Need, the school has made progress in the areas of technology and the four year plan for all students.

Hercules High School academic counselors make it a priority to update each students 4 year plan on a regular basis and present the progression of students 4 year plan throughout the year through classroom presentations. Each students 4 year plan is monitored by a counselor with a split load divided by A-L (9-12) and M-Z (9-12). With the district support we have been able to upgrade the site's ability to access the internet through wireless service, increase the number of computer on wheels carts (COW), assigning a tech liaison who attends regular staff development, (COW), offering professional development to staff on the use of PowerSchool and a focus to enhance our instructional strategies utilizing 21st century techniques.

Visual & Performing Arts Narrative:

VAPA teachers incorporate technology whenever possible. Teachers have been trained at the district Tech Ed Camp on new tools such as Edusoft, Illuminate, EdStop1, Remind 101 and Edmodo. In addition, each teacher received a technology cart in the Spring of 2014 which makes bring online resources to the front of our classrooms.

Improving technology and access overall at Hercules High means that arts teachers can bring the world to the front of their rooms. Art students are exposed to images of famous artwork while studying that master's techniques. Theater students watch clips of pantomime, improvisation, spoken word and Master Classes. Students see clips from Broadway shows and hear stunning concerts from famous artists. In addition, students are encouraged to use technology for their own arts research on the Internet. In theater class, they research plays while working scenes. In art classes they research artists and museums. Last, but not least the AP art students use technology to store their portfolio work.

English Language Arts Narrative:

ELA dept. uses the following: document reader, laptop, LCD projector, YouTube videos, and Illuminate. Students use the internet for research, Microsoft Word, Google Docs, and email. Illuminate is used for data on formative assessments to see which teaching strategies work and which do not work.

EL - ELD 1 and 2 students are, personally, introduced to their academic counselors, and they are taken to the Library to learn their Powerschool passwords, etc. Thus they can then have online access to their grades and to their teachers. All ELD students are given the contact information for HHS attendance clerk so they and their parents will know how to contact the school to excuse an absence or to clear up any attendance issues. A Large Poster with A-G Requirements is displayed in the ELD classroom and is regularly referred to show students what must be taken and passed in order to graduate from HHS.

Math department Narrative

The math department discusses the 4 year progression as it relates to math courses in the spring prior to student selecting their choice for next level math course.

The math department provides areas of support provided by individual teachers to support student's progression from freshman level courses to required courses and additional courses. Teachers are using document readers to show students work and give immediate feedback as well as graphing calculators, projects, and computers. All teachers utilize their technology cart, present lessons utilizing video, websites and promote the use of technology within each unit.

Special Education Narrative

The teachers in the Special Education Department (SpEd) use technology to optimize and enhance their teaching strategies and methodologies, for example:

NSH Teachers utilize project based curriculum where students are taught how to use computer programs for their projects. (PowerPoint Presentations, Bit Strips For Schools, Voice Thread, etc.)

SpEd students also use computer generated programs as part of their instruction or extended lessons/assignments in Math, Science, Social Science, and P.E.

(Moby Max, Edmodo, Shmoop, Khan Academy, Illuminate, Book Share app, Don Johnston Write Out Loud and Read Out Loud apps.

SpEd Teachers use technology for teaching/instruction (laptop, document camera, projector, etc.)

SpEd Teachers communicate with parents through emails, PowerSchool, and Remind App.

During Individual Education Plan (IEP) meetings SpEd teachers use various programs to exhibit students' coursework and grades, and these tools have made IEP meetings very successful methods to communicate with parents. For example, using SEIS (which has detailed special education history of each student in the SpEd program for their case manager to access)

Transition Planning (computer based-career cruising, meeting with the Workability Specialist)

SpEd Teachers use PowerSchool and Illuminate as tools for their grading system.

Designated SpEd students (VIP, IChat, SH, and NSH) also use iPads –for reading and Digital format for textbooks and literature books, such as Ready to Go, which enlarges the print to the desired size, and each word is highlighted as student reads along to audio version. Ready to Go is also used for textbooks and novels. .

I-chat and SH students use various assistive technology tools and devices to communicate with their peers and teachers. For example, our SH students use springboard device, generated switches that tells their emotions, days of the week, weather, and counting. The following is a list technology devices, app(mm)7.7noem

Text to speech capabilities- programs/software include (Solo6, Snap & Read, Intellisuite) Medical Technology devices have been implemented to create a positive environment such as adapted desks for wheelchair access, Invisiboard and several classrooms are equipped with FM Systems for the hearing impaired.

Visually Impaired Students (VI) are also assigned iPads with video magnifiers (camera units that enlarge printed material onto screen)

Laptops are also issued to VI and NSH students to use in class for writing (for students who have difficulty with writing by hand for prolonged periods of time)

Classwork, books, and curriculum materials are enlarged on-site in vision classroom for VI students.

Learning Ally is a resource for audio materials for visually impaired students who also have reading disabilities.

Social Science Narrative

The social science department discusses the 4 year progression in social science courses in the spring prior to student selecting the next level classes. In regards to assisting students' 4 year plans, we have counselors speak to our classes and the career center is available to all students. Moreover, Social Science teachers invite speakers to come and discuss college, career, and military opportunities with our students.

Every teacher has a technology cart in the Social Science department, so the technology such as- laptops and projectors- are available for use. We also have Wi-Fi to access the internet. As stated before, the Social Science department regularly uses online resources such as: Shmoop, Brainpop, Edmodo, CNN Student News, and the Crash Course series. All teachers utilize their technology cart, present lessons utilizing video, websites and promote the use of technology within each unit.

World Language Narrative

The world language department uses DVD players, doc-readers, and LCD projectors on a daily basis to enhance student learning. Our department has attended district initiated tech workshops and is open to incorporating morudent lea.7486 -21 Twktive

Teachers of the English dept. categorize student success rates on individual teacher formative assessments as high, mid, low. We determine then whether to re-teach or move

more aligned with current instruction and provide more relevant information that can be utilized among current courses. With the assistance of the software Illuminate, the math department began to analyze benchmark results to identify common areas of students'

The science department reviews academic data that is distributed by site administration. The department also has met on a more consistent basis. The three Biology teachers have met with a district coach to align instruction to be more consistent within each Biology course.

In previous years the science department operated independent of collaborative teaching practices throughout the department. As a result academic data was not frequently utilized to drive instruction. At the beginning of the school year 2015-16 the science department was provided academic success rates in all science classes offered as well as D's and F's list by each progress report.

In addition to the renewed effort to utilize academic data to drive instruction, three of the Biology teachers have been working with the district science coach and site administration to align their individual teaching practices. The work has proved beneficial and current Biology teachers are implementing a form of mastery learning to enhance the pass/fail rate of all students enrolled in Biology. Through the use of master learning teachers can identify whether the students have successfully obtained the knowledge in the current unit prior to moving on to the next. In working with science coach it was discussed that science departments utilize 85% as a measure for student success prior to moving on to next unit.

Throughout the 2015-16, the science department has been working with a science coach and the principal in review of current D's and F's within the science department as well as pass rates.

The science department SMART goal for 2015-16 is to increase the departmental pass rate to 70% through the application of master learning teaching techniques, while providing before and after school tutorial sessions to students who are in need of extended learning opportunities.

Visual & Performing Arts Narrative:

The ELA department reviews data reports sent from administrators via email conveying the number of students with marks of D or F grades. As a result of reviewing student academic data, we collaboratively participate in developing methods to improve expository writing skills as part of artistic evaluation, review and critique.

The VAPA Department also looked at student work from the portfolios of 2013-14 and found that student writing was at a very low level; much of the writing was sloppy, did not use correct punctuation, or develop complex ideas. As a department we continue to work collectively on department wide standards for writing and a writing rubric focused on pushing students to improve their writing skills and write about more complex ideas. The VAPA SMART Goal for 2015-16 was to improve student expository writing in the arts through the maintenance of student portfolios.

Critical Area # 7. Student achievement data is not regularly shared, discussed, requested, nor utilized to create goals.

courses, school climate, school attendance, Health Center referrals, Student Achievement, Academic Eligibility, and we continue to broaden our use of school data to justify our approach to educational interventions. Throughout the school year, data has been shared with staff every 4.5 weeks. A “D’s” & “F’s”

Math Department

As a Math department we regularly discuss the Math Benchmark data, review school-wide academic data as well as SBAC results, EAP, SAT, and graduation rates.

Social Science Department

Throughout the school year, 2015-16 student academic data has been disseminated on a quarterly basis. As a department we review departmental success rate. We also look at

Critical Area of Need # 2: There needs to be an implementation of strategies that engage the African American and Hispanic population within the school community with continued focus on student achievement.

Academic Program Enrollment (Pupil Access)

In 2015-16 school year, the overall EL enrollment was 72 and we currently enroll 71 students who have been

Critical Area of Need # 2: Students enrolling into AP courses need to be committed to preparing for the AP exam.

Critical Area of Need # 3: Instructional strategies and curriculum pacing need to be aligned with AP exam material.

Academic Performance Data (CAASPP – SBAC/CST)

The results of the 2016 SBAC math computer adaptive tests administered to students at Hercules High School resulted in 32% of the 11th

Reading: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

- **Hercules High School - 82% “Above/At or near” standard performance range.**
- **Contra Costa County - 82% “Above/At or near” standard performance range.**
- **State of California - 80% “Above/At or near” standard performance range.**

Writing: Students can produce effective and well-grounded writing for a range of purposes and audiences

- **Hercules High School - 83% “Above/At or near” standard performance range.**
- **Contra Costa County - 80% “Above/At or near” standard performance range.**
- **State of California - 79% “Above/At or near” standard performance range.**

Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

- **Hercules High School - 88% “Above/At or near” standard performance range.**
- **Contra Costa County - 86% “Above/At or near” standard performance range.**
- **State of California - 84% “Above/At or near” standard performance range.**

Research/Inquiry: Students can engage in research and inquiry to investigate topics and to analyze, integrate and present information.

- **Hercules High School - 86% “Above/At or near” standard performance range.**
- **Contra Costa County - 86% “Above/At or near” standard performance range.**
- **State of California - 85% “Above/At or near” standard performance range.**

The three year average for 10th grade CST Life Science performance has 57% of Hercules High School students performing in the advanced/proficient range.

Questions Developed from looking at this data include the following:

1. What are the comparable math scores at the 8th grade level?
2. Why would CST comparison math results be slightly higher than the SBAC math results?
3. What are the implications that lead to the ELA results being so much higher in the “Exceed/Met” range?
4. What strategies can be implemented in 9th and 10th grade that support the SBAC assessment?
5. What are the academic attitudes of the students taking the SBAC?
6. What influences student performance within the concepts and procedures math claims verses the problem solving and modeling data claim?

Identify one or two critical learner need for the previous section.

Critical Area of Need # 1: Students need to be able to identify mathematic computations through the interpretation of text.

Critical Area of Need # 2: There needs to be vertical alignment in the 9th and 10th grade math courses that prepare students for SBAC in the 11th grade.

Critical Area of Need # 3: Students who underperform in mathematics need support through personalized instruction in addition to intervention strategies implemented within each class.

College Going Culture

According to the PSAT composite score (combined math and English) of the class of 2017 (11th grade, 2015 PSAT), 34% of Hercules High School scored within the College and Career Ready (met both benchmarks) range. At the same time, 48% of national test takers scored within the College and Career Ready (met both benchmarks) range, and 44% of the state test takers scored within the College and Career Ready (met both benchmarks) range. The percent of 11th grade students who met the math benchmarks, for Hercules High

EAP English – 4 Year Trend

Over the past 4 years 21.56% of 11th grade students who completed the EAP English exam were identified as “Ready for College”. In the same four years 68.5% of students completing the EAP English exam were identified as “Not Ready for College”.

EAP Math – 4 Year Trend

Over the past 4 years 6.78% of 11th grade students who completed the EAP math exam were identified as “Ready for College”. In the same four years 49.42% of students completing the EAP English exam were identified as “Not Ready for College”.

AP Summary Scores:

In 2015, 280 students were enrolled in AP courses and 516 exams were taken. In 2016, 415 students were enrolled in AP courses and 765 exams were taken. Over the past five years the highest pass rate among AP results within a single year was in 2011 with a pass rate of 42.14%. The lowest pass rate within a single year was in 2016 with a pass rate of 19.77%. The overall 5 year average is 32.54%.

Questions Developed from looking at this data include the following:

1. Do students understand the significance of performing on the PSAT/SAT exams?
 2. Are we taking appropriate steps to promote PSAT/SAT testing?
 3. How do we communicate the relevance of the PSAT/SAT scores in regards to college readiness and college acceptance rates?
 4. Are students aware of the importance of the PSAT, in terms of merit scholarships and National Merit recognition?
 5. What school wide strategies are in place to improve PSAT composite scores in math?
 6. How do we get closer to the national average in PSAT/SAT scores in math and English?
 7. What is the true benefit of an increased AP enrollment?
 8. How many students who take the AP exams for free (paid by the district) are actually in AP
- 8.

Critical Area of Need # 2: Instructional strategies in AP courses need to be aligned with material presented to students in AP exams.

Critical Area of Need # 3: Instructional strategies in math and English classes need to be aligned with material presented to students in the PSAT exams in 9th and 10th grade.

Critical Area of Need # 4: Students need additional support in the area of mathematics throughout all grade levels.

Core Academic Pass Rates (Report Card Analysis)

Summary of findings

English Department - 13 courses offered in total; 9 of the 13 courses stayed within an average of 90% to high 80% pass rate (number of students earning a C or better). Creative writing had a drop in quarter 3 from 91% in S1 to 78% in Q3. READ 180 was at 58% in Q1 and jumped to 82% by Q3. English 1 hovered around the 74% pass rates and English 2 averaged 46% passing from S1 to Q3.

Math Department - 8 courses offered in total; 6 courses averaged a 90% or above pass rate (number of students earning a C or better). Algebra 1 ranged from 63%, 78%, and 79% for the 1st three quarters in 2015-16 significantly. Geometry ranged from 80%, 82%, and 83% for the 1st three quarters in 2015-16 significantly. AP statistics and Prob/Stats dropped to 80% in quarter 3.

ROP/CTE/Academies - 8 courses offered in ROP, CTE qualified courses. The majority of classes' averaged above an 80% pass rate with computer applications and Journalism 1 averaging 62% pass rate in 3 quarters. Journalism registered 67%, 55% and 65% for the 1st three quarters in 2015-16 significantly. Computer applications dropped from 90% to 63% from quarter 1 to quarter 3.

Special Education Department - Includes all course taught by Special Education teachers. Algebra 1 registered 52%, 73%, and 45% through the 1st three quarters of 2015 -16. Science - hovered around the 70% range in Biology and Physical Science. (Data was inconsistent to track with some kids in and out of general classes).

