Hercules High School

1900 Refugio Valley Rd.,

Hercules, CA 94547

WASC Mid-Cycle Progress Report

2019-2020

2019-20 Mid-Cycle WASC Progress Report

West Contra Costa Unified School District

1108 Bissell Avenue

Richmond, CA 94801

WCCUSD Board of Trustees:

President	Stephanie Hernandez-Jarvis
Clerk	Lara Consuelo
Member	Valerie Cuevas
Member	Tom Panas
Member	Mister Phillips

Superintendent of Schools	Matthew Duffy
Chief Academic Officer/Associate Supt.	Dr. Gracie Guerrero
Associate Superintendent, Maintenance/Operations	Luis Freeze
Assistant Superintendent, Business Services	Dr. Tony Wold
Assistant Superintendent, Human Resources	Marci Williams
Executive Director, Teaching & Learning	Dr. Sarah Breed
Executive Director, College & Career Pathways	Dr. Anne Shin
Executive Director, Secondary Schools	Julio Franco

Hercules High School Administration

Principal	Paul Mansingh
Associate Principal	Dingane Newson
Assistant Principal	Marcela Taylor

Table of Contents

Chapter 1: Student/Community Profile and Supporting Data & Findings 3
General Background & History.....3
Faculty/Staff Demographics:.....6
School Community Demographic Data 9
Student Achievement Data:.....15
California Assessment of Student Performance and Progress (CAASPP) 15
College Board: PSAT/SAT 24
Advanced Placement (AP) Test Results.....31
English Language Proficiency Assessments for California (ELPAC) Scores: 35
Report Card Analysis: Academic Pass Rate 36
Physical Fitness Test (PFT): 48
A-G Pass Rate: Number of Graduates Meeting UC/CSU Requirements.....50
California School Dashboard: 53
Discipline Data: Suspension Rate 65
School Attendance Rates: Average Daily Attendance Rate.....67
Chronic Absenteeism Rate: Truancy Rate 67
Chapter II: Significant Changes and Developments, since 2016-17 School Year 69
Chapter III: Ongoing School Improvement 88
Preparation of Report: Timeline.....90
Chapter IV: Self-Study Findings 93
Chapter V: Action Plan..... 102

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

General Background & History

Hercules High School co-established in 2001 as a Middle/High School to serve students in 6th - 12th grades. In July 2014, the West Contra Costa Unified School District (WCCUSD) board approved a diversion from the 6th -12th institution to one middle school and one high school with separate administrative, classified, and certificated staff. Hercules High School and Hercules Middle School share the same physical address, structurally connected by an administrative complex and library building. Hercules High School is one of six comprehensive high schools in West Contra Costa Unified School District. Hercules High School serves approximately 900 students in grade 9-12. West Contra Costa Unified School District, established in 1965, covers the cities of El Cerrito, San Pablo, Pinole, Richmond, Hercules, as well as the unincorporated areas of Bayview-Montalvin Manor, El Sobrante, Kensington, North Richmond, and Tara Hills. West Contra Costa Unified School District is a K-12 district comprised of 64 schools, six of which are comprehensive high schools. The district serves approximately 32,000 students in grades K-12. Elementary schools serve K-6 and secondary schools in the district generally serve 7th through 12th grade students.

The city of Hercules is located adjacent to Interstate 80 and California Highway 4, twenty-five miles East of San Francisco, 10 miles North of Berkeley and sixty-five miles West of Sacramento. The site of Hercules was originally the California Powder-Works company town in 1881. In 1882, the Hercules Powder Company assumed responsibility for the Hercules site. The small company town manufactured "Hercules Powder" named after the legendary Greek hero known for his strength. The Hercules Powder Company produced explosive black powder, used by Allied Forces in World War I. In 1917, after the U.S. had entered the war, the Hercules plant became the largest producer of TNT in the country. During the 1960s, the plant made the transition from the production of black powder to fertilizer.

Later in 1966, the Pacific Refinery company operated on the shores of Hercules and served as the town's largest employer until its closure in 1995. BioRad a fortune 500 biotech company established in the 1980's is currently the town's largest employer.

The City of Hercules maintains an abundance of open spaces and trails throughout the surrounding landscapes offering dazzling views of the San Pablo Bay from various locations

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

Academic Program:

Hercules High School (HHS) offers an academic program designed to meet the needs of every student. Hercules High School offers 72 courses to support students through a progressive transition to post-high school success, whether that be a higher education institution, military or the workforce. The default curriculum at Hercules High School aligns to the A-G requirements. The A-G requirements is a set of required courses that students must complete (with a grade of "C" or better) to be minimally eligible for admission to any University of California (UC) and/or California State University (CSU). In addition to the core academic subjects, HHS offers a variety of electives that provide opportunities for students to pursue their passions, such as Art, Publications, Jazz Dance, Orchestra, Band, Choir, and Theater. Hercules High School offers two Career Technical Education pathways: Information Technology and Medical Careers. In addition, Hercules offers 15-Advanced Placement (AP) courses that expand over all departments. AP courses are college-level courses that follow curriculum specified by the College Board. AP courses provide opportunity for students to learn and navigate academic expectations with curriculum designed to simulate a collegiate course experience, as well as the potential to earn college credit. Hercules High School operates under a six period day with an additional "A" period. The intent of the "A" period is to allow students to enroll in advanced elective programs, pathways, and the performing arts without conflicting with grade-level courses required for graduation. The majority of students at Hercules High School enroll in six classes with a number of students taking advantage of a seventh class ("A" Period).

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

Vision Statement
Diverse 21st century scholars and leaders, with integrity and academic excellence.

Mission Statement
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.

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 acquired knowledge to the world around them. Each learner outcome is embedded in all courses and provides a focus and continuity for each student's learning experience.

Graduates from Hercules High School will be:

1. **Critical Thinkers** who:
    - 1.1 have mastered fundamentals of language, history, math, science, foreign language, and the arts, and use them effectively to enrich their daily lives
    - 1.2 demonstrate the ability to collect, analyze, and organize resources and information
    - 1.3 effectively evaluate and analyze data from multiple sources to develop solutions to problems
    - 1.4 use logical decision-making processes
    - 1.5 demonstrate the ability to apply decisions or solutions to future situations by making predictions, connections, and/or recommendations
2. **Effective Engaged Communicators** who:

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

2.2 listen to, comprehend, and process information

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

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

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

3. **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

Faculty/Staff Demographics:

Certificated Staff Ethnicity, Gender, and Years of Service

West Contra Costa School District recruits and employs the most qualified credentialed teachers available. Hercules High School currently has 34 certificated teachers on staff, all who have met the credential requirements in accordance with State of California guidelines to be considered highly qualified.

Average Years Teaching Experience	Average Years of Service	Average Years in District	# of First Year	# of Second Year
2016-17	12	11	9	6
2017-18	14	12	1	6
2018-19	12	10	8	3

Source: https://data1.cde.ca.gov/dataquest

Teacher Certification and Assignment

In 2019-20 school year we offered 169 sections in core academic classes and we staffed each class with a staff member authorized to teach that particular subject matter.

Hercules High School	Career Technical Education	English	Math	Physical Education	Science	Social Science	Special Education	Visual Performing Arts	World Language	TOTAL
Teachers Per Department	2	4	4	3	4	5	5	4	3	34
Total # of Courses	6	11	7	3	5	10	8	14	8	72
Total # of Sections	7	30	22	9	19	24	23	18	17	169

Source: PowerSchool Database 09/17/19

Advance Degrees:

The latest staff education report as reported by the California Department of Education, Dataquest, displays one staff member who has a doctoral degree, one who has earned National Board certification, 20 with a Master's Degree and 18 with Baccalaureate degree.

Certificated Staff Education	Doctorate	National Board Certified	Masters Degree +30	Master Degree	Baccalaureat Degree +30	Baccalaureate Degree
2016-17	1	1	6	9	16	15
2017-18	1	1	6	8	16	11
2018-19	1	1	4	10	13	13

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

Average Teaching Experience

The latest staff education report as reported by the California Department of Education, Dataquest, displays the average years of service in education is 12, the average years in the district is 10 with 8 first year and 3 second year teachers.

Average Years Teaching Experience	Average Years of Service	Average Years in District	# of First Year	# of Second Year
2016-17	12	11	9	6
2017-18	14	12	1	6
2018-19	12	10	8	3

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

Certificated Staff: Demographic Breakdown

The latest staff education report as reported by the California Department of Education, Dataquest, displays 1 American Indian, 7 Asian, 4 Black/African, 4 Filipino, 2 Hispanic and 22 White teachers.

Certificated Staff by Ethnicity	American Indian	Asian	Black or African	Filipino	Hispanic	Native Hawaiian or Pacific	Two or More Races	White	TOTAL
2016-17	1	8	4	5	3			26	47
2017-18	1	7	3	4	3			23	41
2018-19	1	7	4	4	2			22	40

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

Pupil Specialized Services Staff

In addition to our classroom teachers, we have two academic counselors, one psychologist, one librarian, 1 health center coordinator, and a speech pathologist assigned to support our students in their area of specialized services.

Pupil Services Staff	Academic Counselors	Psychologists	Librarian	Health Center	Speech/Language	Nurse
2016-17	2	1	1	1	1	0
2017-18	2	1	1	1	1	0
2018-19	2	1	1	1	1	1

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

Classified Staff:

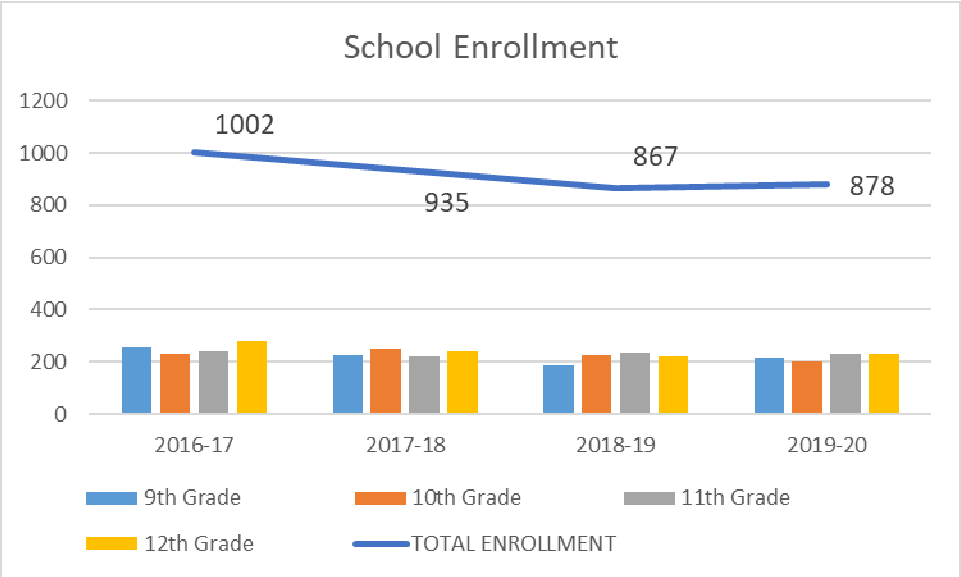
Classified staff consists of all persons employed in full-time or part-time positions that do not require a credential or certificate qualification for employment. We currently employ 20.53 classified positions. All of our classified staff play an integral part of our school environment.

Classified Staff by Ethnicity 2017-18	American Indian	Asian	Pacific Islander	Filipino	Hispanic /Latino	African America n	White	Two or More Races	Total
Paraprofessionals	0	2.33	0	0	0.87	4.87	0		8.07
Office/Clerical	0	1	0	0	0	1	4		6
Other Classified	0	1	0	0	0.94	3	1	1	6.94

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

School Community Demographic Data

According to California Basic Educational Data System (CBEDS) data, Hercules High School's enrollment in the Fall of 2016 was 1002. Our current enrollment is 878. Over the past four years the average enrollment has been 921 students ranging from 1,002 in 2016 to 878 in 2019.



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

Enrollment by Cohort Grade

The table below depicts enrollment by grade level cohorts. In 2016-17, the 9th grade class was at 253 and four years later, that same cohort of students had dropped to 230, a decrease of 23 students. In 2017-18 school year the 9th grade class started off at 225 and two years later that same cohort of students had increased to 230, an increase of 5 students. The average 9th grade class over the last four years has been 220 and the average 12th grade class within the same period has been 242, a difference of +22 students.

Enrollment by Grade	2016-17	2017-18	2018-19	2019-20	Average
9th Grade	253	225	185	218	220
10th Grade	231	249	227	200	227
11th Grade	241	221	236	230	232
12th Grade	277	240	219	230	242
TOTAL ENROLLMENT	1002	935	867	878	921

Source:PowerSchool, 8/24/19

Enrollment by Subgroup

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

School Enrollment by Subgroup	2016-17		2017-18		2018-19		3 Year Average	
English Learners	97	9.74%	95	10.16%	78	9.00%	68	9.63%
Foster Youth	2	0.20%	1	0.11%	1	0.12%	1	0.14%
Homeless Youth	44	4.42%	35	3.74%	31	3.58%	28	3.91%
Migrant Education	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Students with Disabilities	110	11.04%	104	11.12%	93	10.73%	77	10.96%
Socioeconomically Disadvant	417	41.87%	428	45.78%	390	44.98%	309	44.21%
School Enrollment	996		935		867		933	

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

Ethnic Trends, 2017 - 2020

The statistics on race and/or ethnicity reflect the classification categories specified by the State of California. The listed "Asian" category combines students from Taiwan, China, Korea, Vietnam, Japan and India under a single broad umbrella. Hercules High School has an ethnically diverse student body that differs somewhat from the demographic profile of the City of Hercules. The largest make-up of the city of Hercules is various Asian and Filipino subgroups representing a combined 45.5% of the population. The Caucasian population represents 22% of the whole, the African American residents are at 18.9%, while the Hispanic population of the city is at 14.6% of the Hercules community.

The table below depicts the subgroup population over the last 4 years at Hercules High School. The African American population had a high percentage of 26.6% in 2017-18 and is currently 23.66%. The Asian subgroup is currently at its highest mark over the last four years at 22.74% of the student body. The Filipino population was the highest percent in 2016-17 with a representation of 24.8% of the total student body and is currently at 24.11%. The Hispanic

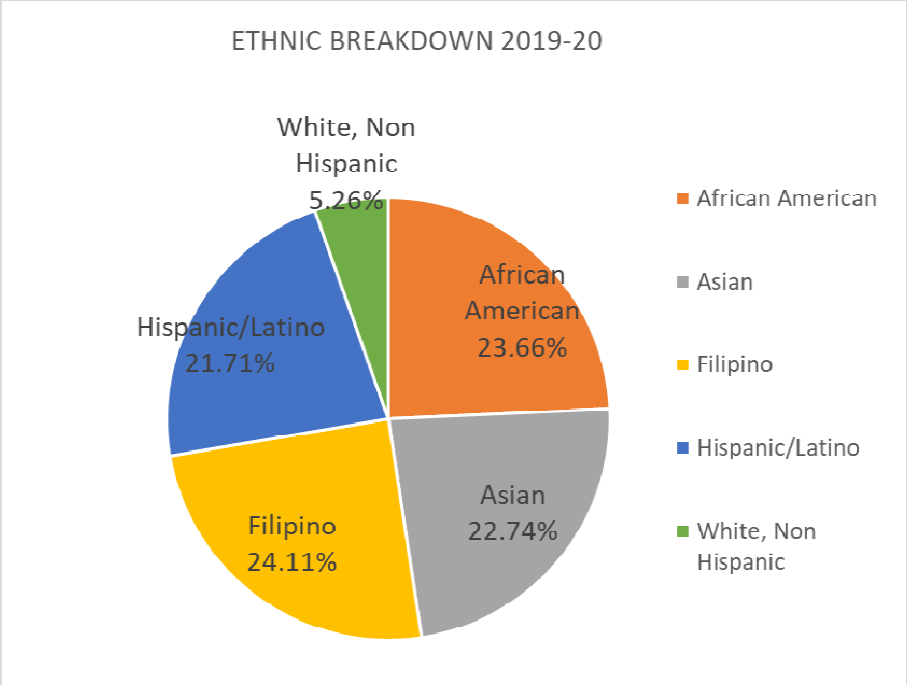
population was the highest in 2017-18 and currently represents 21.71% of the student body. The white population was at its highest in 2016-17 and currently represents 5.2% of the student body.

ETHNIC TRENDS								
Ethnic Subgroup	2016-17		2017-18		2018-19		2019-20	
African American	262	26.30%	249	26.60%	218	25.10%	207	23.66%
Asian	185	18.60%	181	19.40%	187	21.60%	199	22.74%
Filipino	247	24.80%	221	23.60%	199	23.00%	211	24.11%
Hispanic/Latino	209	21.00%	209	22.40%	193	22.30%	190	21.71%
White, Non Hispanic	68	6.80%	54	5.80%	38	4.40%	46	5.26%
TOTAL ENROLLMENT	996		935		867		875	

Source: http://dq.cde.ca.gov/dataquest/, PowerSchool, 9-12-19

Ethnic Breakdown, 2019 - 20

Four ethnic groups represent 20 percent or more of the student body population at Hercules. The Filipino population represents the highest number of students at 24.11% of the student body. The next highest subgroup is the African American population at 23.66%. The Asian population is at 22.74% while the Hispanic population represents 21.71% of the student body.



Source: PowerSchool, 9/14/19

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 enrollment by native language or the primary language spoken in the home.

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

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

The table above depicts the wide variety of languages spoken in the homes amongst our English Learners. Spanish and Tagalog are the top two followed by a string of other languages identified by parents as the primary language spoken at home. Students who signify another language besides English as their primary language spoken at home are classified as English Language Learners.

English Learners Classification

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

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

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

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

Source: http://dq.cde.ca.gov/dataquest/, **PowerSchool Database 9/16/19**

Special Note: In the spring of 2019, district secondary education leaders recommended the consolidation of all EL 1 and 2 students from Hercules High School with DeAnza High School's EL 1 and 2 program. This decision was based on our declining enrollment within the EL1 and EL 2 populations.

