

Hercules High School

1900 Refugio Valley Rd.,

Hercules, CA 94547



WASC Self Study

Focus on Learning

2016-2017

2016-17 WASC Report

West Contra Costa Unified School District

1108 Bissell Avenue

Richmond, CA 94801

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WASC Leadership Team

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

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Preface:

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

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

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

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

The principal also shared the WASC process with the Parent Teacher Organization as well as providing regular updates to the school site council. The SSC played an instrumental role in relaying the WASC process out to parents. At the current time our school site council served as our parent home group. WASC updates were presented at each school site council meetings. WASC updates continue to be a part of all SSC agendas. Each of the draft reports were presented to SSC. Monthly minutes are placed on our school website and weekly announcements are broadcasted to all families on a regular basis. The principal also attends the Parent Teacher Organization meetings and updates that group on the WASC process. In addition to the PTO and school site council WASC updates, each of our family events has a portion reserved to share information pertaining to WASC, identifying the current status of our work and referring to the school website for current drafts of the WASC report.

Ultimately, the WASC action plan is aligned with the Single Plan for Student Achievement (SPSA) that is monitored by the School Site Council. Additionally, the action plan is aligned with district LCAP goals, also contained in the SPSA. These coordinated plans will help guide the instructional program at Hercules High School for the next six years.

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

General Background & History

Hercules High School is a comprehensive public high school located along the Interstate 80 corridor, within thirty-minutes of San Francisco and sixty-minutes of Sacramento, serving approximately 1000 students in grade 9-12. Hercules High School was originally established in 2001 as a Middle/High School, serving students in 6th - 12th grades. In late spring of 2014, the WCCUSD board approved a diversion from the established 6th -12th institution to one middle school and one high school with separate administrative, classified, and certificated staff. What remains the same is the common address shared by Hercules High School and Hercules Middle School. The two schools remain physically connected by an administrative complex and library buildings.

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. Named after Hercules, the legendary Greek hero known for his strength, the town has thrived for over 100 years through three owners and five wars. The City of Hercules was originally established as the California Powder Works company town in 1881. The explosive black powder produced in Hercules was first 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.

The city of Hercules has grown into a culturally rich community with a population hovering around 25,000 strong. Hercules has one of the largest populations of Filipino and Asian residents compared to other communities along the I-80 corridor. The largest make-up of the community is Asian (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%.

The City of Hercules shares its border with two school districts. The majority of residents are within the West Contra Costa Unified School District boundary. 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 30,500 students in grades K-12. Elementary schools serve K-6 and the secondary schools in the district serve either 7th and 8th, or 9th through 12th grade students.

Brief History of WASC Accreditations:

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

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

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

Academic Program:

Hercules High School (HHS) offers an academic program designed to meet the needs of every student. We currently offer 89 courses that are designed to help each student find his or her own path and follow it to post-high school success, whether in college or in the workforce. The default curriculum at Hercules High School is aligned 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 to allow students to pursue their passions, such as Art, Publications, Jazz Dance, Orchestra, Band, Choir, Theater, and Computer Science. Hercules offers 13 Advanced Placement (AP) courses ranging from English Literature and Composition to Calculus AB and BC. AP courses are college-level courses that follow curriculum specified by the College Board. By taking these classes, our students can stand out in college admissions, potentially earn college credit, and prepare for college while in high school. Hercules High School operates under a six period day with an additional “A” period. All students are guaranteed at least six classes with a number of students taking advantage of a seventh class. The intent of the “A” period is to allow students to be enrolled in advanced elective programs, academies, and the performing arts without conflicting with their required classes that are needed for graduation.

We currently are in the planning stages of establishing career pathways that will be offered as advanced electives. In the fall of 2016, we surveyed all students with questions regarding advance electives pertaining to potential pathway courses. We have planned a Career Day to be held in February 2017 and will plan the students’ activities that day on the results of the survey. The intention of the career day and student survey is to establish 1-2 academic pathways based on student interest in 2017-18 school year.

Additionally, in November, we administered an interest survey to approximately 40 low-achieving freshmen and sophomores utilizing the California Career Zone website (www.cacareerzone.com) to further support the choosing of elective courses to offer for the 2017-2018 school year.

College Career Readiness:

The goal of West Contra Costa Unified School District for College and Career Readiness is to:

Become a full service community school district meeting the needs of our students, ensuring they are college and career ready, and able to make life choices with productive and positive outcomes.

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

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

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

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

| Regional Occupational Program (ROP) Course Enrollment 2016-17 | Total Enrollment | Total # Sections |
|--|---------------------|---------------------|
| AP Computer Science Principals | 67 | 2 |
| Computer Programming | 68 | 2 |
| AP Environmental Science | 61 | 2 |
| Publications | 25 | 1 |

Academic Counseling

We have two academic counselors with a case load of approximately 500 students each. Our academic counselors work with 9th – 12th grade students and are assigned by a student’s last name. The alphabet is split by last names beginning with A-L and M-Z. The counselors follow the American School Counselor Association (ASCA) model, with the goal of supporting all students in the academic, social/emotional, and career preparatory realms as they successfully complete WCCUSD graduation requirements. The counselors provide inspiration, planning, academic preparation and social capital to all students as they

strive to ensure that all students graduate “A-G qualified” in order that they may qualify to attend college following their graduation. They are dedicated to establish a college going culture through the promotion of college and career readiness for all students, endeavoring to minimize gaps between low-performing or traditionally underrepresented students and their peers. Throughout each school year our counselors provide a variety of services to our school community. WCCUSD provides district-wide support to our academic counselors through monthly meetings, workshops, and professional development opportunities intended to increase their skills in working with the young people in our district. The following is an outline of the services that our academic counselors offer.

- I. Services to Students
 - a. Educate students regarding graduation requirements & A-G eligibility; create individual 4 year plans in an effort to increase number of A-G qualified graduates.
 - b. Begin educating students about college & scholarship possibilities starting in 9th grade and throughout the high school years.
 - c. Work with credit deficient students toward qualifying for graduation.
 - d. Invite admission reps from various higher education organizations to provide opportunities for seniors to learn more about the post-graduation possibilities.
- II. Services to Staff
 - a. Work collaboratively with administration and teachers to create master schedule.
 - b. Act as liaison between parents, students, and teachers, when needed, to facilitate communication.
 - c. Work with SPED & ELD departments to ensure appropriate placement for SPED/ELD students.
- III. Services to Parents
 - a. Provide PowerSchool access information and teacher contact information to parents to encourage increased and better communication between staff and parents.
 - b. Provide information regarding graduation requirements and A-G eligibility at monthly parent information sessions.
 - c. Keep website updated with college, academic, and scholarship information.
- IV. Services to Profession
 - a. Attend conferences to increase knowledge of counseling programs and information that may benefit the students.
- V. Services Incident to Accomplishment of Counselor’s Routine in the School
 - a. Collect data regarding post-graduation plans for graduating seniors.
 - b. Collaborate with district counseling cohort to increase standardization between schools in the district.

Career Center

We currently have two counselors stationed in the career center with an additional Contra Costa Community College Counselor assigned one day a week. Our counselors all work together with a focus of building the “College Going Culture” at Hercules High School. At the start of the 2014-15 school year, WCCUSD supported the development of our college and career center. Since August of 2014, we have

housed a Fellow from UC Berkeley's Early Academic Outreach Program (EAOP) and Destination College Advising Corps (DCAC) College Advisor in the career center. In addition to the EAOP/DACA Fellow, we are fortunate to have the services of a district counselor on special assignment who works as a liaison between the district administration and all of the district's counselors, and in specific, with our counseling staff supporting our counselor's and their efforts and programs throughout the school year. Some of the programs which operate from the Career Center are:

Early Academic Outreach Program (EAOP)

The Early Academic Outreach Program (EAOP) and Destination College Advising Corps (DCAC) Fellow is intended to build and cultivate a college-going culture for all students at Hercules High School. In collaboration with the school's current academic counselors, the EAOP/DCAC advisor conducts college preparation workshops & presentations, hosts college rep visits and other college-related activities. In addition to focusing on our 11th and 12th grade students, the advisor also works to establish an EAOP cohort of 9th-10th graders. The responsibility of the DCAC Advisor Fellow is to reach out to as many students as possible to provide them with multiple post-secondary options, college being one of them. The goal is to increase the rate of college-going students after graduating from Hercules High School, and bring awareness to the Career Technical options available to them.

The services offered through DCAC are:

- Transcript evaluation & Individual Academic Planning (IAP)
- College Application/Admissions Assistance
- FAFSA & Scholarship Assistance
- College Exposure Tours
- Senior to College Transition Assistance

Upward Bound (11th & 12th grade) & Talent Search (9th & 10th grade)

Upward Bound is a UC Berkeley outreach focused on preparing upperclassmen for college while Talent Search focuses on preparing underclassmen for college. The target population for both programs is "first-gen" students – those students from low income families who whose parents did not graduate from a 4-year college.

Rising Scholars

WCCUSD has partnered with the Young Scholars Program to create the Rising Scholars Project (9-12), a subsidiary of the Young Scholars Program. The Rising Scholars Project is a project to increase the number of Young Men of Color who matriculate to college and successfully move

toward degree attainment. Through funding provided by WCCUSD and the College Bound Brotherhood, these young men receive college counseling in small groups throughout the school year with a dedicated counselor. The intent is to increase the students' knowledge of the college preparation and application process as well as to provide enrichment experiences that will increase their social transformation which helps to prepare them for life as well as college. The academic counselors work closely with the EAOP/DACA Fellow and the District Counselor-on-Special-Assignment to identify, recruit and support students of color to participate in this college readiness program. The District Counselor-on-Special-Assignment oversee the 11th and 12th grade cohorts while the EAOP/DACA Fellow meets with the 9th grade cohort utilizing a pull-out program throughout the school day. The Rising Scholars Program is overseen by Ms. Jacqueline Rushing, the founder and CEO of the Young Scholars Program.

READ 180

Read 180/System 44 Enterprise Edition, Next Generation, and Universal are comprehensive reading intervention programs designed to meet the needs of students whose reading level is below or far below proficient. The READ 180 program supports students who have a grasp of phonics but may have gaps in their understanding of the reading process and/or their foundational skills. READ 180/System 44 is designed to address these gaps by directly targeting individual needs through direct instruction in reading skills, instructional software, and leveled, high-interest literature. READ 180/System 44 is set up as a class in a student's schedule. System 44 (Next Generation and Universal only) is for students who struggle with phonics. We currently have 16 students enrolled in READ 180.

Link Crew

Link Crew is a program that is intended to support the transition of rising 8th graders as they transition into high school, connect them to opportunities for involvement and provide monthly activities to sustain their support throughout their 9th grade year. In the spring of each school year, our link crew coordinators recruit 10th and 11th grade students to be link crew leaders for the upcoming school year. Through the training process, these students become role models, mentors and student leaders. The link crew model provides the structure for freshmen to receive support and guidance from juniors and seniors who have successfully navigated through the challenges that high school poses, with an understanding that the transition to a larger school can sometimes be overwhelming.

Health Center

The Hercules High Student Health Center was established in June 2007 as a collaboration effort between the West Contra Costa Unified School District and Bay Area Community Resources (BACR), a non-profit agency whose mission is to support the healthy development of individuals and families in the

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

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

The Health Center currently provides the following services:

Mental Health

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

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

The Rainbow Center

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

Contra Costa Crisis Center

- Grief counseling

Community Violence Solutions

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

STAND! For Families Free of Violence

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

Hercules High School Extended Learning Program

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

Credit Recovery

Cyber High is an online program designed for credit recovery, specifically for students who received a D or an F in English, Math or a Social Science class. Cyber High offers individual self-paced online courses; a majority of the coursework can be completed at home or any location that provides internet connection. Unit exams must be taken during a CyberHigh session at school under the supervision of the certificated staff member overseeing the program. The number of students enrolled in Cyberhigh varies throughout the year depending on course completion and need, but averages ~60 at any one time.

Academic Intervention Program

Over the last two years we have been establishing a framework to support 9th and 10th grade students who earned a D or an F on a progress report (midway through each quarter). At the end of each progress report (4.5 weeks) students who have received a D or an F in their Math or English classes are sent a letter informing parents of tutorial opportunities available to support their child's academic grades. In addition, we invite all parents to a parent night focused on supporting their child's academic habits.

- The goal of the academic intervention program is to support students that are struggling at the earliest opportunity so they have time to achieve a C or better in any class in which they are earning a D or F at the progress report. The intervention classes are designed to provide direct instruction, re-teaching of missed concepts, assistance with current class work and prepare for tests and quizzes.
- Students who participate in the intervention program are offered a study trip to a state university as an incentive.

Homework Center

Homework centers offer students the opportunity to gain assistance with homework or extended class projects. The homework center is held in the library on Monday, Tuesday, and Thursday after school. In 2016-17, we partnered up with Achieve Learning to

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

School Community Demographic Data

Parent Education Level

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

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

Source: California Healthy Kids Survey, Main Report

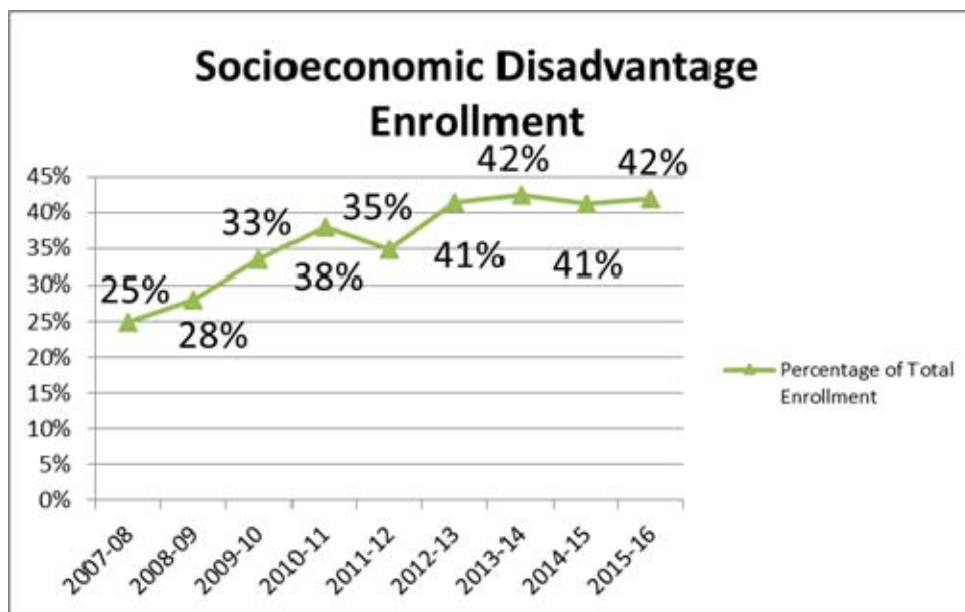
Socioeconomic Disadvantage Enrollment

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

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

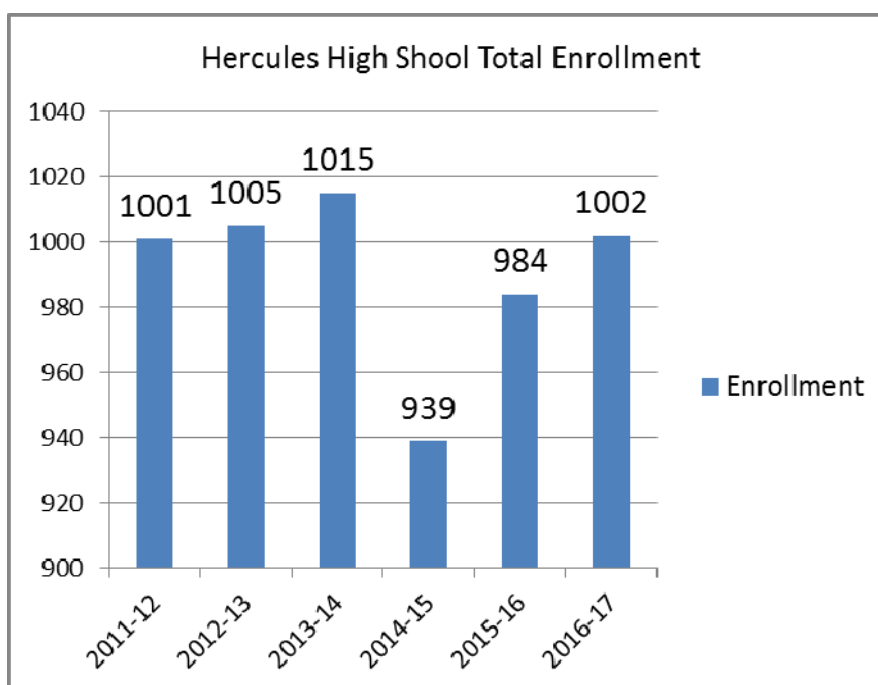
Source: <http://dq.cde.ca.gov/dataquest/>

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



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

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



Enrollment by Cohort Grade

The table below depicts enrollment by grade level cohort as students' transition from their 9th grade year to their 12th grade year. In 2011 the 9th grade class was at 253 and four years later, that same cohort of students had dropped to 209; a decrease of 44 students. In 2012-13 school year the 9th grade class started off at 264 and four years later that same cohort of students had dropped to 250; a decrease of 14 students. In 2013-14 school year the 9th grade enrollment was 282 and four years later that same cohort of students was at 277; a decrease of 5 students.

| Enrollment by grade | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
|---------------------|---------|---------|---------|---------|---------|---------|
| 9th | 253 | 264 | 282 | 217 | 230 | 253 |
| 10th | 295 | 239 | 252 | 277 | 230 | 231 |
| 11th | 237 | 267 | 222 | 236 | 274 | 241 |
| 12th | 216 | 235 | 259 | 209 | 250 | 277 |
| TOTAL | 1001 | 1005 | 1015 | 939 | 984 | 1002 |

Source:PowerSchool, 10/22/16

Ethnic Trends, 2011 - 2016

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 Hercules community. The largest make-up of the community is Asian (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%.

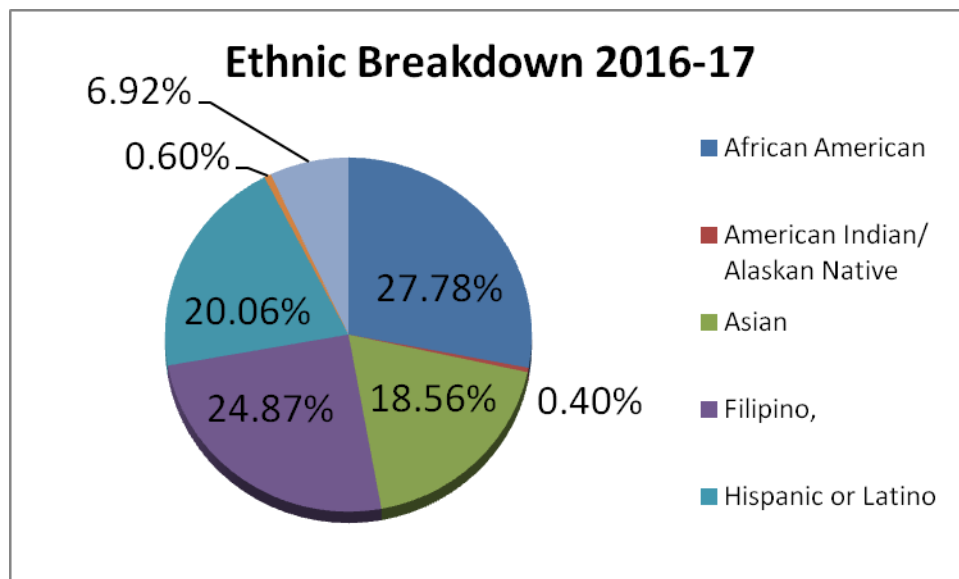
The table below depicts the last 5 years of diversity at Hercules High School. The African American population had a high percentage of 27.95% in 2016 and a low of 24.40% in 2015. The current African American population represents 27.78% of the student body. The Asian subgroup had a high of 19.72% in 2016 and a low of 18.2% in 2014. The current Asian population represents 18.56% of the student body. The Filipino population was the highest percent in 2015 with a representation of 27.4% of the total student body and the lowest percentage was in 2012 when it was at 24.7%. The current Filipino population represents 24.87% of the student body. The Hispanic population was the highest in 2013 registering at 20.10% and the lowest range was in 2015 at 19.31%. The current Hispanic population represents 20.06% of the student body. The White population was at the highest in 2012 at 10.3% and the lowest in 2015. The current white population represents 6.8% of the student body.

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

Source: PowerSchool, 10/22/2016

Ethnic Breakdown, 2016-17

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



Source: PowerSchool, 10/22/2016

Enrollment by Home Language Group

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

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

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

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

English Learners Classification

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

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

Source: PowerSchool Database 10/22/16

Advanced/Honors Enrollment

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

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

Source: PowerSchool Database 10/22/16

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). Resource Specialist (RSP) students generally require specialized assistance less than 50% of the school day. Non Severely Handicapped (NSH) students require assistance more than 50% of the day. Severely Handicapped (SH) 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. At Hercules High School we currently have 34 students in the NSH program, 52 in RSP and 10 students in SH classes.

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

Source: PowerSchool Database 10/22/16

Visual & Performing Arts (VAPA)

The visual and performing arts offerings continue to be a strong component of Hercules High School's program. In 2015-16, we had 547 total seats (some students listed in multiple courses) in our performing arts and in 2016-17 we had 553 seats in all combined courses. The table below outlines the courses offered and the number of students enrolled in each course.

| Performing Arts Enrollment | 2015-16 | 2016-17 |
|----------------------------|---------|---------|
| Adv Visual Arts | 26 | 26 |
| AP Studio Art: 2-D Design | 62 | 52 |
| Band | 44 | 46 |
| Begin Art | 146 | 187 |
| Concert Choir | 40 | 45 |
| Drama/Theater | 36 | 32 |
| Jazz Dance | 71 | 59 |
| Ochestra | 64 | 29 |
| Ochestra Adv | 58 | 77 |
| TOTAL SEATS | 547 | 553 |

Source: PowerSchool Database 10/22/16

LCAP Data: Addressing the Eight State Priorities

On July 1, 2013 Governor Jerry Brown signed into effect a new education finance law called Local Control Funding Formula (LCFF). By July 1, 2014, the Local Education Agency (LEA) governing board of each school district shall adopt a local control and accountability plan (LCAP) using a template adopted by the State Board, effective for three years with annual updates. The LCAP is to include the LEA's annual goals for all pupils and for each subgroup in regard to eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. The State Board has grouped the eight priorities into three categories: Conditions for Learning, Pupil Achievement Outcomes and, Student Engagement.

Conditions of Learning – Basic Services

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

District Policies/School Financial Support

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

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

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

- Targeted Student Services—one-to-one services that go only to EL, LI or FY students.
- Schoolwide programs—for schools with 100% eligible students or on programs that primarily benefit EL, LI, and FY students.

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

2015-2016 GOALS AND EXPENDITURES

- GOAL 1: Improve student achievement for all students and accelerate student learning increases for ELL and low income students. \$11,373,797
- GOAL 2: Improve instructional practice through professional development and professional learning communities at schools and recruiting and retaining high quality teachers and principals. \$6,181,890
- GOAL 3: Increase parent and community engagement, involvement, and satisfaction. \$1,777,289
- GOAL 4: Improve student engagement and climate outcomes, and allocate services to ELL and LI students. \$11,577,617
- GOAL 5: Provide basic services to all students, including facilities, access to materials and technology. \$1,081,590

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

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

Teacher Certification and Assignment

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

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

Source: PowerSchool Database 09/04/16

Advance Degrees:

In 2016-17 we have 1 staff member who has earned National Board certification, 20 with a Master's Degree and 18 with 30 credits beyond a Bachelors degree.