Science Department: 7 courses offered in total. 5 courses averaged higher than 90% pass rates through the 1st 3 quarters in 2015-16. Biology ranged from 48%, 57%, and 53% throughout the 1st three quarters of 2015-16 significantly. Chemistry ranged from 71%, 75%, 69%, throughout the 1st three quarters of 2015-16 significantly.

EL and Sheltered Sections - 15 sections of EL and sheltered classes, Algebra - 82%, Biology - 50%, Chemistry - 60%, Economics - 73%, ELD 1 - 85%, ELD 2 - 70%, ELD 3 - 80%, Foundations - 100%, Geometry - 50%, US History - 55%, and World History - 80%,

Social Science Department: 10 courses offered in total. 7 averaged in the upper 80 -90% pass rates. American Government registered 77%, 73%, 68% throughout the 1st

1. Why does English 2 have a pass rate of 46-50% when all other English courses have closer to 80% or higher pass rate?
2. What interventions are in place to improve student academic performance within grade level courses?
3. Does re-teaching occur in classes where students need additional help with understanding the standards being assessed?
4. Do pass rates alter instructional strategies within course subjects?
5. What school wide interventions are in place to improve student academic performance within grade level courses?
6. What is considered an acceptable pass rate within each subject area?
7. All of the sciences have a 70% or higher pass rate except Biology, which is lower than 60%; why such a disparity?
8. What is the perception of students in classes where the pass rate is lower than 70%?
9. How would diversified instructional strategies affect a course that is ranging below a 70% pass rate?
10. Is there a large discrepancy in pass rate between similar courses that are taught by different teachers?

Identify one or two critical learner need for the previous section.

Critical Area of Need # 1: Students need support in the foundational classes of Biology and Algebra 1.

Critical Area of Need # 1: There needs to be subject matter interventions accessible to any student who is not passing a course with a “C” or better.

WCCUSD Benchmarks

Summary of findings

The English department participates in WCCUSD benchmarks in English 1, 2 and 3. Throughout the 2015-16 school year, English I participation rate was at 79.71% and 75.36% for benchmark 1 and 2 respectively.

38.2% of students taking the benchmark 1 assessment scored within the Meet and Exceeds Standard range.

40.4 % of students taking the benchmark 2 assessment scored within the Meet and Exceeds Standard range.

Throughout the 2015-16 school year, English II participation rate was at 77.13% and 85.65% for benchmark 1 and 2 respectively. 57.6% of students taking the benchmark 1 assessment scored within the Meet and Exceeds Standard range. 62.5% of students taking the benchmark 2 assessment scored within the Meet and Exceeds Standard range.

Throughout the 2015-16 school year, English III participation rate was at 72% and 63.26% for benchmark 1 and 2 respectively. 3.2% of students taking the benchmark 1 assessment scored within the Meet and Exceeds Standard range. 1.5% of students taking the benchmark 2 assessment scored within the Meet and Exceeds Standard range.

The math department participates in WCCUSD benchmarks in Algebra I, Algebra II, and Geometry. Throughout the 2015-16 school year, Algebra I participation rate was at 50%, 73.5% and 54% for benchmark 1, 2 and 3 respectively. 50% of students taking the benchmark 1 assessment scored within the Meet and Exceeds Standard range. 73.5% of students taking the benchmark 2 assessment scored within the Meet and Exceeds Standard range. 10.7% of students taking the benchmark 3 assessment scored within the Meet and Exceeds Standard range.

Throughout the 2015-16 school year, Geometry participation rate was at 99.5%, 94.3% and 54% for benchmark 1, 2 and 3 respectively. 99% of students taking the benchmark 1 assessment scored within the Meet and Exceeds Standard range. 94.3% of students taking the benchmark 2 assessment scored within the Meet and Exceeds Standard range. 53% of students taking the benchmark 3 assessment scored within the Meet and Exceeds Standard range.

Throughout the 2015-16 school year, Algebra II particip

Identify one or two critical learner need for the previous section.

Critical Area of Need # 1: There needs to be strategic academic intervention or additional support for students who are not meeting or exceeding benchmarks.

A- G Completion Rate, 2016

Summary of findings

Overall among female students, the highest subgroup performance rate was the Asian Females with an 85.7% completing all requirements for UC/CSU entrance in 2013. Overall among females, the lowest was the Hispanic females with a low of 30% in 2012. Overall among male students, the highest subgroup performance rate was the Asian males with a 65% completing all requirements for UC/CSU entrance in 2014. Overall among male students, the lowest was the African American males at 12% in 2011.

In 2015, the highest performing subgroup category among females was Asian Females completing UC/CSU requirements at a rate of 79.04% within their subgroup. The lowest female subgroup was the African American females at 53.8%.

In 2015, the highest performing subgroup category among males was the Asian males at 60%. The lowest performing subgroup category is the African American Males completing UC/CSU requirements at an average rate of 20.% within their subgroup.

The three year average female A-G completion rate, recorded the Asian females at 70.0% successfully completing A-G requirements with the Hispanic females performing at the lowest recorded level at 42.68%.

The three year average male A-G completion rate, recorded the Asian males at 54.04% successfully completing A-G requirements with the African American males performing at the lowest recorded level at 20.28%.

Questions Developed from looking at this data include the following:

1.Q u e s t

7. Why does WCCUSD allow “D” letter grades to count towards graduation when all UC/CSU require at least a “C” to pass A-G courses?

From the section that you reviewed – Summarize an area of Need

Critical Area of Need # 1: There needs to be academic intervention with the core subject courses that increase the pass rate beginning at 9th grade.

Critical Area of Need # 2: There needs to be academic interventions that specifically target the African American male population beginning at 9th grade and continuing on through 12th grade.

Critical Area of Need # 3: There needs to be academic interventions that specifically target the Hispanic male population beginning at 9th grade and continuing on through 12th grade.

Student Engagement (Graduation, Drop Out, Attendance, Discipline)

Summary of Findings

The last four years the graduation rate at Hercules High School has been above 95% with the highest in 2015 with a 97.6% graduation rate. All subgroups were in the 90% range with the highest being Filipino at 98.46% average and the lowest being African American at 92.9%. School attendance rates over the last three years have increased from 95.5% to 97.8%. The Chronic Absenteeism and Truancy rate has dropped in the last three years from 37% in 2014 to 21.14% in 2016. The total numbers of suspensions have increased since 2013-14 school year with 111 in 2014-15 and 102 in 2015-16. There was a rise in the number of violent acts from 13 in 2014-15 to 36 in 2015-16. Defiance and Disruption incidents increased from 8 in 2013-14 to 34 and then fell to 21 in 2015-16.

Questions Developed from looking at this data include the following:

1. How many of the suspend-able offenses are made by repeat offenders?
2. What would be the reason for violent acts to have increased from 13 incidents in 2014-15 to 36 in 2015-16?
3. Why was there such a drop in violent acts in 2014-15 school year?
4. Why was there such an increase in violent acts in 2015-16?
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California Health Kids Survey

Summary of Findings

Over the past three years, Hercules High School Climate Index (SCI) has had a remarkable increase. The SCI provides a state normed, school level description of several factors that are known to influence learning success in schools. The overall summary score has increased from 262 to 316 in the last three years. The state percentile score has grown from 22 in 2014 to 67 in 2016, a jump of 45 percentile points. The similar schools ranking grew from the 23rd percentile to 74; a jump of 54 percentile points. Scores range from approximately 100 to 500, with high scores representing more positive school climates. In each of the categories identified in CHKS 2016, our scores have grown in the positive direction:

Over the last three years the results in the subscale category of overall supports and engagement has increased from a score of 208 in 2014 to a score of 240 in 2016.

Over the last three years the results in the subscale category of high expectations & caring relationships has increased from a score of 138 in 2014 to a score of 171 in 2016.

Over the last three years the results in the subscale category of meaningful participation has increased from a score of 241 in 2014 to a score of 264 in 2016.

Over the last three years the results in the subscale category of perceived school safety has increased from a score of 233 in 2014 to a score of 256 in 2016.

Over the last three years the results in the subscale category of school connectedness has increased from a score of 198 in 2014 to a score of 236 in 2016.

Over the last three years the results in the subscale category of overall violence and substance use has increased from a score of 328 in 2014 to a score of 383 in 2016.

The highest subscale score was opportunities for meaningful experience registering at 264. The second highest score was perceived school safety at 256, with overall supports and engagement at 240. Through all of the scores the lowest range scores were in the high expectations and caring relationships scoring at 171.

Questions Developed from looking at this data include the following:

1. What would be the major reason for the incremental increase in every category be over that last three years?
2. What strategies can we implement to strive for continued increase to go from 300/500 to 500/500?

Identify one or two critical learner need for the previous section.

Critical Area of Need # 1: There needs to be school-wide strategies that improve student perception of having high expectations and caring relationships throughout each school day.

Critical Area of Need # 2: There needs to be school-wide strategies that improve student perception of being connected to school.

Identified Critical Learner Needs that came out of the Data:

Our critical learner needs were identified and agreed upon during data analysis and reflection through several focus group meetings reviewing school demographic, academic performance and perceptive data.

Critical Area of Need # 1: o school.

3. Students will be responsible citizens who:

- 3.1 adopt and value ethical principles and attitudes (e.g. honesty, integrity, responsibility, compassion) and apply them to their daily lives
- 3.2 recognize and value their responsibility to society and make positive contributions to their community (e.g. register to vote, care for the environment, drive responsibly, volunteer)
- 3.3 respect cultural, physical, economic, intellectual, age, gender, religious and sexual diversity
- 3.4 understand history, government, economics, legal systems and art forms from our own and other countries
- 3.5 participate in community, social, civic, cultural, and philanthropic services

Chapter IV: Self-Study Findings

Category A: Organization	Category B: Curriculum	Category C: Instruction	Category D: Assessment & Accountability	Category E: School Culture & Support
Ms. Couto - Group				

Minutes

A1.3 Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP

Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
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and the members are elected via public election. Regular Board of Education meeting dates are posted on the District website. Agendas are posted on the District website and at the District office the Friday before each meeting, and in a public area of each school site the Monday before each meeting. Meetings of the Board are routinely tape recorded so there is an adequate record of the proceedings.

The five members of the West Contra Costa Unified School District Board of Education are elected by voters in the community for a term of four years. Board elections take place in November every other year. New board members are sworn in on or after the first Friday of December following elections.

followed and adhered to throughout the school year.

The primary responsibilities of WCCUSD board members, as outlined on the district's website, are to set a direction for the district, provide a structure through the establishment of policies, ensure accountability and provide community leadership on behalf of the California Department of Education which encompasses the entire school district. The Duties of the WCCUSD Board, as outlined on the district's website, include but not limited to the following:

Involve the school community (parents, students, staff and local residents) and be responsive to the needs of all students. In addition, the board works with the district administration in developing a common vision for the district focused on learning and student achievement.

Adopt, evaluate and update policies consistent with the law and the district's vision and goals.

Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.

Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.

Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.

Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.

Ensure that a safe and appropriate educational environment is provided to all students.

Establish a framework for the district's collective bargaining process and adopt responsible agreements.

Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels

The primary responsibilities of the professional staff are to implement board policies as directed by the superintendent. The superintendent is supported by district administrators who oversee various departments assigned to specific tasks. The principal oversees the professional staff at the local level ensuring that the vision of the WCCUSD is effectively implemented and monitored.

WCCUSD provides training for parents to better understand the roles and responsibilities of the school site council.

Parents are encouraged to participate in school site council, parent teacher organization, and are provided information on LCAP and DLCAP meetings.

WCCUSD publishes a student/parent handbook each year that outlines student responsibilities, teacher responsibilities and parent responsibilities.

A2.3. Governing Board and Stakeholder Involvement

Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.

Findings	Supporting Evidence
<p>At the beginning of each school year a SSC Declaration to Run Ballot is published and distributed to all parents promoting their involvement in School Site Council. ELAC and SSC Declaration to run ballots are sent out with the summer mailing and with the Back to School Night mailing in September.</p>	<p>SSC Declaration to Run Ballot ELAC Nomination Letter</p>
<p>School planning procedures involve all stakeholders. The School Site Council (SSC) examines and evaluates all major initiatives related to the operation of the school. The Parent Teacher Organization offers a clear avenue for parental/community input about educational needs.</p>	<p>WCCUSD Website SSC Agendas & Minutes</p>
<p>Local Control Accountability Plan (LCAP) meetings are held throughout the year and include town hall meetings and meetings with students throughout the district. The LCAP committee publishes an infographic brochure that provides detailed information on how money is being allocated throughout district programs. The district coordinates the LCAP meetings, and utilizes individual sites to recruit teachers, parents and student involvement. LCAP meetings are held throughout the school year and are communicated to the school community through email, telephone, district mailings, and postings on the district and school websites.</p>	<p>WCCUSD Board</p>
<p>The district distributes information pertaining to LCAP, community engagement, parent involvement and students' academic progress through the school website, mailings delivered to all families, and through public hearings.</p>	
<p>The District Local Control Accountability Plan (DLCAP) Committee is a parent and community advisory committee convened to advise the WCCUSD Board of Education on the District's Local Control Accountability Plan (LCAP). DLCAP Committee members meet throughout the school year, and serve for two years (with the exception of the initial group appointed in 2014). The District Local Control Accountability Plan Parent Committee is composed of parents or legal guardians of current district students and members of community organizations.</p>	
<p>The WCCUSD Community Engagement Department focus is to create a welcoming environment where all families can identify their partnership path through a comprehensive family partnership program that increase two-way communication, support ongoing learning-at-home, develops parent leadership and one that establishes partnerships with community stakeholders. The district</p>	

welcomes volunteers from the community into our schools once they clear the fingerprinting and background check

Annually, the SSC produces the SPSA. As part of the process the principal prepares a school data presentation (demographic and achievement) to the SSC.

Each LCAP goal includes actions and services, budgeted expenditures, and measurable outcomes. Actions and services are programs or processes, such as expanding full-day kindergarten to all schools. Budgeted expenditures show the amount of money allocated to each action/service. Measurable outcomes are targets for improvement based on data, such as increasing the graduation rate.

The annual SPSA is monitored throughout the school year by site and district personnel and the site SSC. Budgets are managed by site administration and overseen by the SSC. Departments provide feedback through the development of SMART Goals and are scheduled to make presentations to the SSC.

At the beginning of each school year, the county office of education assesses the overall learning environment under the Williams Act, 2000. The Williams Act is set to make sure that all students have textbooks and instructional materials; schools are clean, safe, and functional; and students have qualified teachers.

District administration presents the A-G Completion Rates in October of each month prior to submission the California Department of Education. The UC/CSU Required Courses or “A-G” Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that students at Hercules High School should achieve to undertake university course work.

WCCUSD district budgets are posted on the WCCUSD website. WCCUSD Board Agendas of meetings, including action items relating to district finances are posted as well. Opportunity for public input is provided at all WCCUSD board meetings.