Special Education (SPED)

The special education population consists of a variety of programs geared to meet the needs of students with disabilities. Students are placed in the least restrictive environment according to their Individual Educational Plan (IEP). At the beginning of 2019-20 school year the program language used to categorize special education students was changed. Mild Moderate Support Needs (MMSN) has replaced the Non Severely Handicapped (NSH) terminology. MMSN students usually require specialized assistance with more than 50% of their scheduled academic

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

The third category remains the same, listed as Resource Specialist Program (RSP) has been students generally require specialized assistance less than 50% of their scheduled academic program. At Hercules High School we currently have 22 students in the NSH program, 63 in RSP and 5 students in SH classes. The SPED population is currently at 10.29% of the total school enrollment.

Specialized Academic Instruction			
Specialized Academic Instruction	2017-18	2018-19	2019-20
MMSN (NSH) Enrollment	27	31	22
RSP Enrollment	65	53	63
ESN (SH) Enrollment	7	4	5
TOTAL # SPED STUDENTS	99	88	90
TOTAL # STUDENTS	935	867	875
% SPED POPULATION	10.59%	10.15%	10.29%

Source: PowerSchool Database 9/21/19

Student Achievement Data:

California Assessment of Student Performance and Progress (CAASPP)

CAASPP includes an array of assessments that currently include the Smarter Balanced Assessment Consortium (SBAC), California Alternate Performance Assessment (CAPA), the California Science Test (CAST), and the California Spanish Assessment (CSA) for native Spanish speaking students.

The SBAC, administered each spring to all 11th grade students, includes two types of exams, Computer Adaptive Tests (CAT) and Performance Task (PT). The format of the CAT portion matches student ability and test question difficulty by altering the questions based on previous responses within the test battery.

SBAC, 2019 Overall ELA Scores

The English Language Arts (ELA) section of the SBAC measures the level at which students have achieved standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry level, credit bearing college coursework after high school. As outlined in the table below, 59.91% of 11th grade students in 2019 scored in the Met or Exceeded Standard range. 20.28% scored in the Standard Nearly Met range, and 19.81% scored in the Standard Not Met range for ELA.

Hercules High School 2019 ELA Overall Scores	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
	27.83%	**32.08%**	**20.28%**	**19.81%**
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	32.55%	41.04%	26.42%	
Writing	41.04%	39.62%	19.34%	
Listening	26.89%	58.49%	14.62%	
Research/Inquiry	27.83%	50.47%	21.70%	

Source: caaspp.cde.gov/

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

ELA Claims Performance Results, 2019:

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

- **73.59% "Above/At or near" standard performance range.**

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

- **80.66% "Above/At or near" standard performance range.**

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

- **85.38% "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.

- **78.30% "Above/At or near" standard performance range.**

SBAC, 2019 Overall Math Scores

The Math section of the SBAC measures the level at which students have achieved standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry level, credit bearing college coursework after high school. As outlined in the table below, 38.38% of 11th grades students in 2019 scored in the Exceeded/Met Standard range. 20.85% nearly met standard and 40.76% did not meet standard in Math.

Hercules High School 2019 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	13.74%	24.64%	20.85%	40.76%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	27.49%	22.75%	49.76%	
Problem Solving	18.01%	46.45%	35.55%	
Communication/Reasoning	20.85%	44.08%	35.07%	

Source: caaspp.cde.gov/

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

Math Performance Claims, 2019:

Concepts and Procedures: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

- **50.24% "Above/At or near" standard performance range.**

Problem Solving & Modeling Data: Students can solve a range of well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies**.** Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

- **64.46% "Above/At or near" standard performance range.**

Communicating Reasoning: Students clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

- **64.93% "Above/At or near" standard performance range.**

SBAC English Language Arts: 2019 -2018 Comparison:

In 2019, 59.91% of our 11th grade students scored in the "Met/Exceeded" range with 20.28% in the "Standard Nearly Met" and 19.81% in the "Standard Not Met". In 2018, 61.79% of our 11th

grade students scored in the "Met/Exceeded" range with 21.70% in the nearly Standard Nearly Met" and 16.51% in the "Standard Not Met". The percentage change in Met/Exceed range from 2018 to 2019 was a decrease of 1.88%.

When comparing our 2019 Met/Exceeded scores with the county and state we are -2.66% and +2.64% points respectively. The table below depicts school, county and state comparisons in ELA SBAC scores.

Hercules High School, 2019 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	27.83%	32.08%	20.28%	19.81%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	32.55%	41.04%	26.42%	
Writing	41.04%	39.62%	19.34%	
Listening	26.89%	58.49%	14.62%	
Research/Inquiry	27.83%	50.47%	21.70%	

Hercules High School, 2018 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	27.83%	33.96%	21.70%	16.51%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	33.49%	48.11%	18.40%	
Writing	40.57%	38.21%	21.23%	
Listening	17.92%	67.45%	14.62%	
Research/Inquiry	39.62%	44.81%	15.57%	

Contra Costa County, 2019 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	33.92%	28.65%	17.25%	20.18%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	37.67%	38.22%	24.10%	
Writing	41.73%	38.24%	20.03%	
Listening	28.38%	56.11%	15.51%	
Research/Inquiry	37.85%	42.62%	19.53%	

Contra Costa County, 2018 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	30.82%	29.11%	19.55%	20.53%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	36.06%	43.27%	20.67%	
Writing	38.45%	36.85%	24.69%	
Listening	27.04%	56.83%	16.13%	
Research/Inquiry	38.21%	41.84%	19.95%	

State of California, 2019 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	27.10%	30.17%	21.38%	21.35%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	31.00%	42.47%	26.53%	
Writing	35.84%	43.13%	21.03%	
Listening	23.36%	60.44%	16.21%	
Research/Inquiry	32.37%	46.72%	20.90%	

State of California, 2018 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	25.99%	30.37%	22.18%	21.85%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Reading	30.94%	46.08%	22.97%	
Writing	33.18%	40.82%	26.00%	
Listening	22.66%	60.13%	17.20%	
Research/Inquiry	34.40%	44.45%	21.15%	

Source: http://caaspp.cde.ca.gov/sb2019

ELA Claims Performance Results, 2017 - 18:

Reading: The level at which students demonstrate a thorough ability to read closely and analytically to understand a range of informational and literary of high complexity.

- **2019: 73.59% "Above/At or near" standard performance range.**
- **2018: 81.59% "Above/At or near" standard performance range.**

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

- **2019: 80.66% "Above/At or near" standard performance range.**
- **2018: 78.78% "Above/At or near" standard performance range.**

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

- **2019: 85.38% "Above/At or near" standard performance range.**
- **2018: 85.37% "Above/At or near" standard performance range.**

Research/Inquiry: The level at which students demonstrate a thorough ability to engage in research and inquiry to investigate topics and to analyze, integrate and present information.

- **2019: 78.3% "Above/At or near" standard performance range.**
- **2018: 84.43% "Above/At or near" standard performance range.**

SBAC Math: 2019 -2018 Comparison

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

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

Hercules High School, 2019 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	13.74%	24.64%	20.85%	40.76%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	27.49%	22.75%	49.76%	
Problem Solving & Modeling Data	18.01%	46.45%	35.55%	
Communicating & Reasoning	20.85%	44.08%	35.07%	

Hercules High School, 2018 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	7.51%	19.25%	25.35%	47.89%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	14.08%	24.88%	61.03%	
Problem Solving & Modeling Data	12.68%	48.36%	38.97%	
Communicating & Reasoning	10.33%	60.09%	29.58%	

Contra Costa County, 2019 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	19.64%	20.93%	20.67%	38.75%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	29.35%	25.25%	45.40%	
Problem Solving & Modeling Data	22.86%	42.50%	34.64%	
Communicating & Reasoning	23.66%	48.18%	28.16%	

Contra Costa County, 2018 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	17.92%	20.74%	21.54%	39.80%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	27.90%	25.81%	46.29%	
Problem Solving & Modeling Data	21.31%	41.10%	37.59%	
Communicating & Reasoning	22.89%	49.83%	27.28%	

State of California, 2019 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	13.85%	18.39%	22.28%	45.48%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	22.33%	24.83%	52.83%	
Problem Solving & Modeling Data	16.73%	43.83%	39.43%	
Communicating & Reasoning	17.16%	50.38%	32.46%	

State of California, 2018 Math Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	12.89%	18.48%	22.84%	40.17%
CLAIMS PERFORMANCE: Percent of students at each level	Above Standard	At/Near Standard	Below Standard	
Concepts & Procedures	21.65%	25.30%	53.06%	
Problem Solving & Modeling Data	15.85%	41.95%	42.20%	
Communicating & Reasoning	16.66%	51.78%	31.55%	

Source: http://caaspp.cde.ca.gov/sb2019

Math Performance Claims:

Concepts and Procedures: The level at which students demonstrate a thorough ability to consistently explain and apply mathematical concepts. In addition, this claim measures the level at which students can interpret and carry out mathematical procedures with ease and accuracy.

- **2019: 50.24% "Above/At or near" standard performance range.**
- **2018: 38.96% "Above/At or near" standard performance range.**

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

- **2019: 64.46% "Above/At or near" standard performance range.**
- **2018: 61.04% "Above/At or near" standard performance range.**

Communicating Reasoning: The level at which a student demonstrates a thorough ability to clearly and precisely put together valid arguments to support his or her own mathematical thinking or to critique the reasoning of others.

- **2019: 64.93% "Above/At or near" standard performance range.**
- **2018: 70.42% "Above/At or near" standard performance range.**

SBAC Trends: Comparison County/State

SBAC ELA Met/Exceed Standards	2016	2017	2018	2019	Four Year Average
Hercules High School	64.00%	60.87%	61.79%	59.91%	61.64%
Contra Costa County	63.00%	62.98%	59.93%	62.57%	62.12%
State of California	59.00%	59.76%	56.69%	57.27%	58.18%
SBAC Math Met/Exceed Standards	2016	2017	2018	2019	Four Year Average
Hercules High School	32.00%	27.82%	26.76%	38.38%	29.61%
Contra Costa County	41.00%	39.03%	38.66%	40.57%	39.82%
State of California	33.00%	22.14%	31.37%	39.73%	31.56%

Source: caspp.ced.ca.gov

SBAC Subgroup Performance: ELA

SBAC ELA Met/Exceed Standards	2016	2017	2018	2019	Four Year Average
African American	35.00%	33.34%	40.67%	45.46%	**38.62%**
Asian	89.00%	77.08%	71.80%	64.29%	**75.54%**
Filipino	77.00%	80.00%	80.00%	70.83%	**76.96%**
Hispanic	41.00%	54.90%	55.56%	52.17%	**50.91%**
White	74.00%	61.11%	N/A	58.33%	**67.56%**

Source: caspp.ced.ca.gov

SBAC Subgroup Performance: Math

SBAC Math Met/Exceed Standards	2016	2017	2018	2019	Four Year Average
African American	13.00%	11.11%	35.00%	24.44%	**20.89%**
Asian	61.00%	52.08%	46.15%	54.54%	**53.44%**
Filipino	34.00%	30.91%	41.82%	52.08%	**39.70%**
Hispanic	19.00%	41.18%	10.87%	17.39%	**22.11%**
White	47.00%	38.89%	N/A	36.36%	**42.95%**

Source: caspp.ced.ca.gov

California Science Test (CAST): 2019 Results

The California Department of Education released test score results from the California Science Test in January 2020. This was the first year of testing based on the Next Generation Science Standards, which were state adopted in 2013. Similar to other CAASPP testing, student scores are categorized in four achievement levels that indicate whether a student has exceeded, met, nearly met, or did not meet the standards. In 2019, we administered the test to all 11th and 12th grade students.

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

Hercules High School 2019 CAST Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	4.06%	21.72%	55.61%	18.62%
12th Grade	**9.39%**	**20.54%**	**51.85%**	**18.22%**
11th Grade	**7.21%**	**23.17%**	**54.21%**	**15.41%**
DOMAINS: Detailed look at students performance on the overall assessment	Above Standard	At/Near Standard	Below Standard	
Life Science	12.44%	56.58%	30.88%	
Physical Science	8.29%	47.00%	44.70%	
Earth and Space Science	10.60%	47.93%	41.47%	

Source: caspp.ced.ca.gov

CAST: Subgroup Performance

The subgroup break down of the CAST depicts the Hispanic group at 15.73 Exceeded/Met standard. The African American subgroup achieved 13.13 percent in the Exceeded/Met range. The Asian subgroup achieved 38.75% in the Exceeded/Met range. The Filipino subgroup achieved 33% in the Exceeded/Met range. The White subgroup achieved 31.82% in the Exceeded/Met Range.

Hercules High School 2019 CAST Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	4.06%	21.72%	55.61%	18.62%
African American	3.03%	10.10%	55.56%	31.31%
Asian	6.12%	31.63%	48.98%	13.27%
Filipino	5.00%	28.00%	58.00%	9.00%
Hispanic	1.12%	14.61%	60.67%	23.60%
White	4.55%	27.27%	50.00%	18.18%

Source: caspp.ced.ca.gov

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

College Board: PSAT/SAT

Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT)

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

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

PSAT, 2019 Results:

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

PSAT, Fall 2019	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math	# of Students Tested
10th Grade(Hercules)	**22%**	873	**54%**	450	**22%**	424	172
10th Grade(State)	**30%**	889	**52%**	446	**31%**	444	253,042
10th Grade(National)	**37%**	925	**61%**	467	**39%**	458	1,833,582
11th GradeHercules)	**21%**	923	**59%**	475	**21%**	448	191
11th Grade(State)	**32%**	961	**57%**	485	**33%**	476	237,876
11th Grade(National)	**41%**	1004	**67%**	509	**42%**	494	1,706,882

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

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

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

PSAT, 2018 Results

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

PSAT, Fall 2018	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math	# of Students Tested
10th Grade(Hercules)	**24%**	875	**59%**	453	**24%**	422	204
10th Grade(State)	**32%**	890	**54%**	448	**34%**	442	268,924
10th Grade(National)	**40%**	932	**63%**	470	**43%**	462	1,862,142
11th GradeHercules)	**38%**	975	**67%**	505	**39%**	470	199
11th Grade(State)	**34%**	969	**60%**	489	**36%**	479	232,064
11th Grade(National)	**43%**	1013	**69%**	512	**45%**	501	1,746,161

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

In 2018, we tested 204 10th grade students. 24% of 10th grade students met both ERW and math benchmarks. 59% of our 10th grade students met ERW while 24% met the math benchmark.

In 2018, we tested 199 11th grade students. 38% of 11th grade students met both ERW and math benchmarks. 67% of our 11th grade students met ERW while 39% met the math benchmark.

PSAT, 2017 Results

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

PSAT, Fall 2017	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math	# of Students Tested
10th Grade(Hercules)	**34%**	899	**61%**	459	**36%**	440	226
10th Grade(State)	**29%**	892	**53%**	448	**31%**	443	263,103
10th Grade(National)	**38%**	933	**63%**	471	**40%**	462	1,870,294
11th GradeHercules)	**25%**	927	**53%**	470	**27%**	457	204
11th Grade(State)	**34%**	970	**59%**	490	**36%**	481	227,297
11th Grade(National)	**44%**	1014	**68%**	512	**46%**	502	1,796,839

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

In 2017, we tested 226 10th grade students. 34% of 10th grade students met both ERW and math benchmarks. 61% of our 10th grade students met ERW while 36% met the math benchmark.

In 2017, we tested 204 11th grade students. 25% of 11th grade students met both ERW and math benchmarks. 53% of our 11th grade students met ERW while 27% met the math benchmark.

PSAT Trends:

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

PSAT/SAT, Fall 2019	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math
Class of 2022 (10th)	**22%**	873	**54%**	450	**22%**	424
Class of 2021 (11th)	**21%**	923	**59%**	475	**21%**	448
PSAT/SAT, Fall 2018	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math
Class of 2021 (10th)	**24%**	875	**59%**	453	**24%**	422
Class of 2020 (11th)	**38%**	975	**67%**	505	**39%**	470
PSAT/SAT, Fall 2017	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math
Class of 2020 (10th)	**34%**	899	**61%**	459	**36%**	440
Class of 2019 (11th)	**25%**	927	**53%**	470	**27%**	457

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

Scholastic Aptitude Test (SAT) Results

In March of 2016, the SAT officially launched its new format on a 400- 1600 scale. The revised format modified the Evidence-Based Reading and Writing section to a 200-800 point scale. The scoring format for the math section is also on a 200-800 scale. SAT scores compare individual performance with the performance of other students who take the test within the same year. The SAT is not designed as an indicator of student achievement, but rather as an aid for predicting how well students perform in college.

The total combined score on the SAT is the sum of the Evidence-Base Reading and Writing section and the math section. The total score is a combination of each section score: Evidence

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

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

Scholastic Aptitude Test (SAT) Results, Fall 2019

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

Scholastic Aptitude Test (SAT) Results, 2019	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math
12th Grade (Hercules)	**38%**	1006	**60%**	511	**41%**	495
12th Grade (State)	**23%**	935	**43%**	472	**25%**	463
12th Grade (National)	**22%**	935	**45%**	476	**25%**	459

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

Scholastic Aptitude Test (SAT) Results, Fall 2018

According to the 2018 results, assessment date of October 2018, our students taking the SAT scored 45 points above the state and 52 points above the national in the total mean score range. The class of 2019 received a mean total score of 989, an ERW score of 502 and a math score of 487. Thirty-five percent of 12th grade students met both benchmarks, 57% met the ERW and 38% met the math benchmarks.

Scholastic Aptitude Test (SAT) Results, 2018	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math
12th Grade (Hercules)	**35%**	989	**57%**	502	**38%**	487
12th Grade (State)	**26%**	944	**47%**	477	**28%**	467
12th Grade (National)	**25%**	937	**46%**	477	**27%**	460

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

Scholastic Aptitude Test (SAT) Results, Fall 2017

According to the 2017 results, assessment date of October 2017, our students taking the SAT scored 63 points above the state and 73 points above the national in the total mean score range. The class of 2018 received a mean total score of 1009, an ERW score of 512 and a math score of 497. Thirty-one percent of 12th grade students met both benchmarks, 66% met the ERW and 36% met the math benchmarks.