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

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

Average Teaching Experience

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

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

Source: WCCUD Human Resources, 2016

Certificated Staff: Demographic Breakdown

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

Source: WCCUD Human Resources, 2016

Gender and Ethnicity of staff

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

Source: WCCUD Human Resources, 2016

| Teachers By Gender | 2012-13 | 2013-14 | 2015-16 | 2016-17 |
|--------------------|---------|---------|---------|---------|
| Female | 29 | 24 | 21 | 23 |
| Male | 20 | 20 | 17 | 16 |
| Total | 49 | 44 | 38 | 39 |

Source: WCCUD Human Resources, 2016

Description of Faculty/Staff

In addition to our certificated instructional staff, we have 3 administrators, 2 full time academic counselors, 3 specialized staff (Health Center Coordinator, School Psychologist and Speech Pathologist), 20.5 classified (instructional aide, maintenance/custodial, and clerical support) staff, 4 campus security officers (CS0) and 2 school resource officers (SR0).

| Faculty/Staff | |
|--|------|
| Hercules High School, 2016-17 | |
| Administrators | 3 |
| Academic Counselors | 2 |
| Certificated (Teacher/Librarian) | 39 |
| Specialized staff (i.e. School Psychologist, Speech Therapist, etc.) | 1.5 |
| Classified staff | 19.5 |
| Security Staff (SRO & CSO) | 6 |
| TOTAL | 71 |

Source: WCCUD Human Resources, 2016

Specialized Services Staff

In addition to our classroom teachers, we have 2 academic counselors, 1 psychologist, 1 librarian, 1 health center coordinator, and a speech pathologist assigned to support our students in their area of specialty.

| Pupil Services Staff | Academic Counselor | Psychologist | Librarian | Health Center | Speech /Lang | Nurse |
|----------------------|--------------------|--------------|-----------|---------------|--------------|-------|
| 2016-17 | 2 | 1 | 1 | 1 | 0.5 | 0 |
| 2015-16 | 2 | 1 | 1 | 1 | 0.5 | 0 |

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

Classified Staff:

Classified staff consists of school employees that do not need certification or licensure to be qualified for their position. All of our classified staff play an integral part of our school environment. 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. Classified staff are assigned to maintenance and custodial, cafeteria, and clerical positions. Paraprofessionals assist our special education students and teachers and serve as instructional aides (IA) in all facets of daily classroom management.

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

Security Staffing

4 Campus Security Officers (CSO) and 2 School Resource Officers (SRO) are assigned to Hercules High School full time. Four CSO's are assigned to monitor, secure and respond to situations for the entire campus. Some of their duties include but not limited to the following: security clearance checks, lunch supervision, conflict mediation, and monitoring their designated areas. SRO's are provided through the Hercules Police Department. The 2 SRO's assist in campus supervision, disciplinary investigations that may be considered a criminal act, conflict mediation, social/emotional support of students who may be at risk to themselves, and assist school staff maintain a safe learning environment. All security staff personnel carry school issued radios to enhance communication with office staff, administration, and amongst themselves.

Teacher Induction Program (T.I.P)

WCCUSD has a formal induction process, called Teacher Induction Program (TIP) which replaced the former program known as Beginning Teacher Support and Assessment (BTSA) in 2015. Teachers who are new to the district and/or the profession receive support in their early years of teaching. Each participating teacher is assigned to a support provider throughout each year. The support provider is a tenured teacher on site who is committed to "mentor/coach" our new teachers. Currently we have nine teachers that are participating in TIP. In addition to the teacher induction program, we support our new teachers through monthly new teacher meetings which are run by our assistant principals.

Professional Development Programs

The West Contra Costa Board of Education prioritizes professional development through the expansion of Common Core resources that support the transition to Common Core curriculum and instruction. In the last two years the Educational Services department has taken broad steps to support an action plan offering a series of professional development opportunities focused on collaborative learning and Common Core State Standards implementation. Ongoing professional development opportunities are scheduled monthly for the administrative staff with a focus on improving the ability to provide strong instructional leadership and foster 21st century teaching and learning at school sites. The site administration, in turn, provide support to teachers through staff conferences, opportunities for

collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas.

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

Collaboration/Staff Development

In August of 2014, the district supported the re-establishment of the Instructional Leadership Team (ILT) with a 2 day professional development academy sponsored by Pivot Learning. The objective of the Pivot Learning training was to train each of the sites Instructional Leadership Team to be collaborative in nature, utilize a shared decision making process, focused on student achievement, and emphasize teaching and learning through the utilization of 21st century instructional strategies. The tools developed in the summer training were applied in preparation for the first professional development day for all teachers that would officially kick off the 2014-15 school year. At the end of 2014-15 school year, the ILT met to develop a site based professional development centered on preparing for the implementation of Common Core State Standards and assessments.

At the start of the 2015-16 school year, the MOU established by the WCCUSD had expired and sites were left to deal with the fall out individually. Hercules High School continued to support a collaborative mindset but without the MOU in place in 2015-16 there were concerns regarding the contractual language pertaining to the number of required collaborative meetings that teachers were required to attend each month and how the language in the contract pertained to the collaboration schedule that was in place at that time.

At the start of 2016-17, West Contra Costa Unified School District reinstated the MOU to support the Instructional Leadership team. At the current time, the ILT is charged with planning professional learning sessions, focused on enhancing teaching and learning. In addition to supporting the ILT, the district also agreed to provide compensation for secondary department chairs within the core academic subject areas including the Visual Arts and Performing Arts (VAPA). It is our hope that we continue to build upon the collaborative mindset through the continued work of the Instructional Leadership Team with a refreshed approach towards department collaboration led by each department chair.

Description of School Facilities

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

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

Technology

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

- Wireless Infrastructure –Each building at HHS equipped with wireless hubs. While the library has wireless hubs currently, they are not providing adequate coverage for the room. It will be upgraded in the first couple of months of 2017.
- Staff Technology Skills – Every teacher has a WCCUSD-provided laptop and a media cart with a document camera and a projector.
- One to One Initiative – one tablet for each student enrolled.

At the start of 2014-15 school year, all teachers have up-to-date teaching tools in their classrooms, including Dell Laptop, a document camera, and a projector all compiled on a mobile cart with speakers attached. The Internet may be accessed wirelessly from every room in the school. In addition, we have two computer labs, one, equipped with Apple computers, is designated for ROP Publications class. The other lab is used for teaching computer programming. The ROP computer

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

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

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

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

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

More than half of the teachers at Hercules High School use Google Classroom and other Google Tools with their students. A variety of other tools are seamlessly integrated into instruction by teachers. Professional development is on-going through ILT-planned Wednesday trainings. The Teacher Technology Liaison, Melanie Perkins, is also available all day on Tuesdays so teachers can come to the library for one-to-one coaching during their prep period. In addition, WCCUSD provides on-going training opportunities for teachers after school during the school year and an Ed Tech "Camp," two three-day sessions, with a wide variety of break-out sessions from which to choose. The after-school sessions may be used to fulfil the 10 hours of professional development that is contractually required. Teachers are paid for their time at Ed Tech Camp.

Implementation of State Standards

Hercules High School academic programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.

Common Core State Standards (CCSS) are designed to encourage students to become self-directed achievers, effective communicators, and complex thinkers. In addition, CCSS encourage the development of students to be savvy information processors, creative, collaborative, and motivated workers who think clearly in new situations. The objective of common core planning is to provide a consistent and clear understanding of what students are expected to learn. The common core state standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and professional careers. At Hercules High School we continue to make the instructional shift towards implementing CCSS. Teachers throughout each department utilize 21st century instructional strategies focused to develop student skills in critical thinking, collaboration, communication, and creativity: the 4Cs. Students are also taught research skills in all subjects so they gain experience in gathering information from various sources, deciphering validity of sources gathered, and how to applying knowledge gained to develop sound resolutions. As a result of common core instruction, our students will be prepared to be successful in our global economy.

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

English Language Development has become much more critical and idea driven with the advent of the CCSS. Students learn in many dimensions and ways, all of which can be greatly assisted by the introduction of students' tablets. Supporting the EL student is an on-going combination of teaching techniques based on Bloom's Taxonomy of Learning Methods. Early in the school's year students display the learning strategies they favor, and supporting strategies start from there. Supporting strategies include: kinesthetic, auditory, and visual.

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

Hercules's English department was one of the first to transition to Common Core, a process that began four years ago. Teachers from the department worked closely with the district's Curriculum and Instruction people to develop grade level appropriate modules, two per year, for each of the four years of high school, that adhere to the Common Core standards. The modules included varied fiction and non-fiction sources, both textual and visual, along with formative and

summative assessments designed to teach our students to analyze and synthesize those sources.

We also developed assessment rubrics for the modules. The modules, and the corresponding assessments and rubrics are now used by all the high schools in the district.

The English department continues to improve its delivery of instruction through regular attendance of district provided tech. ed. workshops, where members learn to utilize such tools as google classroom, Newsela, Illuminate, Edvivate. The department currently subscribes to Turnitin.com, as well as Shmoop.com, sites that help prepare students for the 21st century college-level on-line learning experience.

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

Classes in the Math department follow the pacing guides provided by the district which are aligned with the California Common Core Standards for Mathematics. Instructional strategies are geared toward student-centered learning using appropriate 21st century technology, multiple teaching/learning methods, and project based learning with the goal of developing critical thinking, number sense, and the connection to other disciplines.

Phys. ED (Description of the transition from CST's to CCSS and the transformation to 21st century instructional strategies)

PE 9 is working towards the individual skill development needed to perform well in team sports. PE 10 is enhancing skill development while also concentrating on cooperation with peers during team sports. Both courses focus on demonstrating knowledge in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Currently students are achieving a level of knowledge of fitness, psychological, and sociological concepts pertaining to physical activity and team sports. As a department, we are focused on testing student knowledge through quizzes and tests, skill development through specific daily drills, and peer cooperation through detailed and current tournament lesson plans.

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

Through a collaborative district-led process, the Science Department has been transitioning from California State Standards (CSS) to Common Core State Standards (CCSS) and now to Next Generation Science Standards (NGSS). New science standards have been developed that are rich in content and practice and arranged across all science disciplines. In our district, the three course model was adapted to aid in the development of the new science curriculum framework. The model adapted by our district combines all high school performance expectations (PEs) into three courses. Living Earth: Integrating Biology and Earth Science; Chemistry of the Earth system and

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

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

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

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

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

The special education department aims to support students in meeting Common core standards. The district has purchased a variety of curricula and instructional materials for use by our students with moderate/severe disabilities, such as Boardmaker Online, Learning A-Z (including Reading A-Z, Raz-Kids, and Vocabulary A-Z), Unique Learning Curriculum, News-2-You, and MobyMax (an online tutoring software which assesses students' current level of functioning and remediates deficiencies in the various academic areas). In addition, the district has adopted the Basics 3 framework.

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

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

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

Pupil Access and Enrollment:

Students enrolled in Algebra I

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

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

Source: PowerSchool, 10/22/16

Advanced/Honors Courses

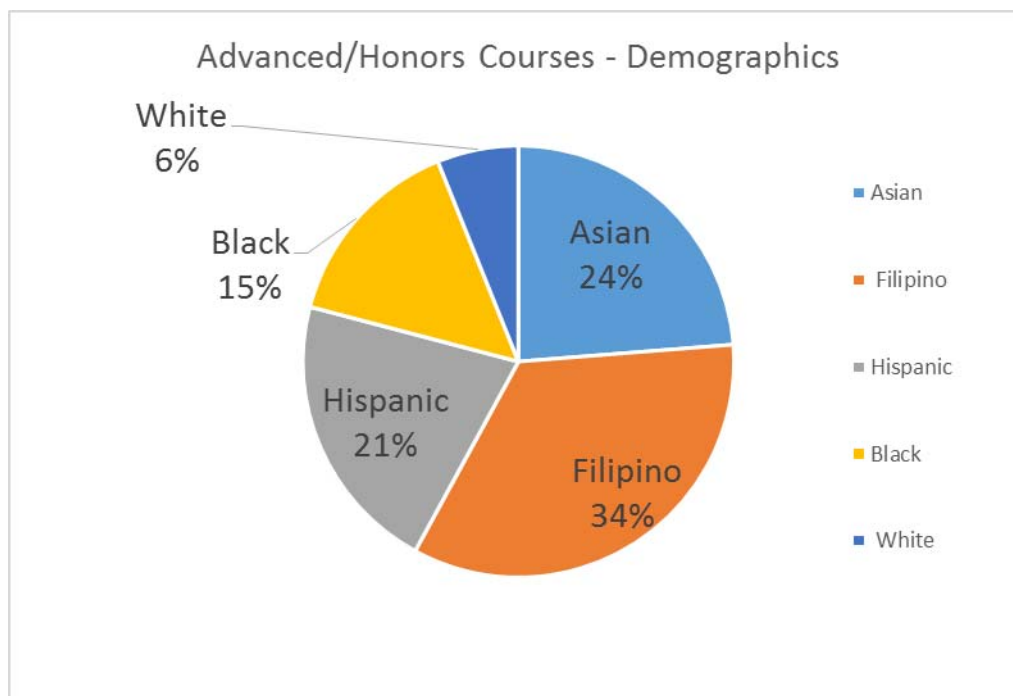
All HHS students may request to enroll in the more rigorous honors or advanced course assignment. By selecting an honors or advanced courses, a student is committing to that course for at least one complete semester. There are currently 519 “seats” filled in honors and/or advanced classes combined. Some students may be enrolled in multiple courses within one school year.

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

Source: PowerSchool, 10/22/16

Advanced/Honors Courses by Ethnicity

The largest subgroup representation enrolled in Advanced and Honor courses is the Asian/Filipino population representing 58% of the total population enrolled. The African American (Black) population represents 15% and the Hispanic population represents 21% of the total make up of Honors and Advanced courses.



Source: PowerSchool, 10/22/16

Advanced Placement Program

Advanced Placement (AP) program offers college-level curricula and examinations to high school students through the College Board organization. American colleges and universities often grant placement and course credit to students who obtain high scores on advanced placement examinations. The

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

Hercules High School offers a variety of Advanced Placement courses. As of 2016-17 school year, Hercules offers 18 AP courses, enrolling 412 students. Many of these students are enrolled in multiple AP courses resulting in a total of 817 “seats”. We use the word “seats” to count the AP enrollment number due to the number of individual students who are enrolled in more than one AP class. Though the school offers open access to advanced courses, the mathematics, social science, and English departments work together to support students in making their decisions pertaining to course selections. Throughout the last two years we have promoted AP enrollment to all students and allow any student to enroll into any AP course of their choice. As we continue to promote and recruit students to enroll into AP courses, we do stress to all students that it is a yearlong commitment. Throughout the spring enrollment, counselors and teachers communicate the advantages of enrolling into AP courses in addition to the expected work load through individual class syllabus.

AP Enrollment by Grade Level

For the school year 2016-17, we have a total of 412 students enrolled in AP courses. Of the 412 students enrolled, 74 are 9th grade, 82 are 10th grade, 111 are 11th grade and 145 12th grade students are currently enrolled in AP courses. At the current time, 41% of the entire student body is enrolled on one or more AP course.

| Hercules High School AP Enrollment | | | | | | |
|---|----------------|------------------|----------------|------------------|----------------|------------------|
| | 2014-15 | | 2015-16 | | 2016-17 | |
| Grade Level | # of Students | Percent of Class | # of Students | Percent of Class | # of Students | Percent of Class |
| 9th Grade | 60 | 51% | 74 | 33% | 74 | 28.68% |
| 10th Grade | 111 | 48% | 102 | 45% | 82 | 36.77% |
| 11th Grade | 100 | 36% | 111 | 41% | 111 | 47.23% |
| 12th Grade | 106 | 28% | 150 | 60% | 145 | 87.19% |
| TOTAL | 377 | | 437 | | 412 | |

Source:PowerSchool, 10/22/16

AP Enrollment: 3 year trend

The table below outlines the trend of AP Enrollment through 2014 to 2017. The numbers reflect the number of “seats” or number of students enrolled per course. In the last three years, we have increased by

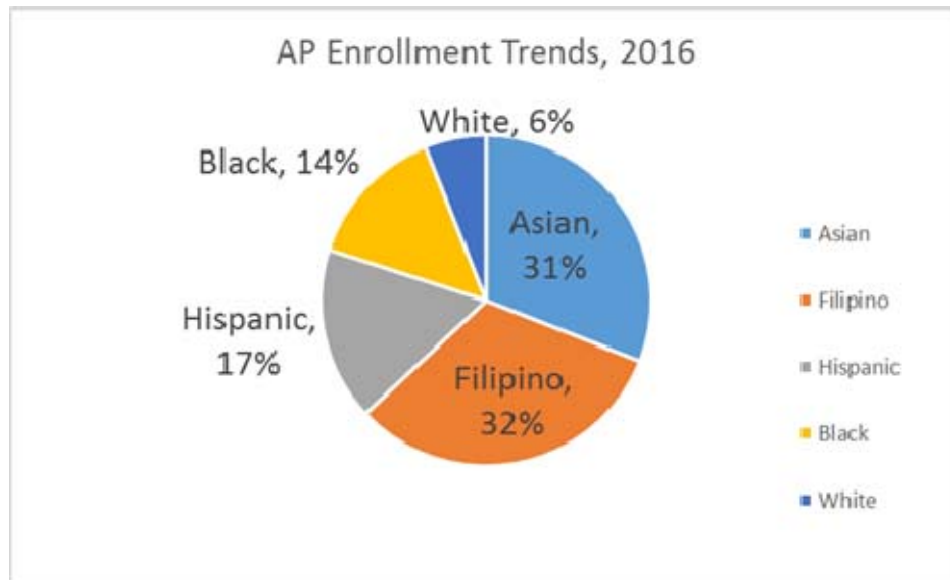
51 seats. Hercules High School offers 18 AP courses with a total occupancy of 817 “seats”. In 2016, the AP course with the highest enrollment AP Govt & Pol US with 145 students and the lowest enrolled AP Spanish Language at 13. The chart below details out the enrollment trends over the last three years.

| Hercules High School AP Enrollment | | | | |
|------------------------------------|---------|---------|---------|---------|
| AP Course | 2013-14 | 2014-15 | 2015-16 | 2016-17 |
| AP Biology | 23 | 22 | 0 | 36 |
| AP Calculus BC | 54 | 17 | 25 | 12 |
| AP Calculus AB | 13 | 80 | 56 | 87 |
| AP Chemistry | 0 | 36 | 26 | 0 |
| AP Computer Science | | | | 68 |
| AP English Language | 52 | 36 | 39 | 41 |
| AP English Lit | 47 | 32 | 28 | 23 |
| AP Environmental Science | 95 | 31 | 65 | 61 |
| AP French Language | | | | |
| AP Govt & Pol US | 87 | 77 | 113 | 145 |
| AP Human Geography | 61 | 61 | 74 | 74 |
| AP Spanish Language | 3 | 4 | 6 | 13 |
| AP Spanish Literature | | | | |
| AP Statistics | 38 | 30 | 25 | 17 |
| AP Studio Art: 2 Design | 32 | 31 | 62 | 47 |
| AP Studio Arts | | | | |
| AP US History | 79 | 83 | 102 | 111 |
| AP World Hist | 88 | 98 | 102 | 82 |
| Total Seats | 672 | 638 | 723 | 817 |

Source:PowerSchool, 10/22/16

AP Enrollment by Ethnicity

The pie chart displays the AP enrollment by ethnicity. The largest subgroup enrollment is the Filipino population at 32.0%. The Asian population represents 31.0% of the AP population followed by the Latino subgroup at 17%, the African American population at 14% and the White population at 6.0%.



Source:PowerSchool, 10/22/16

AP Enrollment by Sub-Group: 2016-17

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

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

Source:PowerSchool, 10/22/16

AP Enrollment by Sub-Group: 2015-16

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

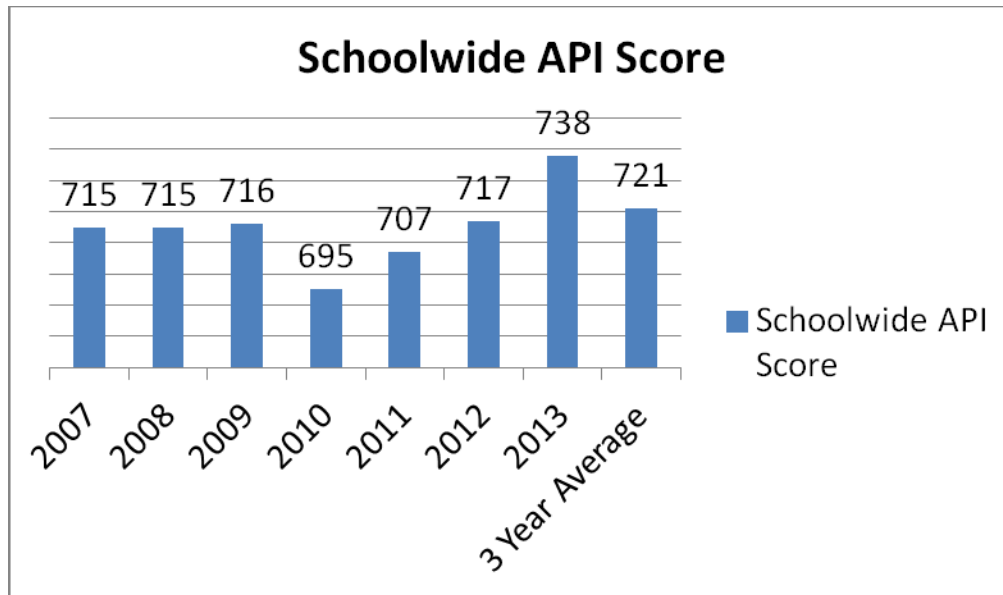
| 2015-16 AP Enrollment | Total Enrollment | Males | Females | Asian | Filipino | Hispanic | Black | White | Free/Reduced Lunch |
|--|------------------|--------|---------|--------|----------|----------|--------|-------|--------------------|
| AP Calculus AB | 56 | 29 | 27 | 22 | 18 | 5 | 6 | 4 | 14 |
| AP Calculus BC | 25 | 14 | 11 | 10 | 6 | 5 | 3 | | 13 |
| AP Chemistry | 26 | 18 | 8 | 13 | 6 | 2 | 1 | 3 | 9 |
| AP English Language and Composition | 39 | 21 | 18 | 13 | 17 | 3 | | 5 | 6 |
| AP English Literature and Composition | 28 | 14 | 14 | 13 | 8 | 3 | 2 | 1 | 9 |
| AP Environmental Science ROP | 65 | 28 | 37 | 20 | 23 | 7 | 9 | 5 | 20 |
| AP Government & Politics United States | 113 | 50 | 63 | 36 | 33 | 18 | 18 | 7 | 45 |
| AP Human Geography | 75 | 26 | 49 | 20 | 26 | 16 | 10 | 3 | 23 |
| AP Spanish Language | 6 | 3 | 3 | | 1 | 5 | | | 3 |
| AP Statistics | 25 | 14 | 11 | 6 | 7 | 2 | 7 | 3 | 7 |
| AP Studio Art: 2-D Design | 62 | 22 | 40 | 9 | 30 | 13 | 9 | 1 | 21 |
| AP United States History | 102 | 51 | 51 | 27 | 40 | 7 | 17 | 9 | 28 |
| AP World Hist | 101 | 43 | 58 | 32 | 34 | 20 | 8 | 7 | 28 |
| TOTALS | 723 | 46.06% | 54% | 30.57% | 34.44% | 14.66% | 12.45% | 6.64% | 31.26% |

Source:PowerSchool, 10/22/16

Pupil Outcomes

Academic Performance Index (API):

In 1999, with the passage of the Public Schools Accountability Act, the state of California began assigning schools an Academic Performance Index (API). The API based a school’s performance on statewide assessments across multiple content areas collected from annual STAR (Standardized Testing and Reporting) testing. The State Board of Education set the statewide API target at 800 out of a possible score of 1000. The Public Schools Accountability Act calls for schools to improve their performance each year by 5% of the difference between their API and the statewide target of 800. A school's base API score plus its growth target becomes that school's goal for its next growth API. The system is on a two-year cycle that gives a "base" score for the first year and a "growth" score in the second year. The Base API, which is usually released in the spring (for example, 2013), is calculated from the previous spring's test scores (2012). The Growth API, released in October (2013), comes from 2013 spring test scores. The API ranges between 200 and 1000, with 800 as the statewide goal for all schools. Since the inception of the API, Hercules High School has range from a low score of 695 to a high of 738. The three year average was calculated as 721 for 2014 school year.