A2.5. Complaint and Conflict Resolution Procedures

Evaluate the effectiveness of the established governing board/school’s complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.

Findings	Supporting Evidence
<p>The WCCUSD Board of Education recognizes that the district has primary responsibility for ensuring that it complies with applicable state and federal laws and regulations governing educational programs.</p>	<p>WCCUSD website</p>
<p>Under the direction of the WCCUSD Board, the Superintendent WCCUSD designates the Asst. Supt. Of Human Resources as the employee responsible for coordinating the district’s response to complaints and for complying with state and federal civil rights laws. The Asst. Supt. of HR also serves as the compliance officer.</p>	<p>WCCUSD Governing Board Policy</p> <p>WCCUSD Bulletins</p> <p>Student/Parent Handbook, 2016-17</p>

The district's Uniform Complaint Procedure (UCP) is posted in all district schools, classrooms, offices and staff lounges.

When an allegation that is not subject to the UCP is included in a UCP complaint, the district shall refer the non-UCP allegation to the appropriate staff or agency and shall investigate and, if appropriate, resolve the UCP-related allegation(s) through the district's UCP.

District training sessions are held for all staff to ensure awareness and knowledge of current law and related requirements, including the steps and timelines specified in the UCP and the accompanying administrative regulation. The district protects all complainants from retaliation. In investigating complaints, the confidentiality of the parties involved shall be protected as required by law. Records of all UCP complaints and the investigations of those complaints are kept on file at the district office.

The procedures for the districts Uniform Complaint Procedure (UCP) is reviewed at Back To School Night and presented to parents upon request.

A3. Leadership: Continuous Planning and Monitoring Criterion

A3.1. Broad-Based and Collaborative

Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-

revise and develop a professional learning plan for the upcoming school year. The ILT develops a school wide focus based upon the data provided throughout the school year. The ILT develops 3 goals for each school year. Activities are designed to support the achievement of these goals during professional learning collaborative sessions.

In the last two years, we have worked to re-establish department meetings with a broadened focus that includes a review and analysis of curriculum, instruction and assessment. Department Chairs meet monthly with site administration to review the agenda for the next department collaboration meeting as well as discuss concerns that need to be addressed as a school. The departments each develop a SMART Goal for the school year. Each SMART goal consists of several action items that the department is to implement, monitor, and update throughout the year. Individual departments (math, science, English, etc) strive to focus their curricular work on SMART goals. Each department is scheduled to present their SMART goal to the school site council.

A3.2. Single School Plan for Student Achievement Correlated to Student Learning

How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?

Findings	Supporting Evidence
<p>At the beginning of each school year, site administration recruits for stakeholder involvement with the School Site Council (SSC). The SSC comprises of site administration, parents, teachers and students. The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). The SSC meetings are held monthly where student academic data is regularly presented. Each department is scheduled to report their SMART goals for the school year and discuss their progress in implementing and monitoring their goals. Each goal in the SPSA has a measure that is to be monitored throughout the year. The SSC is expected to submit a monitoring and progress report to Educational Services Department (District Administration). SSC conducts two rounds of the monitoring and progress of the SPSA that includes an update from each department as well as a review of all student academic performance data.</p> <p>The School Site council supports SLO’s and individual department SMART goals through the allocation of resources to implement designed activities focused on improving student achievement. Requests for fiscal, personnel or material resources are submitted by teachers to the School Site Council which takes into account the SLO’s and department SMART goals to inform their decisions</p>	<p>Faculty Meeting Agendas SSC minutes Departmental Meeting minutes Site Council Minutes</p>

Single Plan for Student Achievement (SPSA) is reviewed on a yearly basis by School Site Council (SSC). Each department creates a SMART goal that is recommended for the SPSA. SSC submits a final draft to the WCCUSD Board of Trustees each February for approval. Throughout each school year SSC monitors the progression towards achieving each goal in line with the school's mission and vision statement. An abundance of support is provided to the site by district administration. The district administration provides training workshops for site administration to support the development, implementation and monitoring of the SPSA.

The district administration also supports the parent community by providing several parent workshops designed to communicate the structure of the Local Control Accountability Plan as well as the Single Plan for Student Achievement.

A3.3. Staff Actions/Accountability to Support Learning

Determine the effectiveness of the processes and procedures for involving

Student Senate meetings provide opportunity for student involvement in developing action items to improve and/or sustain an academic environment that supports teaching and learning.

A3.4. Internal Communication and Planning

Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration?

Findings	Supporting Evidence
Throughout the last two years, we have continued a focus to improve enhance and expand our efforts towards the establishment of systems that support internal communication and planning. As a result, we have established several collaborative systems that are designed to support internal communication and planning. These collaborative systems are: Coordination of Services Team (COST, Safety Team, Management Team	

teacher meetings are comprised of any teacher with three or less years of experience with the school. New teacher meetings are held after school and are voluntary.

Staff Meetings are held on the 1st Monday of each month. Staff meetings review upcoming school wide initiatives such as testing/assessment, emergency drills and in-services that are relevant to a teacher's professional duties (SPED, Emotional/Social, Accommodations, Modifications, Intervention, etc)

The most recent evidence of our growth to resolve differences among staff and administration is the establishment of UTR rep meetings with the principal. These meetings are held twice a month or as needed. These meetings are intended to open the lines of communication and address staff concerns early so they can be rectified in a timely manner.

Every Sunday, the principal sends out a phone call that provides information regarding upcoming activities, events and information pertaining to school events and programs. This message is also posted on the school's website under Principal Updates

Staff Collaboration meetings are held every Wednesday. These meetings rotate between department, ILT professional learning sessions, and professional learning communities.

Every Sunday, the principal sends out a phone call that provides information regarding upcoming activities, events and information pertaining to school events and programs. This message is also posted on the school's website under Principal Updates

The principal provides a weekly bulletin that outlines the week's activities that occur on campus to all staff via email.

Every school day, students announce information pertaining to activities and events that are occurring during 2nd period.

A4. Staff: Qualified and Professional Development Criterion

A4.1. Qualifications and Preparation of Staff

Evaluate the procedures to ensure all staff members in all programs, includi

posted through the human resources department. All teachers are expected to have a full credential or in the process of obtaining a full teaching credential as required through California Commission for Teaching Credential.

Handbook

Ongoing professional development which focuses on student learning needs are conducted at the district and site level.

The district supports new teachers through a Teacher Induction Program that provides opportunity for veteran teachers to serve as a mentor.

A4.2. Staff Assignment and Preparation

Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>HHS complies with California Commission for Teaching Credential as well as WCCUSD hiring policies for teachers, classified, and administrative staff.</p> <p>Staff are assigned to their teaching assignments at the site level based upon their certification. In the spring of each year, druthers sheets are distributed to all staff. The intent of the druthers sheet is to receive specific feedback on the individual interest to teach specific grade level subject courses. . In addition to the druthers sheet process, departments recommend teaching assignments based on interest and experience. Upon completion of the staff druthers sheets and department recommendations, teachers are assigned to specific courses.</p> <p>Teachers selecting to teach AP courses are required to be certified through college board. The district provides resources to support our teachers in participating in the AP trainings.</p> <p>The district supports the training of all professional staff through WCCUSD online safety trainings: Mandated Reporter: Child Abuse & Neglect, Mandated Reporting Policy, Bloodborne Pathogens Exposure Prevention, Bloodborne Pathogens Standard (Policy), Making Schools Safe for LGBT Students, Sexual Harassment Staff - to - Staff, Sexual and Gender-Based Harassment Training (Policy), Integrated Pest Management Training, Why Teachers Need to Take the IPM Course, Ladder & Step Stool Safety, Injury & Illness Prevention Program (Policy), and Heat Illness Prevention Program (Policy)</p>	<p>WCCUSD Personnel Policy</p> <p>HHS Credentialed Teacher Statistics School/Community Profile</p> <p>Staff Training Logs/Safety Plan</p>

A4.3. Defining and Understanding Practices/Relationships

Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Findings	Supporting
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	Evidence
<p>WCCUSD Website provides resources and electronic versions of documents containing board policies and/or regulations specific to the roles and responsibilities of the professional staff. In addition to the information on the website, the district produces a student/teacher handbook that outlines the roles of students, parents, teachers, and administrators in various topics (grading policies, attendance, student discipline, etc.)</p>	<p>WCCUSD Personnel Policy</p> <p>HHS Teacher Handbook</p> <p>New teacher orientation sign-in sheet</p>
<p>At the beginning of each school year the administration team produces a Hercules High School Staff Handbook that outlines all written policies, charts, operational practices, decision making processes and relationships of leadership and staff. The Hercules High School Staff Handbook is reviewed during the annual professional development pre-school year meeting (all day meeting). Information that is not included in the HHS Faculty Handbook are provided via district email. Emails are used to enhance continue communication between administration and staff.</p>	<p>Monthly Faculty Meetings sign-in sheet(s)</p>
<p>Monthly Faculty Meetings are intended to review operational practices, decision making process and communicate district or school wide initiatives that are to be implemented within each school year.</p>	
<p>New teacher meetings are held on a monthly basis to support our new teachers through the process of compliance and implementation of expected staff responsibilities.</p>	

A4.4. Support of Professional Development/Learning and Measurable Effect on Student Learning

Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?

Findings	Supporting Evidence
<p>WCCUSD supports staff development related to specific content areas through release time (sub coverage), compensation for training sessions attended after the school day, distribution of materials and technological support to enhance technology based learning. Each year the Educational Services department puts out the WCCUSD Professional Development Calendar that outline activities intended to supports professional development/Learning Initiatives throughout the district.</p>	<p>HHS Staff Handbook</p> <p>Professional Development Agenda and Sign-In sheet.</p> <p>New Teacher Meeting Sign-In Sheet</p>
<p>Throughout the last two years, we have supported professional development opportunities at the site level. All teachers are encouraged to participate in all professional development offered through the district. In addition, teachers are encouraged to sign up and request funding for in state educators professional</p>	<p>WCCUSD PD Calendar Sign-In</p>

conferences. Staff is provided compensation to conduct peer observations within their department. Teachers obtain release time or give up their planning time to observe one another and meet for one on one coaching or mentoring.

Sheet
Collaboration Bell
Schedule

The Instructional Leadership team coordinates and plans the professional learning collaborations throughout the school year. At the end of each school year, the ILT conducts a staff survey to inquire professional development preferences. The survey is used by the ILT to plan out the upcoming school year collaboration schedule as well as the professional learning calendar.

ILT Minutes and
Agenda

The School Site Council sets aside a portion of the discretionary budget for professional development opportunities.

New Teacher Induction Program allows for teacher to clear their credential and become well verse in district and school site(s) expectations. In addition, site administration coordinates New Teacher Meetings on the 2nd Tuesday of every month. Collegial strategies such as Teacher Induction Program and Intern Programs are used to implement innovations and encourage improvements

A modified Wednesday bell schedule enable high school staff to meet and assess student learning and strategies to improve Instruction for all students.

Although, we cannot directly connect our professional development to academic, college- and career-readiness standards, and the schoolwide learner outcomes, we have seen positive advances in student performance data. Over the last three years we have seen the graduation rate climb to the highest in school history, 95%, 96%, and 97%. The percentage of students completing all high school course with a “c” or better has been increasing across all subgroups. The healthy kid’s survey data has shown positive growth in all areas.

The monitoring and progress reporting of our professional development plan should be more aligned through the development of departmental SMART goals and the alignment of those goals with the site based professional learning plan.

A4.5. Supervision and Evaluation

How effective are the school’s supervision and evaluation procedures?

under the direction of the Assistant Superintendent of Human Resources. All sheets
evaluation files are returned to the district office by March 1st.

Every temporary and probationary certificated employee is evaluated by an administrator in writing at least once a school year. Every permanent certificated employee is evaluated by an administrator in writing every other year.

A5. Resources Criterion

A5.1. Allocation Decisions and Their Impact

Evaluate the extent to which the resources are allocated to meet the school’s vision, mission, the schoolwide learner outcomes, the critical learner needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?

Findings	Supporting Evidence
<p>Throughout the school year, the School Site Council uses a monitoring system to collect data in regards to student achievement. What we have seen is participation in benchmark assessments improve to a significant number to statistical analysis, A-G completion rates increase across subgroups, Graduation Rates improve over the last three years, and the positive reports from the Healthy Kids Survey.</p> <p>The impact on student learning connected to academic support and intervention, co-curricular opportunities to expand student involvement, and opportunities for staff to participate in professional development/and or attend professional conferences.</p> <p>The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA).</p> <p>Schools allocate their site allocations through their School Site Councils (SSCs). SSCs follow a six (6) step process to develop strategies to support student achievement and determine how site allocations are to be used.</p> <p>Step 1: The SSC members directly review the effectiveness of previous strategies by using formative and summative data or the SSC delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.</p> <p>Step 2: The SSC members directly coordinate and identify additional stakeholder groups, such as the English Learners Advisory Committee (ELAC) or Parent Club/PTA that they wish to include in the discussion</p>	

and process of reviewing the effectiveness of previous strategies or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.

Step 3: The SSC members, guided by their findings on Step 1 and Step 2, develop, reaffirm or revise their SMART Goals and respective measurable outcomes, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.

Step 4: The SSC members determine how much of their site allocations will be distributed to each of their approved SMART goals, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.

Step 5: The SSC members submit their Single Plan for Student Achievement (aka School Plan) to the WCCUSD Board for review and approval.

Step 6. The SSC members monitor the implementation of the SMART goals throughout the year and may change content of goals or how much funding is allocated to each goal guided by their monitoring process, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.

The school site participation in terms of voting members attending on a regular basis has really been strong over the last three years. The level of involvement amongst teachers, students, and parents are reflected in the school site minutes and sign in sheets. Throughout the last two years we have moved in the direction of accountability for allocation of resources to support teaching and learning through the School Site Council monitoring of progress rounds that are conducted twice over the school year. We have yet to show the actual results of the allocation of resources but will have SMART goals to measure the level of success at the end of the 2016-17 school year.

The district LCAP is developed through a series of steps, events, meetings, and actions with the WCCUSD stakeholders. WCCUSD schedules stakeholder meetings on LCFF/LCAP and the alignment to the strategic plan, as well as met with the Multilingual District Advisory committee, Solutions Team (union leadership), Student Youth Commission, the Academic Subcommittee, and the Parent LCAP committee.

LCAP addresses the needs of all our students, as well as specifically name actions for English Learners, children in poverty, and foster youth. WCCUSD is responsible for ensuring that our students are college and career ready. We must ensure that they can read, write, solve problems in a variety of ways, be technologically savvy, analyze, apply, communicate, collaborate, and compete at highly rigorous, international levels. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001.