Scholastic Aptitude Test (SAT) Results, 2017	**Percent Met Both Benchmarks**	MEAN TOTAL SCORE	**Percent Met ERW Benchmarks**	Evidence Based Reading & Writing (ERW)	**Percent Met Math Benchmarks**	Mean Math
12th Grade (Hercules)	**31%**	1009	**66%**	512	**36%**	497
12th Grade (State)	**24%**	946	**47%**	480	**26%**	466
12th Grade (National)	**22%**	936	**45%**	476	**24%**	460

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

SAT Writing Section Sub-scores, 2018

In 2016, the College Board revised the SAT to make the essay more academically defensible, while also making it optional. All students take part in the SAT w/essay during the school wide college day. The essay score is not part of the 400-1600 overall score.

The SAT Essay receives a 2-8 score in three dimensions: reading, analysis, and writing. The scores represent the sum of two readers 1-4 rating in each dimension.

> **Reading:** This component of the essay focusses on demonstrated comprehension of the passage, its main ideas, and its important details.
>
> **Analysis:** This component of the essay focusses on demonstrated understanding of the analytical task, and effective analysis of the authors use of evidence, reasoning, and/or stylistic or persuasive elements.
>
> **Writing:** This component of the essay focusses on communication of information and ideas in a structured, cohesive manner, using precise language and a variety of sentence structures and showing a command of the conventions of standard written English.

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

SAT Writing Section Sub-scores, 2019	Mean Reading Score	Mean Analysis Score	Mean Writing Score
12th Grade (Hercules)	4	3	5
12th Grade (State)	4	3	4
12th Grade (National)	4	3	4
SAT Writing Section Sub-scores, 2018	Mean Reading Score	Mean Analysis Score	Mean Writing Score
12th Grade (Hercules)	4	3	5
12th Grade (State)	4	3	4
12th Grade (National)	4	3	4
SAT Writing Section Sub-scores, 2017	Mean Reading Score	Mean Analysis Score	Mean Writing Score
12th Grade (Hercules)	5	3	5
12th Grade (State)	4	3	4
12th Grade (National)	4	3	4

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

SAT 3 Year Average

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

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

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

Advanced Placement (AP) Test Results

The College Board, an organization that oversees the AP assessments, provides testing opportunities for students enrolled in AP courses during the month of May. Each exam consists of a combination of multiple–choice, free–response, essay and/or short answer questions. The exams are scored on a scale of 1 to 5, with a score of five being the highest. If a student scores a three or higher on the AP Exam, they may receive college credit, as a result of passing the exam.

AP Exam Success Rates, 2019 – Course Specific

The table below outlines the AP scores by course and provides a detail look into the performance of students enrolled in each course for the 2018-19 school year. The total number of AP exams taken were 421 and 144 of those exams received a score of three of higher. The average number of students scoring 3+ or above in all AP courses offered was 34.20%. The following chart depicts AP pass rates within each subject area for the spring, 2019 exams.

AP SCHOOL SUMMARY, 2019									
SCORE	Eng Lang Comp	Eng Lit Comp	Hum Geog	Pysch	US Gov Pol	US History	World History	Studio Art 2D	Computer Science
5	2	0	0	2	0	1	1	0	0
4	5	2	0	7	0	9	3	0	0
3	21	6	0	2	4	20	10	1	6
2	31	14	0	2	10	17	26	0	2
1	13	5	0	10	12	33	28	0	3
TOTAL	72	27	0	23	26	80	68	1	11
%3 or above	38.89%	29.63%	#DIV/0!	47.83%	15.38%	37.50%	20.59%	100.00%	54.55%

AP SCHOOL SUMMARY, 2019									
SCORE	Calc AB	Calc BC	Stat	Biology	Env Science	Chem	Physics	French	Span Lang
5	0	1	0	1	1	0	0	0	1
4	2	1	0	6	4	0	0	0	1
3	3	5	0	12	3	0	0	0	1
2	14	7	0	8	5	0	0	0	0
1	22	8	0	2	4	0	0	0	0
TOTAL	41	22	0	29	17	0	0	0	3
%3 or above	12.20%	31.82%	#DIV/0!	65.52%	47.06%	#DIV/0!	#DIV/0!	#DIV/0!	100.00%

Total # of AP Students	262
Total # of AP Seats	506
Total # of Exams	421
Total Scoring 3 or more	144
Total Percent Scoring 3 +	34.20%

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

AP Exam Success Rates, 2018 – Course Specific

The table below outlines the AP scores by course and provide detail into the performance of students enrolled in each course for the 2017-18 school year. The total number of AP exams taken were 603 and 144 of those exams received a score of three or higher. The average number of students scoring 3+ or above in all AP courses offered was 23.88%. The following chart depicts AP pass rates within each subject area for the spring, 2018 exams.

AP SCHOOL SUMMARY, 2018									
SCORE	Eng Lang Comp	Eng Lit Comp	Hum Geog	Pysch	US Gov Pol	US History	World History	Studio Art 2D	Computer Science
5	1	1	2	1	1	0	4	1	0
4	4	1	5	1	2	1	9	4	5
3	16	1	5	3	4	11	17	3	6
2	30	4	7	10	9	15	35	1	3
1	39	6	34	43	57	47	18	0	4
TOTAL	90	13	53	58	73	74	83	9	18
%3 or above	23.33%	23.08%	22.64%	8.62%	9.59%	16.22%	36.14%	88.89%	61.11%

AP SCHOOL SUMMARY, 2018									
SCORE	Calc AB	Calc BC	Stat	Biology	Env Science	Chem	Physics	French	Span Lang
5	1	0	0	0	0	0	0	0	0
4	1	1	0	0	4	0	0	0	3
3	4	0	4	6	3	4	2	0	4
2	2	1	2	10	9	8	1	1	0
1	17	1	35	1	3	16	1	2	0
TOTAL	25	3	41	17	19	28	4	3	7
%3 or above	24.00%	33.33%	9.76%	35.29%	36.84%	14.29%	50.00%	0.00%	100.00%

Total # of AP Students	409
Total # of AP Seats	683
Total # of Exams	603
Total Scoring 3 or more	144
Total Percent Scoring 3 +	23.88%

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

AP Exam Success Rates, 2017 – Course Specific

The table below outlines the AP scores by course and provide details into the performance of students enrolled in each course for the 2016-17 school year. The total number of AP exams taken were 753 and 170 of those exams received a score of three of higher. The average number of students scoring 3+ or above in all AP courses offered was 22.58%. The following chart depicts AP pass rates within each subject area for the spring, 2017 exams.

AP SCHOOL SUMMARY, 2017									
SCORE	Eng Lang Comp	Eng Lit Comp	Hum Geog	Pysch	US Gov Pol	US History	World History	Studio Art 2D	Computer Science
5	1	0	6	1	1	3	0	2	0
4	4	1	7	3	0	3	2	3	0
3	16	8	15	3	6	5	14	6	14
2	49	12	11	5	22	14	41	0	24
1	38	3	25	39	55	65	42	1	24
TOTAL	108	24	64	51	84	90	99	12	62
%3 or above	19.44%	37.50%	43.75%	13.73%	8.33%	12.22%	16.16%	91.67%	22.58%

AP SCHOOL SUMMARY, 2017									
SCORE	Calc AB	Calc BC	Stat	Biology	Env Science	Chem	Physics	French	Span Lang
5	2	2	0	0	0	0	0	0	2
4	3	0	0	0	4	0	0	0	2
3	6	3	0	6	5	0	2	0	8
2	11	0	3	10	4	0	1	1	8
1	46	1	4	1	12	2	1	2	1
TOTAL	68	6	7	17	25	2	4	3	21
%3 or above	16.18%	83.33%	0.00%	35.29%	36.00%	0.00%	50.00%	0.00%	57.14%

Total # of AP Students	511
Total # of AP Seats	929
Total # of Exams	753
Total Scoring 3 or more	170
Total Percent Scoring 3 +	22.58%

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

AP Summary Comparison Scores – 4 Year Trend

The table below depicts four years of AP data collected through College Board. The table illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher. WCCUSD provides free AP testing for all students. Over the past four years, the highest pass rate among AP results within a single year was in 2019 with a pass rate of 34.20%. The lowest pass rate over the last 4 years was in 2016 with a pass rate of 19.77%. The 4-year AP exam pass rate average is 25.11%.

Advanced Placement Test Results	2015-16		2016-17		2017-18		2018-19		4 Year Average	
	# of Exams	% of Total	# of Exams	% of Total	# of Exams	% of Total	# of Exams	% of Total	# of Exams	% of Total
1	411	53.10%	366	48.61%	321	53.23%	140	33.25%	1238	48.53%
2	210	27.13%	217	28.82%	138	22.89%	137	32.54%	702	56.98%
3	94	12.14%	117	15.54%	90	14.93%	94	22.33%	395	15.48%
4	49	6.33%	32	4.25%	41	6.80%	40	9.50%	162	6.35%
5	10	1.29%	21	2.79%	13	2.16%	10	2.38%	138	5.41%
TOTAL	774		753		603		421		2551	
Total Passing with a 3 or better	**153**	**19.77%**	**170**	**22.58%**	**144**	**23.88%**	**144**	**34.20%**	**1232**	**25.11%**

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

English Language Proficiency Assessments for California (ELPAC) Scores:
All newly enrolled students whose primary language spoken at home is not English, must take an English proficiency assessment within 30 calendar days of their enrollment in any California public school. The initial assessment will determine if a student is classified as Fluent-English Proficient (FEP) or English Learner (EL). The ELPAC is the mandated state test for determining English Language Proficiency (ELP) among all students designated as an English Learner (EL) student.

The ELPAC assesses students in reading, writing, speaking and listening skills in English. The results of the ELPAC identifies level of proficiency among students who classified as English learners and assess the progress of students enrolled in English Learner Development programs.

English-Language Learners: Fluent-English Proficient (FEP)
All EL students take the ELPAC every year until their scores meet the criteria to be reclassified as Fluent-English Proficient (R-FEP). Students who meet the state criteria are re-designated as Fluent English Proficient (FEP). Fluent English Proficient (FEP) students are language-minority students who able to comprehend, speak, read, and write English well enough to function in mainstream English classroom without any special language services or accommodations. The state of California commonly distinguishes between two categories of FEP students:

- **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, even though they became fluent in it at a young age.
- **Re-designated Fluent English Proficient (R-FEP):** Language-minority students initially assessed as LEP, who have been reclassified as FEP by meeting local performance criteria.

English Learner Reclassification Rate

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

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

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

Report Card Analysis: Academic Pass Rate

The report card analysis provides disaggregated data outlining the number of students earning a specific grade in specific courses. The Pass Rate is calculated by dividing the number of students earning a C or above by the total number of students in each course. The grading periods are broken down by quarters (9.5 weeks of instruction). First semester (18 weeks of instruction) and 2nd semester grades are also displayed. The pass rates are broken down into subject matter departments or grouped into similar course category.

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

English Department, 2018-19

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

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
ENGLISH	AP English Language and Composition	Q1	64	80%	11	14%	2	3%	3	4%	0	0%	80	96%
		S1	69	91%	6	8%	1	1%	0	0%	0	0%	76	100%
		Q3	57	75%	18	24%	0	0%	1	1%	0	0%	76	99%
		S2	68	89%	7	9%	1	1%	0	0%	0	0%	76	100%
	AP English Literature and Composition	Q1	23	61%	13	34%	2	5%	0	0%	0	0%	38	100%
		S1	34	74%	4	9%	0	0%	0	0%	0	0%	46	83%
		Q3	27	69%	9	23%	2	5%	0	0%	1	3%	39	97%
		S2	30	79%	4	11%	3	8%	1	3%	0	0%	38	97%
	CSU Expository Reading and Writing	Q1	33	87%	0	4%	4	11%	1	3%	0	0%	38	101%
		S1	32	89%	3	8%	1	3%	0	0%	0	0%	36	100%
		Q3	24	65%	8	22%	1	3%	4	11%	0	0%	37	89%
		S2	22	59%	10	27%	2	5%	3	1%	0	0%	37	92%
	English/READ 180	Q1	4	17%	7	29%	13	54%	0	0%	0	0%	24	100%
		S1	6	21%	9	32%	9	32%	4	14%	0	0%	28	86%
		Q3	6	23%	14	54%	5	19%	0	0%	1	4%	26	96%
		S2	4	15%	9	35%	11	42%	1	4%	1	4%	26	92%
	English 1 [P]	Q1	5	31%	5	31%	6	38%	0	0%	0	0%	16	100%
		S1	5	29%	4	24%	8	47%	0	0%	0	0%	17	100%
		Q3	4	27%	4	27%	5	33%	2	13%	0	0%	15	87%
		S2	1	6%	7	44%	6	38%	2	13%	0	0%	16	88%
	English 2 [P]	Q1	81	55%	16	11%	25	17%	12	8%	14	9%	148	82%
		S1	79	54%	20	14%	20	14%	12	8%	14	10%	145	82%
		Q3	80	56%	20	14%	13	9%	7	5%	24	17%	144	78%
		S2	76	53%	25	17%	21	15%	5	3%	16	11%	143	85%
	English 3 [H]	Q1	38	100%	0	0%	0	0%	0	0%	0	0%	38	100%
		S1	38	100%	0	0%	0	0%	0	0%	0	0%	38	100%
		Q3	34	89%	3	8%	1	3%	0	0%	0	0%	38	100%
		S2	38	100%	0	0%	0	0%	0	0%	0	0%	38	100%
	English 3 [P]	Q1	70	67%	18	17%	11	11%	3	3%	2	2%	104	95%
		S1	63	62%	23	23%	9	9%	2	2%	5	5%	102	93%
		Q3	53	56%	16	17%	12	13%	9	10%	4	4%	94	86%
		S2	54	57%	26	27%	6	6%	3	3%	6	6%	95	91%
	English 4 [P]	Q1	70	50%	39	28%	23	17%	4	3%	3	2%	139	95%
		S1	46	35%	41	31%	30	23%	13	10%	3	2%	133	88%
		Q3	45	34%	36	27%	24	18%	16	12%	11	8%	132	80%
		S2	42	32%	36	27%	32	24%	19	15%	2	2%	131	84%
	English I Adv [P]	Q1	50	31%	67	41%	25	15%	18	11%	2	1%	162	88%
		S1	56	34%	62	38%	24	15%	17	10%	4	2%	163	87%
		Q3	69	40%	39	23%	27	16%	19	11%	18	10%	172	78%
		S2	83	47%	31	18%	30	17%	19	11%	12	7%	175	82%
	English II Adv [P]	Q1	42	59%	25	35%	4	6%	0	0%	0	0%	71	100%
		S1	45	63%	22	31%	4	6%	0	0%	0	0%	71	100%
		Q3	30	42%	23	32%	13	18%	4	6%	1	1%	71	93%
		S2	34	48%	25	35%	10	14%	1	1%	1	1%	71	97%

Source: Powerschool - WCCUSD

Math Courses, 2018-19

There are seven courses offered in math, three are AP, one honors course and the other five are college preparatory.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
MATH	Algebra 1 [P]	Q1	23	13%	39	21%	38	21%	26	14%	57	31%	183	55%
		S1	24	13%	40	22%	42	23%	25	13%	55	30%	186	57%
		Q3	42	22%	26	14%	37	20%	16	9%	66	35%	187	56%
		S2	41	21%	36	19%	37	19%	18	9%	62	32%	194	59%
	Algebra 2 Trig [P]	Q1	47	25%	43	23%	59	32%	14	8%	22	12%	185	81%
		S1	49	27%	37	20%	62	34%	19	10%	15	8%	182	81%
		Q3	45	26%	47	27%	41	23%	15	9%	27	15%	175	76%
		S2	45	26%	44	25%	45	26%	23	13%	19	11%	176	76%
	AP Calculus AB	Q1	15	43%	15	43%	5	14%	0	0%	0	0%	35	100%
		S1	11	31%	17	49%	6	17%	1	3%	0	0%	35	97%
		Q3	23	66%	7	20%	4	11%	0	0%	1	3%	35	97%
		S2	24	69%	7	20%	3	9%	0	0%	1	3%	35	97%
	AP Calculus BC	Q1	29	85%	5	15%	0	0%	0	0%	0	0%	34	100%
		S1	27	79%	6	18%	1	3%	0	0%	0	0%	34	100%
		Q3	25	74%	6	18%	2	6%	1	3%	0	0%	34	97%
		S2	26	76%	7	21%	1	3%	0	0%	0	0%	34	100%
	Geometry [P]	Q1	123	64%	41	21%	20	10%	4	2%	5	3%	193	95%
		S1	88	46%	59	31%	29	15%	16	8%	1	1%	193	91%
		Q3	136	70%	31	16%	21	11%	4	2%	2	1%	194	97%
		S2	125	64%	40	21%	23	12%	6	3%	1	1%	195	96%
	Pre-Calculus [P]	Q1	24	29%	34	41%	9	11%	4	5%	11	13%	82	82%
		S1	24	29%	29	35%	13	16%	8	10%	8	10%	82	80%
		Q3	25	36%	18	26%	15	21%	3	4%	9	13%	70	83%
		S2	24	34%	23	33%	14	20%	5	7%	4	6%	70	87%
	Probability & Statistics [P]	Q1	13	18%	29	41%	16	23%	13	18%	0	0%	71	82%
		S1	17	36%	21	45%	6	13%	2	4%	1	2%	47	94%
		Q3	28	41%	12	17%	11	16%	12	17%	6	9%	69	74%
		S2	19	28%	23	33%	15	22%	8	12%	4	6%	69	83%