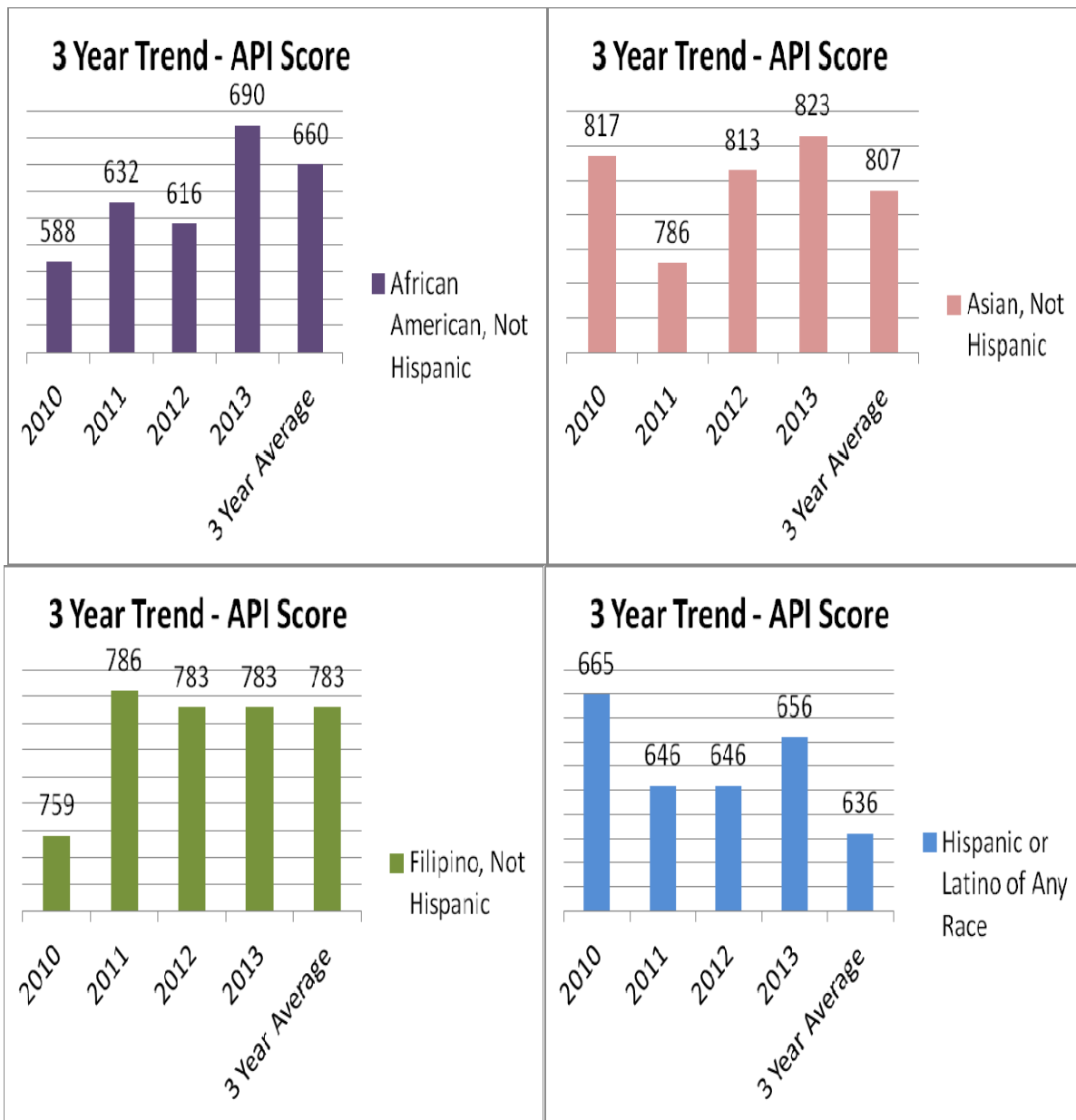


Source: <http://dq.cde.ca.gov/dataquest/>

Historical API Subgroup Performance (2009-2014)

Numerically significant subgroups are defined by the state as having at least 100 students in the group who have valid test scores. Subgroups include the following ethnic and socioeconomic categories: African American or Black (not of Hispanic origin), American Indian or Alaska Native, Asian, English Learner, Filipino, Hispanic or Latino, Pacific Islander, Special Education, Socio-economically disadvantaged, and White (not of Hispanic origin). Students are categorized as socioeconomically disadvantaged if they qualify for participation in the federal free and reduced-price lunch program.

The state API goal for each subgroup is 800. All student subgroups that score below 800 are assigned an API improvement target each year. Hercules High School met all growth targets in each student subgroup, except for Filipino in 2013 calculations.



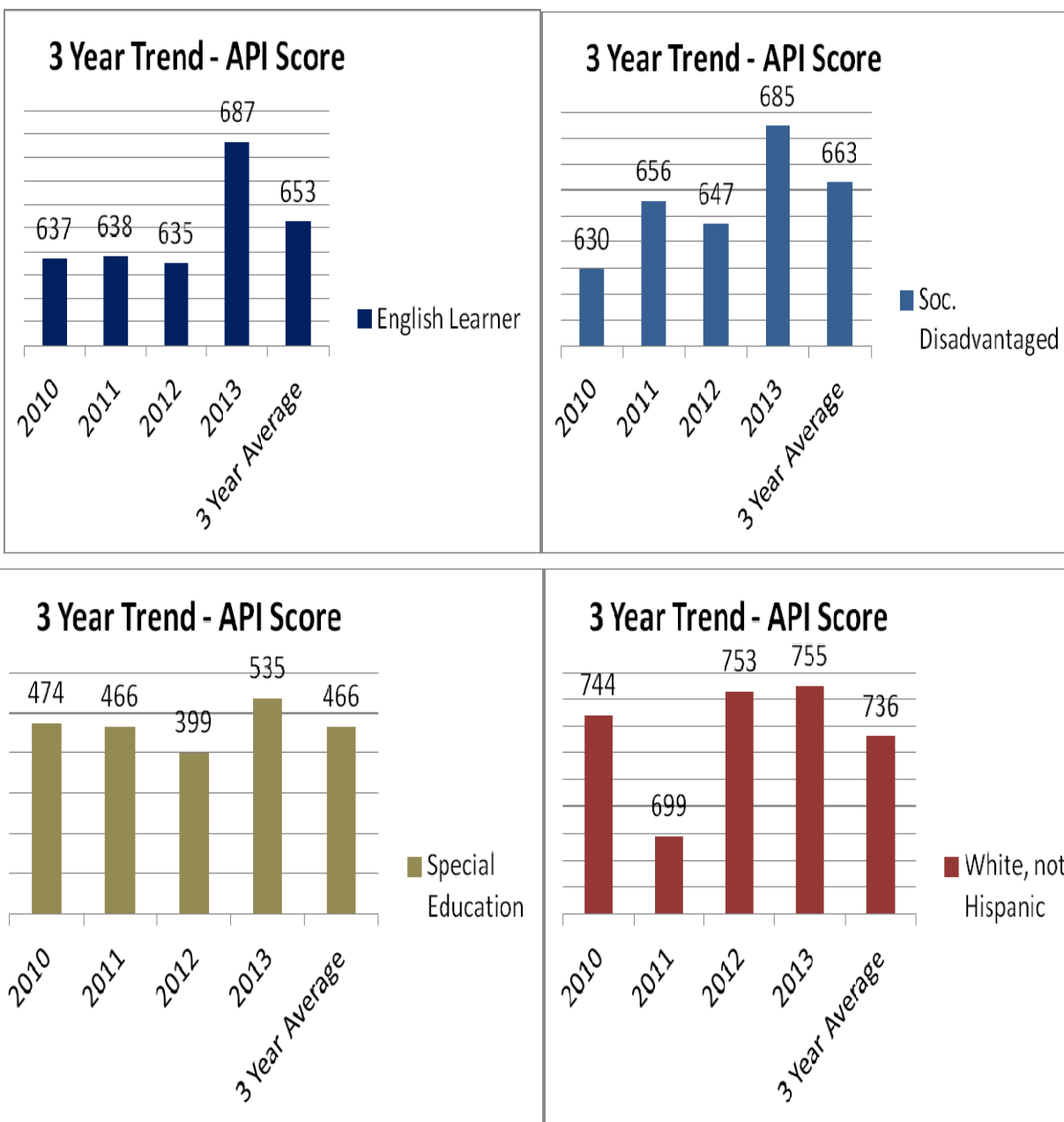
Source: <http://dq.cde.ca.gov/dataquest/>

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

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

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

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



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

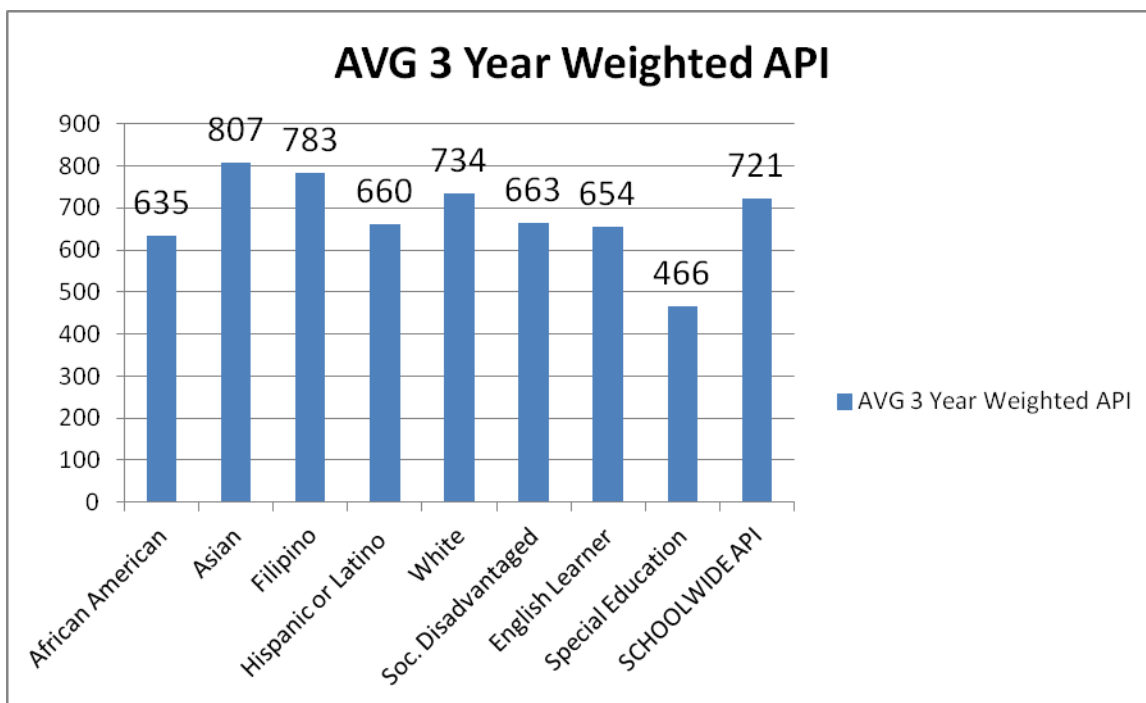
The Socio Economic Disadvantage group API scores have ranged from 643 in 2009 to 647 in 2012 with an overall high in 2011 at 656. The three year average for the socioeconomically disadvantaged subgroup in 2014 was calculated to be 685.

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

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

The White subgroup API scores have ranged from 699 in 2011 to 755 in 2013 with the overall high score being the 755 in 2013. The three year average for the White subgroup in 2014 was calculated to be 736.

In 2012, Senate Bill (SB) 1458, called for significant changes to the composition of the state's high school Academic Performance Index (API). In 2014, the California State Board of Education decided not to produce a Growth API for two years during the transition to the state's new Common Core standards and Smarter Balanced assessments. New API and STAR/California Standards Test (CST) data will not be available for 2013-14. Until results from the new Smarter Balanced assessments are available, the Department will calculate a 3-year average API in May 2014, as authorized by AB 484.



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

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

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

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

API summary for over the past three years:

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

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

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

| | | | | |
|------------------------|-----|-----|-----|----|
| Similar Schools Rank | 3 | 3 | 1 | 1 |
| Met School-wide Growth | Yes | Yes | Yes | No |
| Met Subgroup Growth | No | No | No | No |

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

Academic Performance Index (2016-17)

On March 13, 2014, the State Board of Education (SBE) discontinued the calculation of the 2014 Growth and Base Academic Performance Indexes (APIs) and 2015 Growth APIs for elementary, middle, and high schools, and local educational agencies (LEAs). It is expected that the 2016 smarter balanced assessment results will be used to calculate the 2016 Growth API for comparison to the 2015 Base API.

Improving achievement and outcomes for all students, is measured in multiple ways, such as standardized test scores, local assessments and other measures that determine college and career preparedness. We determine college and career readiness through the collection and analysis of the following: performance on standardized tests, percent of pupils that pass Advanced Placement exams with 3 or higher, percent of pupils determined to be prepared for college by the Early Assessment Program, score reports from SAT/PSAT (college entrance exams), district benchmark assessments, graduation rates, and Ds & Fs in core academic subject areas (core academic success rates). As part of our continuous cycle of inquiry, we analyze our students' achievement in terms of state and federal accountability systems. Second, we looked at our students' performance in relation to College Board exams (SAT/PSAT, and AP). Third, we examined our 12th grade students' success in meeting UC/CSU requirements. Lastly, we monitor core academic success rates, honor roll (above a 3.0) and students receiving Ds and Fs in core academic classes.

Adequate Yearly Progress (AYP):

Under the federal No Child Left Behind Act (NCLB), schools must make "adequate yearly progress" (AYP) in several areas, based primarily on student performance and participation.

- **Performance:** Each year the percent of students in each subgroup scoring "proficient" or above in English/language Arts and Mathematics on standardized tests must meet or exceed target percentages known as "annual measurable objectives" (AMOs).
 - **In 2013, Hercules High School met all growth target areas except in math where 54.8% of students tested in the proficient/advanced range.**
- **Participation:** The percent of students in each subgroup taking the tests must meet or exceed 95%.
 - **In 2013, Hercules High School met all growth target areas for participation within all subgroups.**

- **Additional indicators** for AYP include scoring at certain levels on the Academic Performance Index (API) with an acceptable or improving graduation rate. In compliance with 2013 NCLB criteria, each schools Growth Academic Performance Index (API) must be at least 770 or improve over the 2012 Base API by at least one point. An "Invalid" Growth API prevents the school from making AYP.
 - **In 2013, Hercules High School met the overall graduation rate and subgroup graduation rate.**

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

Source: California Department of Education, Policy and Evaluation Division

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

Annual Measurable Objectives (AMOs):

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

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

- **88.9% in English Language Arts**
- **88.7% in Mathematics.**

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

| | | | |
|-------------------------------------|-----|-------------------------------------|-----|
| Hispanic or Latino | 57% | Hispanic or Latino | 56% |
| Black or African American | 52% | Black or African American | 49% |
| White | 63% | White | 57% |
| English Learner Students | 45% | English Learner Students | 26% |
| Economically Disadvantaged Students | 53% | Economically Disadvantaged Students | 47% |
| Special Education | 15% | Special Education | 11% |

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

School Rankings:

Schools have two rankings: (1) a statewide ranking that compares each school with all other schools in the state of the same type, and (2) a Similar Schools' ranking that compares each school with 100 others that have similar parent education level, poverty level, student ethnicity and other defining characteristics

Similar Schools Rank

The California Department of Education ranks all schools from 1 to 10 according to their Base API. A rank of 10 means that the school's API fell into the top 10% of all schools in the state at the same grade level. The most recent ranks are based on the results of standardized tests taken in spring 2012. The API Similar Schools' Rank compares the test score performance of schools with comparable demographic profiles using a scale of 1 to 10. A school with a low API but high Similar Schools Rank may be more effective than a school with low ranks all around.

Statewide Rank

Hercules statewide rank was a 5 in 2010 and dropped to a 3 in 2011 and 2012. A ranking of 3 reflects the school performance at the lower 30% of schools across the state of the same type. Hercules was also given a rank of 3 for similar schools' in 2010 and was ranked a 1 in 2012. A ranking of 1 reflects the schools' performance at the lower 10% of similar schools in terms of student population and demographics.

In 2013, Hercules High School achieved a state rank of 4 out of 10 and the similar schools' rank dropped to 1 out of 10.

California Assessment of Student Performance and Progress (CAASPP)

Signed into law on October 2, 2013, Assembly Bill (AB) 484 established the California Assessment of Student Performance and Progress (CAASPP) system. The new law officially suspended the previous

assessment and accountability system known as Standardized Testing and Reporting (STAR). The new era of standardized assessment in California public schools officially began in the spring of 2015, when public schools across the state administered the CAASPP for the first time. The primary purpose of the CAASPP system was to assist teachers, administrators, pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. CAASPP refers to an array of tests that currently include the Smarter Balanced Assessment Consortium (SBAC) administered to 11th grade students in ELA and Math, the California Alternate Performance Assessment (CAPA), administered to “non-diploma” students in specialized programs, and a CST Life Science assessment, administered to all 10th grade students. The SBAC consists of two types of exams, computer adaptive tests (CAT) and performance task (PT). The format of the CAT portion is to place student ability and test question difficulty on the same scale. The test questions presented to each student adapts in accordance to each student’s response. The advantage of the computer adaptive test is in the potential for “real” claim level scores. The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets, which together can be used to make statements about student achievement. The claim is a broad statement that outlines the outcome achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards. Each claim is a summary statement about the knowledge and skill students will be expected to demonstrate on the assessment related to a particular aspect of the CCSS for mathematics and English language arts. As outlined below our 11th grade students increased by 3 percentage points in math and 2 percentage points in English in the “Exceeded and Met” category in comparison of 2015 to 2016 scores. In addition to this increase the percentage of students not meeting standards decreased by 10% in Math and increased 1 percentage point in ELA in comparison of 2015 to 2016 scores.

| 2016 SBAC Overall Performance Achievement Mathematics & ELA | | | | | | | | |
|--|---------------------------|-----------------------|----------------|--|---------------------------------------|---------------------------|-----------------------|----------------|
| Grade 11 SBAC 2016 Math | Exceeded / Met | Nearly Met | Not Met | | Grade 11 SBAC 2016 ELA | Exceeded / Met | Nearly Met | Not Met |
| Hercules High | 32% | 25% | 44% | | Hercules High | 64% | 21% | 15% |
| Contra Costa | 41% | 22% | 37% | | Contra Costa | 63% | 19% | 17% |
| State | 33% | 25% | 43% | | State | 59% | 22% | 19% |
| 2015 SBAC Overall Performance Achievement Mathematics & ELA | | | | | | | | |
| Grade 11 SBAC 2015 Math | Exceeded / Met | Nearly Met | Not Met | | Grade 11 SBAC 2015 ELA | Exceeded / Met | Nearly Met | Not Met |
| Hercules High | 29% | 17% | 54% | | Hercules High | 62% | 23% | 14% |
| Contra Costa | 37% | 22% | 41% | | Contra Costa | 59% | 22% | 19% |
| State | 29% | 25% | 45% | | State | 56% | 24% | 20% |

Source: <http://caaspp.cde.ca.gov/sb2016>

The results of the 2016 SBAC math computer adaptive tests administered to students at Hercules High School resulted in 32% of the 11th grade class scoring in the “Exceeded/Met” standard performance range. 11th grade students testing in Contra Costa County scored in the 41% “Exceeded/Met range. In the same year, all 11th grade students tested in the state of California, 33% scored in the “Exceeded/Met” standard performance range in math.

The results of the 2016 SBAC ELA computer adaptive tests administered to students at Hercules High School resulted in 64% of the 11th grade class scoring in the “Exceeded/Met” standard performance range. 11th grade students testing in Contra Costa County scored in the 63% “Exceeded/Met range. In the same year, all 11th grade students tested in the state of California, 59% scored in the “Exceeded/Met” standard performance range in ELA.

SBAC Overall Performance Achievement: Math

The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. The claim is a broad statement that will outline the outcome achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards. Each claim is a summary statement about the knowledge and skill students will be expected to demonstrate on the assessment related to a particular aspect of the CCSS for mathematics.

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

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

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

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

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

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

Source: <http://caaspp.cde.ca.gov/sb2016>

Math Performance Claims:

- Concepts and Procedures:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
 - Hercules High School - 49% “Above/At or near” standard performance range.
 - Contra Costa County - 54% “Above/At or near” standard performance range.
 - State of California - 43% “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.
 - Hercules High School - 60% “Above/At or near” standard performance range.
 - Contra Costa County - 69% “Above/At or near” standard performance range.
 - State of California - 55% “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.