A5.2. Practices

Evaluate the effectiveness of the school’s processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Findings	Supporting Evidence
<p>At the beginning of each school year, site administration recruits for stakeholder involvement with the School Site Council (SSC). The SSC comprises of the principal, parents, teachers and students and other staff members. The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). The SSC meetings are held monthly where student academic data is regularly presented. Each department is scheduled to report their SMART goals for the school year and discuss their progress in implementing and monitoring their goals. Each goal in the SPSA has a measure that is to be monitored throughout the year. The SSC is expected to submit a monitoring and progress report to Educational Services Department (District Administration). SSC conducts two round</p>	

A5.3. Facilities

Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.

Findings	Supporting Evidence
<p>The current status of the schools facilities limit the ability to maintain an optimal learning environment. The school was established in 2001 and was developed for a small school with a 6-12 focus. In 2013, the WCCUSD split the 6-12 school into a separate high school and middle school. Currently there are challenges to the existing structures. To name a few, the science labs are inadequate to support proper lab and lecture space for 38 students. The campus only has one computer lab of 32 computers where class size averages 38. In terms of safety, the campus does not have security cameras to monitor areas of the campus that may not be physically monitored. The cafeteria can safely seat 700 students at a time. The “quad” areas have no covered seating for students while they are outside before school, lunch or after school. The theater seats 100 and is a challenge to host any type of performing arts productions. Current the music department has all its performances in the gymnasium. There are currently 26 portable classrooms on the campus.</p>	<p>Facilities Inspection Tool Williams Report Emergency Drill Schedule End of Year Facility Survey for faculty</p>
<p>The maintenance department at Hercules High School keeps the campus buildings clean, safe, and functional. The custodial staff is vigilant and proactive about identifying and rectifying potential safety problems and the maintenance department is expeditiously responsive to reports that come from the site at large.</p>	
<p>At the beginning of each school year the site undergoes a Williams Visit from the Contra Costa County of Office in compliance with the Williams Act. At the start of the 2016-17 school year, Hercules High School was rated as ‘Facilities in Good Repair’ on the Williams’ report. Hercules High School facilities are maintained in a manner that assures that it is clean, safe, and functional as determined pursuant to an interim evaluation instrument developed by the County Office of Public School Instruction.</p>	
<p>Teachers are provided a facility survey at the end of each semester to assess the state of their classroom.</p>	

review of student academic performance data.

Teachers of AP classes attend week long workshops preparing them with instructional resources and strategies that can be utilized in AP courses.

The school provides training to all staff in the administration of Smarter Balanced Assessments.

New Teacher meetings are held monthly to support new teachers throughout the school year.

Collaboration
Schedule

New Teacher
Meeting Agendas
and Minutes

A5.6. Long-Range Planning

Evaluate the effectiveness of these processes.

Findings	Supporting Evidence
<p>Single Plan for Student Achievement (SPSA) is reviewed on a yearly basis by School Site Council (SSC). Each department creates a SMART goal that is recommended for the SPSA. SSC submits a final draft to the WCCUSD Board of Trustees each February for approval. Throughout each school year SSC monitors the progression towards achieving each goal in line with the school's mission and vision statement. An abundance of support is provided to the site by district administration. The district administration provides training workshops for site administration to support the development, implementation and monitoring of the SPSA.</p>	<p>SPSA ILT SMART Goals District LCAP</p>
<p>The district administration also supports the parent community by providing several parent workshops designed to communicate the structure of the Local Control Accountability Plan as well as the Single Plan for Student Achievement.</p>	
<p>The West Contra Costa Unified School District (WCCUSD) Community Budget Advisory Committee (the Committee) is a School Board appointed community-based advisory group which discusses budgetary issues. The Committee consists of eleven (11) members.</p>	
<p>WCCUSD undertakes the long range planning through the Local Control Funding Formula (LCFF). LCFF collapsed the majority of State categorical programs and established a targeted base rate funding model with supplemental and concentration grant add-ons.</p>	
<p>Supplemental funding is provided for districts based on the percentage of English Learners (EL), Foster Youth and Low Income (LI) categories as compared to total enrollment. Concentration funding is provided for the English Learners (EL), Foster Youth and Low Income (LI) students that exceed 55% or more of the student population.</p>	
<p>The LCFF is the entire unrestricted general fund receives its revenue. The factors that build the LCFF revenue are broken into the following categories:</p>	

**WASC Category A. Organization: Vision and Purpose, Governance, Leadership and Staff, and
Resources:
Strengths and Growth Needs**

Summary (including comments about the critical learner needs)

Hercules High School has developed a Vision and Missi

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

B1.1 Current Educational Research and Thinking

Evaluate how effectively the school uses current educa

B1.2 Academic and College- and Career-Readiness Standards for Each Area

Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes

Curriculum in all disciplines with the addition of Next Generation Science Standards. This continues to be a developmental process as we are following the district's lead in supporting text for full curriculum implementation. The

Generation Science Standards (NGSS). Currently our science courses are in different levels of transition. All teachers continue to work with educational services through the district office to re-vamp and re-organize curriculum that is taught in all science courses. The intent is to have all curriculum shift to implement strategies and lessons that reflect the new NGSS standards. Science teachers use Crash Course science from KQED, PBS.com, phet simulations, Khan academy, shmoop, and to reinforce the lesson and assess students understanding.

The Social Science Department is currently using the existing California State Standards in concurrence with the Common Core ELA standards within department curriculum. With respect to developing student writing and critical thinking skills, the Social Science Department develops student writing skills through analyzing charts, graphs, primary sources, secondary sources, memes, and political cartoons. Additional emphasis on writing includes the usage of Document Based Questions (DBQ), use of SOAPSTONE, Free Response Essays (FRE), Newsela, short answer essays and in a formal assessment. These strategies are used in a variety of lessons and combinations, some formal, some informal, some as assessments, and some as standalone activities in class.

To develop both speaking and listening skills our teachers use some of the following techniques: formal and informal debates, class discussions, structured arguments, Read-Arounds, Think-Pair-Shares, vocabulary analyses, and Cloze notes.

The Special Education Department:

The special education department aims to support students in meeting Common core standards. The district has purchased a variety of curricula and instructional materials for use by our students with moderate/severe disabilities,

enhanced through work on a variety of skills: community, recreation and leisure, social and personal, vocational and domestic.

Resource room for students with visual impairments. This program is one of the few in the state of California. The students are supported in their academic classes through use of high and low assistive technology, such as text to speech, Braille materials and printer, closed circuit TV for print accessibility, note takers, etc. Students are also supported in their access to the community by orientation and mobility specialists.

The World Language Department: has always adhered to the National Standards for Foreign Language, the 5 C's (Communication, Comparison, Connection, Culture, and Community). Our current Spanish textbooks adhere to the old California Framework for World Language and were adopted in 2006. Our Spanish teachers have been supplementing the curriculum to align with the Common Core State Standards for ELA and ELD. Our new French textbooks are already aligned with Common Core State Standards. Reading, writing, listening, and speaking have always been fundamental components of our World Language program at Hercules High. The department has always emphasized collaboration.

The Visual & Performing Arts Department offers the full range of discipline for the visual and performing arts: Music (Band, Intermediate Orchestra, Advanced Orchestra, and Choir), Drama, Jazz Dance, and Visual Art (beginning through AP).

Music: In these classes, students rehearse and perform music from myriad genres (in various ensemble settings), learn how to autonomously interpret a musical score, and assess the technical demands presented by their repertoire. We discuss elements of pitch, rhythm, notation, music history, form, and technique on a daily basis using terms that build overall music literacy.

Drama: In drama classes, students practice elements of theater as outlined in the state standards for visual and performing arts. Skills practiced include voice training, focusing and attention activities, group activities that foster cooperation, improvisational games, memorization techniques. Students perform a variety of scenes from monologues, duets, and plays.

They learn blocking and movement. They learn stage language and historical aspects of theater. They build sets and learn aspects of theater such as lighting, sound, and production. Students learn production aspects such as designing programs and posters and budgeting.

Jazz Dance: In Jazz dance, students focus on the elements of dance to develop their skills in dancing. Skills practiced include, learning the basic skills in jazz dance and learning the strategies and techniques in choreographing their own dance routines.

Visual Arts: In Beginning Art students learn the basic principles of

design and composition as applied in painting and drawing. They explore balance, color mixing and mark making in a variety of different mediums and styles: realism, abstraction, expressionism and surrealism. Students in Advance Art continue the exploration of processes of art while developing meaning and deeper content. AP Studio design students work on developing a portfolio that demonstrates their mastery of principles and concepts of design as well as mastery of a variety of mediums with the inclusion of photography. They also create a body of work around a central theme. The curriculum for AP art is based on the approved syllabus. Publications (yearbook) now qualifies to meet the A-G standards. Students in this class learn all aspects of producing the yearbook: Photography, Indesign, Photoshop and interviewing skills and writing articles.

B1.3. Congruence

Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college-readiness st

district which are aligned with the California Common Core Standards for Mathematics. The department uses three benchmark tests each year that are created from the Common Core Standards for Algebra 1, Geometry, and Algebra 2. Results from the benchmarks have been used for the last two years to inform instruction and to identify students needing academic intervention and/or tutoring.

The Physical Education:

school year the school embarked on a school wide focus effort to improve research evidence based writing across all grade levels. In 2016-17, we have initiated our school-wide focus into reading, listening and interpreting text. Teachers in each department implement the strategies throughout the school year.

How writing is taught interdisciplinary

How reading is taught

How mathematical computations may connect with other courses

CTE/ROP courses are designed to create a bridge between academic and career readiness.

Currently we have Co-Curricular clubs that participate in competitions that are focused on career exploration.

Math Engineering Science Achievement

Mock Trial

Robotics

JSA

Resources are provided through Educational Services at the district office to enhance CCSS instruction and to support the development of knowledge of the Common Core State Standards. As we progress towards full implementation of the common core standards, our teachers have made efforts in using multiple levels of DOK as well as implementing reading and writing across the curriculum.

The English Department:

The English department supports all subjects through instruction of research evidence based writing. In addition, through the English departments focusses on a variety of writing styles utilized throughout all disciplines. In 2015-16 the English department worked with all staff in revising the SAT rubric to a revised version that was adopted by all departments.

The Math Department: There is a high degree of uniformity within the department for each class so that any transferring student could seamlessly

move to any other teacher and

The Physical Education:

The Physical Education department is proudly incorporating the College and Career Readiness Anchor Standards of reading, writing, language, speaking and listening. Within each sport unit, there are written assessments. In addition, the physical education T-Shirts have a design on the back that portrays a crossword puzzle with academic vocabulary that relates to concepts taught in physical education classes.

The Science department: The Science department continues to develop and expand their instruction around the New Generation Science Standards (NGSS). Currently our science courses are in

emphasis. Music is physical education- it requires fantastic coordination of fingers, hands, arms, lips, cheeks, and facial muscles, in addition to extraordinary control of the diaphragmatic/back/stomach/chest muscles, which respond instantly to the sound the ear hears and the mind interprets.

Drama: The drama department utilizes the art department to help design, build, and paint sets. AP Art students may use their work to fill their portfolio for entrance to college and to pass the AP Art exam.

The drama department also provides an avenue for students to fulfill their community service. Cross curricular lessons with English include writing skits, scenes, and short plays. Students are required to read plays and understand the historical importance of those plays. Theater is also very physical. Students learn to warm up both their bodies and their voices. They learn about the importance of fitness as an actor and a crew member in the theater. Theater combines curriculum with the Music department through vocal training and with the P.E. department through dance. Technical aspects of theater include learning how to do lighting, sound, props, etc. for scenes and plays.

Jazz Dance: Jazz dance is an art; students creatively express themselves through movement. The Jazz dance student incorporates all aspects of movement such as agility, coordination, strength, balance, and flexibility, as does the physical education student. In addition, Jazz dance utilizes different elements of music, as the student responds to the rhythm, tempo and dynamics of a selected work of music. History is also integrated in dance class, as students choreograph dances from different cultures.

Visual Art: Students are involved in the process of translating ideas into a physical product. They often are only given oral instructions requiring them to develop keen listening skills as well as critical think skills. Then they are required to be able to articulate what they are doing or have done. These skills are necessary for the workplace.

B1.5. Articulation and Follow-up Studies

Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
There currently is not a qualitative or quantitative data analysis measure to statistically analyze the extent to which the school articulates curricular programs with feeder schools and/or post-secondary institutions.	Annual Student Choice Sheets and Course Descriptions
Hercules High School (HHS) maintains close contact with its primary feeder school, Hercules Middle School, which it shares its physical address with. There is articulation between HHS school counselors and assistant principal	District School-to-Career Annual Surveys (Senior Exit

and the Hercules Middle School, Hanna Ranch Elementary, Lupine Elementary and Ohlone Elementary. For the 2017-18 school year, we will hold an incoming 9th grade parent night to review 9th grade course selection sheets and to provide additional support for our incoming 9th grade families. Connections involving performing arts and campus

B2. Access to Curriculum Criterion

B2.1. Variety of Programs — Full Range of Choices

Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Findings	Supporting Evidence
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Findings	Supporting Evidence
<p>Hercules offers three areas of Career Technical Education (CTE) courses funded by Regional Occupation Program (ROP). Examples of CTE options include computer science, publications, and AP Environmental Science. Despite the college-preparatory character of the student body, we are looking to expand the career focus at Hercules in 2017-18 school year.</p>	<p>CTE/ROP approved courses Master schedule</p>
<p>We are currently in the planning stages of expanding career pathway courses that would provide an introduction to a range of careers across industries.</p>	
<p>Hercules High School courses are all A-G compliant and approved, so that all students who graduate satisfied all A-G requirements and are eligible for acceptance to a UC school if passes with a “C” or better. Students are able to self-select higher level (Pre-AP, HS Honor and AP) courses as long as they progress through the required prerequisite courses.</p>	
<p>Currently we have several departments that have reported how their instruction helps students see how professionals apply knowledge and skills to their jobs. Instruction and assignments offer an opportunity for students to practice when and how to apply new skills to new tasks and situations they will encounter outside of the classroom.</p>	
<p>The Science department is working towards implementing lessons that would support students transitioning into the workforce while educating them in making appropriate career choices. Activities would include: Finance, Housing, Budgeting, Resume Building, Interview Skills, Evidence would be a school to workplace portfolio developed by each student. Students learn to think like scientists, using laboratory and other scientific tools to conduct experiments make and test hypothesis, analyze results, and more.</p>	
<p>The World Language Department:</p>	
<p>World language textbooks contain sections that expose students to a variety of cultures and various world views that are linked to each specific language. Students have opportunities to discover the advantage of 2nd language in regards to jobs - values and differences in daily routines and lives - appreciation of cultures, building tolerance. Students are able to identify with their own culture and assess how they fit into the global society. Students are also exposed to the variety customs associated with each language.</p>	
<p>There currently is not a qualitative or quantitative data analysis measure to statistically analyze how instructional practices of teachers and other activities facilitate access and success for all students.</p>	
<p>Visual and Performing Arts:</p>	
<p>Music: Students in the music program are exposed to highly diverse, technically challenging musical literature in order to shape their</p>	

B2.4. Post High School Transitions

Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.