Source: Powerschool - WCCUSD

CTE, Performance Based Elective, 2018-19

There were five courses offered in the CTE department and two other courses added as performance based electives.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
CTE, ROP, Performance Based,	AP Computer Science ROP	Q1	15	94%	0	0%	0	0%	1	6%	0	0%	16	94%
		S1	13	81%	2	13%	1	6%	0	0%	0	0%	16	100%
		Q3	11	69%	2	13%	2	13%	0	0%	0	0%	16	94%
		S2	10	67%	1	7%	4	27%	0	0%	0	0%	15	100%
	Computer Programming ROP	Q1	23	77%	6	20%	0	0%	1	3%	0	0%	30	97%
		S1	19	63%	6	20%	4	13%	1	3%	0	0%	30	97%
		Q3	16	52%	2	6%	6	19%	2	6%	5	16%	31	77%
		S2	12	38%	3	9%	7	22%	4	13%	6	19%	32	69%
	Computer Graphic Arts (ROP)	Q1	10	14%	26	37%	23	32%	11	15%	1	1%	71	83%
		S1	32	70%	10	22%	2	4%	2	4%	0	0%	46	96%
		Q3	24	48%	11	22%	13	26%	1	2%	1	2%	50	96%
		S2	18	37%	12	24%	9	18%	6	12%	4	8%	49	80%
	Medical Careers	Q1	21	27%	35	45%	15	19%	6	8%	1	1%	78	91%
		S1	2	5%	13	32%	11	27%	2	5%	13	32%	41	63%
		Q3	12	26%	12	26%	6	13%	5	11%	11	24%	46	65%
		S1	12	26%	10	22%	6	13%	2	4%	16	35%	46	61%
	Rehab Theraphy	Q1	3	17%	0	0%	2	11%	5	28%	8	44%	18	28%
		S1	2	11%	5	28%	2	11%	4	22%	5	28%	18	50%
		Q3	7	50%	1	7%	2	14%	1	7%	3	21%	14	71%
		S1	4	36%	2	18%	4	36%	0	0%	1	9%	11	91%
	Leadership	Q1	31	86%	2	6%	2	6%	0	0%	1	3%	36	97%
		S1	29	83%	4	11%	2	6%	0	0%	0	0%	35	100%
		Q3	25	74%	7	21%	0	0%	2	6%	0	0%	34	94%
		S1	23	68%	7	21%	3	9%	0	0%	1	3%	34	97%
	Publications/Year book ROP	Q1	23	77%	3	10%	4	13%	0	0%	0	0%	30	100%
		S1	15	52%	11	38%	3	10%	0	0%	0	0%	29	100%
		Q3	15	56%	10	37%	2	7%	0	0%	0	0%	27	100%
		S1	16	59%	7	26%	3	11%	1	4%	0	0%	27	96%

Source: Powerschool - WCCUSD

Special Education, 2018-19

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

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
SPECIAL EDUCATION	Algebra 1	Q1	8	27%	8	27%	8	27%	1	3%	5	17%	30	80%
		S1	9	39%	7	30%	2	9%	0	0%	5	22%	23	78%
		Q3	13	59%	1	5%	3	14%	1	5%	4	18%	22	77%
		S2	9	39%	3	13%	3	13%	2	9%	6	26%	23	65%
	Biology Science	Q1	14	67%	3	14%	1	5%	1	5%	2	10%	21	86%
		S1	6	26%	4	17%	5	22%	5	22%	3	13%	23	65%
		Q3	13	54%	4	17%	1	4%	1	4%	5	21%	24	75%
		S2	11	4%	4	19%	2	10%	1	5%	3	14%	21	33%
	Gov & Politics US	Q1	3	60%	1	20%	1	20%	0	0%	0	0%	5	100%
		S1	3	43%	3	43%	1	14%	0	0%	0	0%	7	100%
		Q3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		S2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	English	Q1	9	31%	12	41%	8	28%	0	0%	0	0%	29	100%
		S1	10	38%	10	38%	6	23%	0	0%	0	0%	26	100%
		Q3	9	39%	7	30%	2	9%	0	0%	5	22%	23	78%
		S2	12	41%	5	17%	8	28%	1	3%	3	10%	29	86%
	Tutorial	Q1	38	68%	11	20%	4	7%	3	5%	0	0%	56	95%
		S1	37	66%	13	23%	3	5%	2	4%	1	2%	56	95%
		Q3	32	60%	13	25%	6	11%	1	2%	1	2%	53	96%
		S2	39	70%	8	14%	6	11%	1	2%	2	4%	56	95%
	World History	Q1	7	39%	5	28%	4	22%	1	6%	1	6%	18	89%
		S1	4	27%	10	67%	0	0%	0	0%	1	7%	15	93%
		Q3	4	21%	5	26%	8	42%	1	5%	1	5%	19	89%
		S2	9	45%	5	25%	3	15%	1	5%	2	10%	20	85%
	US History	Q1	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
		S1	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
		Q3	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
		S2	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%

Source: Powerschool - WCCUSD

Science, 2018-19

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

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of A's	% of A's	#of B's	% of B's	#of C's	% of C's	# of D's	% of D's	# of F's	% of D's		
SCIENCE	AP Biology	Q1	4	11%	18	49%	13	35%	2	5%	0	0%	37	95%
		S1	2	5%	18	49%	17	46%	0	0%	0	0%	37	100%
		Q3	7	19%	17	46%	12	32%	1	3%	0	0%	37	97%
		S2	4	11%	14	38%	19	51%	0	0%	0	0%	37	100%
	AP Environmental Science ROP	Q1	5	20%	13	52%	6	24%	1	4%	0	0%	25	96%
		S1	7	28%	12	48%	5	20%	1	4%	0	0%	25	96%
		Q3	11	48%	10	43%	2	9%	0	0%	0	0%	23	100%
		S2	5	20%	11	44%	6	24%	2	8%	1	4%	25	88%
	Biology [P]	Q1	54	23%	70	30%	51	22%	26	11%	35	15%	236	74%
		S1	57	25%	50	22%	60	26%	33	14%	32	14%	232	72%
		Q3	60	25%	55	23%	46	19%	26	11%	50	21%	237	68%
		S2	52	22%	55	23%	51	21%	28	12%	52	22%	238	66%
	Chemistry [P]	Q1	27	12%	49	21%	76	33%	45	20%	32	14%	229	66%
		S1	25	11%	51	23%	72	32%	45	20%	31	14%	224	66%
		Q3	37	17%	41	19%	58	27%	37	17%	45	21%	218	62%
		S2	50	23%	45	21%	54	25%	32	15%	37	17%	218	68%
	Physics [P]	Q1	74	56%	28	21%	16	12%	8	6%	5	4%	131	90%
		S1	57	45%	25	20%	28	22%	8	6%	8	6%	126	87%
		Q3	27	22%	40	33%	19	16%	9	7%	27	22%	122	70%
		S2	53	43%	26	21%	20	16%	9	7%	14	11%	122	81%

Source: Powerschool - WCCUSD

EL/Sheltered Courses, 2018-19

Thirteen courses in this section support our EL Students. All EL1 and EL 2 students are placed in general education sheltered sections, signified by the (SL) behind each course name. The intent of this placement is to identify our EL students in the general ed classes and provide sheltered instruction. Sheltered instruction is a set of teaching strategies, designed for teachers of academic content, that lower the linguistic demand of the lesson without compromising the integrity or rigor of the subject matter.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
EL, SHELTERED SECTIONS	Algebra 1 SL [P]	Q1	4	57%	0	0%	0	0%	0	0%	3	43%	7	57%
		S1	3	50%	1	17%	0	0%	0	0%	2	33%	6	67%
		Q3	3	50%	0	0%	2	33%	0	0%	1	17%	6	83%
		S2	3	50%	2	33%	0	0%	0	0%	1	17%	6	83%
	Biology SL [P]	Q1	1	25%	2	50%	0	0%	0	0%	1	25%	4	75%
		S1	2	50%	1	25%	0	0%	0	0%	1	25%	4	75%
		Q3	1	20%	1	20%	1	20%	1	20%	1	20%	5	60%
		S2	1	20%	1	20%	1	20%	1	20%	1	20%	5	60%
	Chemistry SL [P]	Q1	1	17%	0	0%	1	17%	2	33%	2	33%	6	33%
		S1	1	17%	0	0%	1	17%	3	50%	1	17%	6	33%
		Q3	1	17%	1	17%	2	33%	1	17%	1	17%	6	67%
		S2	1	17%	3	50%	1	17%	1	17%	0	0%	6	83%
	American Gov/Economics SL [P]	Q1	1	17%	2	33%	2	33%	1	17%	0	0%	6	83%
		S1	3	50%	3	50%	0	0%	0	0%	0	0%	6	100%
		Q3	3	50%	1	17%	1	17%	1	17%	0	0%	6	83%
		S2	1	17%	2	33%	1	17%	2	33%	0	0%	6	67%
	ELD 1A/1B	Q1	0	0%	1	50%	0	0%	0	0%	1	50%	2	50%
		S1	0	0%	1	50%	1	50%	0	0%	0	0%	2	100%
		Q3	2	67%	0	0%	1	33%		0%	0	0%	3	100%
		S2	1	33%	1	33%	0	0%	0	0%	1	33%	3	67%
	ELD 2A/2B	Q1	4	100%	0	0%	0	0%	0	0%	0	0%	4	100%
		S1	4	100%	0	0%	0	0%	0	0%	0	0%	4	100%
		Q3	3	75%	0	0%	0	0%	1	25%	0	0%	4	75%
		S2	4	100%	0	0%	0	0%	0	0%	0	0%	4	100%
	ELD 3A	Q1	5	38%	6	46%	1	8%	0	0%	1	8%	13	92%
		S1	6	40%	4	27%	3	20%	1	7%	1	7%	15	87%
		Q3	7	54%	3	23%	1	8%	0	0%	2	15%	13	85%
		S2	4	31%	4	31%	1	8%	3	23%	1	8%	13	69%
	ELD 4 [P]	Q1	1	13%	5	63%	1	13%	1	13%	0	0%	8	88%
		S1	5	56%	1	11%	3	33%	0	0%	0	0%	9	100%
		Q3	1	13%	4	50%	3	38%	0	0%	0	0%	8	100%
		S2	3	50%	0	0%	2	33%	0	0%	1	17%	6	83%
	Geometry SL [P]	Q1	0	0%	1	33%	2	67%	0	0%	0	0%	3	100%
		S1	0	0%	2	67%	1	33%	0	0%	0	0%	3	100%
		Q3	2	67%	0	0%	1	33%	0	0%	0	0%	3	100%
		S2	1	33%	1	33%	1	33%	0	0%	0	0%	3	100%
	US History SL [P]	Q1	0	0%	1	17%	3	50%	0	0%	2	33%	6	67%
		S1	0	0%	1	20%	2	40%	1	20%	1	20%	5	60%
		Q3	0	0%	0	0%	3	60%	0	0%	2	40%	5	60%
		S2	0	0%	1	20%	3	60%	1	20%	0	0%	5	80%
	World Hist SL [P]	Q1	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
		S1	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
		Q3	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%
		S2	2	100%	0	0%	0	0%	0	0%	0	0%	2	100%

Source: Powerschool - WCCUSD

Social Science, 2018-19

The table below depicts 11 courses in the social science department, four of which are AP.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of A's	% of A's	#of B's	% of B's	#of C's	% of C's	# of D's	% of D's	# of F's	% of D's		
SOCIAL SCIENCE	Amer Govt [P]	Q1	17	27%	17	27%	14	22%	9	14%	6	10%	63	76%
		S1	22	36%	6	10%	17	28%	10	16%	6	10%	61	74%
		Q3	37	35%	29	27%	29	27%	7	7%	4	4%	106	90%
		S2	18	18%	26	26%	36	36%	20	20%	1	1%	101	79%
	AP Government & Politics United States	Q1	6	16%	25	66%	7	18%	0	0%	0	0%	38	100%
		S1	7	18%	18	47%	11	29%	1	3%	1	3%	38	95%
		Q3	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
		S2	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!	0	#DIV/0!
	AP United States History	Q1	43	57%	27	36%	3	4%	3	4%	0	0%	76	96%
		S1	62	82%	9	12%	4	5%	1	1%	0	0%	76	99%
		Q3	58	77%	11	15%	3	4%	2	3%	1	1%	75	96%
		S2	53	76%	15	21%	2	3%	0	0%	0	0%	70	100%
	AP World Hist	Q1	40	56%	18	25%	13	18%	0	0%	0	0%	71	100%
		S1	33	46%	27	38%	10	14%	1	1%	0	0%	71	99%
		Q3	49	70%	16	23%	5	7%	0	0%	0	0%	70	100%
		S2	53	76%	15	21%	2	3%	0	0%	0	0%	70	100%
	Economics [P]	Q1	43	41%	32	30%	21	20%	7	7%	3	3%	106	91%
		S1	42	42%	40	40%	12	12%	5	5%	2	2%	101	93%
		Q3	32	33%	27	28%	17	18%	14	14%	7	7%	97	78%
		S2	31	32%	27	28%	23	24%	14	15%	1	1%	96	84%
	App Res Methods for Cont Issues	Q1	90	60%	25	17%	16	11%	16	11%	3	2%	150	87%
		S1	82	55%	28	19%	21	14%	17	11%	2	1%	150	87%
		Q3	88	55%	33	17%	22	14%	13	7%	3	2%	159	86%
		S2	82	50%	44	27%	24	15%	10	6%	4	2%	164	91%
	Psychology [P]	Q1	30	49%	16	26%	8	13%	4	7%	3	5%	61	89%
		S1	30	50%	18	30%	8	13%	2	3%	2	3%	60	93%
		Q3	37	61%	11	18%	7	11%	2	3%	4	7%	61	90%
		S2	30	49%	17	28%	10	16%	3	5%	1	2%	61	93%
	AP Psychology	Q1	19	76%	4	16%	1	4%	1	4%	0	0%	25	96%
		S1	16	70%	5	22%	2	9%	0	0%	0	0%	23	100%
		Q3	15	65%	5	22%	2	9%	0	0%	1	4%	23	96%
		S2	16	70%	5	22%	1	4%	1	4%	0	0%	23	96%
	US History [P]	Q1	33	22%	35	23%	37	25%	27	18%	17	11%	149	70%
		S1	28	19%	34	23%	34	23%	23	16%	26	18%	145	66%
		Q3	33	24%	34	23%	23	24%	24	25%	25	18%	139	71%
		S2	38	27%	30	22%	28	20%	16	12%	27	19%	139	69%
	World History [P]	Q1	77	51%	29	19%	16	11%	13	9%	15	10%	150	81%
		S1	55	38%	44	31%	18	13%	8	6%	19	13%	144	81%
		Q3	56	39%	44	31%	16	11%	9	6%	17	12%	142	82%
		S2	57	40%	43	30%	14	10%	12	8%	16	11%	142	80%

Source: Powerschool - WCCUSD

Visual & Performing Arts, 2018-19

Fourteen courses in the visual and performing arts department, one of which is AP.

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 %	
VISUAL & PERFORMING ARTS	Adv Visual Arts[P]	Q1	15	63%	7	29%	1	4%	1	4%	0	0%	96%
		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-D Design	Q1	22	35%	28	45%	12	19%	0	0%	0	0%	100%
		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 [P]	Q1	45	100%	0	0%	0	0%	0	0%	0	0%	100%
		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 [P]	Q1	26	96%	1	4%	0	0%	0	0%	0	0%	100%
		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 Advanced	Q1	56	100%	0	0%	0	0%	0	0%	0	0%	100%
		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 [P]	Q1	3	100%	0	0%	0	0%	0	0%	0	0%	100%
		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%

Source: Powerschool - WCCUSD

World Languages, 2018-19

There are eight courses in the world language department, one of which is AP.

HERCULES HIGH SCHOOL - ACADEMIC PASS RATES			A		B		C		D		F		TOTAL ENROLLED	PASS RATE
			# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %	# of	Row N %		
WORLD LANGUAGE	AP Spanish Language	Q1	3	50%	2	33%	1	17%	0	0%	0	0%	6	100%
		S1	3	60%	0	0%	1	20%	1	20%	0	0%	5	80%
		Q3	1	20%	3	60%	1	20%	0	0%	0	0%	5	100%
		S2	1	20%	4	80%	0	0%	0	0%	0	0%	5	100%
	French 1 [P]	Q1	22	44%	11	22%	9	18%	2	4%	6	12%	50	84%
		S1	21	42%	9	18%	13	26%	3	6%	4	8%	50	86%
		Q3	17	38%	9	20%	8	18%	2	4%	9	20%	45	76%
		S2	19	42%	7	16%	8	18%	4	9%	7	16%	45	76%
	French 2 [P]	Q1	10	48%	4	19%	6	29%	0	0%	1	5%	21	95%
		S1	9	45%	3	15%	7	35%	0	0%	1	5%	20	95%
		Q3	7	35%	5	25%	5	25%	2	10%	1	5%	20	85%
		S2	10	53%	3	16%	4	21%	2	11%	0	0%	19	89%
	French 3 [P]	Q1	24	55%	11	25%	8	18%	1	2%	0	0%	44	98%
		S1	20	45%	13	30%	5	11%	4	9%	2	5%	44	86%
		Q3	12	28%	21	49%	4	9%	3	7%	3	7%	43	86%
		S2	18	41%	16	36%	6	14%	3	7%	1	2%	44	91%
	Spanish 1 [P]	Q1	72	38%	45	23%	31	16%	23	12%	21	11%	192	77%
		S1	64	34%	41	22%	37	20%	18	10%	26	14%	186	76%
		Q3	72	39%	31	17%	34	18%	19	10%	29	16%	185	74%
		S2	62	34%	43	23%	31	17%	23	12%	26	14%	185	74%
	Spanish 2 [P]	Q1	51	32%	41	26%	37	23%	26	16%	5	3%	160	81%
		S1	50	32%	41	26%	42	27%	14	9%	10	6%	157	85%
		Q3	40	26%	51	34%	26	17%	12	8%	22	15%	151	77%
		S2	33	22%	58	29%	29	18%	18	12%	14	9%	152	69%
	Spanish 3 [P]	Q1	33	55%	20	33%	5	8%	1	2%	1	2%	60	97%
		S1	28	47%	23	39%	7	12%	1	2%	0	0%	59	98%
		Q3	18	31%	19	32%	16	27%	4	7%	2	3%	59	90%
		S2	19	32%	15	25%	20	34%	4	7%	1	2%	59	92%
	Spanish 4 [H]	Q1	8	33%	11	46%	3	13%	1	4%	1	4%	24	92%
		S1	16	70%	3	13%	2	9%	2	9%	0	0%	23	91%
		Q3	5	22%	14	61%	1	4%	1	4%	2	9%	23	87%
		S2	12	52%	7	30%	2	9%	1	4%	1	4%	23	91%

Source: Powerschool - WCCUSD

Physical Fitness Test (PFT):
Students in 9th grade are required to take the PFT, whether or not they are enrolled in a physical education class. The Physical Fitness Test is composed of six fitness areas, with a number of test options provided for most areas:

California Physical Fitness Test Results			
9th Grade	Four of Six Standards	Five of Six Standards	Six of Six Standards
2018-19			
2017-18	27.5%	40.1%	11.7%
2016-17	13.4%	23.6%	42.3%
2015-16	14.2%	39.3%	39.3%

Source: data1.cde.ca.gov/Dataquest/PhysFitness

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

Physical Fitness Report, Summary Results

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

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

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

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

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

A-G Pass Rate: 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 for 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 course requirements. In 2019, the A-G pass rate was 62.32% of all graduating seniors earning a "C" or better in courses required for UC/CSU entrance. The overall 4-year average of graduates who meet UC/CSU requirements is at 59.6%.