- **Hercules High School - 74% “Above/At or near” standard performance range.**
- **Contra Costa County - 76% “Above/At or near” standard performance range.**
- **State of California - 73% “Above/At or near” standard performance range.**

SBAC Overall Performance Achievement: English Language Arts

The Smarter Balanced Assessment Consortium (SBAC) has created a hierarchy comprised of claims and targets that together can be used to make statements about student achievement. The claim is a broad statement that will outline the outcome achieved with mastery of the standards within it. Within each claim are a variety of assessment targets that further clarify the knowledge and specific skills that cross over a cluster of standards. Each claim is a summary statement about the knowledge and skill students will be expected to demonstrate on the assessment related to a particular aspect of the CCSS for English Language Arts.

| Hercules High School 2016 ELA Overall Scores | Exceed Standard | Met Standard | Nearly Met Standard | Not Met Standard |
|--|--------------------|---------------------|------------------------|---------------------|
| | 29.00% | 35.00% | 21.00% | 15.00% |
| CLAIMS PERFORMANCE: Percent of students at each level | Above Standard | At/Near Standard | Below Standard | |
| Reading | 33% | 49% | 19% | |
| Writing | 37% | 46% | 18% | |
| Listening | 23% | 65% | 12% | |
| Research/Inquiry | 46% | 40% | 14% | |
| Contra Costa County 2016 ELA Overall Scores | Exceed Standard | Met Standard | Nearly Met Standard | Not Met Standard |
| | 31.00% | 32.00% | 19.00% | 17.00% |
| CLAIMS PERFORMANCE: Percent of students at each level | Above Standard | At/Near Standard | Below Standard | |
| Reading | 35% | 47% | 17% | |
| Writing | 41% | 39% | 20% | |
| Listening | 26% | 60% | 15% | |
| Research/Inquiry | 40% | 46% | 14% | |
| State of California 2016 ELA Overall Scores | Exceed Standard | Met Standard | Nearly Met Standard | Not Met Standard |
| | 26.00% | 33.00% | 22.00% | 19.00% |
| CLAIMS PERFORMANCE: Percent of students at each level | Above Standard | At/Near Standard | Below Standard | |
| Reading | 29% | 51% | 20% | |
| Writing | 35% | 44% | 22% | |
| Listening | 21% | 63% | 17% | |
| Research/Inquiry | 37% | 48% | 15% | |

| Hercules High School 2015 ELA Overall Scores | Exceed Standard | Met Standard | Nearly Met Standard | Not Met Standard |
|---|--------------------|---------------------|------------------------|---------------------|
| | 27.50% | 34.10% | 23.10% | 15.30% |
| CLAIMS PERFORMANCE: Percent of students at each level | Above Standard | At/Near Standard | Below Standard | |
| Reading | 30% | 49% | 20% | |
| Writing | 39% | 47% | 14% | |
| Listening | 17% | 63% | 20% | |
| Research/Inquiry | 38% | 50% | 12% | |
| Contra Costa County 2015 ELA Overall Scores | Exceed Standard | Met Standard | Nearly Met Standard | Not Met Standard |
| | 28.00% | 31.00% | 22.00% | 19.00% |
| CLAIMS PERFORMANCE: Percent of students at each level | Above Standard | At/Near Standard | Below Standard | |
| Reading | 35% | 46% | 19% | |
| Writing | 37% | 41% | 22% | |
| Listening | 20% | 60% | 20% | |
| Research/Inquiry | 36% | 48% | 16% | |
| State of California 2015 ELA Overall Scores | Exceed Standard | Met Standard | Nearly Met Standard | Not Met Standard |
| | 23.00% | 33.00% | 24.00% | 20.00% |
| CLAIMS PERFORMANCE: Percent of students at each level | Above Standard | At/Near Standard | Below Standard | |
| Reading | 30% | 49% | 21% | |
| Writing | 31% | 46% | 23% | |
| Listening | 17% | 62% | 21% | |
| Research/Inquiry | 33% | 51% | 16% | |

Source: <http://caaspp.cde.ca.gov/sb2016>

ELA Claims Performance Results:

- **Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
 - **Hercules High School - 82% “Above/At or near” standard performance range.**

- **Contra Costa County - 82% “Above/At or near” standard performance range.**
- **State of California - 80% “Above/At or near” standard performance range.**
- **Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences
 - **Hercules High School - 83% “Above/At or near” standard performance range.**
 - **Contra Costa County - 80% “Above/At or near” standard performance range.**
 - **State of California - 79% “Above/At or near” standard performance range.**
- **Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
 - **Hercules High School - 88% “Above/At or near” standard performance range.**
 - **Contra Costa County - 86% “Above/At or near” standard performance range.**
 - **State of California - 84% “Above/At or near” standard performance range.**
- **Research/Inquiry:** Students can engage in research and inquiry to investigate topics and to analyze, integrate and present information.
 - **Hercules High School - 86% “Above/At or near” standard performance range.**
 - **Contra Costa County - 86% “Above/At or near” standard performance range.**
 - **State of California - 85% “Above/At or near” standard performance range.**

California Standards Tests (CST)

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

CST Life Science: 10th Grade

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

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

| Life Science - 10th Grade | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|---------------------------|---------|---------|---------|---------|---------|
| Students Tested | 240 | 257 | 233 | 241 | 251 |
| % of Enrollment | 94.90% | 91.10% | 98.30% | 97.09% | 91.90% |
| % Advanced | 18% | 23% | 29% | 26.00% | 24.00% |
| % Proficient | 24% | 32% | 26% | 31.00% | 35.00% |
| % Meeting Standard | 42% | 55% | 55% | 57% | 59% |
| % Basic | 33% | 25% | 25% | 29.00% | 26.00% |
| % Below Basic | 12% | 9% | 10% | 10.00% | 6.00% |
| % Far Below Basic | 13% | 11% | 11% | 5.00% | 8.00% |

Source: <http://caaspp.cde.ca.gov/sb2016>

College Board Data (PSAT/SAT)

Preliminary Scholastic Aptitude Test (PSAT), New Revision 2015(PSAT)

In 2015 West Contra Costa Unified School District provided the opportunity for all 9th – 11th grade students to participate in the Preliminary Scholastic Aptitude Test (PSAT). The PSAT, similar to the Scholastic Aptitude Test (SAT) is a predictor of how students perform in comparison to the state and nation. The revised PSAT is broken down into two sections (Math and Evidence-Based Reading and writing (ERW)). On the redesigned test, each section is scored between 160 and 760, for a possible score of 320 and 1520. PSAT results show students what they would have scored on the SAT if they had taken the SAT the same day. A perfect score on the PSAT 10/11 is 760 and a perfect score for the PSAT 9 is 720. Combined scores for the PSAT 10/11 range from 320-1520.

PSAT, 2015 Score Distribution

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 are expected to be ready for entry level college coursework. In the Fall of 2015, all 9th – 11th grade students participated in the PSAT. The percent of 9th grade students who met the math benchmarks for Hercules High School was at 24% and in the same sitting 86% of 9th grade students met the ERW benchmarks. 24% of 9th grade students met both benchmarks in Math and ERW. The percent of 10th grade

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

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

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

Summary Report – Sep. 2014 – Aug. 2015

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

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

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

Summary Report – Sep. 2013 – Aug. 2014

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

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

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

Summary Report – Sep. 2012 – Aug. 2013

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

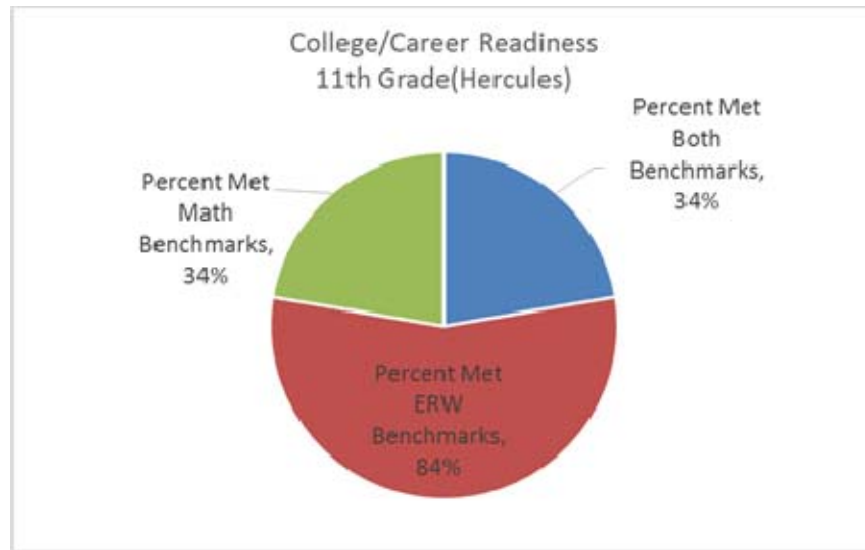
| PSAT, FALL 2012 | College/Career Ready | MEAN TOTAL SCORE | Mean Critical Reading | Mean Writing Score | Mean Math Score |
|------------------------|----------------------|------------------|-----------------------|--------------------|-----------------|
| 9th Grade | | | | | |
| 10th Grade (Hercules)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

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

PSAT Composite Score - College & Career Readiness Benchmarks

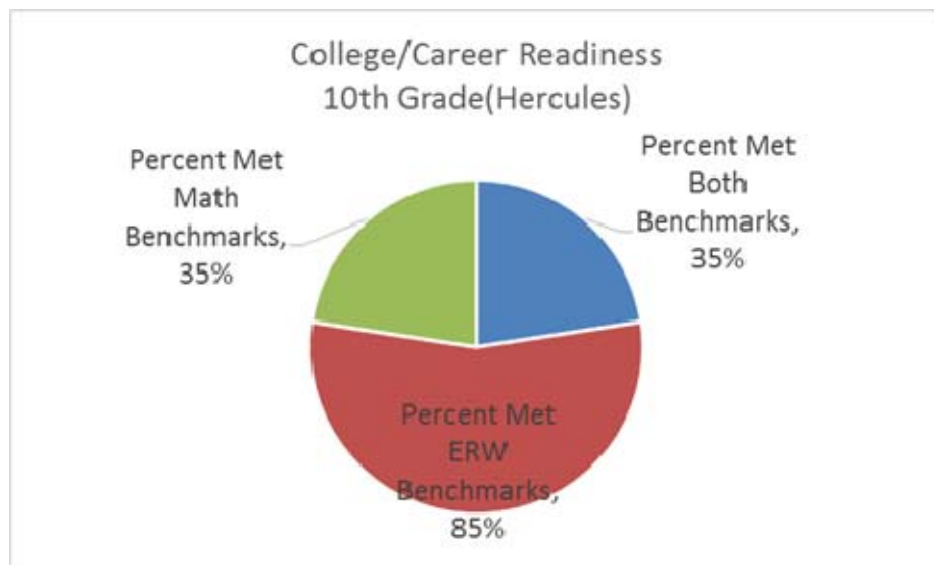
The PSAT College and career readiness benchmark represent the scores that a student should meet or exceed to be considered on track to be college and career ready. PSAT determines college readiness by the number of students that have met the PSAT composite score. According to the composite score the

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



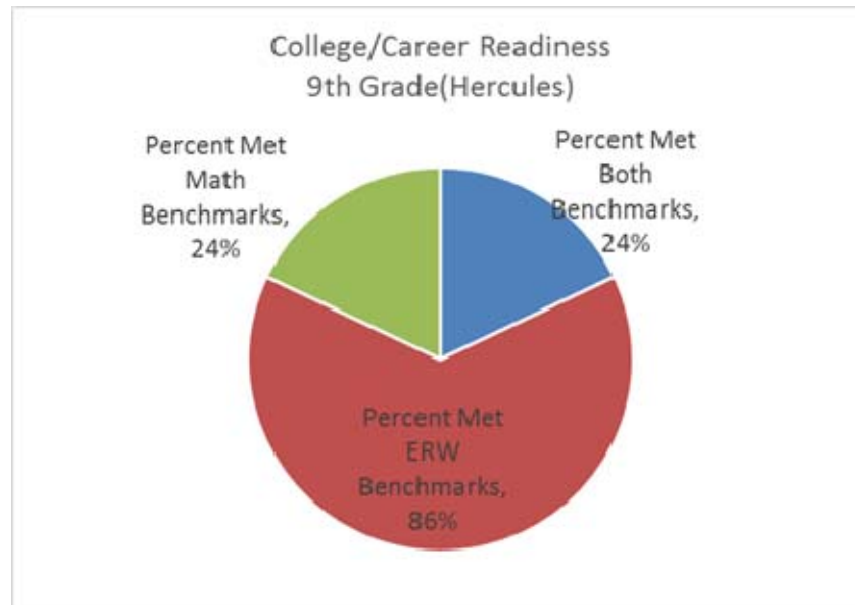
Source: <https://www.collegeboard.org/>

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



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

According to the composite score the class of 2019 (9th grade, 2015) composite score, 24% of Hercules High School is on track to be College and Career Ready.



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

Scholastic Aptitude Test (SAT) Results, 2012-2016

SAT scores are reported on a scale from 200-800, with additional sub-scores in writing broken down into sub scores one for the essay (ranging from 2-12) and the other for multiple-choice writing questions (on a 20-80 scale). For example, if you scored close to the mean or average — about 500 on SAT critical reading and 500 on SAT mathematics — admissions staff would know that you scored as well as about half of the students who took the test nationally

Average scores are calculated annually based on the most recent SAT scores of all students in that particular graduating class.

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

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

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

SAT Writing Section Sub-scores (2012-2016)

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

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

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

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

Scholastic Aptitude Test (SAT), 2016

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

Advanced Placement Test Results

The College Board, an organization that oversees the AP assessments, provides testing opportunities for students enrolled in AP courses during the month of May. The exams last between 2 to 3 hours, depending on the subject. The structure of each exam varies, again depending on the subject. Each test may consist of a combination of multiple-choice, free-response, essay and short answer questions. The exams are scored on a scale of 1 to 5, with a score of 5 being the highest. If a student scores a 3 or higher on the AP Exam, the chances are fairly good that they may receive college credit as a result of passing the exam. Hercules High School offers a series of AP courses. Successful completion of an AP courses is a measure that we can use to signify a student's readiness for college level work.

AP Summary Comparison Scores – 5 Year Trend

The table below depicts five 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. It should be noted that in 2014-15, WCCUSD provided free AP testing for all students. Over the past five years the highest pass rate among AP results within a single year was in 2012 with a pass rate of 40.18%. The lowest pass rate over the last 5 years was in 2016 with a pass rate of 19.77%. The overall 5 year average is 29.26%.

| Advanced Placement Test Results | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | | 2015-16 | |
|---|------------|---------------|------------|---------------|------------|---------------|------------|---------------|------------|---------------|
| | # Scored | % of Total | # Scored | % of Total | # Scored | % of Total | # Scored | % of Total | # Scored | % of Total |
| 1 | 95 | 28.27% | 130 | 34.39% | 97 | 25.66% | 218 | 42.25% | 411 | 53.10% |
| 2 | 106 | 31.55% | 123 | 32.54% | 122 | 32.28% | 157 | 30.43% | 210 | 27.13% |
| 3 | 77 | 22.92% | 72 | 19.05% | 86 | 22.75% | 101 | 19.57% | 94 | 12.14% |
| 4 | 36 | 10.71% | 38 | 10.05% | 47 | 12.43% | 29 | 5.62% | 49 | 6.33% |
| 5 | 22 | 6.55% | 15 | 3.97% | 10 | 2.65% | 11 | 2.13% | 10 | 1.29% |
| TOTAL | 336 | | 378 | | 378 | | 516 | | 774 | |
| Total Passing with a 3 or better | 135 | 40.18% | 125 | 33.07% | 143 | 37.83% | 141 | 27.33% | 153 | 19.77% |

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

AP Exam Success Rates, 2016 – Course Specific

The table below outlines the AP scores by course and provide detail look into the performance of students enrolled in each course for the 2015-16 school year. The average number of students scoring 3+ or above in all AP courses offered was 19.77%. The following chart depicts AP pass rates within each subject area.

| AP SCHOOL SUMMARY, 2016 | | | | | | | | | |
|-------------------------|---------------------|-----------------|-------------|------------|------------------|---------|---------------|---------------|---------|
| SCORE | Eng Lang Comp | Eng Lit Comp | Hum Geog | Psychology | US Gov Pol | US Hist | World Hist | Stu Art 2D | Chinese |
| 5 | 1 | 1 | 1 | | 1 | 1 | | 1 | 1 |
| 4 | 6 | 6 | 5 | 1 | 4 | 4 | 3 | 4 | 2 |
| 3 | 14 | 11 | 15 | | 3 | 9 | 11 | 9 | 1 |
| 2 | 42 | 11 | 13 | 1 | 20 | 29 | 33 | 2 | |
| 1 | 13 | 1 | 39 | 4 | 81 | 62 | 53 | | |
| TOTAL | 76 | 30 | 73 | 6 | 109 | 105 | 100 | 16 | 4 |
| %3 or above | 27.63% | 60.00% | 28.77% | 16.67% | 7.34% | 13.33% | 14.00% | 87.50% | 100.00% |

| AP SCHOOL SUMMARY, 2016 | | | | | | | | | |
|---------------------------|---------|------------|-------|---------|----------------|-------|---------|--------|--------------|
| SCORE | Calc AB | Calc BC | Stat | Biology | Env Science | Chem | Physics | French | Span Lang |
| 5 | | | | | | | | | 3 |
| 4 | 5 | 1 | | | 3 | 1 | | 1 | 3 |
| 3 | 3 | 3 | 2 | 2 | 4 | 1 | | 2 | 3 |
| 2 | 5 | 1 | | 5 | 17 | 11 | 6 | 11 | 2 |
| 1 | 53 | 9 | 20 | 5 | 40 | 14 | 5 | 9 | |
| TOTAL | 66 | 14 | 22 | 12 | 64 | 27 | 11 | 23 | 11 |
| %3 or above | 12.12% | 28.57% | 9.09% | 16.67% | 10.94% | 7.41% | | 13.04% | 81.82% |
| Total # of AP Students | | | | 415 | | | | | |
| Total # of Exams | | | | 774 | | | | | |
| Total Scoring 3 or more | | | | 153 | | | | | |
| Total Percent Scoring 3 + | | | | 19.77% | | | | | |

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

AP Exam Success Rates, 2015 – 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 2014-15 school year. The average number of students scoring 3+ or above in all AP courses offered is 27.33%. The following chart depicts AP pass rates within each subject area.

| AP SCHOOL SUMMARY, 2015 | | | | | | | | | |
|-------------------------|---------------------|-----------------|-------------|-------|------------------|---------|---------------|---------------|---------|
| SCORE | Eng Lang Comp | Eng Lit Comp | Hum Geog | Psyc | US Gov Pol | US Hist | World Hist | Stu Art 2D | Chinese |
| 5 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | | 1 |
| 4 | 1 | 7 | 1 | 0 | 4 | 1 | 6 | | 1 |
| 3 | 14 | 15 | 10 | 0 | 10 | 9 | 16 | 1 | 1 |
| 2 | 32 | 10 | 10 | 0 | 6 | 20 | 32 | | |
| 1 | 8 | 0 | 32 | 1 | 11 | 37 | 13 | 0 | |
| TOTAL | 55 | 32 | 56 | 1 | 32 | 67 | 67 | 1 | 3 |
| %3 or above | 27.27% | 68.75% | 25.00% | 0.00% | 46.88% | 14.93% | 32.84% | 100.00% | 100.00% |

| AP SCHOOL SUMMARY, 2015 | | | | | | | | | |
|---------------------------|---------|------------|--------|--------|-------------|--------|--------|--------|--------------|
| SCORE | Calc AB | Calc BC | Stat | Biol | Env Scie | Phys 1 | Chem | French | Span Lang |
| 5 | 1 | 3 | 0 | 0 | 0 | 0 | 0 | | 2 |
| 4 | 1 | 1 | 0 | 1 | 3 | 0 | 1 | 1 | 1 |
| 3 | 2 | 2 | 1 | 5 | 5 | 0 | 7 | 2 | 2 |
| 2 | 6 | 1 | 3 | 19 | 6 | 2 | 7 | 11 | |
| 1 | 53 | 9 | 6 | 11 | 17 | 3 | 17 | 9 | |
| TOTAL | 63 | 16 | 10 | 36 | 31 | 5 | 32 | 23 | 5 |
| %3 or above | 6.35% | 37.50% | 10.00% | 16.67% | 25.81% | 0.00% | 25.00% | 13.04% | 100.00% |
| Total # of AP Students | | | | 280 | | | | | |
| Total # of Exams | | | | 516 | | | | | |
| Total Scoring 3 or more | | | | 141 | | | | | |
| Total Percent Scoring 3 + | | | | 27.33% | | | | | |

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

AP Exam Success Rates, 2014 – 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 2013-14 school year. The average number of students scoring 3+ or above in all AP courses offered is 37.83%. The following chart depicts AP pass rates within each subject area.

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

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

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

Early Assessment Program (EAP)

Prior to 2015, the Early Assessment Program (EAP) was voluntary, primarily for those who were considering enrolling into a CSU. The previous EAP exam consisted of a combination of questions on the old 11th-grade California Standards Tests, plus a writing sample and 30 additional math and English language arts questions that CSU developed. The goal of the program is to ensure that the state's college-bound high school seniors are college ready and have mastered the content skills in English and mathematics. EAP assessments assist students in determining their level of readiness for entry-level collegiate course work.

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

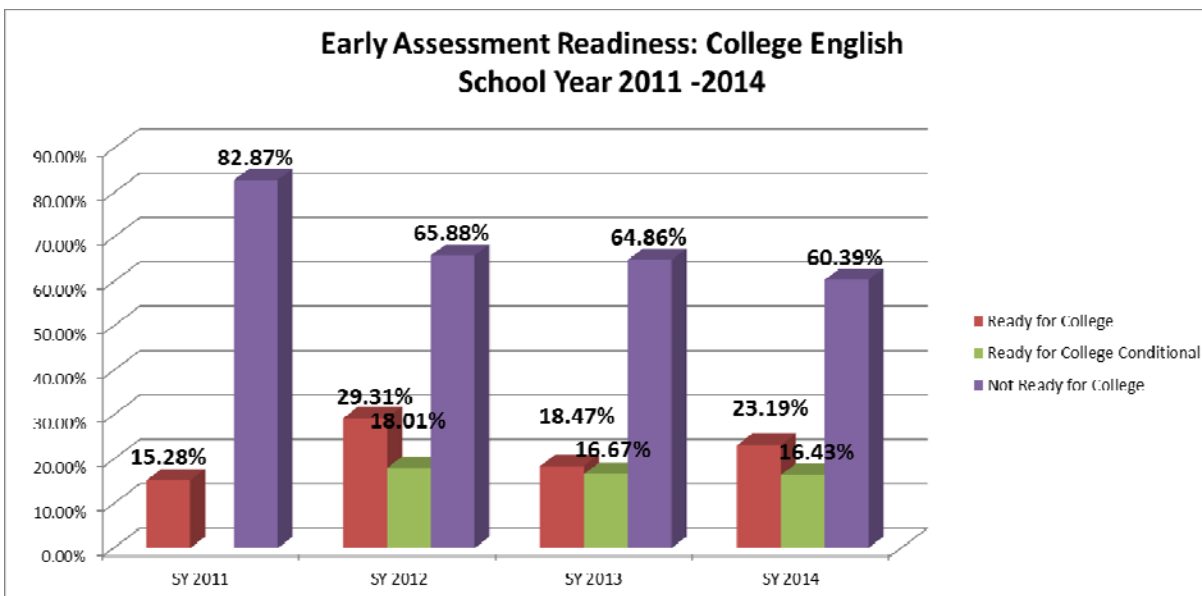
EAP English – 4 Year Trend

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

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

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

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



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

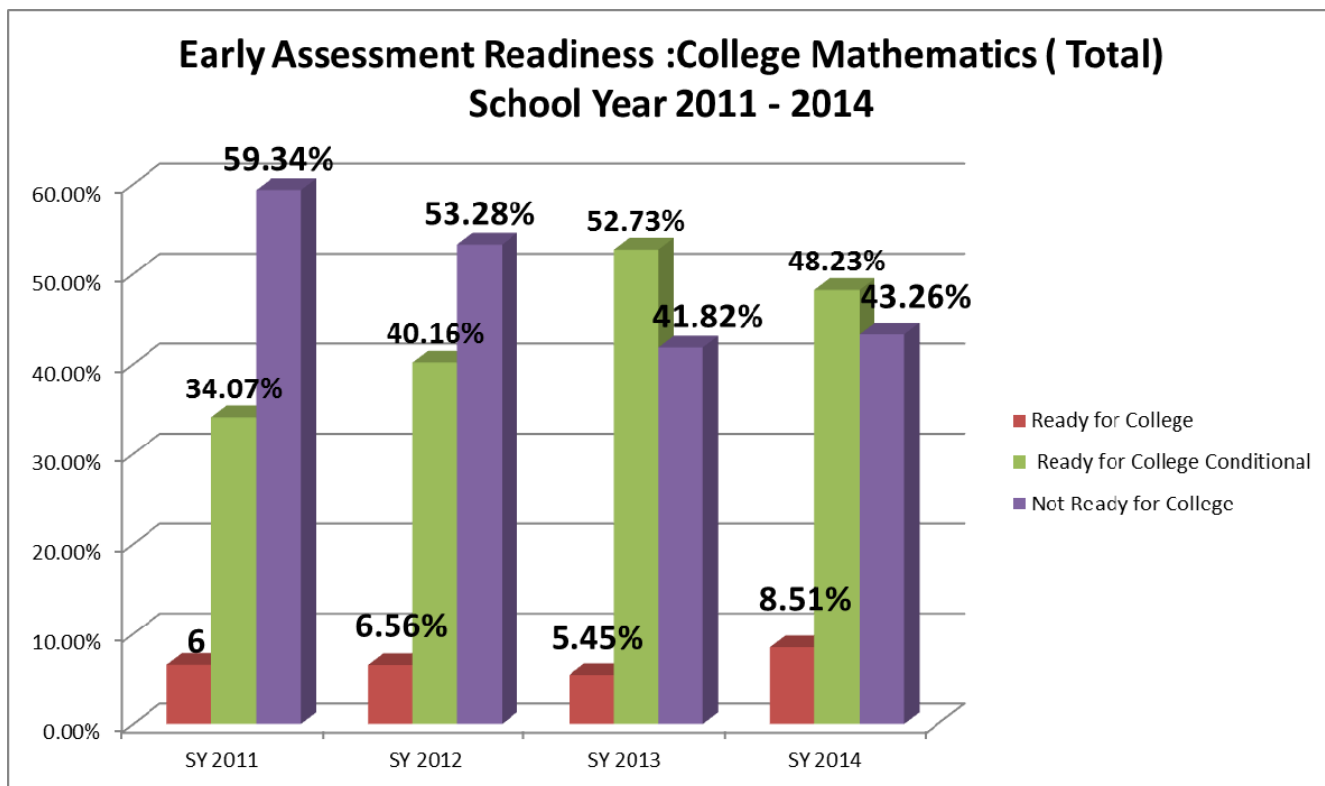
EAP Math – 4 Year Trend

The table below represents a 4-year trend of students who took the EAP math test and their score in reference to college readiness. In the past 4 years 6.78% of 11th grade students who completed the EAP math exam were identified as “Ready for College”. In the same four years 49.42% of students completing the EAP English exam were identified as “Not Ready for College”.

| Early Assessment of Readiness for College: Mathematics (Total) | | | | | |
|---|---------|---------|---------|---------|--------------|
| | SY 2011 | SY 2012 | SY 2013 | SY 2014 | 4 Year Trend |
| Students Tested | 91 | 122 | 110 | 141 | 116 |
| Ready for College | 6.59% | 6.56% | 5.45% | 8.51% | 6.78% |
| Ready for College Conditional | 34.07% | 40.16% | 52.73% | 48.23% | 43.80% |
| Not Ready for College | 59.34% | 53.28% | 41.82% | 43.26% | 49.42% |

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

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



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

California English Language Development Test (CELDT) Scores:

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

2015 CELDT Results by Prior Performance Level

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

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

Source: WCCUSD, Illuminate

Of the 8 EL1 (Beginning) students 4 students tested at the same level, 2 students advanced to EL2 and 2 students advanced to EL3. Out of 17 EL2 (Intermediate) students one decreased to EL1 level, 5 remained at EL2 status, 10 advanced to EL3 and one placed at EL4 (Intermediate) level. Out of 24 EL3 students, 3 decreased a level, 8 students stayed at EL3, 12 advanced to EL4 and 1 performed at EL5 (Advanced). Among the 22 EL4 students, three tested below EL4 levels, 11 tested the same and 8 moved up to EL5 status. Out of the 10 EL5 students, one tested at EL4 levels and 9 remained the same

English-Language Learners: Fluent-English Proficient (FEP)

Throughout the years from 2008 – 2013, there has been a decrease in the number of native speakers while at the same time there is small increase in the number of English Learners.