Findings	Supporting Evidence
<p>In the last three years, the graduation rate at Hercules High School has been above 97%. Hercules excellent graduation rate and the success of its students in finding suitable places in college or the workforce suggest that our transitional and interventional strategies are effective.</p>	<p>College and Career Center records and calendars</p>
<p>Academic counselors devote special attention to seniors, closely monitoring the success of struggling students. Our academic counselors conduct two classrooms informational sessions each school year and respond enthusiastically to requests for individual appointments. The academic counselors offer a college application “boot camp” that is available to all rising seniors.</p>	<p>Academic Counselors calendars and records</p>
<p>Seniors are more prepared for the 12th grade / college transition, are connected with more college advisors before beginning their coursework, and know exactly what assessments they must take before attending their respective orientations.</p>	<p>4 Year Plan template</p> <p>Post-Secondary Educational Specialist Logs</p>
<p>The college and career center is staffed by a UC Berkeley EAOP advisor and a district career center counselor. The career center is a place where students can gather information about colleges, career, scholarships, financial aid and much more. Through the year, the center brings in speakers – college admission officers, financial aid experts, representatives from various careers – to help students plan their futures. The career center advisor provides expertise on college admissions, scholarships and support with personal statements for their college applications including workshops on producing effective personal writing. In addition, the career center offers workshops focused on essay writing and assistance in developing individualize personal statements that may be required for acceptance into colleges.</p>	
<p>Post-Secondary Special Education Counselor - Employment Specialist - focus guide and assist students through transition from high school to adult life (college, vocational training, employment assistance, work, etc.) Our Post-Secondary Education Counselor also supports our students with resume writing and interview skills.</p>	

**ACS WASC Category B. Standards-based Student Learning: Curriculum:
Summary, Strengths, and Growth Needs**

Summary (including comments about the critical learner needs)

The staff at Hercules High School continues to transition into full common core instruction with continued support and guidance through district administration (Ed Services). There is still a need to increase the professional development opportunities to support teachers through the development of curriculum aligned activities that are congruent with instruction and assessment. Critical learner need # 3 identifies a need for all students to be college and career ready as they progress through grade level as determined by PSAT/SAT performance results. We continue to utilize in-service and professional development days to progress further into common core implementation and to broaden our exposure to innovative 21st century instructional strategies. In order to ensure the highest level of academic rigor, there is a need for more meaningful and relevant professional development to support the transition from intended curriculum to enacted curriculum. In order to increase rigor across the curriculum we need to continue to use various levels of depth of knowledge as well as create curriculum which matches that level of rigor. SLO's are still needed to be implemented in daily classroom instruction and aligned with enacted curriculum being taught in the classroom. We continue to make strides to

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

Continue to explore opportunities to enhance technology based learning into daily lesson plans across all disciplines.

Continue to develop the academic intervention program to support 9th and 10th grade students throughout their academic program.

Identify college career pathways that provide real world applications through a rigorous, relevant, and coherent curriculum.

Enhance the level of congruence between academic standards, college and career readiness standards and the school wide learner outcomes.

Provide more opportunity to allow an increase in the choices students have to pursue college and career educational options.

Utilization of educational research related to curricular areas to enhance the level of viable and meaningful instructional program offered to all students.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

C1.1. Results of Student Observations and Examining Work

Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.

Findings	Supporting Evidence
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Each year, we share student demographic information based on AP, Advanced

Students demonstrate comprehension through student work that are submitted throughout each unit of instruction. Feedback is provided to each student based on their performance. Teachers utilize Quizzes/Tests/Class Work to determine proficiency through student performance.

The Physical Education:

Students demonstrate comprehension of skills taught through active participation in each unit. End of the unit assessments are given to determine the level of understanding in each unit taught throughout the school year.

The Science department:

Each year the Hercules High School Science department participates in the district science fair. During open house, student science fair projects are on display for all to see. Students stand by their projects and describe evidence found to support their hypothesis. Students who win the district science fair also participated in the Regional then to the State science fair. MESA (Math Science Engineering Achievement) is another event that our students look forward to

interventions within specific classes. School-wide interventions are in the development stages.

C1.2. Student Understanding of Learning Expectations

Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.

Findings	Supporting Evidence
A standard instructional document for every class offered at Hercules High School is a course syllabus which offers a brief course description and a summary of individual course standards and expectations. The format for	

quarterly assessments. Study guides and rubrics with clear grading policies are distributed prior to assessments to insure that students' efforts are not misguided.

Drama: Students are provided with a course syllabus at the beginning of the year. Teachers use Powerschool on a regular basis to communicate grades to the students.

Jazz Dance: Students are provided with the course syllabus at the beginning of the year. Prior to performances, the teacher will provide the grading criteria used.

Visual Arts: Standards are provided in the syllabus and written on the board with each new assignment. There is also on going verbal communication between students and teachers as to the expectations they should be meeting. This is done on an individual bases regularly as students work in a studio environment. All work is kept in a portfolio in the classroom.

C1.3. Differentiation of Instruction

Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address individual student needs. Evaluate the impact of this on student learning.

Findings	Supporting Evidence
<p>Differentiation of instruction is visible throughout departments. An essay assignment might provide students with multiple prompts, often representing varying levels of specificity, sophistication, or abstractness. Research assignments provide students room to determine the specific direction and scope of the area under exploration. The tasks which teachers assign often begin by accessing prior knowledge of all kinds – not just the student’s familiarity with the subject matter-- but often their personal feelings or experiences.</p>	<p>Department Binders</p> <p>Lesson plans</p> <p>Student work samples</p> <p>Classroom Observations</p>
<p>WCCUSD has a district wide technology plan that includes a personalized learning strategy through the use of 2-in-1 tablets. Throughout the last two years, we have been able to enhance classroom instruction through the use of technology in the classrooms. Through this effort, students are using a variety of technology modes to enhance their learning experiences.</p>	<p>Teacher planning documents</p> <p>Examples of student projects</p>
<p>Each quarter the principal distributes academic pass rate data that identifies individual pass rates across all disciplines within specific courses. Teachers are encouraged to utilize differentiated instruction to support individual students that are receiving “D’s” or “F’s”. A review of core academic pass rates can be found within the school/community profile section.</p>	
<p>Hercules teachers also routinely scaffold instruction. An example of how this is accomplished across departments (EL, SPED, Math, etc.) is the degree to which various learning approaches and learning styles of students are addressed</p>	

through the various instructional approaches.

EL: Technology of all kinds is a factor in EL. This year, for our financially impaired families, who cannot afford a phone or IPAD, we are purchasing electronic translators in Punjabi, Hindi, Tagalog, and Vietnamese languages. EL students listen to CD's provided by Edge text books as well as to aural pronunciations from the Merriam Webster website - as well as myself - obviously, Via electronics, I have access to online Edge material that complements and augments students' textbook activities. My laptop and LCD projector provide pictures of vocabulary words and overall concepts, which have idiomatic cultural connotations specific to American English.

The English Department: The department members utilize small group learning communities to help differentiate instruction. In these collaborative groups, students adopt different group roles and responsibilities. They are then able to sustain a student to student learning experience rather than a teacher to student whole group experience in order to learn from their peers. Members of the department also provide students with multimedia projects that require them to create PowerPoint presentations as summative assessments that they then present to their peer audience. Members of the department use Google Classroom to allow students to interact with one another online. They are given a formative assessment in the form of an online conversation where students respond to an interpretive question. Then they hold a conversation with others by reading the responses of their peers and then replying to their peers' responses. They use sentence frames to agree, disagree, or even partially agree.

The Math Department: The math department utilizes multiple methods to solve a variety of math problems, connecting the concepts to real life situations in order to make the material accessible to *all* students. On a class by class basis, teachers utilize the following technological applications and online resources to support learning: Khan Academy, educational videos, Google Classroom, Shmoop, and Kahoot. In addition, Illuminate is frequently used to analyze data from assessments, which helps to inform instruction.

The Science department: The Science Department uses different methods in performing experiments, assessments, and instructional strategies. To save time, science teachers use virtual labs and short demonstration resources to support. They through the v 19(j-14.69desi.5(r268

Publisher's ancillary materials. The department utilizes online websites that correspond to publisher's textbook (e.g., Glencoe.com). The websites allow for development of curriculum related vocabulary. Students also have access to study materials and current event resources. The department is currently using web services like Shmoop and NewsELA for content related articles, because they allow for access at different lexile levels. These varied uses, of technology, allow for built-in differentiated instruction.

The Special Education Department: A primary goal within the special education department is to understand the specifics of individual student strengths and weaknesses, and to identify areas of potential growth. These strengths and weaknesses are addressed through the Individualized Education Plan. The variety of instruction required to address individual needs includes re-teaching, pushing into classrooms, individual and small group instruction. Use of technology is implemented where applicable to support the potential of students to perform at their optimum level.

The World Language Department: World language department utilizes a variety of instructional strategies that include: Direct TcdEr7tse2 Tc(t)5.nk Pairnt

C2. Student Engagement Criterion

C2.1. Current Knowledge

Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.

Findings	Supporting Evidence
<p>Through the support of WCCUSD Technology Plan each teacher is provided with a district laptop. In addition, each classroom is equipped with a technology cart that has an LED Projector, speakers, and a document camera to support the use of technology in the classroom. Hercules teachers are becoming more tech savvy and continue to develop innovative instructional methodology. We are fortunate to have our school librarian as the technology liaison. The technology liaison oversees the implementation of the district's technology plan and supports the technology needs of the school and teachers. In addition, there are teachers who are willing to share their expertise in the area of instructional technology through teacher in-service sessions.</p>	
<p>WCCUSD has a district wide technology plan that includes a personalized learning strategy through the use of 2-in-1 tablets. Throughout the last two years, we have been able to enhance classroom instruction through the use of technology in the classrooms. Through this effort, students are using a variety of technology modes to enhance their learning experiences. Hercules students use many forms of technology to assist them in achieving their academic goals. At the current moment we have 12 Cart on Wheels (COW's) that house 40 tablets each. Our teachers use them to perform a variety of tasks. In addition teachers develop their own websites, utilize google classroom, google drive, Prezi and online services such as Turnitin.com, students can receive and apply immediate feedback from teachers. In January of 2017 we intend to have a tablet checked out to each student.</p>	
<p>In November of 2016, the ILT took the initiative to prepare a site based technology plan in preparation of the deployment of student 2-in-1 tablets. Professional learning opportunities have been scheduled to -1.32rning opportunities have becNove-7.4(uy4(s. d2eye(.5(oEnglish Dn into)-7: owledge</p>	

analyze samples of work with students, present visual texts, and have students present their group multimedia projects. Students utilize classroom computer tablets to access google drive and classroom to receive assignments, to do research and to write papers, and to comment on and edit each other's work. Students submit essays to turnitin.com in preparation for submitting papers through similar engines in college, to learn about and to ensure the integrity of their work. Teachers use the courses in Shmoop and Khan Academy to help students prepare for the PSAT, the SAT, and the SBAC. Teachers also have students access the literature curriculum in Shmoop to enrich their understanding and to speed their achievement of proficiency.

EL: Technology of all kinds is a factor in EL. This year, for our financially impaired families, who cannot afford a phone or IPAD, we are purchasing electronic translators in Punjabi, Hindi, Tagalog, and Vietnamese languages. EL students listen to CD's provided by Edge text books as well as to aural pronunciations from the Merriam Webster website - as well as myself - obviously, Via electronics, I have access to online Edge material that complements and augments students' textbook activities. My laptop and LCD projector provide pictures of vocabulary words and overall concepts, which have idiomatic cultural connotations specific to American English.

The Math Department: The math department employs randomization procedures like equity popsicle sticks in order to promote fairness and increase class-wide participation. Participation stickers and stamp sheets keep students on task and invested in their learning. Teachers also deliver varied instruction through the use of vocal lectures, modeling and manipulatives, note-taking, self-paced online activities (Khan Academy), multimedia group projects, student-led lessons, and collaborative group work.

The Science department: PowerPoint presentations are used to introduce topics in biology. Vocabulary, processes, videos and animations are built into the PowerPoint presentations. At the end of each power point, review questions are answered in class to assess students understanding of the lesson. Crash course through PBS.com is often use in Biology, Chemistry and Physics to support and enhance students understanding. Khan academy, Shmoop, Newsela are also some of the websites where students find ways to learn more about the lesson.

The Social Science Department: The department is constantly using multimedia and a variety of technology resources to deliver the curriculum. All classrooms are outfitted with overhead projectors, speakers, document cameras and laptops in order for the instructor to show students multimedia related to the curriculum on a regular basis. Uses of various forms of media can include movies, documentaries, clips, viral memes, posters, and newspapers and magazine articles.

The Special Education Department: The special education department has

been assigned a computer on wheels that allows each teacher to utilize the tablets. Teachers have had opportunities to expand their knowledge on Google docs, Edmodo, and Mobi-Max.

The World Language Department:

conjunction with independent practice to teach new concepts. New material is often introduced in a “I do” “we do” “you do” style. Project based learning is often used by the department in ways such as the creation and generation of posters, infographics, drawings, posters and political cartoons. Social Science teachers are moving through technology based learning and continue to incorporate a personalized learning approach with the support of our tablets.

The Special Education Department: Technology has been incorporated into all special education classes. Our department continues to expand on the utilization of technology based learning and continues to incorporate a personalized learning approach with the support of our tablets.

The World Language Department: In World Language department students collaborate on various activities to enhance their proficiency level within the language. Learning from each other tends to be more powerful than student presentations - communicative activities. WL teachers are moving through technology based learning and continue to incorporate a personalized learning approach with the support of our tablets.

The Visual & Performing Arts Department

Music: All music classes force students to receive coaching in large groups, small groups, and independent situations. During class, coaching takes place on a section-by-section basis (e.g. trumpet section, clarinet section, etc.) for fixing finer technical details as well as on the ensemble level for unifying the group in decisions regarding dynamics, articulation, tempo, and so on. Coaching also takes place at the peer level during student-led sectionals (independent practice). Project-based learning is also the basis for every music class at HHS because our regular public performances serve as multi-faceted, quarter-long projects.

Drama: Students are coached in all aspects of the theater. Improvisational games are side-coached by the teacher and students learn the proper method of giving feedback. Students are coached on how to write a scene. Much of the work done in theater is active learning where students learn as a process and have a live product.

Jazz Dance: Students are expected to choreograph original routines both individually and in groups. Memorizing and performing works of dance, help students demonstrate their artistic accuracy and consistent artistic intent.