A-G PASS RATES			
Academic Year	Number of graduates	# Students Passed Course Requirements	% Students Passed Course Requirements
2019	207	129	62.32%
2018	224	145	64.73%
2017	262	149	56.87%
2016	242	132	54.55%
Four Year Trend	233.75	138.75	59.6%

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

The following is a table that identifies subgroups and gender specific data in terms of percentages that successfully complete "A-G courses" with a "C" or better.

Hercules High School Schoolwide Subgroup	Graduates Successfully Completing all Courses Required for UC/CSU Entrance							
	2016		2017		2018		2019	
	# of Grads	Pass Rate	# of Grads	Pass Rate	# of Grads	Pass Rate	# of Grads	Pass Rate
Asian	54	70.40%	46	80.43%	48	68.75%	40	75.00%
African American	66	39.40%	76	38.16%	59	45.76%	54	40.70%
Filipino	64	60.90%	78	61.54%	58	81.03%	55	76.40%
Hispanic	43	46.50%	47	44.68%	52	50.00%	45	62.20%
White	13	53.80%	21	57.14%	18	61.11%		
Female	112	62.50%	136	61.00%	114	76.30%	109	65.10%
Male	130	47.70%	126	52.40%	110	52.70%	98	59.20%
EL	26		21	33.33%	24	25.00%	24	45.80%
Foster Youth								
Homeless Youth			20	50.00%				
Students with Disabilities	21		21	19.05%	23	8.70%	13	23.10%
Socio-Economic	142		143	46.85%	126	57.94%	131	53.70%

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

A-G Comparison: Subgroup

The percentages of Asian students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 68.75% and a high percentage of 75.0% throughout the last four years.

The percentages of African students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 39.4% and a high percentage of 45.76% throughout the last four years.

The percentages of Filipino students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 60.9% and a high percentage of 81.03% 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 44.68% and a high percentage of 62.2% 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 53.8% and a high percentage of 61.1% throughout the last four years. The white population has been inconsistent due to fluctuation of student enrollment under the significant number to calculate outcome data.

A-G Comparison: Male/Female

The percentages of male students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 47.70% and a high percentage of 59.2% throughout the last four years.

The percentages of female students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 61.0% and a high percentage of 76.3% throughout the last four years.

A-G Comparison: Academic Program

The percentages of English Learners (EL) students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 25.0% and a high percentage of 45.8% throughout the last four years.

The percentages of Students with Disabilities who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 8.7% and a high percentage of 23.1% throughout the last four years.

The percentages of Socio-Economically Disadvantaged students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 46.85% and a high percentage of 57.94% throughout the last four years.

Number of Graduates Meeting UC/CSU Requirements: Subgroup Male/Female Comparison

UC/CSU A-G Gender	Graduates Successfully Completing all Courses Required for UC/CSU Entrance									
	Asian		African American		Filipino		Hispanic		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2018-19	84.2%	66.7%	50.0%	30.8%	74.2%	79.2%	59.3%	66.7%		
2017-18	73.9%	72.7%	65.2%	37.5%	92.9%	72.4%	67.7%	29.4%		
2016-17	69.6%	91.3%	44.7%	37.5%	73.2%	51.4%	63.6%	30.4%		63.6%
2015-16	69.6%	71.0%	48.4%	31.4%	69.0%	54.3%	57.1%	36.4%	83.3%	28.6%
4 Year Avg.	74.3%	75.4%	52.1%	34.3%	77.3%	64.3%	61.9%	40.7%	83.3%	46.1%
UC/CSU A-G Gender	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	Asian		African American		Filipino		Hispanic		White	

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

The table above breaks down the subgroup into gender specific categories.

Overall among female students, the highest subgroup performance rate, four year avearge, was the Filipino subgroup with an 77.3% completing all requirements for UC/CSU entrance. Overall among females, the lowest four year average was the African subgroup with a low of 52.1%.

Overall among male students, the highest subgroup performance rate four year average was the Asian with a 75.4% completing all requirements for UC/CSU entrance. Overall among male students, the lowest four year average was the African American subgroup at 34.3%.

California School Dashboard:

The California Department of Education has a new state accountability and continuous improvement system, known as the California School Dashboard. The transition to the dashboard moves California from a single score (Academic Performance Index) to multiple measures and from a focus on the average of all students performance to equitable outcomes for each student group. The dashboard presents a report card format that takes a more holistic analysis at the many performance areas that are key to preparing students for college and career. The new accountability system puts equity at the center of assessing schools and provides more transparency for parents and the community.

Level of performance is calculated by comparing the current year to the prior year data. The result of this comparison will fall into one of five levels, ranging from Increased Significantly to

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

CA Dashboard: College Career Readiness:

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

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

Source: caschooldasboard.org

The table below breaks down the college career readiness score by subgroups.

The African American sub-group in 2019 registered at 22.4% college ready, a decrease of 1.7% from the previous year resulting in an orange performance color.

The Asian sub-group in 2019 registered at 61.9% college ready, maintained a 0.6% from the previous year resulting in a green performance color.

The Filipino sub-group in 2019 registered at 60.3% college ready, maintained a 0.0% from the previous year resulting in a green performance color.

The Hispanic group in 2019 registered at 38% college ready an increase of 3.7% from the previous year resulting in a green performance color.

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

College/Career: SubGroup Category	2017-18			2018-19		
	College/Career Prepared	Level of Performance	Performance Color	College/Career Prepared	Level of Performance	Performance Color
African American	22.0%	Maintained -1.7%	Orange	22.4%	Maintained -1.7%	Orange
Asian	62.5%	Declined 13.6%	Orange	61.9%	Maintained - 0.6%	Green
Filipino	60.3%	Increased 5.2%	Green	60.3%	Maintained 0.0%	Green
Hispanic	34.6%	Declined 10.1%	Red	38.3%	Increased 3.7%	Green
Socioeconomically Disadvantaged	35.0%	Maintained .8%	Yellow	33.6%	Maintained -1.4%	Orange
English Learner	10.3%	Declined 20.1%	No Color	3.8%	Declined 6.5%	No Color
Foster Youth	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Homeless	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Two or More Races	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Students with Disabilities	0.00%	Declined 6.5%	No Color	5.60%	Increased 5.6%	No Color
White	44.40%	Declined 7.9%	No Color	Less than 11 Students - No Data		No Color

Source: caschooldasboard.org

Four Year Adjusted Cohort Graduation Rate (ACGR):

In 2017, the State of California implemented a new methodology that calculated graduation rate using a four-year cohort graduation rate. The Four-Year Adjusted Graduation Rate(ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four year cohort is based on the number of students who enter grade 9 for the first time adjusting by adding, into the cohort, any student who transfers in later during grade 9 or during the next three years, and subtracting any student, from the cohort, who transfers out, emigrates to another country, transfers to prison or juvenile facility, or dies during that same time period.

Three significant changes were implemented for calculating high school graduation rates:

1) Students who receive a special education certificate of completion or an adult education high school diploma are no longer considered regular high school graduates
2) Students who pass the California High School Proficiency Exam(CHSPE0 are no longer considered high school graduates
3) Students who transfer to adult education programs or community college will remain in the denominator for the cohort graduation.

Special Note: Because of the changes to how students are included in the cohort, it is not possible to compare the new cohort graduation and drop out rate with data prior to 2016-17 academic year.

The table below depicts the graduation rate as calculated utilizing the Four-Year Adjusted Cohort Graduation Rate. In 2019, Hercules High School graduated 221 students with a graduation rate of 93.7%. The difference from previous year was within 0.1% (maintained) which placed the level of performance at green.

Graduation Rate	Graduation Rate	# of Students	Difference from previous year	Level of Performance	Performance Color
2018-19	93.7%	221	0.10%	Maintained	Green
2017-18	93.7%	239	-1.50%	Declined	Yellow
2016-17	95.3%				

Source: caschooldasboard.org

Graduates by Ethnicity and Gender

The table below depicts subgroup graduation data. The CA accountability uses comparison data of the previous year to signify performance on a colored scale with blue representing increased significantly and red representing decreased significantly. The level of performance changes year to year based on growth or decline from the previous year.

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

Source: caschooldasboard.org

The table above breaks down the graduation rate by subgroups.

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

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

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

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

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

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

CA Dashboard: Math

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

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

Source: caschooldasboard.org

The table above provides an overview of how our students performed in mathematics over the last two years. In 2017-18, the average SBAC math score was 75.4 DFS, an increase of 4.4pts from previous year, with a performance color of yellow. In 2018-19, the average SBAC math score was 56.6 DFS, an increase of 18.8 pts, with a performance color of green.

Student Group Details: Math

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

Source: caschooldasboard.org

The table above breaks down the math scores by subgroups.

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

The Asian sub-group average math scores in 2019 was 4.3 points below standard, increased by 16.1 points from the previous year resulting in a green performance color.

The Filipino sub-group average math scores in 2019 was 22.9 points below standard, increased by 5.9 points from the previous year resulting in a green performance color.

The Hispanic sub- group average math scores in 2019 was 101.9 points below standard, increased by 17.3 points from the previous year resulting in a yellow performance color.

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

CA Dashboard: English Language Arts

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

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

Source: caschooldasboard.org

Student Group Details: ELA

English Language Arts: SubGroup Category	2017-18			2018-19		
	Distance from Standard	Level of Performance	Performance Color	Distance from Standard	Level of Performance	Performance Color
African American	26.8 points below standard	Increased 19.8 pts	Yellow	23 points below standard	Increased 3.8 pts	Yellow
Asian	55.8 points above standard	Declined 13 pts	Green	38 points above standard	Declined 17.8 pts	Green
Filipino	78.2 points avove standard	Increased 9.1 pts	Blue	49.7 points avove standard	Declined 28.5 pts	Green
Hispanic	8.4 below standard	Declined 13.9 pts	Orange	6.2 points below standard	Maintained 2.2 pts	Orange
Socioeconomically Disadvantaged	3.8 points above standard	Increased 12.9 pts	Green	30.5 points above standard	Declined 34.3 pts	Orange

Source: caschooldasboard.org

The table above breaks down the math scores by subgroups.

The African American sub-group average ELA scores in 2019 was 23 points below standard, increased 3.8 points from the previous year resulting in a yellow performance color.

The Asian sub-group average ELA scores in 2019 was 38 points above standard, declined by 17.8 points from the previous year resulting in a green performance color.

The Filipino sub-group average ELA scores in 2019 was 49.7 points above standard, declined by 28.5 points from the previous year resulting in a green performance color.

The Hispanic sub- group average ELA scores in 2019 was 6.2 points below standard, maintained by 2.2 points from the previous year resulting in an orange performance color.

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

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

CA Dashboard: Conditions & Climate

School climate data is collected throughout each school year and includes, attendance, truancy, suspension rates, discipline reports, teacher/student/parent perceptive data (surveys), pupil suspension rates, pupil expulsion rates, and other local measures. A review of school climate data allows for interpretation of how the school climate affects student success.

Suspension data is collected through our incident management system, through PowerSchool. Each time a student is suspended for an education code violation, an incident is recorded in PowerSchool which outlines specific details for each suspend-able offense.

CA Dashboard Suspension Rate:

The California's accountability provides a year-to-year comparison of suspension data. The variance of each year displays a positive or negative outcome from the prior year. The performance color represents one of five colors. The performance color is not included when there are fewer than 30 students in any year. Red = Lowest Performance and Blue = Highest Performance

Conditions & Climate	Suspension Rate	# of Students	Difference from Previous Year	Level of Performance	Performance Color
2018-19	2.4%	916	5.50%	Declined	Green
2017-18	7.9%	999	-0.10%	Maintained	Orange

Source: caschoolsdashboard.org

The above table depicts the suspension rate comparison from 2017-18 to 2018-19 school years. The information displayed present information pertaining to students who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted

once. In 2017-18, our calculated suspension rate was 7.9%. In 2018-19, our calculated suspension rate was 2.4%, which was a 5.55 decline which placed us at the green performance level.

Student Group Details: Suspension Rate

Conditions & Climate SubGroup Category	2017-18			2018-19		
	Suspension Rate	Level Of Performance	Performance Color	Suspension Rate	Level Of Performance	Performance Color
African American	14.9%	Declined 2.4%	Yellow	3.4%	Declined 11.4%	Green
Asian	3.2%	Maintained 0%	Yellow	2.1%	Declined 1.1%	Green
Filipino	4.5%	Inreased 2.1%	Orange	1.5%	Declined 3%	Blue
Hispanic	6.9%	Increased 1.5%	Orange	1.9%	Declined 5%	Green
Socioeconomically Disadvantaged	11.3%	Declined .6%	Orange	3.6%	Declined 7.7%	Green
English Learner	8.3%	Increased .5%	Orange	2.2%	Declined 6.1%	Green
Foster Youth	Less than 11 Students - No Data		No Color	Less than 11 Students - No Data		No Color
Homeless	10%	Increased 5.5%	Orange	0%	Declined 10%	Blue
Two or More Races	4.80%	Increased 4.8%	No Color	4.80%	Increased 4.8%	No Color
Students with Disabilities	15.1%	Increased .5%	Red	4.0%	Declined 11.1%	Green
White	10.70%	Declined .7%	Orange	6.70%	Declined 4%	Yellow

Source: caschoolsdashboard.org

The table above breaks down the math scores by subgroups.

The African American sub-group suspension rate (students suspended at least once) in 2019 was 3.4%, declined 11.4% points from the previous year resulting in a green performance color.

The Asian sub-group suspension rate (students suspended at least once) in 2019 was 2.1%, declined 1.1% points from the previous year resulting in a green performance color.

The Filipino sub-group suspension rate (students suspended at least once) in 2019 was 1.5%, declined 3% points from the previous year resulting in a blue performance color.

The Hispanic sub- group suspension rate (students suspended at least once) in 2019 was 1.9%, declined 5% points from the previous year resulting in a green performance color.

The socioeconomically disadvantage sub-group suspension rate (students suspended at least once) in 2019 was 3.6%, declined 6.1% points from the previous year resulting in a green performance color.
The Homeless sub-group suspension rate (students suspended at least once) in 2019 was 0%, declined 10% points from the previous year resulting in a blue performance color.

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

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

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

Discipline Data: Suspension Rate

SUSPENSION RATE, 2018-19						
Academic School Year: 2018-19	Enrollment	Total # of Suspension	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with one Suspension	Percent of Students Suspended with Multiple Suspensions
All Students	916	30	25	2.7%	84.0%	16.0%
Male	487	26	22	4.5%	86.4%	13.6%
Female	429	4	3	0.7%	66.7%	33.3%
African American	233	11	9	3.9%	88.9%	11.1%
Asian	193	7	5	2.6%	60.0%	40.0%
Filipino	201	3	3	1.5%	100.0%	0.0%
Hispanic	211	5	5	2.4%	100.0%	0.0%
White	45	4	3	6.7%	66.7%	33.3%
Two or More Races	26					
English Learners	90	3	2	2.2%	50.0%	50.0%
Foster Youth						
Homeless	33	0	0	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	422	22	18	4.3%	83.3%	16.7%
Students with Disabilities	99	6	4	4.0%	75.0%	25.0%

***Source**: data1.cde.ca.gove*

Discipline Data: Suspend-able Action

The table below outlines incidents that resulted in suspensions. In 2014-15 school year there were 115 incidents that resulted in a student being suspended from school. Over the past four years the number of suspensions have decreased. In 2018-19 school year there were 29 incidences that resulted in a student being suspended from school.

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

Source: WCCUSD PowerSchool

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. The suspension rate in the last three years has dropped by 5.3%.

Rate	Hercules High School			WCCUSD		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Suspensions	8.00%	7.90%	2.70%	5.90%	5.80%	5.60%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.04%	0.02%

***Source**: data1.cde.ca.gove*

Drop Out Rate:

The table below depicts the drop out rate comparison with West Contra Costa Unified School District, Contra County and the state of California.

Drop Out Rate	2014-15	2015-16	2016-17	2017-18
Hercules High	0.9%	1.6%	0.4%	4.50%
District	7.2%	8.7%	9.8%	8.67%
County	5.8%	5.8%	5.7%	6.19%
State	10.7%	9.7%	11.0%	11.59%

***Source**: data1.cde.ca.gove*

School Attendance Rates: Average Daily Attendance Rate

The attendance rate for our school is calculated by multiplying the total number of school days in the attendance period by the total number of students enrolled throughout that attendance period, minus the total number of absences that were recorded, divided by the perfect attendance figure.

AVERAGE DAILY ATTENDANCE RATE			
2016-17	2017-18	2018-19	3 Yr Avg
95.30%	94.74%	94.60%	94.88%

Source: WCCUSD PowerSchool

The ADA (average daily attendance) 3 year average is 94.88%. In the last three years we have seen the average daily attendance rate relatively steady at 94%

Chronic Absenteeism Rate: Truancy Rate

The California Legislature defines truancy as an individual student who misses more than 30 minutes of instructional time, without a verified excuse, more than three times during the school year. The Truancy Rate is calculated by dividing the number of students with more than 5 unexcused absences by the 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%

Source: WCCUSD PowerSchool

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

Chapter II: Significant Changes and Developments, since 2016-17 School Year

Career Technical Education/Pathways

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

In 2017-18, West Contra Costa Unified School District (WCCUSD) provided Career Technical Education Incentive Grant (CTEIG) monies to support two pathways at Hercules High School: Medical Careers and Information Technology. Through CTEIG, we were able to support our two pathways, which include three courses for Medical Careers and four courses for Informational Technology. We were fortunate to have two staff members, who were qualified to teach CTE Medical Careers and Information Technology in 2018-19.