All newly enrolled students whose primary language is not English must take CELDT within 30 calendar days after they are enrolled in a California public school to determine classification as Fluent-English Proficient (FEP) or English Learner (EL). If a student test results categorize the student as an EL they must take the CELDT every year thereafter until they are reclassified as Fluent-English Proficient (R-FEP). CELDT is administered every fall to all English Learner students. Those students who meet the state criteria are re-designated as Fluent English Proficient (FEP). Fluent English Proficient (FEP) students are language-minority students who have been assessed as 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 5 year trend of language proficiency from 2008 to 2013. The five year trend shows a 7.8% drop in native English speakers to 55% of HHS students registering as native speakers in 2013. Students testing at English Learner levels have consistently ranged at 9% of the total student body over the last 5 years. Students performing as Fluent English Proficient (FEP) have increased 6 percentage points from 2008-2013. Students who were re-classified (R-FEP) was at 1.39% in 2013.

| | 2007-08 | | 2008-09 | | 2010-11 | | 2011-12 | | 2012-13 | | 2013-14 | |
|-------------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--|
| School Enrollment | 1187 | | 1107 | | 1008 | | 1001 | | 1006 | | 954 | |
| Native Speakers | 752 | 63.35% | 706 | 63.78% | 695 | 68.95% | 576 | 57.54% | 558 | 55.47% | | |
| English Learners (ELs) | 102 | 8.59% | 89 | 8.04% | 78 | 7.76% | 100 | 9.99% | 93 | 9.24% | | |
| FEP | 330 | 27.80% | 305 | 27.55% | 227 | 22.59% | 318 | 31.77% | 341 | 33.90% | | |
| (RFEP) Since Prior Year | 3 | 0.25% | 7 | 0.63% | 8 | 0.80% | 7 | 0.70% | 14 | 1.39% | | |

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

FEP students speaking Spanish at home constitutes 4% of the total population of Hercules. 2.1% of our FEP students speak Tagalog (Filipino language) and 1% speak Vietnamese. Hercules has more than 5 languages spoken on campus. Languages spoken on campus represent small percentages of: Spanish, Filipino, Vietnamese, Cantonese, Mandarin, Punjabi, and Lao.

Other Pupil Outcomes: Subject Areas

Pupil outcomes in the academic subject areas. (e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)

Academic Success Rate

Academic success rates are calculated quarterly by department and specific courses. In order to comply with A-G requirements for successful college entry, students need to 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.

Report Card Analysis – 2015-16

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

English Course, 2015-16

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

| HERCULES HIGH SCHOOL - ACADEMIC PASS | | | A | | B | | C | | D | | F | | PASS RATE |
|--------------------------------------|----------------------------|----|------|---------|------|---------|------|---------|------|---------|------|---------|-----------|
| | | | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | |
| ENGLISH | African Am Lit [P] | Q1 | 6 | 24% | 8 | 32% | 7 | 28% | 2 | 8% | 2 | 8% | 84% |
| | | S1 | 7 | 27% | 8 | 31% | 9 | 35% | 1 | 4% | 1 | 4% | 92% |
| | | Q3 | 4 | 14% | 14 | 50% | 7 | 25% | 3 | 11% | 0 | 0% | 89% |
| | AP English Language and | Q1 | 3 | 7% | 15 | 37% | 21 | 51% | 2 | 5% | 0 | 0% | 95% |
| | | S1 | 4 | 10% | 23 | 59% | 12 | 31% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 0 | 0% | 18 | 45% | 16 | 40% | 6 | 15% | 0 | 0% | 85% |
| | AP English Literature and | Q1 | 9 | 32% | 12 | 43% | 7 | 25% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 12 | 43% | 9 | 32% | 7 | 25% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 7 | 25% | 13 | 46% | 5 | 18% | 2 | 7% | 1 | 4% | 89% |
| | Creative Writing [P] | Q1 | 15 | 60% | 8 | 32% | 2 | 8% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 14 | 61% | 6 | 26% | 1 | 4% | 0 | 0% | 2 | 9% | 91% |
| | | Q3 | 14 | 52% | 5 | 19% | 2 | 7% | 2 | 7% | 3 | 11% | 78% |
| | CSU Expository Reading and | Q1 | 7 | 10% | 41 | 59% | 19 | 27% | 3 | 4% | 0 | 0% | 96% |
| | | S1 | 35 | 50% | 24 | 34% | 8 | 11% | 3 | 4% | 0 | 0% | 96% |
| | | Q3 | 19 | 28% | 29 | 43% | 15 | 22% | 1 | 1% | 4 | 6% | 93% |
| | Eng/Read (R180) | Q1 | 7 | 29% | 4 | 17% | 3 | 13% | 6 | 25% | 4 | 17% | 58% |
| | | S1 | 3 | 16% | 7 | 37% | 2 | 11% | 2 | 11% | 5 | 26% | 63% |
| | | Q3 | 4 | 24% | 8 | 47% | 2 | 12% | 0 | 0% | 3 | 18% | 82% |
| | English 1 [P] | Q1 | 26 | 19% | 40 | 29% | 34 | 24% | 21 | 15% | 19 | 14% | 71% |
| | | S1 | 28 | 20% | 43 | 31% | 32 | 23% | 22 | 16% | 15 | 11% | 74% |
| | | Q3 | 25 | 19% | 34 | 26% | 41 | 31% | 13 | 10% | 20 | 15% | 75% |
| | English 2 [P] | Q1 | 5 | 5% | 22 | 22% | 23 | 23% | 31 | 31% | 20 | 20% | 50% |
| | | S1 | 4 | 4% | 17 | 17% | 25 | 25% | 25 | 25% | 29 | 29% | 46% |
| | | Q3 | 5 | 5% | 22 | 23% | 18 | 19% | 19 | 20% | 33 | 34% | 46% |
| | English 3 [H] | Q1 | 64 | 59% | 34 | 31% | 10 | 9% | 0 | 0% | 1 | 1% | 99% |
| | | S1 | 67 | 61% | 28 | 25% | 12 | 11% | 1 | 1% | 2 | 2% | 97% |
| | | Q3 | 91 | 83% | 12 | 11% | 3 | 3% | 3 | 3% | 1 | 1% | 96% |
| | English 3 [P] | Q1 | 44 | 40% | 52 | 47% | 12 | 11% | 0 | 0% | 2 | 2% | 98% |
| | | S1 | 39 | 35% | 59 | 54% | 7 | 6% | 2 | 2% | 3 | 3% | 95% |
| | | Q3 | 39 | 36% | 44 | 41% | 13 | 12% | 8 | 7% | 1 | 1% | 90% |
| | English 4 [P] | Q1 | 51 | 39% | 42 | 32% | 21 | 16% | 9 | 7% | 9 | 7% | 86% |
| | | S1 | 49 | 36% | 42 | 31% | 33 | 24% | 7 | 5% | 5 | 4% | 91% |
| | | Q3 | 53 | 41% | 27 | 21% | 32 | 25% | 10 | 8% | 5 | 4% | 88% |
| | English I Adv [P] | Q1 | 34 | 44% | 27 | 35% | 11 | 14% | 5 | 6% | 1 | 1% | 92% |
| | | S1 | 33 | 43% | 28 | 36% | 12 | 16% | 2 | 3% | 2 | 3% | 95% |
| | | | 42 | 55% | 24 | 31% | 6 | 8% | 3 | 4% | 2 | 3% | 94% |
| | English II Adv [P] | Q1 | 38 | 34% | 43 | 38% | 24 | 21% | 3 | 3% | 4 | 4% | 94% |
| | | S1 | 42 | 38% | 41 | 37% | 24 | 21% | 4 | 4% | 1 | 1% | 96% |
| | | Q3 | 53 | 48% | 35 | 32% | 17 | 15% | 4 | 4% | 2 | 2% | 95% |

Source: Powerschool - WCCUSD

Math Courses, 2015-16

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

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

Source: Powerschool - WCCUSD

ROP, CTE, Academics, 2015-16

There were 8 courses offered in the ROP, CTE department. The majority of the classes averaged above an 80% pass rate with computer applications 3rd quarter and Journalism I averaging a 62% pass rate over 3 quarters.

| HERCULES HIGH SCHOOL - ACADEMIC PASS | | | A | | B | | C | | D | | F | | PASS RATE |
|--------------------------------------|-----------------------------|----|------|---------|------|---------|------|---------|------|---------|------|---------|-----------|
| | | | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | |
| ROP, ACADEMY, CTE | Computer Apps | Q1 | 13 | 62% | 4 | 19% | 2 | 10% | 0 | 0% | 2 | 10% | 90% |
| | | S1 | 17 | 63% | 3 | 11% | 2 | 7% | 0 | 0% | 5 | 19% | 81% |
| | | Q3 | 14 | 47% | 1 | 3% | 4 | 13% | 1 | 3% | 10 | 33% | 63% |
| | Computer Programming ROP | Q1 | 15 | 50% | 9 | 30% | 2 | 7% | 3 | 10% | 1 | 3% | 87% |
| | | S1 | 8 | 26% | 8 | 26% | 15 | 48% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 30 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | International Cuisine (ROP) | Q1 | 29 | 76% | 4 | 11% | 4 | 11% | 1 | 3% | 0 | 0% | 97% |
| | | S1 | 31 | 82% | 3 | 8% | 3 | 8% | 0 | 0% | 1 | 3% | 97% |
| | | Q3 | 20 | 57% | 6 | 17% | 6 | 17% | 2 | 6% | 1 | 3% | 91% |
| | Introduction to Hospitality | Q1 | 10 | 48% | 5 | 24% | 3 | 14% | 3 | 14% | 0 | 0% | 86% |
| | | S1 | 12 | 67% | 6 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 15 | 83% | 1 | 6% | 2 | 11% | 0 | 0% | 0 | 0% | 100% |
| | Culinary Arts (ROP) | Q1 | 13 | 43% | 12 | 40% | 4 | 13% | 1 | 3% | 0 | 0% | 97% |
| | | S1 | 17 | 57% | 6 | 20% | 4 | 13% | 2 | 7% | 1 | 3% | 90% |
| | | Q3 | 20 | 74% | 6 | 22% | 1 | 4% | 0 | 0% | 0 | 0% | 100% |
| | Leadership | Q1 | 46 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 46 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 46 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | Journalism [P] ROP | Q1 | 6 | 25% | 5 | 21% | 5 | 21% | 5 | 21% | 3 | 13% | 67% |
| | | S1 | 4 | 18% | 6 | 27% | 2 | 9% | 7 | 32% | 3 | 14% | 55% |
| | | Q3 | 8 | 35% | 4 | 17% | 3 | 13% | 4 | 17% | 4 | 17% | 65% |
| | Journalism 2 [P] ROP | Q1 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 3 | 75% | 1 | 25% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |

Source: Powerschool - WCCUSD

Special Education, 2015-16

There are 9 courses designated as special education. Two courses are specifically designed for Severely Handicapped or medically fragile. The other 7 classes are for NSH and RSP students who are in need of specialized instruction. The majority of courses recorded higher than 80% pass rates in specific courses. Algebra I recorded a 56% pass rate over three quarters. English recorded a 50% pass rate over three quarters.

| HERCULES HIGH SCHOOL - ACADEMIC PASS | | | A | | B | | C | | D | | F | | PASS RATE |
|--------------------------------------|---------------------|----|------|---------|------|---------|------|---------|------|---------|------|---------|-----------|
| | | | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | |
| SPECIAL EDUCATION | Algebra 1 | Q1 | 5 | 24% | 1 | 5% | 5 | 24% | 5 | 24% | 5 | 24% | 52% |
| | | S1 | 5 | 23% | 4 | 18% | 7 | 32% | 2 | 9% | 4 | 18% | 73% |
| | | Q3 | 1 | 5% | 4 | 18% | 5 | 23% | 3 | 14% | 9 | 41% | 45% |
| | Biology Science | Q1 | 7 | 50% | 2 | 14% | 2 | 14% | 2 | 14% | 1 | 7% | 79% |
| | | S1 | 7 | 47% | 4 | 27% | 3 | 20% | 0 | 0% | 1 | 7% | 93% |
| | | Q3 | 4 | 27% | 4 | 27% | 3 | 20% | 1 | 7% | 3 | 20% | 73% |
| | Daily Living Skill | Q1 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 3 | 50% | 3 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 2 | 33% | 4 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | English | Q1 | 0 | 0% | 5 | 23% | 6 | 27% | 10 | 45% | 1 | 5% | 50% |
| | | S1 | 1 | 4% | 3 | 13% | 9 | 39% | 7 | 30% | 3 | 13% | 57% |
| | | Q3 | 0 | 0% | 3 | 14% | 6 | 29% | 6 | 29% | 6 | 29% | 43% |
| | Foun Cul Geog | Q1 | 2 | 50% | 1 | 25% | 0 | 0% | 0 | 0% | 1 | 25% | 75% |
| | | S1 | 2 | 50% | 2 | 50% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 3 | 50% | 2 | 33% | 1 | 17% | 0 | 0% | 0 | 0% | 100% |
| | Personal Care Skill | Q1 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 4 | 67% | 2 | 33% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 2 | 33% | 4 | 67% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | Physical Science | Q1 | 6 | 46% | 4 | 31% | 2 | 15% | 0 | 0% | 1 | 8% | 92% |
| | | S1 | 9 | 60% | 1 | 7% | 2 | 13% | 2 | 13% | 1 | 7% | 80% |
| | | Q3 | 3 | 23% | 4 | 31% | 2 | 15% | 1 | 8% | 3 | 23% | 69% |
| | Tutorial | Q1 | 26 | 41% | 16 | 25% | 14 | 22% | 3 | 5% | 4 | 6% | 89% |
| | | S1 | 23 | 33% | 24 | 34% | 14 | 20% | 8 | 11% | 1 | 1% | 87% |
| | | Q3 | 17 | 25% | 22 | 32% | 20 | 29% | 6 | 9% | 4 | 6% | 86% |
| | US History | Q1 | 1 | 17% | 2 | 33% | 1 | 17% | 1 | 17% | 1 | 17% | 67% |
| | | S1 | 0 | 0% | 4 | 67% | 1 | 17% | 0 | 0% | 1 | 17% | 83% |
| | | Q3 | 2 | 29% | 1 | 14% | 2 | 29% | 2 | 29% | 0 | 0% | 71% |
| | World History | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | Q3 | 0 | 0% | 1 | 14% | 2 | 29% | 3 | 43% | 1 | 14% | 43% |
| | Economics | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | Q3 | 3 | 50% | 1 | 17% | 2 | 33% | 0 | 0% | 0 | 0% | 100% |
| | Gov & Politics US | Q1 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 4 | 80% | 0 | 0% | 0 | 0% | 1 | 20% | 0 | 0% | 80% |
| | | Q3 | | | | | | | | | | | |

Source: Powerschool - WCCUSD

Science, 2015-16

We currently offer 7 courses in the science department. Three of those are AP courses, one honors section and the other three are general college preparatory classes. The majority of the courses averaged over 80%. Biology had an average pass rate of 52% over 3 quarters. Chemistry has a 71% pass rate over 3 quarters.

| HERCULES HIGH SCHOOL - ACADEMIC PASS | | | A | | B | | C | | D | | F | | PASS RATE |
|--------------------------------------|------------------------------|----|------|---------|------|---------|------|---------|------|---------|------|---------|-----------|
| | | | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | |
| SCIENCE | AP Chemistry | Q1 | 7 | 26% | 10 | 37% | 8 | 30% | 2 | 7% | 0 | 0% | 93% |
| | | S1 | 7 | 27% | 8 | 31% | 10 | 38% | 1 | 4% | 0 | 0% | 96% |
| | | Q3 | 4 | 17% | 11 | 46% | 6 | 25% | 3 | 13% | 0 | 0% | 88% |
| | AP Environmental Science ROP | Q1 | 31 | 48% | 26 | 40% | 4 | 6% | 4 | 6% | 0 | 0% | 94% |
| | | S1 | 38 | 58% | 20 | 31% | 6 | 9% | 1 | 2% | 0 | 0% | 98% |
| | | Q3 | 38 | 58% | 21 | 32% | 4 | 6% | 1 | 2% | 1 | 2% | 97% |
| | Biology [P] | Q1 | 28 | 10% | 52 | 19% | 53 | 19% | 75 | 27% | 71 | 25% | 48% |
| | | S1 | 43 | 16% | 43 | 16% | 69 | 25% | 54 | 20% | 63 | 23% | 57% |
| | | Q3 | 39 | 15% | 44 | 17% | 57 | 22% | 50 | 19% | 71 | 27% | 53% |
| | Biotechnology ROP | Q1 | 42 | 67% | 14 | 22% | 6 | 10% | 1 | 2% | 0 | 0% | 98% |
| | | S1 | 35 | 58% | 19 | 32% | 6 | 10% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 32 | 59% | 15 | 28% | 6 | 11% | 1 | 2% | 0 | 0% | 98% |
| | Chemistry [P] | Q1 | 58 | 19% | 79 | 26% | 77 | 26% | 59 | 20% | 27 | 9% | 71% |
| | | S1 | 66 | 22% | 75 | 25% | 86 | 29% | 55 | 18% | 19 | 6% | 75% |
| | | Q3 | 70 | 25% | 64 | 23% | 59 | 21% | 65 | 23% | 22 | 8% | 69% |
| | Physics [H] | Q1 | 42 | 64% | 12 | 18% | 8 | 12% | 3 | 5% | 1 | 2% | 94% |
| | | S1 | 38 | 58% | 20 | 31% | 5 | 8% | 0 | 0% | 2 | 3% | 97% |
| | | Q3 | 39 | 60% | 21 | 32% | 1 | 2% | 2 | 3% | 2 | 3% | 94% |
| | Physics [P] | Q1 | 5 | 31% | 6 | 38% | 5 | 31% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 6 | 35% | 8 | 47% | 3 | 18% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 13 | 72% | 2 | 11% | 3 | 17% | 0 | 0% | 0 | 0% | 100% |

Source: Powerschool - WCCUSD

EL Sheltered

In 2015-16 we scheduled all English Learners into sheltered sections. The idea of sheltering the students designated as EL into specific sections was to enhance each teacher's awareness of EL students and to incorporate sheltered instruction into their daily lessons. 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. Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or

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

| 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 % | |
| EL, SHELTERED SECTIONS | Algebra 1 SL [P] | Q1 | 1 | 17% | 1 | 17% | 3 | 50% | 0 | 0% | 1 | 17% | 83% |
| | | S1 | 2 | 33% | 1 | 17% | 2 | 33% | 0 | 0% | 1 | 17% | 83% |
| | | Q3 | 2 | 40% | 2 | 40% | 0 | 0% | 1 | 20% | 0 | 0% | 80% |
| | Biology SL [P] | Q1 | 0 | 0% | 2 | 25% | 3 | 38% | 3 | 38% | 0 | 0% | 63% |
| | | S1 | 0 | 0% | 2 | 29% | 1 | 14% | 3 | 43% | 1 | 14% | 43% |
| | | Q3 | 0 | 0% | 0 | 0% | 1 | 20% | 1 | 20% | 3 | 60% | 20% |
| | Chemistry SL [P] | Q1 | 0 | 0% | 2 | 40% | 1 | 20% | 2 | 40% | 0 | 0% | 60% |
| | | S1 | 0 | 0% | 1 | 20% | 2 | 40% | 2 | 40% | 0 | 0% | 60% |
| | | Q3 | 0 | 0% | 0 | 0% | 0 | 0% | 2 | 40% | 3 | 60% | 0% |
| | Economics SL [P] | Q1 | 0 | 0% | 2 | 67% | 0 | 0% | 1 | 33% | 0 | 0% | 67% |
| | | S1 | 0 | 0% | 3 | 75% | 0 | 0% | 1 | 25% | 0 | 0% | 75% |
| | | Q3 | 1 | 25% | 1 | 25% | 1 | 25% | 1 | 25% | 0 | 0% | 75% |
| | ELD 1A | Q1 | 0 | 0% | 4 | 80% | 0 | 0% | 0 | 0% | 1 | 20% | 80% |
| | | S1 | 2 | 33% | 3 | 50% | 0 | 0% | 1 | 17% | 0 | 0% | 83% |
| | | Q3 | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% | 0 | 0% | 100% |
| | ELD 1B | S1 | 2 | 33% | 3 | 50% | 0 | 0% | 1 | 17% | 0 | 0% | 83% |
| | | Q3 | 3 | 43% | 3 | 43% | 1 | 14% | 0 | 0% | 0 | 0% | 100% |
| | ELD 2A | Q1 | 2 | 33% | 0 | 0% | 2 | 33% | 0 | 0% | 2 | 33% | 67% |
| | | S1 | 4 | 67% | 0 | 0% | 2 | 33% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 2 | 50% | 1 | 25% | 1 | 25% | 0 | 0% | 0 | 0% | 100% |
| | ELD 2B | Q1 | 2 | 33% | 2 | 33% | 0 | 0% | 2 | 33% | 0 | 0% | 67% |
| | | S1 | 4 | 67% | 0 | 0% | 2 | 33% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 2 | 50% | 1 | 25% | 1 | 25% | 0 | 0% | 0 | 0% | 100% |
| | ELD 3A | Q1 | 0 | 0% | 2 | 22% | 4 | 44% | 3 | 33% | 0 | 0% | 67% |
| | | S1 | 2 | 22% | 3 | 33% | 2 | 22% | 2 | 22% | 0 | 0% | 78% |
| | | Q3 | 4 | 40% | 3 | 30% | 2 | 20% | 0 | 0% | 0 | 0% | 90% |
| | ELD 3B | S1 | 2 | 22% | 3 | 33% | 2 | 22% | 2 | 22% | 0 | 0% | 78% |
| | | Q3 | 4 | 40% | 3 | 30% | 2 | 20% | 0 | 0% | 0 | 0% | 90% |
| | ELD 4 [P] | Q1 | 0 | 0% | 1 | 6% | 3 | 18% | 6 | 35% | 7 | 41% | 24% |
| | | S1 | 3 | 20% | 4 | 27% | 2 | 13% | 5 | 33% | 1 | 7% | 60% |
| | | Q3 | 4 | 33% | 2 | 17% | 1 | 8% | 0 | 0% | 5 | 42% | 58% |
| | Found Cultural Geog SL[P] | Q1 | 4 | 80% | 1 | 20% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 4 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 3 | 100% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 100% |
| | Geometry SL [P] | Q1 | 1 | 25% | 0 | 0% | 1 | 25% | 1 | 25% | 1 | 25% | 50% |
| | | S1 | 1 | 25% | 0 | 0% | 1 | 25% | 0 | 0% | 2 | 50% | 50% |
| | | Q3 | 0 | 0% | 2 | 50% | 0 | 0% | 1 | 25% | 1 | 25% | 50% |
| | US History SL [P] | Q1 | 0 | 0% | 0 | 0% | 1 | 50% | 0 | 0% | 1 | 50% | 50% |
| | | S1 | 0 | 0% | 1 | 33% | 1 | 33% | 0 | 0% | 1 | 33% | 67% |
| | | Q3 | 0 | 0% | 2 | 50% | 1 | 25% | 0 | 0% | 1 | 25% | 75% |
| | World Hist SL [P] | Q1 | 3 | 33% | 1 | 11% | 5 | 56% | 0 | 0% | 0 | 0% | 100% |
| | | S1 | 1 | 13% | 2 | 25% | 5 | 63% | 0 | 0% | 0 | 0% | 100% |
| | | Q3 | 1 | 14% | 1 | 14% | 3 | 43% | 2 | 29% | 0 | 0% | 71% |