Visual Arts: Students work on their own projects at their seats. Teacher aids student with direct instruction and the Socratic method.

C2.3. Examination of Student Work

Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p>In 2015-16, we re-established the school's Instructional Leadership Team. In 2015-16, the ILT led the school through research-evidence based writing activities. Throughout that year, the staff reviewed student writing, calibrated the SBAC rubric, and discussed strategies of how to advance instruction based on student needs. In 2016-17, we started the path of reading across the curriculum, but changed our focus when the school was selected to pilot the 1:1 2-in-1 tablet initiative.</p> <p>The English Department:</p> <ul style="list-style-type: none">a) Students write Common Core Module-based essays that synthesize sources from a variety of genres of written and visual textsb) Students have access to Britannica online, Newsela, Shmoop, and the databases offered by the CCC library system; students have tablets that give them access to these databasesc) Students are required to do individual and group research tasks at every grade level <p>The Math Department: Teachers show student solutions for homework assignments in front of the class using the Doc reader. Students are required to learn how to use graphing calculators and applications on mobile devices to</p>	

develop a better understanding of the essential knowledge.

The Special Education Department: The SPED teachers use Moby Max which supports classroom instruction.

The Social Science Department: Embedded in each class are structures that teach students how to gather and organize information that allows for synthesis, which is then assessed in a variety of ways. Examples of which include analytical tools such as SOAPSTONE, Project-based learning, simulations, Think/Pair/Share, Assessments, Gallery Walk, etc. Students are provided with opportunities, through the curriculum, to develop metacognition to assess their own academic work and development.

The World Language Department: Presentations, Assessments, Pair/Group activities, Projects (group and individual) Foreign Language work in pairs determines what language prompts are and then present. Literary circles where they acquire a variety of skills and in the end they have to design a group project. Research something that enriches the knowledge of the culture pertaining to the language being learned.

The Visual & Performing Arts Department

Music: Because music classes are taught using a spiral curriculum, every new piece of knowledge that students acquire is an extension of something they have already learned in a previous music class. Students enrolled in music classes are reading the same notes and rhythms that they've been reading since they first learned how to read music with newer, more difficult notes and rhythms being added over time. Students use the sight-reading skills they have developed to read new pieces for the first time and make educated decisions about what parts of the music need to be given attention.

Drama: Students are evaluated using rubrics that the teacher introduces prior to the lesson. Each rubric is specific to the skills being evaluated such as voice projection or memorization or expression. As new skills are acquired, rubrics include a combination of skills.

Jazz Dance: Students' presentations are evaluated using rubrics. They are required to perform routines every week.

Visual Arts: Students produce art on a daily basis.

C2.4. Higher Level of Thinking & Problem Solving

Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.

Findings	Supporting Evidence
At the beginning 2015-16 school year, we discussed on implementing a variety of instructional strategies that were common core aligned. In 2015-16, we	Student work

encouraged all teachers to design lessons that require students to utilize the 4 C's in their lessons. In 2016-17, we worked through the ILT to incorporate technology into our PD sessions.

English: Every year, all students take the PSAT or--in the seniors' case--the SAT (which includes the newly non-mandatory essay portion, that, because UC requires it, is actually mandatory). There is evidence that under such pressure, student scores are improving: at or above state and national levels (with *all* of our students taking the tests). But this is just one individual activity type.

Students are also required, at every level, to do individual and group projects, to write reports and research papers, to prepare for and hold debates.

The Physical Education: Physical education students have to take a written exam at the end of each unit. In addition, students utilize higher level of thinking when they engage in recreational and competitive activities where they apply simple movement to complex situations.

The Science department: Students participate in school wide and district science fair. Students work on their science projects under the direction of their classroom science teacher. Math and Science students develop individual MESA Projects that are presented at competition through CSU-East Bay.

Science Labs – the ability of students to carry out meaningful inquiry projects and synthesize their insights to create new knowledge. Evidence Based Inquiry Projects that lead to the production of original work.

The Social Science Department:

Students are given the opportunity to review some assignments through the lens of the rubric provided to establish levels of proficiency. In many classes students are given an opportunity to peer review work, to do post evaluation of individual or group work. In some classes students also take group tests or assessments and grade each other through rubrics. Students use exemplars to assess and create their own individual work. Students are also provided a chance to use real world examples through practical real world activities. Open ended scenarios and questions allow students to further investigate and solve real life problems.

The Special Education Department: The SPED teachers encourage students to apply their learning to their lives. In some cases

The World Language Department:

Communicative Activities: One to one, groups, interviews, students investigate a particular culture and present to class. Students use realia to do presentations to the class. Students real about various cultures and compare those cultures to their own thereby gaining a broader understanding of the world. Students learn to collaborate on a meaningful topic.

samples
Classroom
Observations
VAPA Performance
Calendar

The Visual Arts Performing Arts:

Music: Every musical product that each student creates is representative of the overall problem-solving process. Students must first ascertain the difficulties inherent in a musical score, then discuss the best approach with section-mates (optimal breathing, fingering pattern, etc.), and finally make decisions based on each other's input.

Drama: In performance classes, students necessarily work together to create scenes, to produce plays. Students quickly learn that the success of a production is dependent on working together as a team.

Jazz Dance:

The English Department: All teachers utilize technology carts with laptops and speakers, document cameras, and projectors to post agenda and standards, analyze samples of work with students, present visual texts, and have students present their group multimedia projects. Students utilize classroom computer tablets to access google drive and classroom to receive assignments, to do research and to write papers, and to comment on and edit each other's work. Students submit essays to turnitin.com in preparation for submitting papers through similar engines in college, to learn about and to ensure the integrity of their work. Teachers use the courses in Shmoop and Khan Academy to help students prepare for the PSAT, the SAT, and the SBAC. Teachers also have

The Special Education department: SPED teachers are champions of the use of technology and paperless classrooms because these eliminate problems of missing assignments and tests. Technology also allows closer monitoring of student work and progress by parents and teachers (using PowerSchool, Google Classroom, Edmodo). Additionally students with problems reading, writing, or other skills benefit from the access provided by Text-to-speech, Speech-to-text, Editing and similar tools.

Teachers have also discovered that students are more engaged in assignments presented online and done on their tablets. Students behavior has improved in subject self-contained The use of tablets in the class when they use tablets

The World Language Department: Students find google classroom to be very effective because when they are absent they can view the assignments they missed and keep up-to-date. Most of the World language teachers believe google classroom is beneficial to the students because it increases their ability to turn work in on time. Since all the assignments are listed in google classroom, students do not ask about the assignments and therefore time is not wasted helping kids who have been absent. The Teachers can focus on the current material. The teachers can also provide one on one attention to those students who are struggling. Students are placed with other students who can help provide a better understanding of the world language. Students find it much more productive when they are permitted to use online resources such as quizlet, kahoots and many others. These online resources help students improve their vocabulary and grammar knowledge. Teachers have found when struggling students use online resources they are able to improve their knowledge.

The Visual & Performing Arts Department

Music: Students use technology mainly to research musical time periods and to practice aided by recordings of the musical repertoire.

Drama: Students use technology to research background to characters, to study films of plays and musicals for theatrical aspects such as lighting, set design, sound, acting. They also use technology to produce plays.

Jazz Dance: Students use technology to research the history of dance and to increase their knowledge base of different genres of dance.

C2.6. Materials & Resources

Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Findings

level four and five to prepare for the AP world language test.

The Visual & Performing Arts Department

Music: There is no music class offered at HHS that uses a textbook. Information is delivered based on concepts relevant to and present in the musical repertoire. Musical meaning is constructed based on frequent

The schools clubs and co-curricular activities, which serve a large percentage of Hercules students, are environments where instruction and learning occur all the time. All are derived from content standards with multiple learning strategies in mind.

Robotics – First Tech

Math Science Society (MASS)

Math Engineering and Science Achievement (MESA) participate in competition held at CSU - East Bay.

Mock Trial (Speech/Debate)

Leadership/ASB – school events such as homecoming require a remarkable range of essential skills in multiple areas: artistic (script writing, campus decoration, acting, dance), organizational, technical, and collaborative.

The Science department: To help students prepare for college and career, the science department offers ROP classes like AP Environmental Science and AP classes in Biology and Chemistry. Science

The Visual & Performing Arts Department

Music: Students are encouraged to attend professional performances (especially in smaller, more intimate settings) to conduct up-close observations of career performers. Students may also attend a study trip to a recording studio each year to personally work with a professional conductor and record musical scores from popular media.

Drama: Students attend the Rising Stars program and see four plays a year for free where they discuss careers in theater. Some years,

ACS WASC Category C. Standards-based Student Learning: Instruction: Summary, Strengths, and Growth Needs

Summary (including comments about the critical learner needs)

Hercules High School teachers work collaboratively within each department to follow standards based instruction focused on meeting learning targets. Standards based instruction helps guide the planning, implementation, and assessment of student learning. Departments continue to work together to align learning standards within each course to ensure that a higher level of learning is attained. Our teachers work collaboratively to follow standards based instruction. Throughout the last two years, we have focused on implementing 21st century instructional strategies schoolwide. The last two staff in-service days has been focused on sharing best practices. Teachers are encouraged to utilize peer observations tools to further expand their knowledge of innovative 21st century instructional strategies. The current findings support that Hercules students benefit from a variety of honors, advanced and AP course offerings. There continues to be a strong movement enhance instruction through technology based learning. A large number of students self-select their individual courses based on the level or challenge that each course offers. There are a large number of students who are involved in co-curricular lar clubs that provide an extension to the classroom. As identified in critical learner needs # 1 there is room to expand on a personalized approach to instruction in Algebra I, Geometry, and Algebra II. It was also identified in critical learner need # 2 that additional academic intervention and support is needed within the African American and Hispanic male populations.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

At the start of this school year, the ILT focused its goal on increasing the # of teachers that utilize technology based learning and developed a schoolwide technology plan that identifies SMART goals across all departments.

There is a strong collaborative culture of reviewing academic performance data as a method to monitor and assess the effectiveness of classroom instruction.

Expectations are clearly communicated and students are held accountable. All classes distribute course syllabi at the start of the year.

Hercules High School teachers regularly participate in district professional development as evident through professional development sign in sheets.

The district continues to support our math and English teachers through the transition into Common Core Standards.

Progression has been made towards Common Core Instructional strategies across all disciplines that include 21st century instructional strategies.

Agenda/objectives clearly posted in classroom on a daily basis.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

Provide evidence on how the school has modified instruction to incorporate the school-wide learner outcomes in conjunction with academic standards and college-career readiness standards.

Continued work to diversify instructional strategies and provide other activities that increase successful educational outcomes for students who are learning English and students receiving special educational services.

There is a need for evidence to support or identify the extent to which differentiation of instruction is occurring across all grade levels and its impact on student learning.

There is a need for evidence to support the extent to which teachers use strategies to facilitate learning for all students.

There needs to be a measure identified to evaluate the impact of differentiation of instruction.

Increase the opportunities for students to access career based courses (e.g. Journalism, Photography, Health Careers, Biomedical, Engineering, Law, Construction technology, Drafting, and other vocational classes).

There needs to be more opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students.

Category D: Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

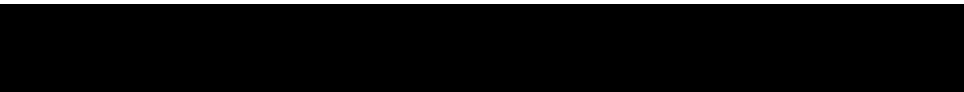
D1.1. Professionally Acceptable Assessment Process

Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.

Findings	Supporting Evidence
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Over the last two years, the staff has participated in data analysis of several assessments that include the following: core academic success rates, SBAC, PSAT/SAT and A-G Completion Rates. As a staff we continue to work towards a departmental process of planning instruction, analyzing the level of understanding by each student and demonstration of learned material. The evidence of collection of data can be observed in the community school profile, chapter 1. As a staff we have moved in the direction of full implementation of a data driven decision making model that is evident in the development of the Single Plan for Student Achievement, school-wide theme, technology based learning, and department SMART Goals. In the last two years the district has supported the development of the Instructional Leadership Team (ILT). Each year the ILT reviews student academic performance school-wide (Evidence)Tj/TT4 1 Tf3.88ool-wigeec.0002 Tw[(suppor

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Achievement (SPSA) that is based on student academic performance data. Each year the departments present SMART goals to the school site council and submits request to support funding for specific activities focused on improving student academic performance. The SSC submits the SPSA to the WCCUSD board for approval. The SPSA must be approved prior to the release of monies to the school site. The SSC then monitors progress with each of the established goals throughout the school year and reports to the district.

The school profile is updated yearly on the Hercules High School Website. Information with the school profile provides essential information about the school, enrollment data; SAT, ACT and AP results (both numbers taking the tests and the scores.) The school profile functions like an “executive summary” of the school, providing quick, encapsulated, numerical introduction to the institution.

Hercules School Accountability Report Card (SARC), which has more complete and detailed information than the school profile, with disaggregated test data (including required state assessments not referenced on school profile), demographic information about students and staff, and information about the school physical plant. The drafts of the SARC can also be found on the school website.

required to provide grades for each student throughout grade timeline of the school year. PowerSchool also allows teachers, students and parents to monitor

a student and strategize what needs to happen in order for each student to graduate high school from Hercules. Alternative placement is discussed as an option for completing high school or continuing on to postsecondary transition..

Academic counselors create a 4 year plan with all 9th grade students and monitor and update along their high school years. Academic counselors hold grade level presentations throughout each school year to support academic progression in alignment for UC/CSU readiness. Academic counselors refer students in danger of not graduating high school to the appropriate assistant principal for a “Local Review”

Students in danger of not graduating high school receiving a notification letter and invited to academic pathway for success parent meeting held after the 1st quarter progress report cards are distributed.

Hercules High School offers online credit recovery through Cyber High. Students who are deficient in credits or who want to improve a sub-par grade (“D” or “F”) in a core class can select to enroll in a Cyber High course. Cyber High is monitored by our academic counselors.

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

D2.1. Appropriate Assessment Strategies

Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.

Findings	Supporting Evidence
<p>At the current time, we have not identified a qualitative or quantitative data analysis measure to statistically analyze the effectiveness, the appropriateness and/or the frequency of assessment strategies. Formative assessments that are routinely used include daily “Do Now’s”, class participation points, notebook checks, informal check for understanding, quizzes, and homework assignments. Other forms of formative assessments utilized by the staff are regular unit exams, oral presentations, research projects/papers, lab reports, and/or digital presentations.</p>	<p>Department Binders Samples of Formative Assessments Samples of Summative Assessments</p>
<p>Summative assessments are administered in the form of unit tests and district benchmarks. Examples of summative assessments utilized by our teachers include a mixture of traditional multiple choice assessments, essays, and performance tasks. The general assessment strategies used by teachers on campus may be observed across all departments. The weight of these tests vary by individual teacher (subject and/or grade level).</p>	<p>Formal and</p>
<p>The English Department: Almost all of English department teachers utilize turnitin.com to submit essays and provide feedback to students. The majority of English teachers plan to use turnitin.com as a method to collect their final</p>	

exams, starting in the 1st semester of 2017. The intent of this strategy is to reduce the use of multiple choice questions and focus on short-answer responses. Other assessments include collecting work on due date and providing clear consequences for late work. Furthermore, some teachers also require in class essays or write out answers in class.