2017-18:

- Medical Careers Course Offerings:
    - Anatomy Physiology for 10th grade and Medical Careers for 11th grade
- Information Technology Course Offerings:
    - Computer Programming, Digital Computer Graphic Design, AP Computer Science Principles

2018-19:

- Medical Careers Course Offerings:
    - Anatomy Physiology for 10th grade and Medical Careers for 11th grade and Rehabilitative Therapy for 12th grade
- Information Technology Course Offerings:
    - Computer Graphics for 10th grade, Computer Programming for 11th grade, and AP Computer Science Principles for 12th grade

2019-20:

- Medical Careers Course Offerings:
  - Anatomy Physiology for 10th grade and Medical Careers for 11th grade and Rehabilitative Therapy for 12th grade
  - In 2019-20, we were not successful in hiring a medical career teacher. Students who were enrolled in Medical Career pathway are currently enrolled in CTE courses through Edgenuity.
    - Medical Careers - 10th grade
    - Heath Science Concepts - 11th grade
    - Nursing Assistant - 12th grade
- Information Technology Course Offerings:
  - In 2018 the Informational Technology (IT) academy transitioned away from Computer Graphics Design to Software and System Development (SSD).
  - In 2019 Hercules received Project Lead The Way (PLTW) Computer Science funding to further enrich the program. Currently two of the four PLTW SSD Pathway courses are offered at Hercules. The grant paid towards additional certification required by PLTW prior to authorizing site licenses to teach the courses and towards specialized systems.
    - PLTW Computer Science Essentials for 10th grade,
    - AP Computer Science Principles for 11th grade,
    - PLTW AP Computer Science A for 12th grade students.

The build for our pathways is still a process we endure. Our grade level classes are not pure and students are not required to stay in the pathway for three consecutive years.

Information Technology Pathway Lab/Classroom Renovation

In 2019, room H102 was transformed into an Information Technology Lab, equipped with the following:

Furniture and Equipment

- A floor mounted 36 unit laptop charger and locker unit

- Twenty sets of active task classroom tables with two active task chairs per table for individual, pair, and group work
- Wall mounted Audio/Video projector system with electric roll up projection screen
- Two sets of large white boards
- Two flat screen vizio smart TVs used for displaying student work
- A spare set of mobile projection assembly

Hardware and Software

- Thirty Lenovo Thinkpad P52s Mobile Workstations with 8th Gen Intel Core i7
- Additional specialty software suits for software and system development installed on Lenovo mobile workstations
- Twenty sets of Acer Iconia B3-A50 Android Tablets for App Development
- Ten sets of pre-assembled Vex Robots with Vision Sensors for robotics
- Three sets of Grid Map kits and multi-color game tiles for Vex Vision Sensors

Books and Subscriptions

- Ten sets of in-class textbooks:"Invitation to Computer Science" by National Geographic Learning/Cengage Learning
- Sixty annual online student subscription to the above book to be used over six years

Supplies

- Set of 60 PLTW notebooks
- Set of 10 status cones

Old material transferred from H106 (PC Computer Lab)

- A classroom set of Java textbooks
- A portable projector screen
- A class set of KOSS UR/10 headsets

Technology Plan/One to One Tablet Initiative

In December of 2017, WCCUSD embarked on a one- to one technology initiative. Hercules High School led the district through the one-one tablet initiative, as a pilot school. Lenovo and Acer tablets were distributed to all students. The Instructional Leadership Team (ILT) took the initiative and developed a technology based learning SMART goal. The district transitioned from Lenovo and Acer tablets to Chromebook at the end of the 2019 school year for all secondary schools (8-12). At the start of 2019-20 school year, all students received Chromebooks. At the beginning of each school year, Chromebooks are distributed to all 9th grade students. All Chromebooks are collected at the end of each student's senior year.

In addition to the Chromebook for all students, all classrooms are supplied with a technology cart that allows the use of document camera, overhead projector, and speakers. Teachers are also provided a laptop.

Bell Schedule

Years prior to and including the 2016-17 academic year, our bell schedule consisted of seven periods with each period containing 56 instructional minutes, and a 6 minute passing period between each period. "A" period started at 7:14am and 6th period ended at 3:13pm on Monday, Tuesday, Thursday and Friday's. The Wednesday collaboration schedule consisted of seven periods with each period containing 43 instructional minutes with a 6-minute passing period after each period. "A" period began at 7:20am and 6th period ended at 1:48pm. The difference between the regular bell schedule end time and the Wednesday end time was 25 minutes. Staff would use this time to hold collaboration meetings and would voluntarily work past the allotted 25 minutes depending on the tasks that were needed to be completed.

In May of 2017, our staff approved a new bell schedule that allotted one hour and 30 minutes for collaboration activities. The changes to the 2017-18 academic year bell schedule resulted in a seven period day, with each period containing 58 instructional minutes and a 6 minute passing period. "A" period started at 7:15am and 6th period ended at 3:25pm on Monday, Tuesday, Thursday and Friday's. The Wednesday collaboration schedule consisted of seven periods with

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

Professional Development/Collaboration

Over the last three years, WCCUSD and United Teachers of Richmond (UTR) entered a yearly Memorandum of Understanding (MOU) to establish a framework for an Instructional Leadership Team (ILT). The intent of the ILT is to encourage and develop a culture of collaboration among teachers, to guide the teaching and learning process, as well as to improve student learning and achievement. The MOU outlined roles and responsibilities for department chairs, and ILT subcommittee liaisons. In May of 2019, WCUSD and UTR agreed to contract language that would outline staff development. The new language incorporated the ILT model of previous years, the role of department chairs and a process to schedule 30 hours of staff development per year. In addition, the new language included a process to agree upon the meeting schedule and content for school based staff development. The UTR contract also states that the professional development plan for the new academic year be planned out prior to the end of the current year.

In May of 2019, all faculty submitted their top five topics of potential PD sessions through google form. All responses were collected, analyzed and tallied by the ILT. The five topic choices that were the most prevalent were chosen as the PD topics for the 2019/2020 school year. The process will undergo some revision and be repeated this coming April, 2020.

Site Based Professional Development Plan

The Instructional Leadership Team (ILT), 2019-20 welcomed our new Assistant Principal, Marcela Taylor as the administrator assigned to lead the ILT. In addition, we appointed Ms. Chelsea Lounnas as the WASC/Professional Development Coordinator. The focus of the ILT, for 2019-20 school year is data driven instructional practices.

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

Focal points of the ILT, 29-20:

- Increase comfort with cycles of inquiry
- Experiencing instructional strategies that encourage student engagement
- Feel better connected to each other by learning about each other and learning from one another
- Experiencing a collaborative culture
- Feel included in the decision making process
- Develop a culture of teachers providing feedback about PD meeting,
- Develop a department/learning community PD plans for 2019-2020 and 2020-2021

English Language Arts Curriculum Development/Adoption

In 2013, WCCUSD transitioned to Prentice Hall Common Core, 2012 edition for all college prep English Language Arts (ELA) grade level courses. In 2019, WCCUSD adopted Springboard Curriculum, a product of College Board. Springboard supports all college prep grade level English courses. The Springboard curriculum is aligned to Common Core State Standards and reinforces critical thinking, disciplinary literacy, analysis, problem solving and application to real world situations within English Language Arts.

The English Department piloted Springboard in the 2018-2019 school year, grades 9-11. Our English department felt that this curriculum allows for grade levels to be in step with one another. Springboard can be accessed online and in print. Each student has their own consumable copy allowing for annotations. We are currently utilizing Springboard for our 11th and 12th grade courses as supplemental curriculum for 2019-10 school year.

The English department teachers utilize Google classrooms to deliver instruction as well as collect student work. Google, a great resource, makes feedback efficient, timely, and accessible.

On Google Classroom, students make-up assignments, take quizzes on Google Forms, view presentations on Google Slides, and the platform allows teachers to communicate with parents.

The English department reviews student achievement data at many levels which include but not limited to the following: Lexile levels as determined by the SRI (Scholastic Reading Inventory), quarter grades, SBAC, Advanced Placement, SAT/PSAT data.

Read 180 continues to be offered to students in need of remediation in reading. Indicative of its success to date, five students have tested out of Read 180 since the beginning of the year. Students use the Read 180 lab for classwork, and can revisit their work at home on their laptops. Parents have access to the Read 180 resource through the child.

Teachers would like to offer electives such as Creative Writing, Journalism, or Film. However, budget constraints make this doubtful.

Math Curriculum/Development

2017-18:

Students became one-to-one with technology during this school year enabling the math department to utilize online resources such as Khan Academy and Shmoop University to supplement direct instruction. In addition, this school year was the year our department worked hard to ensure curriculum alignment within each class as well as grading scales and learning outcomes for each course. Finally, this school year, each teacher was encouraged to teach a variety of grade levels and subjects to get a more broad picture of mathematics instruction and student performance at a wider range of ability levels. The intent was to distribute Algebra I sections among all department teachers, so each teacher would have a minimum of one Algebra section.

2018-19:

This school year was the first year teachers administered the IAB (interim SBAC) in November and February. The math department was able to use the data as a way to supplement instruction, re-teach, and prepare for the actual SBAC administered in April. As a result, there was a positive year-over-year increase in math scores from 26% to 38% of students who met or exceeded standards on the SBAC in mathematics (+12%). In addition, our distance from standard (DFS) school wide score improved by 18.8 points year-over-year, landing the math department in the green level of achievement in the California dashboard of student performance.

2019-20:

College Board has implemented an interactive classroom with detailed planning guides, agendas, lessons, and activities. AP teachers have created virtual classrooms on this platform and are piloting the materials extensively. Initial feedback has been very positive, resources are aligned with expected learning outcomes for both AP Calculus (AB) and AP Statistics classes.

The math department has experienced the full implementation of a new district-adopted curriculum for Geometry and Algebra II: Pearson's enVision program, over the last two years. District curriculum guides were further updated in 2019-2020 to ensure proper standards alignment as well as offering additional math coach-created lessons for classroom use.

Highlights in math include a curriculum that is better-aligned to Common Core State Standards, Math (CCSS-M), a student-friendly Student Companion for in-class practice, and fully operational online components, including the digital textbook, assignments, and assessments.

Science Curriculum Development: Next Generation Science Standards

Over the past three years, our district has developed stages to support the implementation of Next Generation Science Standards. There are four stages to this plan: Initial Exposure to NGSS, Deepening Understanding of NGSS, Planning instruction around NGSS, and full alignment of instruction to NGSS.

2017-18:

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

2018-19:

The science department began implementation of "Model Based Biology" (https://www.modelbasedbiology.com), which was developed to implement a full year of high school biology that engages students in three-dimensional learning as called for in the Framework for K-12 Science Education and the Next Generation Science Standards. This curriculum was used, in all biology classes.

2019-20:

Science department adopted a new learning platform that aligns to NGSS, called cK-12 Biology and Chemistry (https://www.ck12.org/my/dashboard-new/content/standards/). The textbook is online, interactive, and is fully integrated with Google Classroom. The platform uses adaptive practice, and lessons are customizable to increase student performance. All our other resources are integrated and aligned with NGSS.

Social Sciences

Since 2017/2018, we are placing greater emphasis on ELA literacy standards using evidence based essay writing. We are developing critical thinking skills where students are able to support a claim with sufficient evidence. Document Based Questions and argumentative essays are used to engage students in activities that support the previously stated skills.

Speaking skills are developed through class discussions, Socratic seminar, formal and informal debates.

Active listening is taught through lecture notes, current event presentations, fill in the blank notes, comprehension guides with documentaries and podcasts.

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

Applied Research Methods: 9th Grade Core

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

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

2019-20:

This is the third year of Applied Research Methods (ARM) for all 9th grade students. At the current time, students who have an academic tutorial period as a part of their Individual Education Plan (IEP) are not enrolled in the ARM class. Students who also have an intervention class as prescribed by assessment scores are not enrolled into ARM. Students who are enrolled in a CTE course or Band/Orchestra had the option of taking an A period extra class in order to fit ARM into their schedule.

Special Education Program

WCCUSD special education department implemented changes for the 2019-20 school year. In previous years, special education students were allowed to earn a high school diploma if they

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

The Resource Specialist Program (RSP) continues to provide support for students with learning disabilities. At the beginning of this school year, all RSP students were placed in general education courses. Students identified as RSP were placed and remain on a diploma path. RSP teachers, Instructional Aide (IA) and Classroom Support Aide (CSA) support each student through a Push-In Model. The Push-In Model SPED staff a period within their work day to "push-in" general education classes that house SPED students. Each RSP student has an academic tutorial period assigned to their daily schedule, which allows opportunities for a specialized testing environment, as well as structured time to complete classroom assignments and projects.

Changes were also made to the terminology used to classify special education students.

Severely Handicapped (SH) classification has changed to Extensive Support Needs (ESN). All students in the ESN program are placed on certificate of completion track.

Non Severely Handicapped (NSH) is now referred to as Mild to Moderate Support Needs (MMSN). Students classified as MMSN are placed in certificate of completion track.

World Languages

The World Language department has experienced changes within personnel and curriculum. The department utilizes technology to deliver instruction and has recently implemented

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

2017-18

Mrs. Cody joined the department for teaching French and adopted the new curriculum "T'es branché". This curriculum is aligned with the common core state standards and offers and on-line Textbook available via clever .

2018-19

Mrs. Bruns, Spanish level 1 and 3 retired. Mr. Onsei was hired to replace her and taught Spanish 1 and 3 levels. We began to use Quizlet for supporting vocabulary acquisition.

2019-20

Due to lower enrollment, we are now down to three teachers, Mrs. Biln, Spanish Level 1 and 2, Mrs. Hernandez, Spanish level 2, 3 and a class of level 4 Honors combined with AP Spanish. Mrs. Cody teaches French level 1 to 4. We also implemented the use of goformative.com, a platform that we use in order to evaluate our students acquisition of knowledge during the lesson.

Visual and Performing Arts Department

Jazz Dance Studio

In 2015-16, we added Jazz dance to our academic program. The program grew rapidly in population and all classes were being held in the gym. In May of 2017 the district approved the conversion of a classroom portable into a dance room studio. The new dance room has new wood flooring, mirrors and cabinet storage for student belongings. We currently offer 4 sections of Jazz Dance: two sections of Jazz Dance 1, one section of Jazz Dance 2, and one section of Dance Production. The overall enrollment in these classes is 125 students.

Music

For the 2018-2019 school year, Arleen Wong joined the HHS staff as the music teacher. She obtained her single subject credential in music in this same year. The Concert Choir went back to being a mixed gender class. In addition, a Beginning Band class was added to the curriculum. In 2019-2020, the Beginning Band class was changed to a Music Appreciation class. Thirty ukuleles were purchased to facilitate the learning of how to read music and performance. Students are taught how to sing and play the ukulele simultaneously. Tablets are used to assist the students in learning how to identify and learn various ukulele chords and the reading of ukulele music.

Art

In 2018-2019, two digital photography classes were added to the class offerings. This continues for 2019-2020. In the summer of 2019, Daphne Schrampf attended the training for AP Studio Art: Drawing. 2018-2019, Jamey Genna started teaching three beginning art, one theatre and one play production class.

Theatre

In 2018-2019, Ms. Genna received a CTE credential in arts and media entertainment. She was able to add a play production class.

PE Department

During the 2016-2017 school year, there was 1 elective weight training class and 8 general PE classes. Within the past year, the PE department has lost a class of general PE (7 classes total) and gained an elective weight training class. Also, one of the three PE teachers resigned from her position, with a new hire to follow for the 2019-2020 school year. The elective weight training class has seen exponential growth over the past couple years, leading to increased class sizes and high demand. The impact of these changes have positive and negative outcomes. First, the

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

College and Career Center

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

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

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

In the fall of 2019, new furniture in the form of 6 flip-style rectangular tables were provided to enhance the work space for students as well as allow opportunity for group, cohort, and grade level presentations. Three desktop computer stations remain to accommodate any student who does not have the use of their Chrome Tablet.

Currently, the center is a welcoming space for all students; individual, EAOP cohort meetings, Rising Scholars Meetings, and other College Preparation Presentations happen during the day with passes sent to excuse students from class. In addition, it is open at lunch to the entire student body; students can be found working on college and scholarship applications, doing

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

Security Cameras

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

2017-18:

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

2018-19:

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

2019-20

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

Systemic School wide Intervention/Supports: Multi-Tiered Support Systems

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

Intervention and Support (PBIS) frameworks. The ILT led these initiatives and provided information to staff through site based professional learning sessions.

In the summer of 2019, WCCUSD school board adopted a Positive Climate Resolution which stipulated all secondary schools implement a Multi-Tiered Support System (MTSS).

The adoption of MTSS aligned directly to previous steps we initiated with RTI and PBIS. Through MTSS we intend to provide both behavioral and academic based interventions and supports to improve learning outcomes for all students. In addition, the district's Positive Climate Resolution promotes a positive relationship culture, characterized by a school environment that is emotionally safe, trusting and nurtures mutually respectful relationships among the entire school community.

Positive Behavioral Intervention and Supports

PBIS was introduced at the beginning of the 2018-19 school year. Staff participated in several activities that led to the development of our Performance Behavioral Standards: Respect, Responsibility and Prepared. We termed these behavioral standards as the "Titan Way".

Currently, our student senate is taking the lead on developing the behavioral standards for specific areas of campus. Implementation of PBIS continues to be an initiative that we develop.

Climate TEAM

In previous years, Hercules High School has held safety team meetings to discuss school climate data. The school safety team consisted of school resource officers, campus security officers and site administration. Part of the WCCUSD positive school climate initiative supported the establishment of a climate team at each of the secondary sites. At the beginning of 2019, we rolled out a new and revised climate team. The climate team consists of the following: three teachers, health center coordinator, school psychologist, parent, and both assistant principals.

The climate team has established monthly meetings. The climate team's mission is to establish, maintain, and celebrate positive behavior across campus by analyzing school climate data: Attendance, Truancy, Tardies, Suspension, Discipline Referrals, D's & F's.