Source: Powerschool - WCCUSD

Social Science, 2015-16

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

| HERCULES HIGH SCHOOL - ACADEMIC PASS | | | A | | B | | C | | D | | F | | PASS RATE |
|--------------------------------------|--------------------------|----|------|---------|------|---------|------|---------|------|---------|------|---------|-----------|
| | | | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | # of | Row N % | |
| SOCIAL SCIENCE | Amer Govt [P] | Q1 | 19 | 20% | 23 | 24% | 33 | 34% | 14 | 14% | 8 | 8% | 77% |
| | | S1 | 21 | 21% | 24 | 24% | 28 | 28% | 21 | 21% | 6 | 6% | 73% |
| | | Q3 | 1 | 5% | 3 | 16% | 9 | 47% | 6 | 32% | 0 | 0% | 68% |
| | AP Government & Politics | Q1 | 29 | 26% | 52 | 46% | 30 | 27% | 2 | 2% | 0 | 0% | 98% |
| | | S1 | 44 | 39% | 35 | 31% | 28 | 25% | 6 | 5% | 0 | 0% | 95% |
| | | Q3 | 11 | 11% | 50 | 48% | 36 | 35% | 4 | 4% | 3 | 3% | 93% |
| | AP United States History | Q1 | 4 | 4% | 58 | 57% | 27 | 26% | 11 | 11% | 2 | 2% | 87% |
| | | S1 | 8 | 8% | 40 | 39% | 45 | 44% | 7 | 7% | 2 | 2% | 91% |
| | | Q3 | 11 | 11% | 50 | 48% | 36 | 35% | 4 | 4% | 3 | 3% | 93% |
| | AP World Hist | Q1 | 39 | 39% | 32 | 32% | 22 | 22% | 8 | 8% | 0 | 0% | 92% |
| | | S1 | 56 | 55% | 23 | 23% | 18 | 18% | 3 | 3% | 1 | 1% | 96% |
| | | Q3 | 54 | 53% | 23 | 23% | 16 | 16% | 5 | 5% | 3 | 3% | 92% |
| | Economics [P] | Q1 | 3 | 13% | 4 | 17% | 8 | 33% | 7 | 29% | 2 | 8% | 63% |
| | | S1 | 1 | 5% | 4 | 18% | 11 | 50% | 3 | 14% | 3 | 14% | 73% |
| | | Q3 | 50 | 23% | 56 | 26% | 54 | 25% | 24 | 11% | 28 | 13% | 75% |
| | Found Cul Geog [P] | Q1 | 41 | 28% | 53 | 36% | 36 | 24% | 17 | 12% | 0 | 0% | 88% |
| | | S1 | 53 | 36% | 47 | 32% | 41 | 28% | 5 | 3% | 2 | 1% | 95% |
| | | Q3 | 77 | 52% | 36 | 24% | 30 | 20% | 1 | 1% | 3 | 2% | 97% |
| | Psychology [P] | Q1 | 50 | 56% | 25 | 28% | 12 | 13% | 2 | 2% | 1 | 1% | 97% |
| | | S1 | 50 | 53% | 33 | 35% | 6 | 6% | 3 | 3% | 2 | 2% | 95% |
| | | Q3 | 38 | 39% | 34 | 35% | 18 | 19% | 4 | 4% | 3 | 3% | 93% |
| | US History [P] | Q1 | 15 | 9% | 53 | 34% | 58 | 37% | 21 | 13% | 11 | 7% | 80% |
| | | S1 | 17 | 11% | 54 | 34% | 47 | 29% | 33 | 21% | 9 | 6% | 74% |
| | | Q3 | 15 | 10% | 47 | 31% | 64 | 42% | 12 | 8% | 15 | 10% | 82% |
| | World History [P] | Q1 | 61 | 53% | 31 | 27% | 17 | 15% | 3 | 3% | 3 | 3% | 95% |
| | | S1 | 51 | 44% | 35 | 30% | 20 | 17% | 7 | 6% | 4 | 3% | 91% |
| | | Q3 | 27 | 24% | 47 | 42% | 28 | 25% | 4 | 4% | 4 | 4% | 91% |
| | AP Human Geography | Q1 | 10 | 13% | 33 | 44% | 20 | 27% | 10 | 13% | 2 | 3% | 84% |
| | | S1 | 12 | 16% | 31 | 41% | 16 | 21% | 12 | 16% | 4 | 5% | 79% |
| | | Q3 | 23 | 31% | 24 | 32% | 11 | 15% | 11 | 15% | 5 | 7% | 77% |

Source: Powerschool - WCCUSD

Visual & Performing Arts

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

| 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, 2015-16

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

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

Source: Powerschool - WCCUSD

WCCUSD Benchmark Data

WCCUSD continues to develop its benchmark assessment program. The restructuring of the benchmarks involved changes in the way that benchmarks were administered and how the results from these assessments were to be used. The district offered professional development sessions for math and ELA (including Writing) assessments and pacing guides were reviewed and updated by teachers for teachers during the spring and summer 2015.

- Pacing Guides provide information on lesson sequence and number of days suggested for each lesson
- Benchmark Blueprints identify the grade level standards assessed on each benchmark
- Academic and assessment calendars provide a “Big Picture” view of assessments during the year

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

- Illuminate allows the use of electronic scanning to record and input student data.
- Error/item analysis leads to review of instructional practices: What might have been the misunderstanding that led a student to choose a specific incorrect answer? How can we use this information to transform instruction so that students don’t develop these misunderstandings?

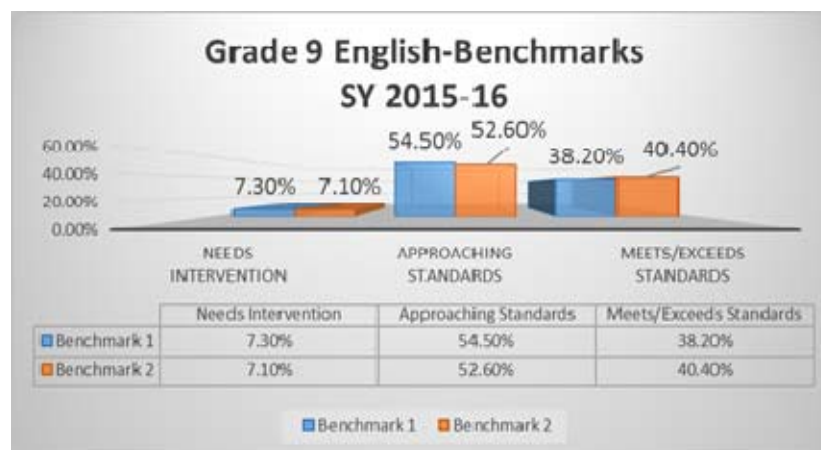
The fundamental purpose of the WCCUSD assessment system is to provide information that can be used to impact teaching and learning in order to continue to improve student access and success. Benchmark tests measure student mastery of standards targeted for instruction. In so doing, they indicate what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

English Benchmark Results, 2015-16

| PARTICIPATION RATE | | | |
|---------------------|----------|------------|-----------------|
| English Benchmark 1 | # Tested | Enrollment | % Participation |
| English 1 | 165 | 207 | 79.71% |
| English 2 | 172 | 223 | 77.13% |
| English 3 | 155 | 215 | 72.09% |
| | | | |
| English Benchmark 2 | # Tested | Enrollment | % Participation |
| English 1 | 156 | 207 | 75.36% |
| English 2 | 191 | 223 | 85.65% |
| English 3 | 136 | 215 | 63.26% |

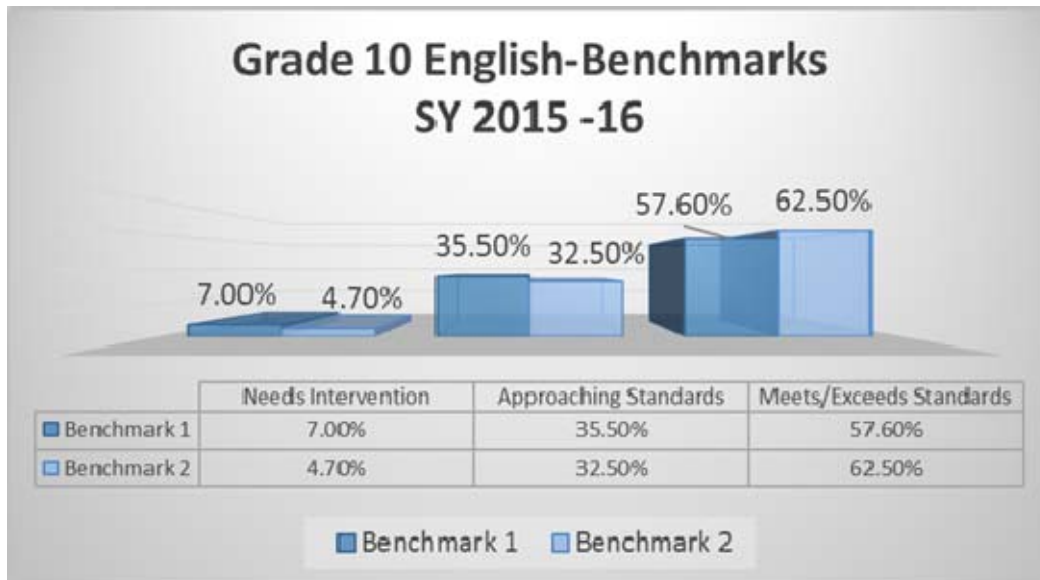
Source: WCCUSD, Illuminate

English 1 participation rate was 79.71% with 165 of 207 9th graders participating in the benchmark assessment # 1. The participation rate for benchmark assessment # 2 was 75.36% with 156 of 207 participating. In 2015-16 school year, 38.2% of 9th grade students who participated in the English 1, benchmark #1 tested in the meet/exceeded standard range. In the same year, 40.4% tested in the meet/exceeded standard range when given the English 1 benchmark assessment # 2.



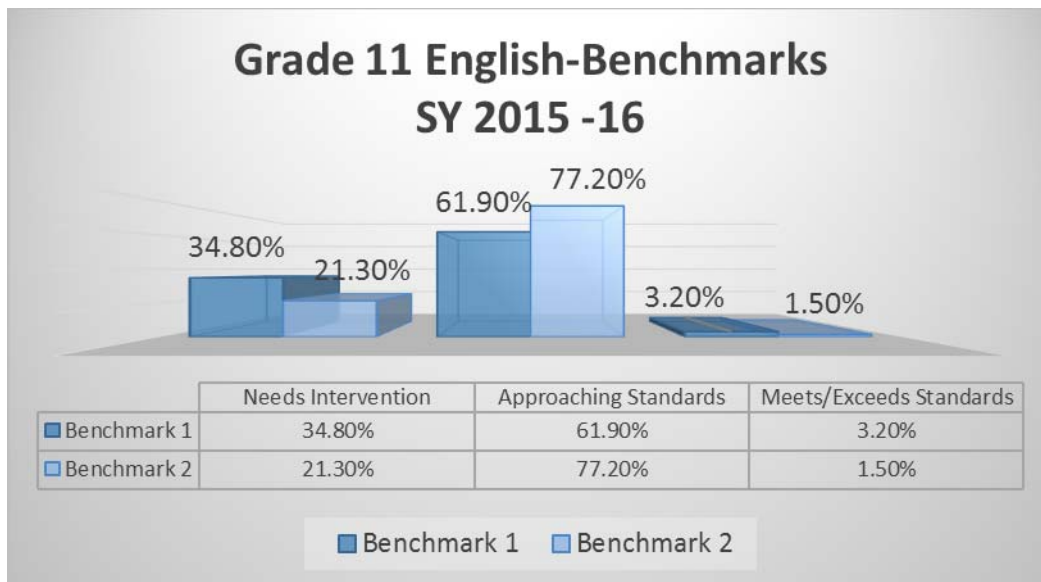
Source: WCCUSD, Illuminate

English 2 participation rate was 77.13% with 172 of 223 10th graders participating in the benchmark assessment # 1. The participation rate for benchmark assessment # 2 was 85.65% with 191 of 223 participating. In 2015-16 school year, 57.6% of 10th grade students who participated in the English 2, benchmark #1 tested in the meet/exceeded standard range. In the same year, 62.5% tested in the meet/exceeded standard range when given the English 2 benchmark assessment # 2.



Source: WCCUSD, Illuminate

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



Source: WCCUSD, Illuminate

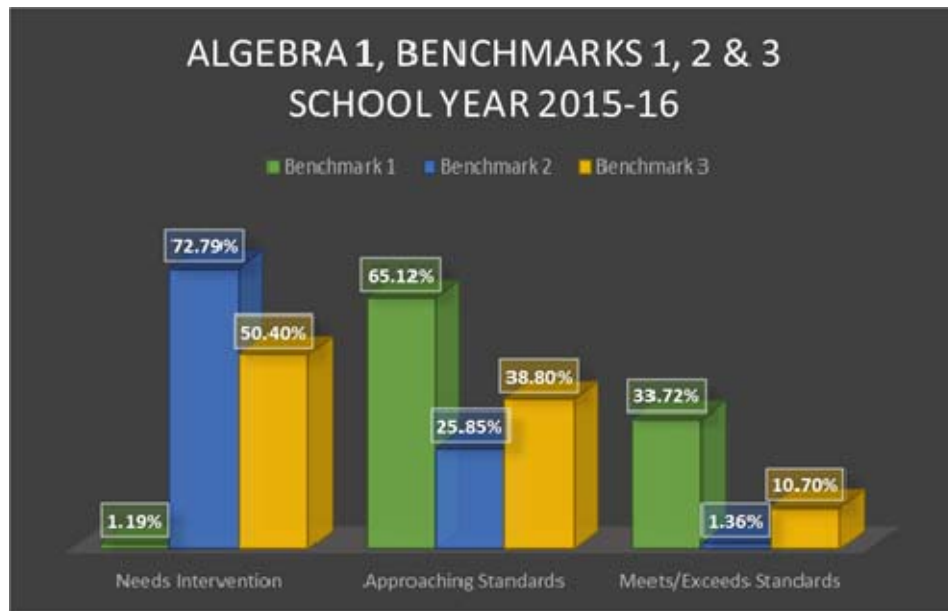
| Performance Summary English Benchmarks | Needs Intervention | Approaching Standards | Meets/Exceeds Standards |
|---|-----------------------|--------------------------|----------------------------|
| English I - Benchmark 1 | 7.30% | 54.50% | 38.20% |
| English I - Benchmark 2 | 7.10% | 52.60% | 40.40%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

WCCUSD Math Benchmark Results, 2015-16

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

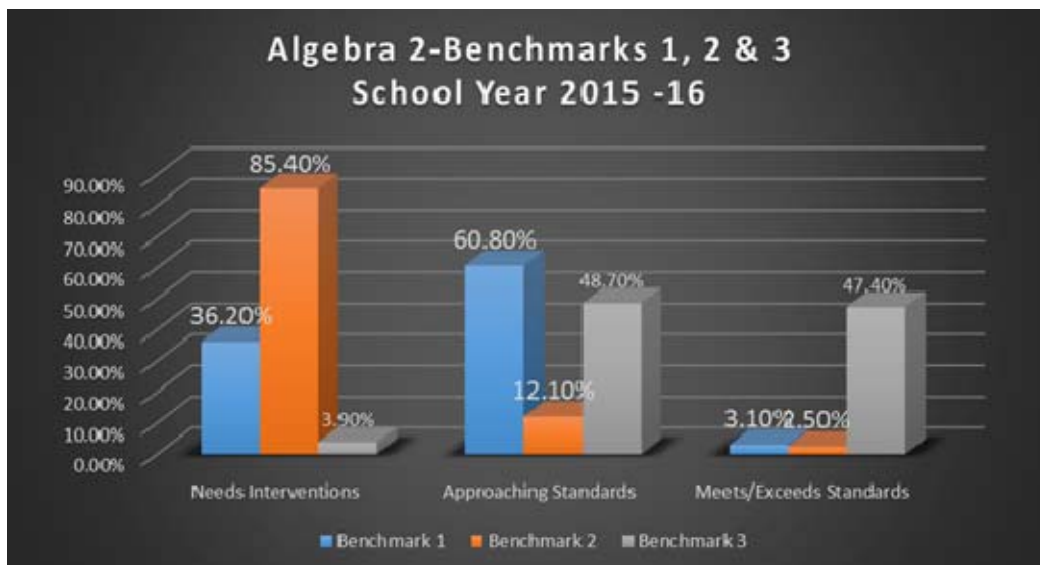
Source: WCCUSD, Illuminate

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



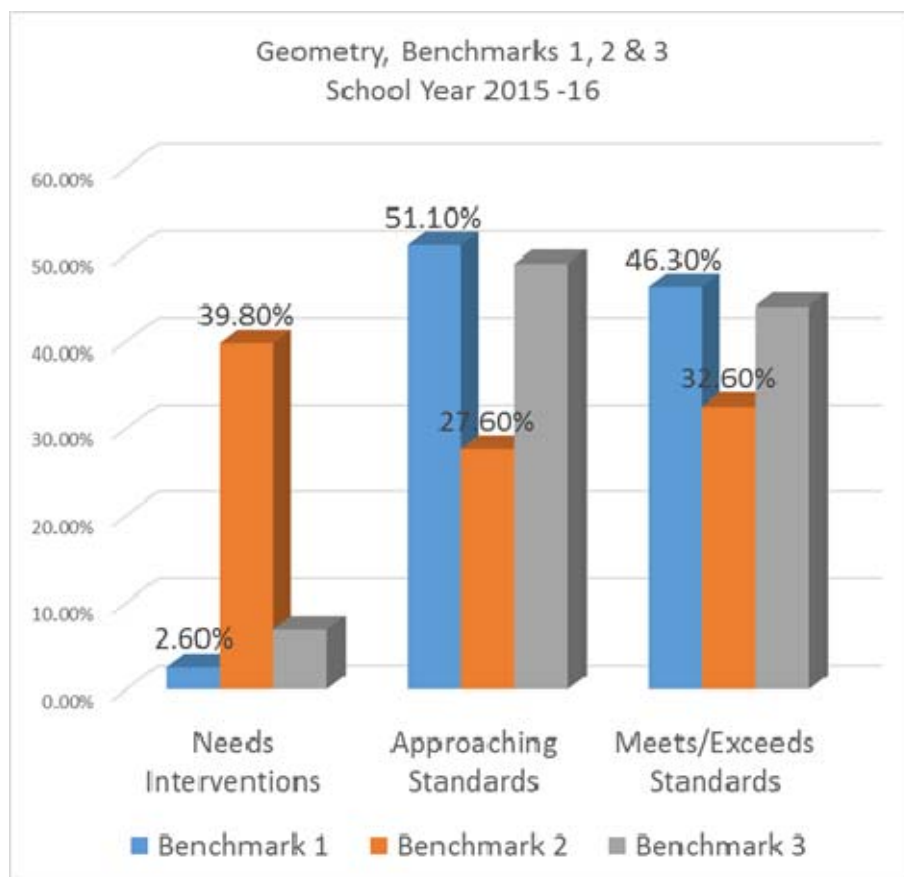
Source: WCCUSD, Illuminate

Algebra 2 participation rate was 70.3% with 130 of 185 students participating in the benchmark assessment # 1. The participation rate for benchmark assessment # 2 was 84.9% with 157 of 185 participating. The participation rate for benchmark assessment # 3 was 41.1% with 76 students participating. In 2015-16 school year, 3.10% of students who participated in the Algebra 2, benchmark #1 tested in the meet/exceeded standard range. In the same year, 2.5% tested in the meet/exceeded standard range when given the Algebra 2 benchmark assessment # 2. Within the same year, 47.4% of students who participated in Algebra 2 benchmark assessment # 3 tested in the meets/exceeded standard range.



Source: WCCUSD, Illuminate

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



Source: WCCUSD, Illuminate

| Performance Summary Report for HHS Math (Geometry, Algebra 1 & Algebra 2) | | | |
|---|---------------------|-----------------------|-------------------------|
| Subject/Content | Needs Interventions | Approaching Standards | Meets/Exceeds Standards |
| Algebra 1 - Benchmark 1 | 0.90% | 48.70% | 50.40% |
| Algebra 1 - Benchmark 2 | 62.70% | 32.90% | 4.30% |
| Algebra 1 - Benchmark 3 | 50.40% | 38.80% | 10.70% |
| | | | |
| Geometry - Benchmark 1 | 2.60% | 51.10% | 46.30% |
| Geometry - Benchmark 2 | 39.80% | 27.60% | 32.60% |
| Geometry - Benchmark 3 | 6.90% | 49.00% | 44.10% |
| | | | |
| Algebra 2 - Benchmark 1 | 36.20% | 60.80% | 3.10% |
| Algebra 2- Benchmark 2 | 85.40% | 12.10% | 2.50% |
| Algebra 2- Benchmark 3 | 3.90% | 48.70% | 47.40% |

Source: WCCUSD, Illuminate

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 |
| 2013-14 | 19.0% | 30.8% | 30.4% |
| 2012-13 | 18.7% | 20.2% | 35.3% |
| 2011-12 | 22.2% | 21.4% | 38.5% |
| 2010-11 | 14.4% | 30.2% | 39.3% |

Source: WCCUSD, Illuminate

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

Number of Graduates Meeting UC/CSU Requirements:

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

The table below displays the number of graduates, within a specified graduating class, who completed all requirements for University of California (UC) and/or California State University (CSU) entrance. The graduation rate is based on a 1 year graduation count. It includes all students who graduated in a given year who met the UC/CSU course requirements. Over the past 4 years the A-G pass rate has fluctuated from a low of 38.1% to a high of 53.88%. In 2014, the A-G pass rate was the highest on record with 53.88% of all graduating seniors earning a “C” or better in courses required for UC/CSU entrance. The overall 5 year average of graduates who meet UC/CSU requirements is at 46.8%.