The Math Department: Including notes in PowerSchool to explain reasons for point deduction (i.e. partially done, late) -- saved for parents to observe. Exit tickets at the end of class to enhance accountability.

The Science department: Science provides formative and summative assessments that are posted in PowerSchool, illuminate, edmodo, google classroom and turnitin.com to assess and evaluate students' academic performance. Students and parents have direct access to these data and provide immediate feedback.

The Social Science Department: Assessments are given as is tradition at the end of each chapter and sometimes unit of study. This is done both formally and informally. The effectiveness is judged by overall student performance on assessments and as a result concepts are sometimes retaught. Some classes use Schmoop and quizlet to review and reteach material that needs greater clarity; Advanced placement class assessments are calibrated by the College Board to meet their standards. General education classes have assessments generally aligned to both Common Core ELA standards and California Social Science standards.

The World Language Department: The assessments the students take are formative and summative.

The Visual & Performing Arts Department

Music: Students are assessed formatively using visual and auditory observation on a daily basis. Data gathered from this assessment provides insight into potential communicational issues and influences what steps will be taken next in the learning process. Long term, summative assessments include music theory examinations, playing tests, and performances to show that the final product meets the students' and teacher's joint expectations of quality.

Drama: Students are assessed in several ways. Attendance and participation, practice through classwork, journals, rubrics, individual projects, and group projects. Students may substitute working on the play after school for graded projects in the class. Occasionally, there is a written test over much-needed terms, but most testing is active, such as walking through the different areas of the stage.

Jazz Dance: Students are assessed based on their level of participation, enthusiasm and progress. Proper attire and a positive attitude is also included in the final assessment.

Visual Arts: Student work is assessed using a rubric. They have

assessment on practice and on quality of work.

D2.2. Demonstration of Student Achievement

Examine the effectiveness of the processes used by professional staff to use formative and summative

council. Departments report progress on their individual SMART goals throughout the school year and schedule individual presentations to the site council.

Illuminate is software designed to collect student academic data from various data sources. Teachers use Illuminate to support student intervention throughout the school year to target instruction based on student achievement levels. In addition, Hercules staff utilizes a variety of classroom assessments: traditional tests and quizzes, project based assessment, Socratic seminars, essays, etc.

A wide range of assessments are used to determine academic achievement of all students.

PSAT/SAT performance

the homework center and through email exchanges.

Specific Examples by department include:

The Math Department: Teachers consistently utilize formative assessments (like exit tickets, scaffold questioning strategies, whiteboards review, practice quizzes) and during classroom instruction. The results of these assessments are used to inform further instruction or determine if re-teaching is necessary.

The Visual & Performing Arts Department

Music: Students provide a large amount of feedback in class each day to influence the speed of the rehearsal process. The more students are encouraged to be honest and up-front about their own individual progress, the more each ensemble can be tailored to fit the individual needs of the students. This system has proven to be highly effective in the long run.

Drama: Students talk with the teacher on a day to day basis about the effectiveness of a lesson. Lesson plans are altered to suit the needs of the students. Students record observations in their journals about what they are learning and what they would like to learn.

Jazz Dance: Students communicate their ideas for new routines with their teacher, on a daily basis.

Visual Arts: Assessment is done based on portfolio evaluation. Students have ongoing dialogue with teacher about the quality of the work and how to improve it. As the year progresses projects allow for

CSU system, and the UC system.

Each school year the school site council develops a Single Plan for Student Achievement and submits that plan to the district office by the end of June. The Single Plan for Student Achievement process incorporates the participation of the district and parent community. Throughout the fall months, the district office provides guidelines and direction on the Single Plan for Student Achievement and uses timelines for the site to submit required information pertaining to the monitoring and assessment of the progression of the plan.

The district utilizes PowerSchool for grade reporting to help parents keep track of their child's progress.

D3.2. Curriculum-Embedded Assessments

Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to

well as the school site council.

In the spring of each school year the staff review the PSAT and SAT results from the October test date. The district has supported PSAT and SAT for all students which has made the data more relevant to school-wide assessment within the college and career readiness standards. Counselors make classroom presentations to student and guide students on how to assess their individual progress towards college readiness. PSAT and SAT scores are mailed home to families by the college board with a guide on how to interpret individual assessment scores. Counselors visit classrooms and explain how linking process works between College Board and Khan Academy.

Math teachers utilize Khan Academy to support their instruction. Free online SAT prep is also provided to the students through Khan Academy.

D3.3. Schoolwide Modifications Based on Assessment Results

Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.

Findings	Supporting Evidence
<p>In the last two years, the staff has moved into a data driven decision making model that is evident in department SMART goals, ILT SMART goals, Technology Based Learning SMART Goals and the Single Plan for Student Achievement. All decisions made are data driven with a measure to monitor progress and re-assess throughout individual data cycles. Student academic data is distributed to teachers as it becomes available.</p>	<p>Department Binders ILT School-wide Goals SBAC Results CAASPP Results</p>
<p>For the last two years our 11th grade students have participated in the SBAC exam as a part of the California Assessment of Student Performance and Progress. Each year our Instructional Leadership Team leads the staff through a series of professional learning activities focused on improving a school wide goal. For the 2015-16 school year, the staff worked towards writing across the curriculum. After reviewing the 2016 SBAC results the ILT determined that setting a math goal was needed to balance out the proficiency rate between the two subject matters.</p>	
<p>Each year, the Instructional Leadership Team analyzes data to assist and support in the determination of school-wide focus and the development of site based professional development plan. In 2015-16 the school-wide focus was research evidence based writing. In 2016-17 we are working on technology based learning in coordination of the 1:1 2-in-1 tablet initiative.</p>	
<p>SBAC Math and English scores are discussed as a staff and school wide goals</p>	

are established. Instructional leadership team develops professional learning activities that enhancing teaching and learning in that area.

Departments create SMART goals that identify their focus for the school year. Action items are established to monitor progress throughout the school year.

Single Plan for Student achievement includes SMART goals in Math, English and English Learner. School Site Council monitors these goals throughout the school year.

D3.4. Curriculum/Instruction Review

Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

Findings	Supporting Evidence
<p>WCCUSD supports the school site by providing approved A-G course offerings for scheduling.</p> <p>Course syllabi are distributed to students at the beginning of each school year. Course syllabi are distributed to parents at Back To School Night. Each course syllabi contain student expectations that outline individual course grading and homework policies.</p> <p>Math and English teachers work with district administrators to support a</p>	

each school site. The principal provides disaggregated data to school staff for their review. School-wide intervention includes the academic intervention program that provides support to 9th and 10th grade students who are receiving a “D” or an “F” in each course. Individual teachers and departments do implement interventions to struggling students.

**ACS WASC Category D. Standards-based Student Learning: Assessment and Accountability:
Summary, Strengths, and Growth Needs**

Summary (including comments about the critical learner needs)

Hercules High School staff utilizes a variety of methods for assessing and monitoring student progress and/or plans that are intended to improve or impact student learning. School Site Council regularly develops and monitors the Single Plan for Student Achievement. In the last two years the ILT has developed schoolwide goals based on student data. Throughout the last two years, each department has developed SMART goals for each school year. Critical Learner need #2 focusses on providing additional academic intervention to the African American and Hispanic male population. We currently have student academic data to monitor academic growth among all students. Hercules High School continues to work on congruence with instruction, curriculum and assessment. At the current time not all grade level teachers or subject area teachers utilize common assessments, or common rubrics to assess students learning. At the current time we do not share common assessments strategies within grade level of similar subject area courses.

**Category D. Standards-based Student Learning: Assessment and Accountability:
Areas of Strength**

The School Site Council regularly reviews student performance data to develop the SPSA (School Plan for Student Achievement).

The ILT utilizes student academic performance data to develop school-wide themes to be

The logistics of protecting the security of certain assessments, especially single subject tests, prevents their optimal use as teaching tools. There is a need to maintain the integrity of our testing instruments in lieu of the ability of electronic devices and a variety of websites that provide on demand support in problem solving.

The utilization of district benchmarks to accurately assess student learning within single subject courses has been a challenge. There is a need for more clarification on the intent of district benchmarks and the alignment of instruction that it is meant to assess.

meetings, parent nights, etc.). We currently have very active parent boosters in Athletics and music. The Parent Teacher Organization was developed in the spring of 2015 and has continued to grow throughout the last two years. Currently the PTO formally meets on a monthly basis with the principal attending most meetings. The school site council, required by law to have parental representation, oversees the school budget and reviews and approves the LCAP plan. Academic counselors schedule monthly parent nights and most are coordinated with the Parent Teacher Organization.

The district tracks attendance on PowerSchool. It is also the database for contact information, demographic information and student transcripts. Teachers use PowerSchool to input grades, offering easy access to students and parents. Email communication offers a common template for all staff email addresses (firstinitial.fulllastname@wccusd.net). A majority of Hercules teachers are

E1.2. Use of Community Resources

Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of

E2. School Environment Criterion

E2.1. Safe, Clean, and Orderly Environment

Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.

Findings

**Supporting
Evidence**

observed or reported. Teachers have classroom rules posted in each classroom. A discipline referral system allows teachers to report any incident that occurs under their supervision that may disrupt the academic environment or may infringe on the personal rights of another individual. The administration team responds to all discipline referrals and provides feedback to teachers within a 48 hour period.

AED machines are located in several designated spots on the campus, and all of the campus security officers are trained in CPR and the use of defibrillators. There are defibrillators at designated spots around campus and our site supervisors are officially trained in CPR & First Aide.

All certificated and classified employees receive training on blood borne pathogens, sexual harassment, slip trip and fall, and mandated reporting. All staff are required to complete online training that includes Mandated reporting of possible child abuse, sexual harassment in the workplace, blood borne pathogens awareness.

Health Center is staffed by a coordinator, mental health counselor and a youth development worker. The health center is able to provide crisis and short term counseling, mental health assessment, and parent consultation and education along with referrals to additional professional services. The Health Center has instituted a Coordination of Service Team (COST) that meets twice a month to review students who may demonstrate “at-risk” behaviors. COST meetings consist of site administrators, school psychologist, health center staff, campus security officers and school resource officers. Teachers are provided a health center referral sheet that they can submit names for health center staff to schedule personal meetings. Staff members who have concerns about a student's academic performance or emotional/physical health can complete a health center referral form to the health center staff. Health center referrals are also available throughout campus for students to refer other students or to self-refer themselves for counseling. The health center schedules in take meetings

E2.2. High Expectations/Concern for Students

Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.

Findings	Supporting Evidence
<p>The school supports a school-wide safety plan that includes three safety goals that is derived from reviewing climate data (discipline, attendance, graduation rate). Each year the school develops a safety plan focused on achieving data driven results. The safety team oversees the safety plan and implements strategies to minimize suspend able offenses on campus.</p> <p>At the start of each semester, teachers present an academic environment</p>	

of putting together the event comprises of many hours of planning and the cooperation of labor of many students.

Link Crew – 11th and 12th grade mentoring program to support 9th grade transition into high school. Link crew conducts freshman orientation activities prior to the opening of school and follows through with Link Crew activities on a monthly basis. In addition, link crew holds a 9th grade family mixer within the first 9 weeks of school.

In February of each school year the Black Student Union coordinates and African American Showcase banquet for students and parents. In addition, the club coordinates an African Poetry Slam that has students competing through oral performance.

Interact club coordinates a school multic

school wide agenda items that may be present such as WASC, digital literacy, technology or character educations.

Various Leadership Team Meetings meeting on a monthly basis or in some cases meet more than once a month. The following are held: Instructional Leadership Team, Management Team, Safety Team, and Department Chair. All meetings are held with teacher leads and coordinated by site administration.

School Site Council (SSC) meetings bring students, faculty, and community members together to formalize the Single Plan for Student Achievement (SPSA. The SSC meets monthly and has 4 certificated staff members, 3 parents, 2 students, and 2 administrators on its voting board. In June of each year the SSC discusses academic data and revisits the minutes from previous department presentations. The SPSA goals are set for the upcoming school year at the June meeting. The SSC utilizes two meetings throughout the school year to monitor progress and seek monthly updates from each department.

WASC Leadership, ILT, COST Team, New Teacher, etc.

meeting minutes & attendance logs

School Site Council minutes and attendance logs

E3. Personal and Academic Support Criterion

E3.1. Adequate Personalized Support

Each 4-year plan is revisited and modified as necessary throughout the student's time at Hercules. Every student has the opportunity to schedule a meeting with his/her counselor at least once a year through their 11th grade year. Seniors generally have at least two to three meetings, usually in group settings or individual meetings and then as needed or requested.

Health Center is fully staffed throughout each school day with a Health Center Coordinator, Mental Health Coordinator and a

Youth Development Coordinator. Together they work to supply social, emotional and mental support for our students. Coordination of Services Team (C.O.S.T) meets once a week to address staff concerns regarding students' academic readiness or lack thereof. Health Center has a referral system in place that allows students to self-refer or staff to refer students who seem to need additional support in the area of emotional, social and mental domains.

Hercules College and Career Center is staffed by an academic counselor representative from the district office and an Early Opportunity Access Program advisor through UC Berkeley. The College and Career Center in coordination with our academic counselors work hand in hand to schedule college presentations throughout the school year.

ELD classes are offered to our English L

grade students to retake a course needed for graduation online.

E3.2. Support and Intervention Strategies Used for Student Growth/Development

Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.

Findings	Supporting Evidence
<p>Personalized learning is a concept that has brought up at the start of the 2016-17 school year with the 2-in-1 tablet initiative. We have been working with teachers to develop technology based learning to support personalized learning throughout each department. Some of the things that we are working on developing are the following</p> <ul style="list-style-type: none">Shmoop Online CoursesSupplemental lesson/enrichmentSAT prep sessionAP test review sessions	

courses.

E3.3. Support Services – Interventions and Student Learning

Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify under-performing or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.