Climate Team Theory of Action:

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

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

Along with gaining common knowledge and vocabulary regarding our school MTSS triangle, the climate team used perceptive data (Youth Truth Survey) as well as attendance, discipline/suspension data to guide professional development activities for staff

C.A.R.E TEAM

In previous years, our Health Center Coordinator facilitated a Coordination of Services Team (C.O.S.T). The COST team focused on discussing high-risk students, creating action plans, reporting and monitoring individual student progress.

In December 2019, WCCUSD changed the C.O.S.T to Coordination, Access, Resource and Equity (C.A.R.E) model. The vision of the C.A.R.E. Team is to support the whole child through social, emotional and academic challenges.

C.A.R.E Theory of Action:

> "If we engage in "student centered" collaboration between teachers and our team around implementation of tier 2 or 3 interventions for their students referred to & accepted by our C.A.R.E team… then we will see an increase in positive behavior in these same students… as measured by them receiving less class referrals, suspensions, absences, and tardies over the course of four to six weeks."

Equal Opportunity Schools (EOS): Hercules High School

At the beginning 2019-20 school year, Hercules High School joined in a collaborative agreement with EOS. The purpose of the collaborative agreement was to identify and enroll underserved/underrepresented subgroup populations in advanced placement courses at Hercules High School. The overall process includes identifying and recruiting team members, data collection, data analysis/interpretation, build awareness of need, promote/recruit AP courses to underserved and underrepresented population, and enroll. The continued effort will be to support and intervene throughout the school year with selected/identified students who were enrolled in AP courses for 2019-20 school year.

Parent Involvement/Parent Engagement

We continue our efforts to expand on Parent Involvement and Parent Engagement. Over the last couple of years we have added parent groups, expanded the number of parents who are involved and continue to recruit more parents to be involved and engaged in their school community.

African American Parent Advisory Council (AAPAC)

The AAPAC conducts meetings once a month. The focus of AAPAC is to engage the African-American community at Hercules High School. The intent of AAPAC is to improve academic outcomes for African American students by providing families the resources to be informed about their child's academic achievement and cognitive development. The ultimate goal of the AAPAC is to advocate for programs and services that will increase African-American students preparation for college/career and/or work force.

PTO

The Parent Teacher Organization continues to meet monthly. In the fall of 2019, the members of the HHS and HMS parent-teacher organization decided to combine efforts and be part of one organization.

Parent Educational Advancement Community (PEACH)

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

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

- Feb - social-emotional well-being and school-life balance
- March - STEM, STEAM, & other stuff in Hercules (Hercules Maker Fair is 3/28)
- April - Special Ed (April is autism awareness month)
- May - Moving on, moving out, transitions

School Site Council

The HHS SSC continues to be a stable and strong advisory body. The SSC members for 2019-2020 are composed of familiar faces who have been involved in the SSC for several years. Consistent attendees include 4 parents, 2-3 faculty, 1 student, and 2-3 administrator. Principal Mansingh and AP Newson have consistently provided relevant and informative data about the school.

Chapter III: Ongoing School Improvement

- **Describe the process of engagement of all stakeholders in review of the student achievement data and the implementation and monitoring of the school wide action plan**
- **Describe the process used to prepare the progress report**

Hercules High School provides opportunity for stakeholder involvement through the following regularly occurring meetings: All Staff, Departments, Instructional Leadership Team (ILT), Management Team, School Site Council, African Parent Advisory Counsel, Parent Teacher Organization, Student Senate, and Site Based Professional Learning. Each of the stakeholder groups are provided opportunities to review student achievement data, discuss and measure the extent of success within each program, and make recommendations on next steps. Leaders of each stakeholder group are focused on a continuous cycle of improvement through the review of data.

Student achievement data is presented to our school community on a regular basis. Student achievement data is presented to staff on a quarterly basis. Parents receive quarterly grade reports every 9 weeks and progress reports are distributed to students every 4.5 weeks. State, Local and district assessment results are presented and reviewed when made available. ILT has developed a process to review student data as part of our professional development plan. Each department creates a yearly cycle of inquiry to assess their level of student achievement and to guide their instructional strategies to support intervention and enrichment.

Parent engagement is currently through the Parent Teacher Organization, School Site Council, Hercules Education Foundation, African American Parent Advisory Council, and PEACH. Student achievement data is presented and made available to our parents at their monthly meetings.

The implementation and monitoring of student achievement data is outlined in chapter 5. Our action plan identifies specific groups that are responsible for carrying out identified tasks. Our Instructional Leadership Team (ILT) has taken the lead with implementing and monitoring the schoolwide action plan. At the beginning of the 2019-20 school year, our new assistant principal has worked with the ILT to develop a cohesive and coherent professional development plan for

the current school year and has taken strides in revising that plan for the upcoming school year. We were fortunate to have our librarian as the WASC/PD coordinator. The two have collaborated with the ILT to develop the components of this report.

Preparation of Report: Timeline

Date of Meeting to address Task	Description of Task/Activity	Participants/Groups	Product in Progress Report
Tuesday, September 3, 2019	Update student/community profile	Admin/WASC Coordinator	Student/Community Profile
Monday, September 23, 2019	Leadership Team Meeting - pertaining to WASC, Cycle of Inquiry, Data Cylcles	Admin/WASC Coordinator	All Staff
Wednesday, September 25, 2019	Site Based Professional Learning: WASC Data Analysis, Data Cycles, Local Data	Admin/WASC Coordinator	Student/Community Profile
Friday, September 27, 2019	Send Google form to collect Staff Demographic Data	Certificated/Classified Staff	Chapter I: Student Community Profile
Monday, September 30, 2019	Send Invitations out for Student Senate Nominations	Teachers	Stakeholder Involvement
Monday, September 30, 2019	WASC Team Drive: Share Student/Community Profile	All Staff	Stakeholder Involvement
Thursday, October 3, 2019	WASC Presentation to ILT: Overview	ILT Members	Chapter I: Student Community Profile
Wednesday, October 9, 2019	WASC: Significant Changes and Developments	ILT Members	Chapter II: Significant School Changes and Developments
Thursday, October 17, 2019	Parent Teacher Organization - Share Chapter I Profile Data	Parent Group/PTO	Stakeholder Involvement
Thursday, October 24, 2019	Student Senate - Share Chapter I Profile Data	Student Senate	Stakeholder Involvement
Thursday, October 24, 2019	School Site Council - Share Chapter I Profile Data	School Site Council	Stakeholder Involvement
Thursday, October 24, 2019	Instructional Leadership Team Meeting: Updated Summary with Implications, Identify	ILT	Chapter II: Significant School Changes
Wednesday, October 30, 2019	Department Meeting: WASC, Updated Summary with Implications, Identify Critical	All Staff	Chapter 1: Student/Community Profile
Friday, November 1, 2019	Student Senate: Positive Behavior Intervention Supports	Student Senate	Chapter IV & V
Monday, November 4, 2019	School Site Council: Schoolwide Data, CA Dashboard	School Site Council	Stakeholder Involvement
Monday, November 4, 2019	Parent Teacher Organization -	Parent Group/PTO	Stakeholder Involvement
Thursday, November 7, 2019	Instructional Leadership Team Meeting/WASC		Chapter I: Data Cycles Stage 3 & 4
Tuesday, November 12, 2019	Ch. 2 Significant Changes (Review/Revise)	Lounnas	Chapter II: Significant Changes Update
Wednesday, November 13, 2019	Review Student Achievement Data:	ILT/All Staff Meeting	Chapter I: School Profile updated
Thursday, November 14, 2019	Instructional Leadership Team Meeting/WASC	ILT Meetings	Data Cycles: Building Department Agenda
Monday, November 18, 2019	WASC Coordinator Meeting	WASC Coord/Admin	Reset - Process/Procedures
Wednesday, November 20, 2019	Department Meeting: WASC, Ch. 4 Progress on Critical Areas	ILT/Departments	Data Cycles: Building 1st Deliverable for data select -
Wednesday, November 20, 2019	Provide Analytical Comments on the accomplishment of each schoolwide action	All Staff	Chapter IV: Progress on Critical Areas For Follow Up
Friday, November 22, 2019	Data Collection - Staff CDE/Data Quest	WASC Coord/Admin	Chapter I: School Profile updated
Friday, November 22, 2019	Revise Chapter I: School Profile	WASC Coord/Admin	Chapter I: School Profile updated
Friday, November 22, 2019	Revise Chapter II: Narrative on Progress	WASC Coord/Admin	Chapter II: Significant Changes Update
Friday, November 22, 2019	Revise Chapter II: Findings(set template)	WASC Coord/Admin	Chapter II: Significant Changes Update

Date of Meeting to address Task	Description of Task/Activity	Participants/Groups	Product in Progress Report
Monday, December 2, 2019	School Site Council -	School Site Council	Stakeholder Involvement
Monday, December 2, 2019	Parent Teacher Organization -	PTO	Stakeholder Involvement
Thursday, December 5, 2019	Instructional Leadership Team Meeting	ILT	Chapter II: Significant Changes Update
Wednesday, December 11, 2019	WASC: Ch. IV Progress on Critical Areas of Follow Up	All Staff	Ch. IV - Update/Changes
Wednesday, January 22, 2020	Review Update Ch. 1 - Identify Critical Learner needs, summary of data with staff	All Staff	
Wednesday, January 22, 2020	Site Based Professional Learning: Ch. 5 Action Plan Refinement	All Staff	Ch. I: Update/Changes
Thursday, January 23, 2020	ILT Meeting	ILT	Chapter IV & V
Wednesday, January 29, 2020	Department Meeting: WASC Ch. 5 Action Plan Refinement	All Staff	Chapter V: Schoolwide Action Plan Refinements
Tuesday, February 4, 2020	Student Senate -	Student Senate	Chapter IV & V
Tuesday, February 4, 2020	School Site Council -	School Site Council	Stakeholder Involvement
Tuesday, February 4, 2020	Parent Teacher Organization -	PTO	Stakeholder Involvement
Thursday, February 6, 2020	Instructional Leadership Team Meeting/WASC	ILT	Chapter IV & V
Wednesday, February 12, 2020	Site Based Professional Learning: WASC: Ch. 5 Action Plan Refinement	All Staff	Chapter V: Schoolwide Action Plan Refinements
Thursday, February 20, 2020	Instructional Leadership Team Meeting/WASC	ILT	Chapter IV & V
Wednesday, February 26, 2020	Department Meeting	All Staff	Chapter V: Schoolwide Action Plan Refinements
Thursday, March 5, 2020	Instructional Leadership Team Meeting/WASC	ILT	Chapter IV & V
Wednesday, March 11, 2020	Department Meeting/WASC	All Staff	Chapter V: Schoolwide Action Plan Refinements
Friday, March 13, 2020	Submit Progress Report to WASC VC Team	ILT	Midterm Progres Report
Thursday, March 26, 2020	Instructional Leadership Team Meeting	ILT	Review Full Reprt
Thursday, April 2, 2020	Instructional Leadership Team Meeting	ILT	Review Full Reprt
Wednesday, April 15, 2020	Department Meeting/WASC Visit Prep	ILT	Review Full Reprt
Monday, April 20, 2020	WASC Visit		

The process used to prepare the progress report

Throughout the last three years, we have transcended from plastic binders filled with paper documents to shared team drives containing electronic documents. The transition has not been without challenges, but the overall feel is that google technology assisted us in the developing this progress report. Assistant Principal Marcela Taylor and WASC/PD Coordinator, Chelsea Lounnas, led the Instructional Leadership Team through a cycle of inquiry that intertwined the

implementation of WASC goals with site based professional development plan. All information was captured using google documents and google forms. The google documents were shared with staff for specific feedback pertaining to each chapter. The responses were then reviewed, analyzed, interpreted and placed in various chapters of the WASC mid-term cycle report. The process included all stakeholder groups. The final mid cycle report is the product of the process previously outlined.

Chapter IV: Self-Study Findings

In the spring of 2017, a WASC visiting committee conducted a Full Self-Study visit at Hercules High School. The result of that study was a six year accreditation with a 3 year Progress Report with a 2 day visit.

The critical areas for follow-up are outlined and summarized below.

1. Administration, and counseling staff will implement and effectively utilize an annual four year plan with all HHS students in order to increase A-G compliance across ethnic and socio-economic groups
2. Staff will develop and execute a schoolwide plan of interventions that will address the educational needs of all individual students as well as struggling subgroups.
3. Staff will develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment (core academic pass rate, SBAC, and/or college board).

In addition, the visiting committee has identified areas that need to be strengthened:

1. Counseling staff will meet individually with all students and/or their parents annually to revisit, update and maintain the four year plan, and will provide evidence of the meetings.
2. Hercules HS needs to strengthen their EL program to ensure appropriate and rigorous English Learner development including equity of access to curriculum, differentiated instruction, and inclusion of all stakeholders, including parents.
3. After creating common assessments and trying new research-based instructional practices, HHS staff needs to collect, use and analyze data collaboratively and intentionally to increase student achievement.

In preparation for the mid-term progress report, the school has outlined the initiatives implemented to address each critical area of follow-up.

Schoolwide Critical Areas for Follow Up #1:

Administration and counseling staff will implement and effectively utilize an annual four-year plan with all HHS students in order to increase A-G compliance across ethnic and socio-economic groups.

Narrative #1

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

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

A-G COMPLETION RATES			
Academic Year	Number of graduates	# Students Passed Course Requirements	% Students Passed Course Requirements
2019	207	129	62.32%
2018	224	145	64.73%
2017	262	149	56.87%
2016	242	132	54.55%
Four Year Trend	233.75	138.75	59.6%

Action Plan: School wide Critical Areas for Follow Up #1

Description of Specific Actions to address Critical Area #1.	Supporting Evidence
Targeted outreach group presentations. Topics include but are not limited to: FAFSA and financial Aid, A-G requirements, graduation requirements, 4-year plans, summer enrichment programs, SAT/ACT testing, AP outreach, university application, community college enrollment process, etc.	Number of students that attend workshops FAFSA completion Senior Exit Survey year acceptance 2 year CC enrollment

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

Schoolwide Critical Areas for Follow Up #2:

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

DISCIPLINE DATA - SUSPENDABLE ACTION							
EdCode Sectio	Offense Description	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
48900 (h)	Possessed or used tobacco, nicotine product	0	1	0		1	1
48915(a)(2)	Possession of a Knife/Dangerous Object	3	3	1	3	3	2
48900(l)	Property Theft, received stolen property	3	5	3	6	1	
48900.4	Bullying, Harassment/Intimidation	5	17	10	14	6	4
489915(c)	Possession, Use, Sale, or Furnishing Controlled Substance, Alcohol, Intoxicant	12	22	19	12	10	2
48900(a)(1)	Used, Caused, Attempted, or Threatened Physical Injury	42	13	36	42	14	11
48900(j)	Obscene Acts, Profanity and Vulgarity	2	14	9	12	8	3
48900(k)	Disruption, Defiance	8	34	21	22	5	4
48900.2	Sexual Battery or Assault	0	2	3	3	1	
48900(f)	Property Damage, Vandalism				2	4	2
48900.7	Terrosit Threats				1		
	TOTAL # OF SUSPENDABLE OFFENSES	75	111	102	117	53	29

Narrative #2:

Over the past three years, Hercules High School has initiated schoolwide intervention and supports through Response to Intervention and Positive Behavioral Intervention and Support (PBIS). The ILT continue to coordinate, plan and develop these initiatives. The ILT utilizes site based professional development sessions to monitor progress of each school wide initiative. WCCUSD school board adopted a Positive Climate Resolution during the summer of 2019, which stipulated all secondary schools implement a Multi-Tiered Support System (MTSS).

The adoption of MTTS directly aligned to previous steps initiated with RTI and PBIS. Through MTSS we intend to provide both behavioral and academic based interventions and supports to improve learning outcomes of all students.

Description of Specific Actions to address Critical Area #2.	Supporting Evidence
Introduction to MTSS (Multi-Tiered System of Support)	Phase one, roll out 2019-20 Staff PD at beginning of school year
Transitioned from C.O.S.T to C.A.R.E Team	Phase one roll out 2019-20 WCCUSD C.A.R.E Team

	process/protocol Team meets bi-monthly Data: Teacher Referral Data, Attendance, Youth Truth Survey
Climate Team	Phase one roll out, 2019-20 WCCUSD support for C.A.R.E Team process/protocol Team meets monthly Data: Youth Truth Survey, Suspension, Attendance, Referrals
Peer Tutoring - Homework Center	Training has occurred to develop and implement a peer tutoring program Data: Academic Pass Rates
Edgenuity - Credit Recovery	District adoption of Edgenuity as their online credit recovery program. HHS counselors enrolled students who need credit recovery for graduation and A-G compliance Data: A- G Completion Rate

As we develop each intervention, it will be important for us to identify specific student outcome data that we can evaluate, monitor and measure the extent we are meeting our objectives.

Schoolwide Critical Areas for Follow Up #3:

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

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

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

Narrative #3:

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

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

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

Areas that need to be strengthened follow up #1:

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

Narrative #1:

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

Counselors track student meetings in PowerSchool by submitting “Log Entries”. In some cases, log entries are used to update email or phone contact with parents as well. Starting in November of 2019, counselors began to pilot the use of an online data collection program, HeroK12 (https://access.heropowered.com/school/track). Counselors enter meetings with individual students and track whether the topic for the meeting was high school counseling, college/career counseling, social/emotional counseling, or other. More accurate tracking would be possible with an automatic scan (similar to what is done when students enter the library). At this time, however, all log entries and entries into the HeroK12 database are done manually, as counselors are able.