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

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

The following is a table that identifies subgroups and gender specific data in terms of percentages that 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 | | | | | | | |
|--|--|-----------|------------|-----------|------------|-----------|-----------|-----------|
| | 2012 | | 2013 | | 2014 | | 2015 | |
| | # of Grad | Pass Rate | # of Grads | Pass Rate | # of Grads | Pass Rate | # of Grad | Pass Rate |
| Asian | 49 | 51.20% | 47 | 64.40% | 49 | 69.40% | 44 | 70.50% |
| African American | 10 | 26.00% | 14 | 37.50% | 21 | 33.50% | 41 | 41.50% |
| Philippine | 48 | 47.80% | 37 | 54.40% | 78 | 60.50% | 39 | 66.10% |
| Hispanic | 44 | 31.80% | 44 | 39.10% | 34 | 44.10% | 43 | 42.30% |
| White | 21 | 40.50% | 18 | 44.40% | 21 | 66.70% | 18 | 57.80% |
| Female | 39 | 48.30% | 38 | 59.80% | 116 | 57.80% | 102 | 67.60% |
| Male | 41 | 36.50% | 46 | 35.90% | 129 | 50.40% | 107 | 39.30% |
| Socio-Economic | 78 | 24.40% | 84 | 43.80% | 93 | 40.90% | 22 | 45.50% |
| E.L. | | | 21 | 19.00% | 19 | 5.30% | 7 | 0.00% |

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

The percentages of Asian students who have graduated successfully completing all UC/CSU requirements have ranged from a low percentage of 51.2% and a high percentage of 70.5% 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 26% and a high percentage of 41.5% 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 40.9% and a high percentage of 60.5% throughout the last four years.

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

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

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

| A-G Subgroup Comparison | Graduates Successfully Completing all Courses Required for UC/CSU Entrance | | | | | | | |
|-------------------------|--|-----------|------------|-----------|------------|-----------|------------|-----------|
| | 2012 | | 2013 | | 2014 | | 2015 | |
| | # of Grads | Pass Rate | # of Grads | Pass Rate | # of Grads | Pass Rate | # of Grads | Pass Rate |
| Asian (Hercules) | 43 | 51.20% | 45 | 64.40% | 49 | 69.40% | 44 | 70.50% |
| Asian (County) | 1,158 | 67.10% | 242 | 57.40% | 1,293 | 72.50% | 1,412 | 71.80% |
| Asian (State) | 41,700 | 66.80% | 41,897 | 67.70% | 41,628 | 70.90% | 41,698 | 71.80% |
| AA (Hercules) | 50 | 26.00% | 56 | 37.55% | 62 | 35.50% | 41 | 41.50% |
| AA (County) | 1,161 | 21.20% | 1,122 | 22.90% | 1,217 | 28.90% | 1,178 | 26.10% |
| AA (State) | 28,078 | 28.60% | 27,072 | 29.20% | 26,056 | 31.20% | 26,356 | 32.70% |
| Filipino (Hercules) | 48 | 45.80% | 57 | 54.40% | 76 | 60.50% | 59 | 60.50% |
| Filipino (County) | 501 | 49.30% | 125 | 58.40% | 617 | 56.60% | 627 | 57.60% |
| Filipino (State) | 12,745 | 52.60% | 13,186 | 54.40% | 13,677 | 57.70% | 13,721 | 60.00% |
| Hispanic (Hercules) | 44 | 31.80% | 57 | 54.40% | 34 | 44.10% | 45 | 42.00% |
| Hispanic (County) | 3,009 | 25.40% | 517 | 54.00% | 3,323 | 31.60% | 3,680 | 34.90% |
| Hispanic (State) | 193,516 | 28.00% | 13,186 | 54.40% | 203,894 | 32.40% | 211,946 | 34.60% |
| White (Hercules) | 22 | 40.90% | 18 | 44.40% | 21 | 66.70% | 18 | 27.80% |
| White (County) | 5,131 | 49.80% | 5,053 | 56.60% | 4,797 | 56.90% | 4,867 | 57.60% |
| White (State) | 127,801 | 45.50% | 125,499 | 47.10% | 12,855 | 48.70% | 117,218 | 49.70% |

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

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

The table below breaks down the subgroup into gender specific categories. Overall among female students, the highest subgroup performance rate was the Asian Females with an 85.7% completing all requirements for UC/CSU entrance in 2013. Overall among females, the lowest was the Hispanic females

with a low of 30% in 2012. Overall among male students, the highest subgroup performance rate was the Asian males with a 65.4% completing all requirements for UC/CSU entrance in 2014. Overall among male students, the lowest was the African American males at 12.5% in 2011.

In 2015, the highest performing subgroup category among females was Asian Females completing UC/CSU requirements at a rate of 79.20% within their subgroup. The lowest female subgroup was the African American females at 53.8%.

In 2015, the highest performing subgroup category among males was the Asian males at 60%. The lowest performing subgroup category was the African American Males completing UC/CSU requirements at an average rate of 20.0% within their subgroup.

The five year average female A-G completion rate, recorded the Asian females at 70.04% successfully completing A-G requirements with the Hispanic females performing at the lowest recorded level at 42.68%.

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

| 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 |
| 2015-16 | | | | | | | | | | |
| 2014-15 | 79.20% | 60.00% | 53.80% | 20.00% | 80.00% | 55.90% | 60.00% | 28.00% | 66.70% | 8.30% |
| 2013-14 | 73.90% | 65.40% | 37.50% | 33.30% | 70.30% | 51.30% | 44.00% | 44.00% | 53.80% | 87.50% |
| 2012-13 | 85.70% | 54.80% | 66.70% | 15.60% | 59.30% | 50.00% | 40.90% | 18.20% | 57.10% | 36.40% |
| 2011-12 | 46.70% | 53.60% | 32.00% | 20.00% | 48.00% | 43.50% | 30.00% | 33.30% | 66.70% | 23.10% |
| 2010-11 | 64.70% | 36.40% | 42.90% | 12.50% | 43.80% | 33.30% | 38.50% | 21.40% | 33.30% | 33.30% |
| 3 Year Avg. | 70.04% | 54.04% | 46.58% | 20.28% | 60.28% | 46.80% | 42.68% | 28.98% | 55.52% | 37.72% |
| 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/>

Post-Secondary Education and Plans

At the end of each year, our academic counselors provide each senior with a survey to poll their post-secondary plans. The results of the Senior Student Survey revealed that nearly 32% of students wanted to attend a four-year university. An additional 49% saw themselves attending Community College. Nearly 10% of our seniors were unsure of what they wanted to do after high school. The remaining 3% believed they were headed directly to work, or the military.

2016 HHS Graduates – Where Did They Go?

| 2016 Exit Survey - | |
|-----------------------|-----|
| 2 year Post Secondary | 49% |
| 4 year Post Secondary | 32% |
| Military | 3% |
| Work | 3% |
| No Response | 10% |
| Total Participating | 155 |

| UCs | Community Colleges | CSUs | Out of State Colleges |
|-----------------------|-----------------------------------|------------------------------|---------------------------------|
| Berkeley – 7 | Berkeley City – 3 | | Dominican University – 1 |
| UCLA – 2 | Butte CC - 1 | Bakersfield - 1 | Harvard - 1 |
| Davis – 7 | Contra Costa - 47 | East Bay – 6 | Holy Names University – 1 |
| Irvine – 1 | Diablo Valley - 48 | San Francisco – 10 | Langston University - 1 |
| San Diego – 4 | Laney - 5 | San Jose – 3 | Lewis & Clark – 1 |
| Santa Barbara – 1 | San Francisco - 1 | Cal Poly San Luis Obispo – 1 | Linfield College - 1 |
| Santa Cruz – 3 | Skyline – 1 | Cal Poly Pomona - 2 | Los Medanos College 1 |
| Total for UCs = 25 | Sacramento City - 1 | Fresno – 1 | Loyola University – 1 |
| | Santa Monica – 3 | Fullerton – 1 | Santa Clara U - 1 |
| | Sierra City – 1 | Long Beach – 2 | St. Mary's College – 3 |
| | Solano - 3 | Monterey Bay - 2 | University of Hawaii - 1 |
| | Miscellaneous - | Total CSUs = 29 | University of Oregon – 1 |
| | Total = 113 | | Total for Private Colleges = 14 |
| | | | |
| Military | Tech/Trade Schools | No Response - 28 | Work |
| Air Force - 2 | Academy of Art - 1 | | Total = 8 |
| Army - 3 | Parsons - 1 | | |
| Marine Corps - 2 | Rhode Island School of Design – 1 | | |
| Navy -3 | Expression College – 1 | | |
| Total for Military= 8 | La Verne – 1 | | |
| | Le Cordon Blue – 1 | | |
| | Total for Tech/Trade Schools = 6 | | |

Student Achievement & Recognition

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

**HERCULES HIGH SCHOOL - ACADEMIC SCHOLARS,
Q1 - 2016-17**

| Grade | Academic Recognition | Total # of Students | Percent of total # in grade level |
|------------------------------|-----------------------------|----------------------------|--|
| 9 | Honor Roll | 40 | 14.55% |
| 9 | Principals List | 105 | 38.18% |
| 10 | Honor Roll | 32 | 13.79% |
| 10 | Principals List | 83 | 35.78% |
| 11 | Honor Roll | 49 | 20.42% |
| 11 | Principals List | 125 | 52.08% |
| 12 | Honor Roll | 38 | 13.82% |
| 12 | Principals List | 131 | 47.64% |
| Total # of Academic Scholars | | 603 | 60.24% |

| Honor Roll/Principal's List | Total # of Students | Percent of total # in grade level |
|------------------------------------|----------------------------|--|
| 9th grade | 145 | 35.64% |
| 10th grade | 115 | 49.14% |
| 11th grade | 174 | 62.50% |
| 12th grade | 169 | 59.27% |

HONOR ROLL = 3.0 - 3.49 with no grade lower than a "C"

PRINCIPAL'S LIST = 3.5 - 4 plus with no grade lower than a "C"

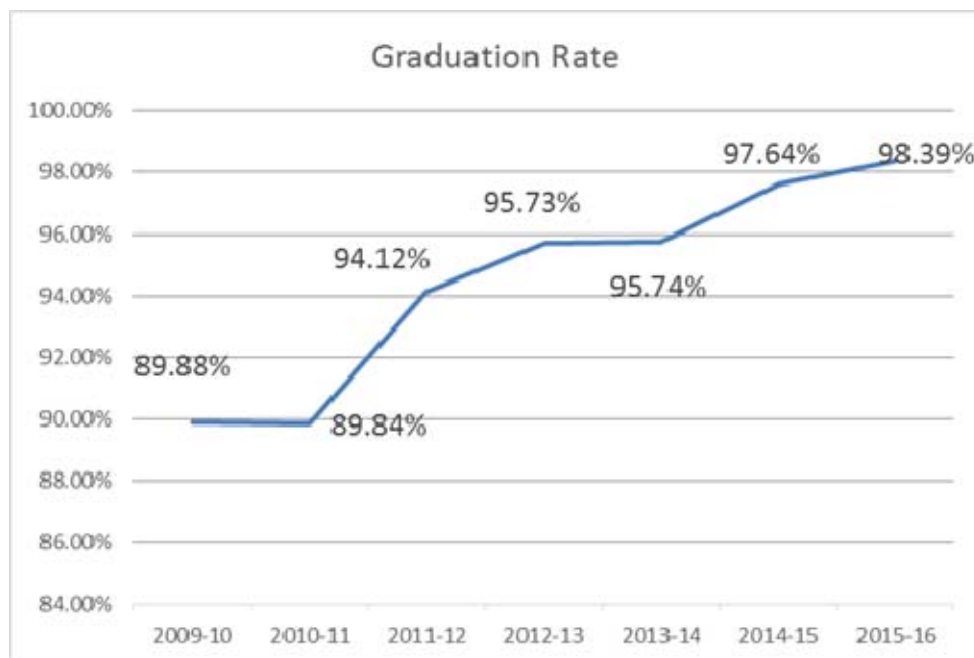
Student Engagement

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

Graduation Rate & Drop Out Rate

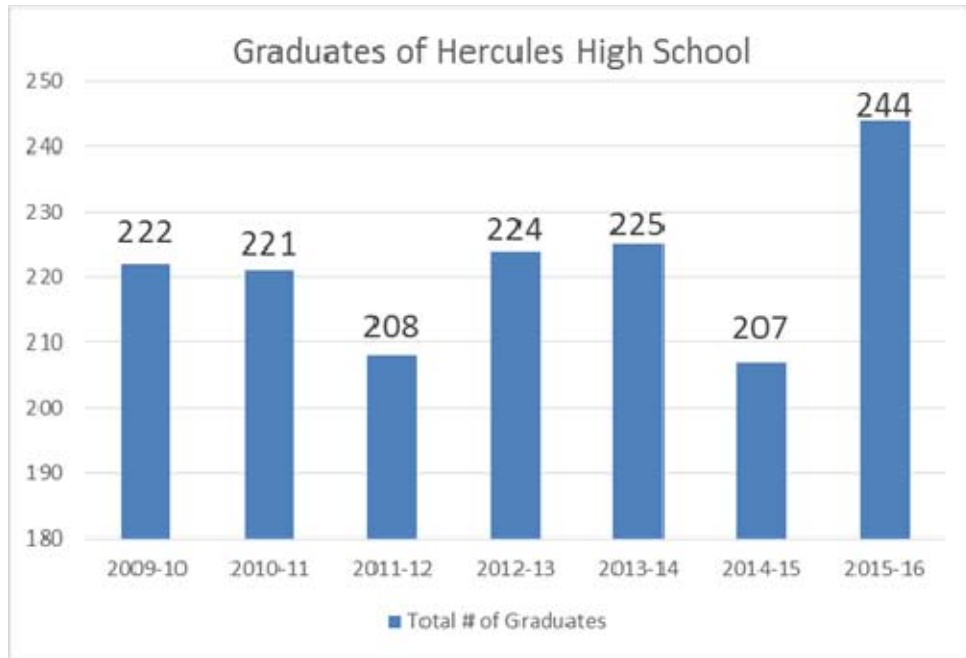
Graduation rate in the State of California is calculated using the number of students who earned a high school diploma or passed the California High School Proficiency Exam (CHSPE). The state counts the initial 9th grade enrollment of the current graduating class, plus students who transfer in, minus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

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



Source: WCCUSD, Illuminate

Over the last five years, Hercules has averaged 221 students graduating. The low was in 2011-12 school year with 208 graduates and the high was 244 in 2015-16. The expected number of students to graduate in 2016-17 school year is 277.



Source: WCCUSD, Illuminate

Graduates by Ethnicity and Gender

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

| CoHort Outcome - Graduation Rates | Asian | Filipino | Latino/ Hispanic | Afr. American | White | Socio-Economic | English Learners | Students with Disabilities |
|-----------------------------------|---------------|---------------|------------------|---------------|---------------|----------------|------------------|----------------------------|
| Class of 2015 | 97.70% | 100.00% | 100.00% | 93.20% | 94.70% | 96.20% | 100.00% | 60.00% |
| Class of 2014 | 98.00% | 100.00% | 94.30% | 96.80% | 100.00% | 97.50% | 94.70% | 91.70% |
| Class of 2013 | 100.00% | 100.00% | 89.80% | 98.30% | 89.50% | 86.36% | 84.00% | 96.70% |
| Class of 2012 | 95.60% | 97.90% | 95.60% | 92.60% | 91.70% | 91.70% | 95.70% | 78.30% |
| Class of 2011 | 98.20% | 94.40% | 77.10% | 83.60% | 96.60% | 90.00% | 85.20% | 73.30% |
| Average | 97.90% | 98.46% | 91.36% | 92.90% | 94.50% | 92.35% | 91.92% | 80.00% |

Over the past five school years, there has been a decline in the percentage of Hercules High School students who are dropping out and an increase of those graduating. In the past three years (2011-2015)

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

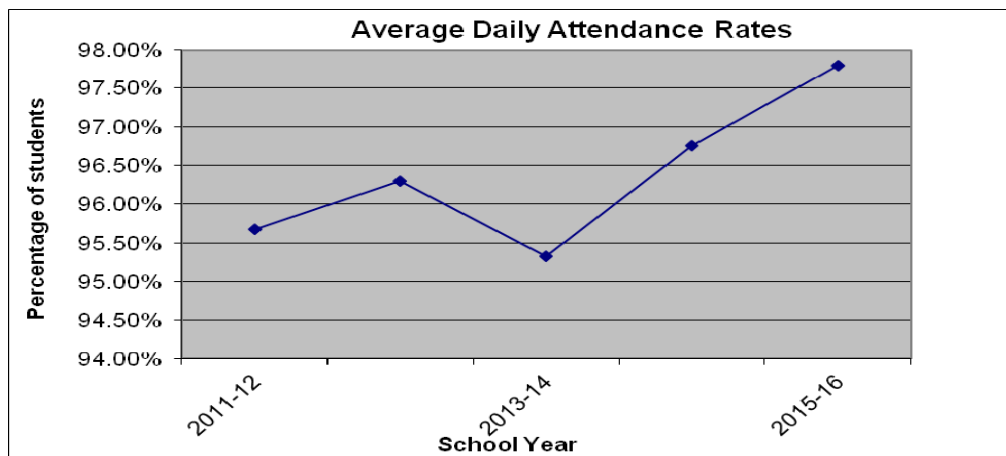
| Grad/Drop Out Rate Comparison | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|-------------------------------|---------|---------|---------|---------|---------|
| Drop Out Rate | 7.30% | 4.10% | 2.60% | 1.60% | 0.09% |
| Graduation Rate | 89.84% | 94.12% | 95.70% | 98.00% | 97.60% |

School Attendance Rates: Average Daily Attendance Rate

The ADA (average daily attendance) 5 year average is 96.36%. In the last three years we have seen the average daily attendance rate climb to 97.8%.

| AVERAGE DAILY ATTENDANCE RATE | | | | |
|-------------------------------|---------|---------|---------|---------|
| 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
| 95.67% | 96.30% | 95.33% | 96.76% | 97.80% |

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.



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% |

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

School Climate Data

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

Below is a table that identifies the number of incidents that resulted in a suspension. In 2014-15 there was an increase in the # of suspend-able offenses from 75 to 111. It should be noted that the data collection system transitioned from Log Entries in PowerSchool to an Incident Management reporting system that required each suspend able offense be entered into that specific database. The tracking of student discipline data through the utilization of Incident Management System is a more accurate account for the suspend-able incidents that occur on campus. Prior to 2014-15 school year, discipline data was searched through PowerSchool Log and student attendance. The number of violent incidences increased from

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

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

Pupil Suspension & Expulsion Rates

The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment multiplied by 100. The suspension rate in the last three years has dropped by 17.75%.

| Rate | Hercules High School | | | WCCUSD | | |
|-------------|----------------------|-----|-----|--------|------|------|
| Suspensions | 24.65 | 16 | 6.9 | 23.83 | 26.7 | 20.8 |
| Expulsions | 1.4 | 0.6 | 0 | 0.49 | 0.2 | 0.01 |

California Healthy Kids Survey (CHKS)

The California Health Kids Survey (CHKS) is an anonymous, confidential survey of youth resiliency, protective factors and risk behaviors. WestEd, a federally funded educational research organization, provides an annual CHKS which is reported to the California Department of Education. At the heart of the CHKS is a research-based core module that provides valid indicators to promote student engagement and achievement, safety, positive development, health and overall well-being. The CHKS is the nation's largest most comprehensive youth risk behavior and resilience data collection services. As defined by a WestEd study, a positive school climate includes caring relationships between teachers and students, physical and emotional safety, and academic and emotional supports that help students succeed. The goal of a positive school climate is "a sense of belonging, competence and autonomy" for both students and staff. The CHKS is part of our comprehensive data-driven decision making process that provides detailed perceptive data. The analysis of this data is used to assess and monitor our efforts towards

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

School Climate Index

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

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

| SCHOOL CLIMATE INDEX (SCI) | | | | | | |
|-----------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| SCI Score | 217 | 225 | 233 | 262 | 289 | 316 |
| SCI State Percentile | 4 | 7 | 9 | 22 | 46 | 67 |
| SCI Similar Schools | 2 | 6 | 6 | 23 | 57 | 74 |

Source: West Ed., Healthy Kids Survey

SCI scores range from 100 to 500 with higher scores representing more positive school climates. Over the last three year's Hercules High School SCI score has been steadily climbing with the latest 2016 scores being the highest on record.

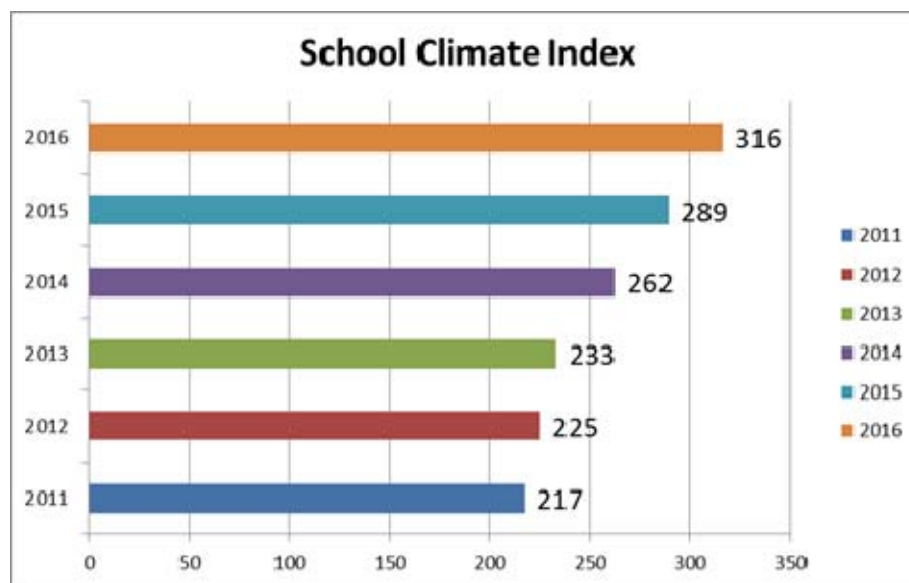
The state percentile represents the percentage of high schools that had the same SCI score as, or a lower SCI score than Hercules High School. In 2016 the SCI state percentile score jumped 21 points in 2016.

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

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

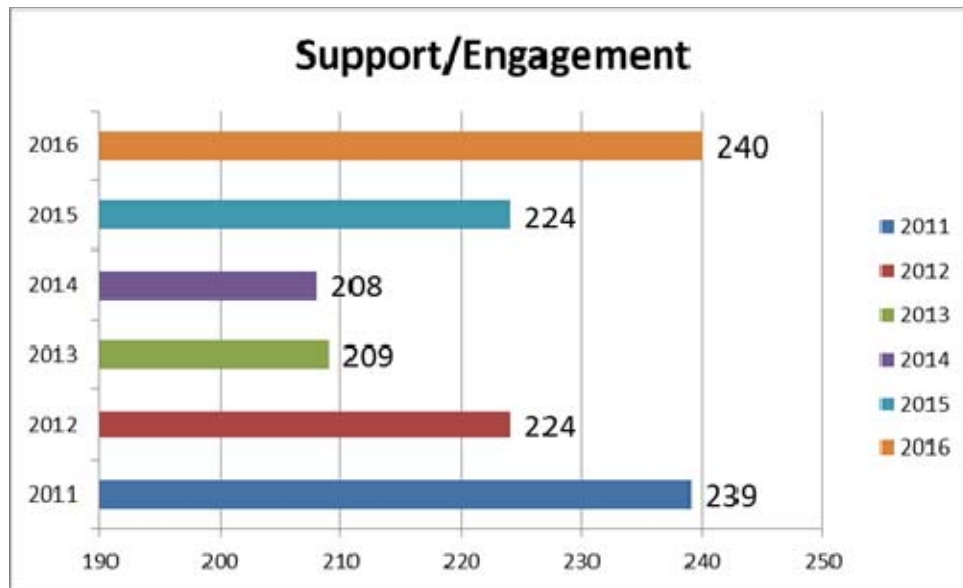
School Climate Subscale Results

SCI scores can range from 100 to 500, with higher scores representing positive change. The data utilized to measure this domain was through the collection of student, teacher and parent responses in the CHKS. SCI scores plummeted to a low of 217 in 2011 and has recently achieved its highest mark of 316 in 2016.