Findings	Supporting Evidence
<p>Academic Intervention Program is a program that we are still developing to provide tutorial services to a targeted population on a need basis that is supported by our health center and career center (EAOP advisor). Parent notification letters are sent out to parents of students who have earned a “D” or an “F” in an English, Science or Math course. After school tutoring is provided to students through Achieve Learning.</p>	<p>Academic Intervention Program</p>
<p>Local Review is a process utilized by our counselors to send out early notification on any student that is not progressing in a manner to meet graduation requirements. Local Review starts with 9th grade 2nd semester students and continues on a regular basis with 10th, 11th, and 12th grade students. Once a student is contacted by a counselor and their academic progress is deemed necessary for alternative placement, an admin/parent conference is set up to process that application or discuss steps needed at the site level in order for that student to stay enrolled at Hercules High School.</p>	<p>Homework Center sign-in sheets</p> <p>Local Review documentation</p> <p>Counselors’ cyber high records</p>
<p>Cyber High Online Courses is utilized for students who have earned a “D” or lower in any core classes. Most students who take Cyber High are in 11th and/or 12th grade. Cyber High is overseen by the counselors and is an after school program.</p>	<p>Link Crew Calendar</p> <p>SST paperwork (non-confidential)</p>
<p>Link Crew – 11th and 12th grade mentoring program to support 9th grade transition into high school. Link crew conducts a freshman orientation prior to the opening of school and carries out academic follow up activities on a monthly basis. In addition, link crew holds a 9th grade family mixer within the first 9 weeks of school.</p>	
<p>Coordination of Services Team (C.O.S.T) meets once a week to address staff concerns regarding students’ academic readiness or lack thereof. Health Center has a referral system in place that allows students to self-refer or staff to refer students who seem to need additional support in the area of emotional, social and mental domains.</p> <p>A Student Success Teams (SSTs) meeting may be initiated by the health center</p>	

or a concerned teacher. The intent of an SST is to meet collaboratively as educators to discuss strategies needed in order for a student may showing signs of academic deficiency or may be lacking the attendance of focus needed to succeed.

The Special Education Department works directly with students that are categorized with a learning disability on a continuous basis throughout their entire high school career.

Testing/assignment accommodations for students with disabilities (including 504s)

Special Ed technology use has become widespread

Resource Program (RSP)

Progress reports are sent out every 4.5 weeks to parents and serve as an

Honors, AP, and Advanced courses. The information is used to gain feedback on the self-selection process and to identify any concerns of disparity that needs to be addressed.

AP potential scores are also utilized to recruit potential students into AP courses. Specific examples are available in chapter 1.

In February of each school year students are able to sign up for summer school classes to make up credits needed for graduation or to improve a “D” in any course that they may have previously taken.

Students are also allowed to take community college courses to advance through certain subject areas such as math or science. In addition students may accumulate additional elective credits that they may need in order to meet graduation requirements or to fulfill their specific desire for a field of study that is not offered at Hercules High School. Some students who are credit deficient in their 11th or 12th grade year may take community college credits that are available to them within the school year.

E3.5. Co-Curricular Activities

submitted to site administration, reviewed by an Executive Director and must be approved by WCCUSD board.

**ACS WASC Category E. School Culture and Support for Student Personal and Academic Growth:
Summary, Strengths, and Growth Needs**

Summary (including comments about the critical learner needs)

Hercules High School staff agrees that it is crucial that all students receive appropriate academic

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

According to the Healthy Kids Survey results (2014-2016), the school has steadily increased in the category of “care and high expectations” for all students to a score of 171 out of 500, but it is still the lowest among all other categories.

Implement/Develop strategies that support high expectations and a more caring environment for all students.

Develop and implement school wide personalized approaches to learning and alternative instructional options which allow access to and progress in a rigorous standards based curriculum.

Provide evidence of real world applications of

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories. The WASC Leadership team gathered all the comments from the department feedback pertaining to the areas of growth needs from categories A through E. The leadership team used a ranking system to individually rank the common areas of growth identified by staff. From the group ranking a list of areas of growth needs from categories A through E was identified as listed below.

Continue to develop Academic Intervention program to support 9th and 10th grade students throughout their academic program.

Develop and implement schoolwide personalized approaches to learning and alternative instructional options which allow access to and progress in a rigorous standard-based curriculum.

Increase the opportunities for students to access career based courses (e.g. Journalism, Photography, Health Careers, Biomedical, Engineering, Law, Construction technology, Drafting, and other vocational classes).

Continued work to diversity instructional strategies and provide other activities that increase successful educational outcomes for students who are learning English as well as students receiving special educational services.

There needs to be an enhancement of the process that allows staff to be involved in a shared decision making process.

There needs to be a schoolwide process that examines how student's grades and performances levels are determined (e.g. grade level meetings, departments, professional learning community, etc.).

There needs to be a measure or collection of evidence that supports the effectiveness of professional development towards the facilitation of achieving academic and college readiness standards.

Chapter V: Action Plan

Hercules High School is focused on establishing an action plan that will propel the school into 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". Hercules High School has engaged the cycle of inquiry which is evident through the collection of data, analysis of the data, interpretation of data and the development of strategic steps to enhance our academic program that meet the needs of a 21st century learner. Through this process we feel that we have addressed the prescribed areas of concern by previous WASC visiting committee members.

In order to develop our action plan, our WASC leadership team coordinated a series of collaborative events that started out with developing a thorough community/school profile that included academic, community/demographic, climate and perceptive data. The data presented in section I was the focal point for all prescribed action items. The WASC leadership team led the initiative to develop specific and measurable action items to address the identified critical areas of need. Throughout the 1st semester of the 2015-16 school year we utilized our collaboration time to review each goal, develop a data driven rationale for each goal, identify a target growth for each goal and identify strategic steps for action that will address the needs and concerns for each goal. The action plan will be reviewed monthly in staff meetings, will be presented to the School Site Council and will be discussed at follow up staff collaborations. All updates, including minutes and communications about the status of our work on the action items will be maintained in the principal's office. The principal will present an update and status report to the School Site Council on a monthly basis. We will also review student academic performance data as a part of our continued monitoring of our progress. We will annually present our progress to the WCCUSD superintendent and the governing board through the Single Plan for Student Achievement report.

Our goals will be presented with data to support the rationale for each goal and to serve as a measure to monitor our progress of achieving each goal. Each department and staff member will be asked to add to the list of action items that they plan or intend to add to support each goal.

Goal # 1: Improve College and career readiness for all students.

Goal # 2: Develop and execute a school-wide plan of interventions that will address the educational needs of individual students as well as struggling subgroups.

Goal # 3: 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).

Goal # 1: Improve College and career readiness for all students.

Rationale: Self-Study findings indicate a need to improve college readiness for all student groups. The 4 year trend in EAP math results shows that 6.78% of juniors tested in the spring of 2015 were college/career ready. The 4 year trend in EAP English results show that 21.5% were college/career ready. 2015 PSAT results show that 24% of 9th grade, 35% of 10th grade and 34% of our 11th grade are on track to be college/career ready in English and Math. 2016 SBAC-Math results show that 32% of our juniors are on track to be college/career ready. 2015 PSth

Growth Target: (SMART Goal)

- a) 9th grade PSAT results will increase from 24% meeting both benchmarks in 2015 to 29% meeting both benchmarks by 2021.
- b) 10th grade PSAT results will increase from 35% meeting both benchmarks in 2015 to 40% meeting both benchmarks by 2021.
- c) 11th grade PSAT results will increase from 34% meeting both benchmarks in 2015 to 39% meeting both benchmarks by 2021.
- d) SBAC math results will increase from 32% meeting and exceeding Math Overall Scores to 37% meeting and exceeding math overall scores by 2021.
- e) SBAC ELA results will increase from 64% meeting and exceeding ELA Overall Scores to 69% meeting and exceeding ELA overall scores by 2021.
- f) The five year average AP results will increase from 29% of students who score a 3 or higher to 34% by June of 2021..
- g) The percentage of seniors who submit a completed application for 2- or 4-year college will increase by 10% by the end of the June 2021.

<p>All students will have a monitored 4 year plan through Overgrad that counselors and parents.</p>	<p># of students fully enrolled in Overgrad system.</p>	<p>2018-19 & Ongoing throughout next six years</p>	<p>Administration Academic Counselors</p>	<p>Faculty Meetings School Site Council</p>
<p>Promoting a college/career culture of awareness that identifies college career readiness throughout the school year throughout all grade levels.</p> <p>Classroom presentations in the spring of each year prior to course selections. Individual conferences with students in danger of not graduating. Individual conferences with students to assure UC/CSU eligibility.</p>	<p>Academic Counselors Log/Calendar. A-G Completion Rate. Graduation Rate. D's and F's List on a quarterly basis. Senior Exit Survey.</p>	<p>Ongoing Throughout the year</p>	<p>Teachers Counselors Administrators Students Parents</p>	<p>Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council</p>

Schedule standardized test prep sessions (PSAT, SAT, SBAC) in Math & English. Partner with Achieve Learning to conduct 4 hour prep sessions at least three times prior to the SAT administration.

SAT/PSAT Prep sign in sheets.

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Implementation of Career Day every other year.	Post-Career Survey/Evaluation of the day that determines effectiveness of the presentations. Overgrad - Post Secondary college/career goal-setting.	2018-19 & Ongoing throughout next six years	Teachers Counselors Parent Teacher Organization	Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council
Plan and implement staff development and professional collaboration aligned with college and career readiness anchor standards	Develop a professional learning schedule (collaboration) based on needs assessment through continuous monitoring and assessment protocol.	2018-19 school year and ongoing for next 6 years. June of each year plan is revised based on needs assessment.	Administration Instructional Leadership Team Departments District Support	Department Chair Meetings School Site Council Staff Meetings Instructional Leadership Goals.

Impact on student learning: By monitoring and updating individual 4 year plan yearly, students will be able to select a course of study that prepares them for their individual post-high school plans. Furthermore, students will have the opportunity to explore career oriented courses that provide a connection between real world application and core content areas. Lastly, these action steps will have a direct positive impact with steady progress towards all students passing individual classes with C or better. All students are expected to perform at a college/career readiness level.

Growth Target: (SMART Goal)

- a) The 5 year averaged A-G results will increase from 46.8% to 51% by the end of June, 2021.
- b) The African American Male subgroup 3 year A-G completion rate, will increase from 20.28% to 25% by the end of June, 2021.
- c) The Hispanic male subgroup 3 year A-G completion rate, will increase from 28.98% to 32% by the end of June 2021.
- d) The Filipino male subgroup 3 year A-G completion rate, will increase from 46.8% to 51% by the end of June 2021.
- e) 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 (Communication, share out, etc)
D's & F's List	School Site Council
SBAC 2016, Math	Faculty Meeting
Academic Pass Rates	Staff Collaboration Sessions
A-G 3 year trend completion rates	Parent Teacher Organizations
Attendance Rate	
Discipline Logs – Suspend-able Offenses	

Description of Specific Actions to increase the

<p>Math Intervention Program - Explore alternatives to students who have not earned a C or above in Math 8.</p>	<p>Algebra I - 8 grade pass</p>	<p>2018-19 & Ongoing throughout next six years</p>	<p>Teachers Counselors Administrators</p>	<p>Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council</p>
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Impact on student learning: Response to intervention is schoolwide throughout all grade levels in all courses. Students' progress will be continuously monitored to assess each individual's academic performance throughout each grading period. All students are expected to successfully demonstrate academic excellence in common core disciplines.

Goal # 3: Develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment (academic pass rate, SBAC, and/or College Board).

Rationale: According to data presented in 2016 self-study, there are inconsistencies among student performance data in terms of academic pass rates versus norm referenced, standardized assessments.

49% of 10th grade students earned a 3.0 and or above at the end of the 1st quarter of 2016, while 24% of these students' met/exceeded Math and English benchmarks ("college-ready") on PSAT 8/9 in 2015.

62% of 11th grade students earned a 3.0 and or above at the end the 1st quarter of 2016 while 35% of these students were deemed to be college ready according to PSAT 2015 scores.

59% of 12th grade students earned a 3.0 and or above at the end the 1st quarter of 2016 while 34% of these students were deemed to be college ready according to PSAT 2015 scores.

The overall average academic pass rates among AP courses in the 1st quarter of 2016 was at 90% or higher while the five year average AP Pass rate is at 29%.

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 2016 Data/Evidence: Academic Pass Rates, A-G Completion Rate, PSAT, Honor Roll, D's & F's List.

Ways of Assessing Progress:

<p>Implement a site based professional development plan that:</p> <ul style="list-style-type: none"> Identifies school wide strategies Provides technology resources Builds capacity from within via peer to peer collaboration and the sharing of best practices 	<p>Professional development calendar</p> <p>Minutes from ILT meetings.</p> <p>Lesson Plans – implementation of technology</p> <p>Course Syllabus – common agreements, common assessments</p>	<p>2018-19 & Ongoing throughout next six years</p>	<p>Instructional Leadership Team, Administration</p>	<p>Faculty Meetings</p> <p>Staff Collaborations</p> <p>ILT Collaborations</p> <p>School Site Council</p>
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Identify a school-wide focus that allows all departments and grade level cohorts to work together to achieve success in that area.

<p>Implement cycles of inquiry to review the effectiveness of instructional practices that address DOK, which would include</p> <ul style="list-style-type: none"> The analysis of classroom assessment and standardized test data A common protocol for reviewing data Plan for reteaching and instruction modification 	<p>Department Binders and Minutes. Individual Teacher Lesson Plans Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC – updates Instructional Rounds Checklist</p>	<p>Continuously monitored throughout each school year.</p>	<p>Instructional Leadership Team Departments Staff Administration</p>	<p>Faculty Meetings Staff Collaborations ILT Collaborations School Site Council</p>
<p>Utilize instructional rounds, strategic collaboration and other applicable professional learning opportunities that support our school’s academic goals and school-wide focus.</p>	<p>Department Binders and Minutes. Log Sheets of Instructional Rounds Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC – updates Instructional Rounds Checklist</p>	<p>Continuously monitored throughout each school year.</p>	<p>Instructional Leadership Team Departments Staff Administration</p>	<p>Faculty Meetings Staff Collaborations ILT Collaborations School Site Council</p>
<p>Develop common assessments (formative/summative) within departments (Math, English, Social Science, Science and World Language)</p>	<p>Department Binders and Minutes. Individual Teacher Lesson Plans Copies of common assessments per course Department Sign In Sheets Instructional Leadership Minutes.</p>	<p>Continuously monitored throughout each school year.</p>	<p>Instructional Leadership Team Departments Staff Administration</p>	<p>Faculty Meetings Staff Collaborations ILT Collaborations School Site Council</p>

	Collaboration Schedule 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

Impact on student learning: Through a collaborative site based professional development instructional strategies will be more aligned with common core standards for teaching and learning. Sharing of best practices will allow all teachers to develop effective teaching styles that will develop higher order thinking skills among all students focused on preparing them for college/career readiness in the 21st century. Through regularly scheduled and planned collaboration, teachers will take on a shared responsibility to focus on school performance, quality classroom instruction, and implementation of new initiatives focused on meeting the academic needs of each student. Retention of knowledge will be equally demonstrated outside of the classroom through assessments as well as within the classroom environment.