See below for sample of daily report (meeting evidence):

hero

Hercules High School

3/2/20 12:29 pm

Daily Activity Report

Behavior Code Selected: All Behavior Codes *Date Range: 3/2/2020*

Tolosa, Mariono - 388648 - Grade: 12

Behavior Code: COLLEGE (Counselor Visit)	Behavior ID: C_COLLEGE	Entry Date: 3/2/2020 12:27 PM PST	Merit Points: 0	Track ID: 156157701
Action: Financial Aid	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Shcheglova, Anna - 390647 - Grade: 10

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 12:16 PM PST	Merit Points: 0	Track ID: 156151902
Action: Schedule	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Yum, Anna - 334356 - Grade: 10

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 12:15 PM PST	Merit Points: 0	Track ID: 156151175
Action: Select an Option	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Yazdi, Farzeen - 328281 - Grade: 10

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 12:14 PM PST	Merit Points: 0	Track ID: 156151113
Action: Schedule	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Granera, Alyssa - 329134 - Grade: 11

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:59 AM PST	Merit Points: 0	Track ID: 156145256
Action: Schedule	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Medeiros	

Pinkard, Kiana - 365374 - Grade: 10

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:59 AM PST	Merit Points: 0	Track ID: 156145109
Action: Schedule	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Nontha Vaughan, Alexis - 373387 - Grade: 11

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:54 AM PST	Merit Points: 0	Track ID: 156142878
Action: Select an Option	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Vuong, Brenda - 332218 - Grade: 10

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:47 AM PST	Merit Points: 0	Track ID: 156140489
Action: Schedule	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Magsombol, Anja Krissie - 333410 - Grade: 10

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:40 AM PST	Merit Points: 0	Track ID: 156137918
Action: Schedule	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Henley, Jaron - 355293 - Grade: 11

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:27 AM PST	Merit Points: 0	Track ID: 156131770
Action: Select an Option	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Medeiros	

Mason, D monnie - 376213 - Grade: 9

Behavior Code: HIGH SCHOOL (Counselor Visit)	Behavior ID: C_HIGHSCH	Entry Date: 3/2/2020 11:26 AM PST	Merit Points: 0	Track ID: 156131642
Action: Select an Option	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Mitchell Starks, Isabel - 358879 - Grade: 12

Behavior Code: COLLEGE (Counselor Visit)	Behavior ID: C_COLLEGE	Entry Date: 3/2/2020 11:01 AM PST	Merit Points: 0	Track ID: 156119969
Action: Select an Option	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Phan, Tyler - 317191 - Grade: 12

Behavior Code: COLLEGE (Counselor Visit)	Behavior ID: C_COLLEGE	Entry Date: 3/2/2020 10:36 AM PST	Merit Points: 0	Track ID: 156108485
Action: Select an Option	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Prater, Najaiah - 356483 - Grade: 12

Behavior Code: COLLEGE (Counselor Visit)	Behavior ID: C_COLLEGE	Entry Date: 3/2/2020 10:36 AM PST	Merit Points: 0	Track ID: 156108336
Action: Financial Aid	Action Date: Not Complied	Comply Date: Not Complied	Issued By: Couto	

Areas that need to be strengthened follow up #2:

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

Narrative #2:

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

Over the last three years, our English Learner population has decreased resulting in the loss of EL1 and EL 2 courses. EL 3 and EL 4 continue to be placed in ELA courses. Students are mainstreamed into general education classes. General education teachers individualize and diversify instruction to meet the needs of our EL students.

Areas that need to be strengthened follow up #3:

After creating common assessments and trying new research-based instructional practices, HHS staff needs to collect, use and analyze data collaboratively and intentionally to increase student achievement.

Narrative #3:

The focus of our ILT has been to enhance the use of departmental collaboration to drive instructional practices using data driven decision making protocol. The ILT has been meeting twice a month throughout the 2019-20 school year. The intent of their work is to enhance the collaborative culture of assessing student needs and designing instructional strategies to focus on meeting individual student needs.

Chapter V: Action Plan

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

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

All WASC goals are presented with data to support the rationale for each goal and to serve as a measure to monitor our progress for achieving each goal. The goals listed below represent updates on the three goals identified in the 2017 WASC Self Study.

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. SBAC math, 2019 overall scores results depict 38.38% of our students are college ready in mathematics. SBAC ELA, 2019 overall scores results depict 59.91% of our students are college ready in English Language Arts.

PSAT, 2019 results depict 22% of our 10th grade students have met both ERW and math benchmarks. PSAT, 2019 results depict that 21% of our 11th grade students have met both ERW and math benchmarks. The A-G successful completion four year trend stands at 59.6%.

Critical Learner Needs addressed:

#1 Students underperforming in mathematics need support through personalized instruction in addition to targeted academic intervention throughout Algebra I, Geometry and Algebra II.

#2 There need to be academic interventions that specifically target the African American and Hispanic male populations throughout all grade levels, beginning in 9th grade.

#3 Students need to monitor and update their individual 4-year plan throughout their high school years.

#4 Students need more opportunities to explore career-oriented courses that provide a connection between real world application and core content areas (Math, English, Science and Social Science).

#5 Students need to demonstrate college and career readiness in standardized test (PSAT/SAT & SBAC) scores to support their transition into post-secondary educational institutions or the career/work field of their choosing without need for remediation.

Supporting Data/Evidence: CTE Pathway Enrollment, SBAC ELA/Math, AP Exam, A-G Pass Rates,

PSAT, Fall 2019	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math
10th Grade(Hercules)	22%	873	54%	450	22%	424
10th Grade(State)	30%	889	52%	446	31%	444
10th Grade(National)	37%	925	61%	467	39%	458
11th GradeHercules)	21%	923	59%	475	21%	448
11th Grade(State)	32%	961	57%	485	33%	476
11th Grade(National)	41%	1004	67%	509	42%	494

Scholastic Aptitude Test (SAT) Results, 2019	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math
12th Grade (Hercules)	38%	1006	60%	511	41%	495
12th Grade (State)	23%	935	43%	472	25%	463
12th Grade (National)	22%	935	45%	476	25%	459

Hercules High School SBAC, 2019 ELA Overall Scores	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
	27.83%	32.08%	20.28%	19.81%
Hercules High School SBAC, 2019 Math Overall Scores	**Standard Exceeded**	**Standard Met**	**Standard Nearly Met**	**Standard Not Met**
	13.74%	24.64%	20.85%	40.76%

Growth Target: (SMART Goal)

a) 10th grade PSAT results will increase from 22% meeting both benchmarks in 2019 to 40% meeting both benchmarks by 2023.
b) 11th grade PSAT results will increase from 21% meeting both benchmarks in 2019 to 40% meeting both benchmarks by 2023.
c) SBAC math results will increase from 38% meeting and exceeding standard to 40% meeting and exceeding math standards by 2023.
d) SBAC ELA results will increase from 59% meeting and exceeding standard to 70% meeting and exceeding standard by 2023.
e) A-G completion rates will increase from 59.6 to 65% by the end of 2023 school year.

SLOs Addressed: Critical Thinkers, Effective Engaged Communicators, and Responsible Citizens

Monitor Progress (Measureable Assessment Tools)	Report Progress (Communication, share out, etc)
SBAC (ELA/Math)	School Site Council
PSAT/SAT results	Faculty Meeting
A-G Completion Rates	Parents/Students
	Professional Learning Collaboration Sessions

Description of Specific Actions to Improve College Readiness among all students.	MEANS TO ASSESS IMPROVEMENT	TIMELINE	RESPONSIBLE PERSON(S) INVOLVED	Means to Monitor and Report Progress
Continue to expand course offerings in career pathways/courses to enhance career opportunities (specifically Health careers and computer science).	The addition and sustainability of CTE courses offered and populated in master schedule.	Ongoing throughout next three years	admin, teachers, counselors	Staff Meetings School Site Council Master Schedule ILT Meetings

All students will have a monitored 4-year plan through PowerSchool that counselors and parents have access.	Graduation progress screen via PowerSchool.	Ongoing throughout next three years	Administration Academic Counselors	Faculty Meetings School Site Council
Promoting a college/career culture of awareness that identifies college career readiness throughout the school year throughout all grade levels. ● 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.	● Academic Counselors Log/Calendar. ● A-G Completion Rate. ● Graduation Rate. ● D's and F's List on a quarterly basis. ● Senior Exit Survey.	Ongoing Throughout three years	Teachers Counselors Administrators Students Parents	Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council
Schedule standardized test prep sessions (PSAT, SAT, SBAC) in Math & English. Conduct teacher led prep sessions at least four times prior to the SAT/PSAT administration.	● SAT/PSAT Prep sign in sheets. ● Review ELA & Math Benchmark scores. ● # of participants in tutorial programs - sign in sheets.	Ongoing throughout next three years	Teachers Counselors Administrators Achieve Learning	Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council

Schedule Career Day every other year. Fall of 2020, Spring, 2022	• Post-Career Survey/Evaluation of the day that determines effectiveness of the presentations.	Ongoing throughout next three 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.	Ongoing for next three years. May of each year PD 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.

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.

Rationale: Self-Study findings indicate a need to establish and maintain academic support mechanisms to address the educational needs of individual students as well as struggling subgroups. The 4-year average of A-G completion stands at 59.6% of our graduating seniors have successfully completed the necessary requirements to enter the UC/CSU system.

Critical Learner Needs addressed:

#1 Students underperforming in mathematics need support through personalized instruction in addition to targeted academic intervention throughout Algebra I, Geometry and Algebra II.

#2 There needs to be academic interventions that specifically target the African American and Hispanic male populations throughout all grade levels, beginning in 9th grade.

#3 Students need to demonstrate college and career readiness in PSAT/SAT performance scores to support and enhance their transition into post-secondary educational institutions or the career/work field of their choosing without need for remediation.

Supporting Data/Evidence: UC/CSU A-G Gender/Subgroup completion rate,

UC/CSU A-G Gender	Graduates Successfully Completing all Courses Required for UC/CSU Entrance									
	Asian		African American		Filipino		Hispanic		White	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2018-19	84.2%	66.7%	50.0%	30.8%	74.2%	79.2%	59.3%	66.7%		
2017-18	73.9%	72.7%	65.2%	37.5%	92.9%	72.4%	67.7%	29.4%		
2016-17	69.6%	91.3%	44.7%	37.5%	73.2%	51.4%	63.6%	30.4%		63.6%
2015-16	69.6%	71.0%	48.4%	31.4%	69.0%	54.3%	57.1%	36.4%	83.3%	28.6%
4 Year Avg.	74.3%	75.4%	52.1%	34.3%	77.3%	64.3%	61.9%	40.7%	83.3%	46.1%
UC/CSU A-G Gender	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
	Asian		African American		Filipino		Hispanic		White	

A-G PASS RATES			
Academic Year	Number of graduates	# Students Passed Course Requirements	% Students Passed Course Requirements
2019	207	129	62.32%
2018	224	145	64.73%
2017	262	149	56.87%
2016	242	132	54.55%
Four Year Trend	233.75	138.75	59.6%

Growth Target: (SMART Goal)

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

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

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

Description of Specific Actions to increase the academic performance of underperforming students.	**MEANS TO ASSESS IMPROVEMENT**	**TIMELINE**	**RESPONSIBLE PERSON(S) INVOLVED**	**Means to Monitor and Report Progress**
Peer Tutoring/Homework Center- M, T, Th - 3:30-4:30pm	Quarter Grades Progress Reports Semester Grades Reports Sign In Sheets	Ongoing: Re-assess at the end of each semester.	Achieve Learning Administration	Staff Meeting Professional Learning Collaboration
Edgenuity Credit Recovery: Extend learning opportunities to students in need of credit recovery as identified through transcript analysis and the local review process.	• Review of HS transcripts and successful completion of all graduation requirements. • Semester grades will be analyzed and opportunities for Edgenuity (Credit Recovery) will be offered.	Ongoing: Re-assess after each semester.	District Office Counselors Administration Parents	Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council

Review all support and intervention programs currently in place and determine a system to regularly assess their effectiveness. ● Identify at risk students at Coordination Access Resource Equity (C.A.R.E) Team meetings. ● Offer personal/emotional counseling as needed. ● Arrange meetings with teachers, parents, students, admin, and school psych to determine recommended individual needs/interventions.	Collection of current programs School wide schedule of tutorial offerings	Ongoing throughout next three years	Administration Department Chairs Health Center Academic Counselors Security Team	Staff Meeting Professional Learning Collaboration Sessions
Focus Group Meetings ● 9th and 10th Grade Males with 1 or more D or F in core classes (Math, English &/or Science). ● 9th and 10th Grade Females with 1 or more D or F in core classes (Math, English &/or Science).	Quarter Grades Progress Reports Semester Grades Reports Sign In Sheets Meeting Agendas	Ongoing: Re-assess at the end of each semester.	Administration, Health Center Youth Development Coordinator College & Career Counselor	Staff Meeting Professional Learning Collaboration
Examine student access of teachers' tutorial sessions and how to enhance the effectiveness for students.	Sign In Sheets Teacher Tutorial Sessions	Ongoing throughout next three years	Department Chairs All Teachers Administration	Department Chair Meetings Professional Learning Sessions

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

Math Intervention Program - Explore alternatives to students who have not earned a C or above in Math 8.	Algebra I - 8 grade pass	2018-19 & Ongoing throughout next six years	Teachers Counselors Administrators	Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council

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

- 58% of 10th grade students earned a 3.0 and or above at the end of the 1st quarter of 2019, while 22% of these students' met/exceeded Math and English benchmarks ("college-ready") on PSAT, 2019 scores.
- 67% of 11th grade students earned a 3.0 and or above at the end the 1st quarter of 2019 while 21% of these students were deemed to be college ready according to PSAT, 2019 scores.
- 53% of 12th grade students earned a 3.0 and or above at the end the 1st quarter of 2019 while 38% of these students were deemed to be college ready according to SAT, 2019 scores.

Critical Learner Needs addressed:

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

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

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

Supporting 2016 Data/Evidence: Academic Pass Rates, A-G Completion Rate, PSAT, Honor Roll, D's & F's List.

PSAT, Fall 2019	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math
10th Grade(Hercules)	22%	873	54%	450	22%	424
10th Grade(State)	30%	889	52%	446	31%	444
10th Grade(National)	37%	925	61%	467	39%	458
11th GradeHercules)	21%	923	59%	475	21%	448
11th Grade(State)	32%	961	57%	485	33%	476
11th Grade(National)	41%	1004	67%	509	42%	494

Scholastic Aptitude Test (SAT) Results, 2019	Percent Met Both Benchmarks	MEAN TOTAL SCORE	Percent Met ERW Benchmarks	Evidence Based Reading & Writing (ERW)	Percent Met Math Benchmarks	Mean Math
12th Grade (Hercules)	38%	1006	60%	511	41%	495
12th Grade (State)	23%	935	43%	472	25%	463
12th Grade (National)	22%	935	45%	476	25%	459

A-G PASS RATES			
Academic Year	Number of graduates	# Students Passed Course Requirements	% Students Passed Course Requirements
2019	207	129	62.32%
2018	224	145	64.73%
2017	262	149	56.87%
2016	242	132	54.55%
Four Year Trend	233.75	138.75	59.6%

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

Objectives:

- Hercules High School ILT will meet twice a month to focus on implementing relevant and meaningful professional learning opportunities for all staff.
- All departments will meet at least twice a month to coordinate their efforts on improving student achievement through data driven instruction, common assessments, and curriculum mapping.
- As a staff, we will explore opportunities through professional learning communities that allow staff to share current research based instructional strategies (best practices).

Growth Target: (SMART Goal)

a) 10th grade PSAT results will increase from 22% meeting both benchmarks in 2019 to 40% meeting both benchmarks by 2023.
b) 11th grade PSAT results will increase from 21% meeting both benchmarks in 2019 to 40% meeting both benchmarks by 2023.
c) SBAC math results will increase from 38% meeting and exceeding standard to 40% meeting and exceeding math standards by 2023.
d) SBAC ELA results will increase from 59% meeting and exceeding standard to 70% meeting and exceeding standard by 2023.

SLO's Addressed: Critical Thinkers and Effective Engaged Communicators

Monitor Progress (Measureable Assessment Tools)	Report Progress (Communication, share out, etc)
Department Binders	Instructional Leadership Minutes & Agenda's
Professional Development Calendar	Faculty Meeting
Local: Academic Pass Rates, A-G Completion	School Site Council, Parent Teacher Organizations
SBAC Results	Student Senate

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

Description of Specific Actions to Improve collaborative approach to align curriculum and instruction.	**MEANS TO ASSESS IMPROVEMENT**	**TIMELINE**	**RESPONSIBLE PERSON(S) INVOLVED**	**Means to Monitor and Report Progress**
Implement a site based professional development plan that: ● Identifies school wide strategies ● Provides technology resources ● Builds capacity from within via peer to peer collaboration and the sharing of best practices	Professional development calendar Minutes from ILT meetings. Lesson Plans – implementation of technology Course Syllabus – common agreements, common assessments	Ongoing throughout next three years	Instructional Leadership Team, Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council
Identify a school-wide focus that allows all departments and grade level cohorts to work together to achieve success in that area.	Department Binders and Minutes. Individual Teacher Lesson Plans Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule	Reassessed at the end of each school year.	Instructional Leadership Team Departments Staff Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council

	SSC - updates			
Additional Staff Training – In-service Day "retreat" focused on selected targeted instructional strategies that address DOK, the school-wide focus, and 21st Century instructional strategies. ● We will request that departments/grade level cohorts share best practices of targeted instructional strategies pertaining to the selected School-Wide Focus	Department Binders and Minutes. Individual Teacher Lesson Plans Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC - updates	Continuously monitored throughout each school year.	Instructional Leadership Team Departments Staff Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council
Implement cycles of inquiry to review the effectiveness of instructional practices that address DOK, which would include ● The analysis of classroom assessment and standardized test data ● A common protocol for reviewing data ● Plan for re-teaching and instruction modification	Department Binders and Minutes. Individual Teacher Lesson Plans Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC – updates	Continuously monitored throughout each school year.	Instructional Leadership Team Departments Staff Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council

	Instructional Rounds Checklist			
Utilize instructional rounds, strategic collaboration and other applicable professional learning opportunities that support our school's academic goals and school-wide focus.	Department Binders and Minutes. Log Sheets of Instructional Rounds Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC – updates Instructional Rounds Checklist	Continuously monitored throughout each school year.	Instructional Leadership Team Departments Staff Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council
Develop common assessments (formative/summative) within departments (Math, English, Social Science, Science and World Language)	Department Binders and Minutes. Individual Teacher Lesson Plans Copies of common assessments per course Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule	Continuously monitored throughout each school year.	Instructional Leadership Team Departments Staff Administration	Faculty Meetings Staff Collaborations ILT Collaborations School Site Council

	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.