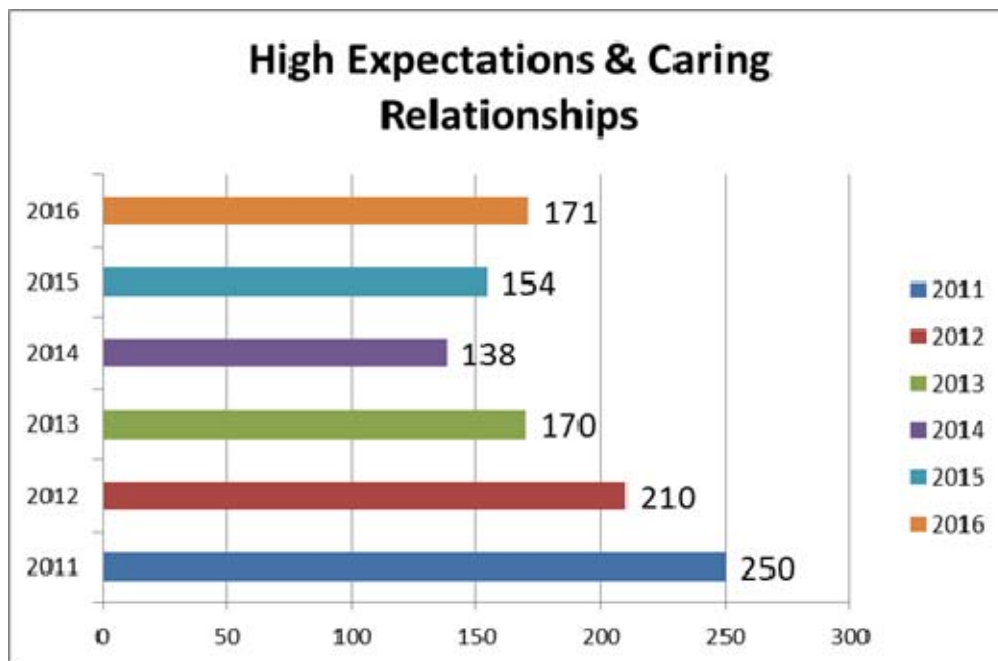
Source: West Ed., Healthy Kids Survey

Over the last three years the results of the CHKS has shown the level of support and engagement has recovered to 2011 results. The low score was in 2014 at 208 with the highest score reported at 240 in 2016.



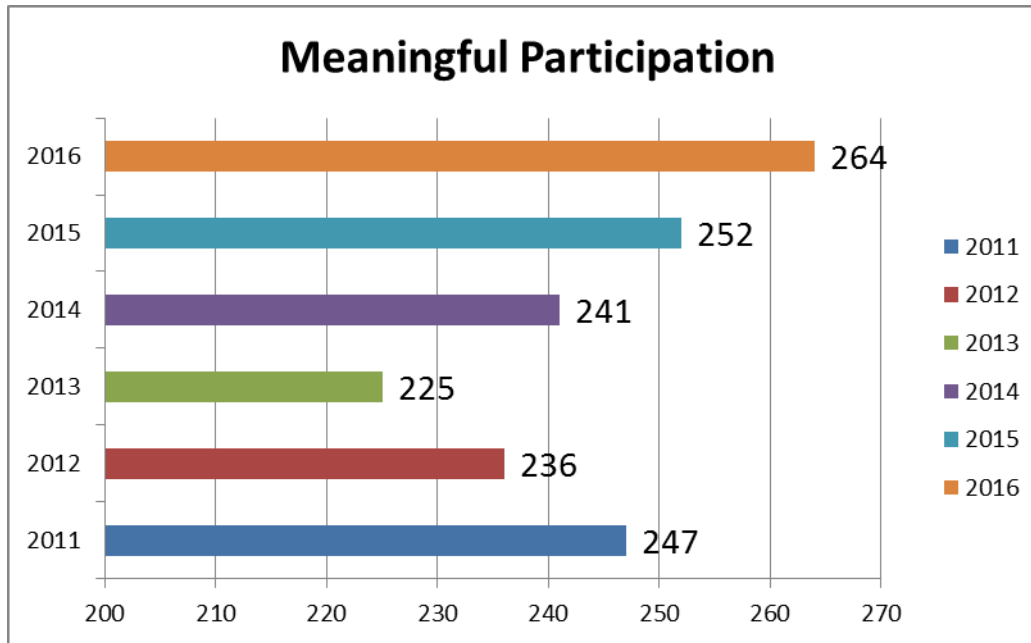
Source: West Ed., Healthy Kids Survey

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



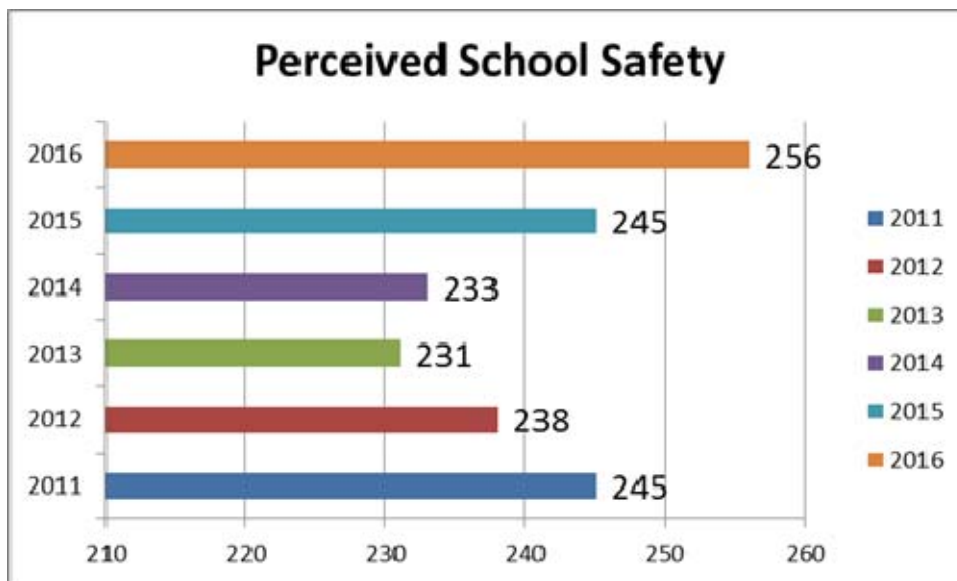
Source: West Ed., Healthy Kids Survey

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



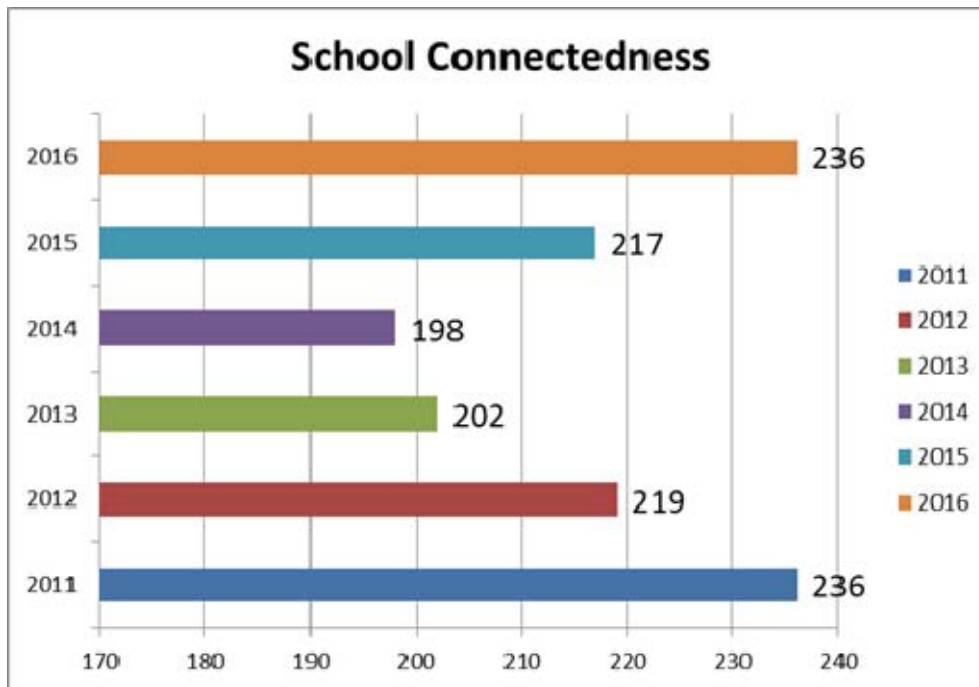
Source: West Ed., Healthy Kids Survey

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



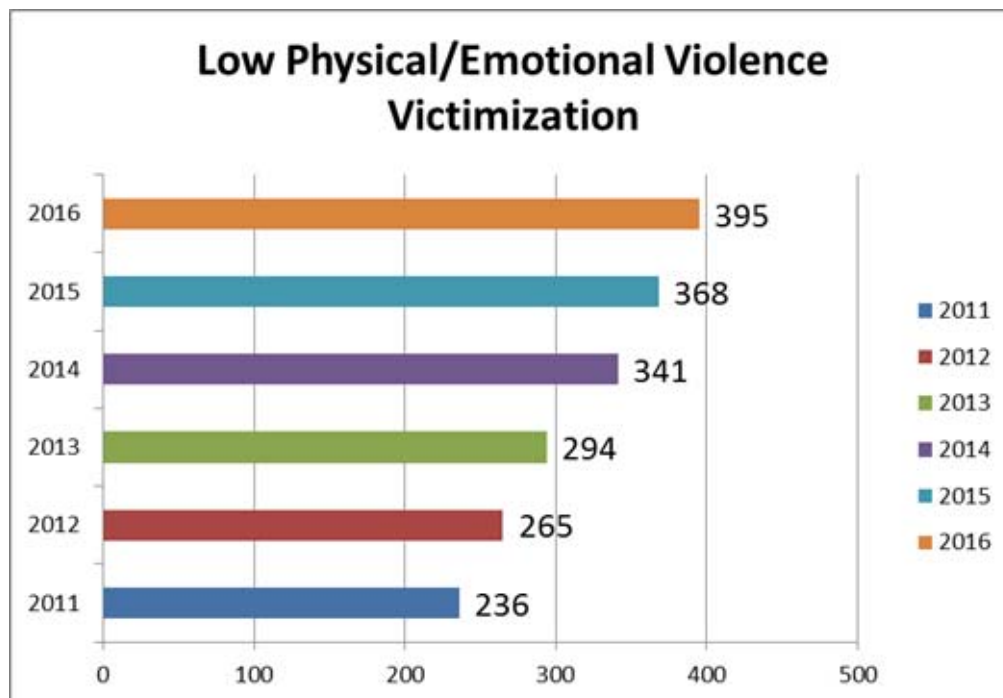
Source: West Ed., Healthy Kids Survey

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



Source: West Ed., Healthy Kids Survey

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



Source: West Ed., Healthy Kids Survey

Student Participation in Extracurricular and Co-curricular Activities

ASB Clubs/Organizations: (Co-Curricular Activities)

We believe that co-curricular activities are an integral part of the overall educational program offered at Hercules High School. Students are encouraged to participate in the school's co-curricular clubs and organizations. Students and staff are encouraged to form clubs as interest arises. Clubs that are currently active at Hercules High School are outlined in the table below. We currently have 34 clubs/organizations that have been approved by the Associated Student Body (ASB) of Hercules High school.

| Associated Student Body Clubs & Organizations | |
|---|-----------------------------------|
| Asian Culture Club | Junior States of America |
| AASU | Kiwins |
| Amnesty International | Korea America Student Association |
| Animal Rights | Latin American Culture Club |
| California Scholarship Federation | Latinas Unidas |
| Chinese Culture Club | Leo Club |
| Drama Club | Long city Borders |
| EcoMigos | Math And Science Society |
| French Club | Mock Trial |
| Gay Straight Alliance | National Organization of Women |
| HS Yearbook | Positivity Club |
| Interact Club | Punjabi |
| Intramural Student Education Advisory | Robotics & Computer |
| Japanese Pop Culture Club | Softball Club |
| Japanese Sister Cities Club | Sound Science |
| Journalism | Student Educational Advisory Club |
| Jr. Statesman (JSA) | UNICEF |

Interscholastic Athletics (Extra-Curricular Activities)

Hercules High School is a member of the Tri-County Athletic League (TCAL). All athletic teams compete within the TCAL for all league games. The TCAL is composed of Salesian, Albany, De Anza, El Cerrito, John Swett, Kennedy, Pinole Valley, Richmond, St. Joseph/Notre Dame, St. Mary's, St. Patrick's/St. Vincent High Schools. In the TCAL Hercules fields teams in Boys and Girls Cross Country, Tennis, Volleyball, Basketball, Soccer, Track & Field, Swimming, Golf, Water Polo, Boys Football, Girls Softball, and Boys Baseball. In total there are 12 boy's teams and 12 girls' team.

| Hercules Extra-Curricular Athletics | |
|-------------------------------------|---------------|
| Girls | Boys |
| Badminton | Badminton |
| Basketball | Baseball |
| Cheerleading | Basketball |
| Cross country | Cross country |
| Golf | Football |
| Soccer | Golf |
| Softball | Soccer |
| Swimming | Swimming |
| Tennis | Tennis |
| Track | Track |
| Volleyball | Volleyball |
| Water polo | Water polo |

The current percentage of male participation in comparison to the overall student population is 33%. The current percentage of female participation in comparison to the overall student population is 24%.

| HERCULES ATHLETIC PARTICIPATION | Male | Female |
|---------------------------------------|--------|--------|
| Winter | 70 | 52 |
| Spring | 160 | 110 |
| Fall | 105 | 85 |
| Total | 335 | 247 |
| Percentage of Total Enrollment | 33.00% | 24.33% |

Athletics

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

Fall

Cross Country (co-ed)
Football
Girls Golf
Girls Tennis
Girls Volleyball
Cheerleading

Winter

Basketball
Soccer
Cheerleading
Wrestling

Spring

Badminton
Baseball
Golf
Boys Tennis
Boys Volleyball
Softball
Swimming
Track & Field

Parent and Community Involvement

Over the last three years we have partnered up with individual parents to enhance our parent/community. The result of the collaborative effort has resulted in the development of our Parent Teacher Organization, a stronger school site council representation, partnership with Hercules Education Foundation and the continued support of our Music and Athletic Booster organizations. We have also committed to monthly parent nights with varying topics. Hercules High School offers opportunities to parents and other community members to volunteer and opportunities for parent involvement. Last July 4th, our school clubs partnered up with our PTO to provide a series of booths under “Hercules High School”. In October of 2015, the PTO held a pancake breakfast that was open to all the community. The culinary arts club assisted in preparing the food. In February of 2017, we plan to hold a career day on campus. The career day event allows students to sit in on presentations from local businesses partners from the surrounding community. The Mayor of Hercules has been present at many of our parent nights and evening athletic events. Our mayor, Dan Romero, is visible at many of our athletic events and has been an invited guest to our academic night assemblies, Black History Month Showcase, and other festive evening events.

Parent Night

In the recent school year, we have worked with staff, clubs and organizations to promote parent involvement at Hercules.

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

Parent Teacher Organization

During the spring semester of 2015, a group of parents joined together to lay out the foundation for establishing a parent organization. The fall semester of 2015, the Hercules High School Parent Teacher Organization (PTO) was officially established as a 501(c) created to support Hercules High School students, teachers, and families. On January 31st, 2016 the HHS PTO kicked off its first official fundraiser with a community supported pancake breakfast at the Hercules Community Center. The HHS PTO meets monthly. Throughout this school year, the PTO has been very involved in planning, promoting and support variety of school activities.

- Some of the activities that are supported by our PTO are:
 - Walk Through Registration, Back To School Night, Academic Recognition Night, African American Showcase, Open House, CASH for College, Link Crew Family Mixer,

School Site Council

The School Site Council is a deliberative body made up of parents, students and staff. The parent members are elected each year during Back To School Night. The group provides guidance and oversight to the Single Plan for Student Achievement (SPSA). Additionally, the School Site Council (SSC) allows parents faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements.

Hercules Education Foundation

The purpose of the Hercules Education Foundation is to assist and enhance educational opportunities for students in Hercules public schools. The foundation raises funds through contributions from individuals, organizations, businesses, and institutions. The funds raised are donated to the expressed needs of all of the schools within the City of Hercules to enhance the quality of the classroom experience.

Athletic Boosters

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

Music Boosters

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

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

Other Parent Volunteer Program/Opportunities

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

Safety/Climate Committee

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

School Safety Plan

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

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

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

Many measures have been implemented to ensure student and staff safety throughout the school day. The following measures used to support student and staff safety are as follows: All visitors are required to check in at the main office, signs pointing visitors to the main office are posted throughout campus, security/student parking lot gates are locked 10 minutes after the start of 1st period, all students and staff are required to wear their photo ID's around their necks, prior to a student leaving campus during the regular school day, they must be checked out of school by their legal guardian or designated family representative, and 4 Campus Security Officers (CSO) and 2 School Resource Officers (SRO) patrol the campus monitoring all individuals who pass through. In addition to the previously mentioned items, emergency preparedness drills are performed a minimum of 4 times per school year. We conduct 2 fire drills, 1 earthquake drill, and 1 lockdown drill per year. Unannounced drills are conducted as deemed necessary by the school safety/climate team. Professional development sessions are held to train teachers in evacuation and lock down procedures.

Chapter II: Progress Report

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

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

Goal # 1: Increase College Readiness for all students

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

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

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

1. Face to face communication needs to be improved in several areas: Principal to staff, administration to staff, and administration to students.
2. Collaboration is the cornerstone of the school plan. For the collaboration to be effective, it was felt that active participation by the administration in training and implementation was critical as well as ongoing commitment to staff development in the collaboration process.
3. There was a lack of technology available to students and a need for a plan that addressed outdated equipment and resource availability.
4. There needed to be a school wide systematic implementation for implementing instructional strategies, developing common formative assessments and analyzing data to improve student learning.
5. There needed to be stronger outreach efforts to include parents of students in underachieving subgroups to actively participate in the school community.
6. District support is critical to the implementation of the school's action plan. The district needed to provide professional development training for school wide collaboration. They needed to also monitor and support the administrations active participation in the collaboration initiative.
7. All students need a 4 year plan that is updated annually.
8. The career center needed administrative support to coordinate an outreach program with counseling that begins in 9th grade.
9. There is a need to reinstitute and nurture teacher leadership to provide a voice for all staff members. This includes the collaboration council and other leadership training opportunities for more teachers.

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

Goal # 1: Increase College Readiness for all Students

Link to School wide Critical Areas of Follow-Up:

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

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

Link to School wide Critical Areas of Follow-Up:

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

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

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

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

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

2016-17:

Face to face communication continues to be an area we strive to enhance and grow from year to year. In 2015-16 we established several collaborative bodies that provided opportunities for individuals to be a part of a collaborative decision making body. In 2016-17 we continued to expand on the opportunities to enhance our shared decision making model through our internal communication plan. Teachers are provided opportunities to participate in several committees that are established to assess and monitor a variety of programs throughout the school. The following is a list of collaborative bodies that were formed: Safety Team, WASC Leadership Team, School Site Council, Management Team, Instructional Leadership Team, and Department Chair. In addition to these collaborative bodies, monthly meetings were set up to allow for dissemination of information that was presented at the previously mentioned group meetings. The following is a list of collaborative meetings: Department Meetings, WASC collaboration sessions, School Site Council, Management Team Meetings, Faculty Meeting, Coordination of Services Team, New Teachers Meetings, Safety/Climate Meetings, Professional Learning collaboration sessions, Department Meetings, and Student Senate Meetings. The previously listed meetings are led by site administration, teacher leads and/or coordinators assigned to that specific task or role. Student senate meetings are held monthly and usually led by the principal. Student senators are selected by their 3rd period class and usually consist of two students per third period class. The Parent Teacher Organization is also held monthly and participation and attendance at those meetings have grown since the establishment in 2015.

The table identifies the items we have implemented, the evidence of such item and the impact it has on student learning.

| School-wide Findings | Evidence | Impact on Student Learning |
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| Management Meetings – Weekly meetings that include site administration, academic counselors, office manager, athletic director, activities director and health center coordinator. Management Meetings are held the first school day of each week. | Collaboration Calendar, Agenda & Meeting Minutes | Ability to plan, implements, and monitor activities that enhance classroom instruction. All activities are pre-planned and revisited after completion to check for successful implementation, achievement of set objectives and identify the level of interference or interruption of instructional minutes. |
| WASC Leadership Team – Comprised of six certificated and three administrative staff members who serve as an advisory committee for the WASC process. Each of the six certificated | Collaboration Calendar, Agenda & Meeting Minutes | Data driven decision making that impacts school climate, administrative consequences, instructional strategies, |

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| members serve as a specific role that may include: focus group leader, data collector, reader, and/or editor. WASC Leadership Team meetings are held twice a month or as needed. | | common core standards implementation and 21 st century teaching and learning. |
| Instructional Leadership Team – Comprised of three administrative staff, 5 elected members from each department (Math, Science, English, Social Science and an at large position) one tech liaison, and one academic sub-committee representative. ILT meets once a month or as needed to properly plan professional development sessions. | Collaboration Calendar, Agenda & Meeting Minutes | Focus of the ILT is to improve teaching and learning incorporating 21 st skills. Through data cycles, the ILT will implement and monitor schoolwide action items intended to address the schoolwide focus. |
| Department Chair Meetings – Monthly meetings are established with the focus of coordinating all department meetings with a school wide focus and coordinated efforts to enhance the collaboration practices that occur within department meetings. | Collaboration Calendar, Agenda & Meeting Minutes | Students achieve continuity and consistency when departments collaborate to align instruction and assessments utilized in courses. |
| Departmental Collaborations – Departmental meetings are held twice a month and focus on departmental needs. Site administration rotates within departments to provide support and guidance in any curricular or school related items. | Collaboration Calendar, Agenda & Meeting Minutes | Students achieve continuity and consistency when departments collaborate to align instruction and assessments utilized in courses. |
| Coordination of Services Team – Meets every Tuesday during 3 rd period. Consists of SRO's, school psychologist, administration, and Health Center Coordinator. | Calendar, Agenda & Meeting Minutes | Focus on Social, Emotional and Mental Health support. Individual student concerns are addressed with strategic steps outline intervention to support individual student's ability to focus academically. |
| Student Senate – a representative from each 3 rd period class. Students meet with site administration once a month basis for 40 minutes. | Collaboration Calendar, Agenda & Meeting Minutes | Opportunity to provide specific feedback to site administration on what is working, what is not working and what recommendations students have on improving student achievement, academic focus, and the overall high school experience. |

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| Administrative Supervision - Presence before school, after school, and during passing times. | Safety Plan | Administrators, site supervisors and SRO's provide security throughout the school day to enhance the academic environment with minimal disruption. |
| Character Education Mini- Assemblies – Site administration with the support of the health center provide presentations to students on Sexual Harassment/Intimidation/Bullying. | Safety Plan Health Center | Holistic approach towards educating each and every student with interventions to assist in students focusing on academics while supporting their social/emotional needs. Encourage academic habits that lead to academic success. |
| Administrative Classroom Drop In Observations- Administrative staff drop in to individual classrooms to support and provide guidance to | Teacher Observation Log | Assist and support the classroom environment, provide feedback to teachers and support student learning. |
| Professional Learning Sessions – coordinated by ILT school wide focus. Implement a site based professional development plan. | Collaboration Calendar, Agenda & Meeting Minutes | Focus of the ILT is to improve teaching and learning incorporating 21 st skills. Through data cycles, the ILT will implement and monitor school wide action items intended to address the school wide focus. |
| Monthly Faculty Meetings - | Collaboration Calendar, Agenda & Meeting Minutes | Dissemination of information pertaining to mandated training, district initiatives, schoolwide assessment and updates relevant to school wide programs. |
| New Teachers Monthly Meeting – Teachers who have been at Hercules for 3 or less years meet on a monthly basis to address issues concerns or needs of “new” teachers as identified. | Collaboration Calendar, Agenda & Meeting Minutes | Assist and support the classroom environment, provide feedback to systems that support student learning. |
| Safety Team Meetings | Agenda & Meeting Minutes | Coordinate efforts to improve and sustain adequate monitoring and supervision of the campus |

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

2016-17:

Developing a culture of collaboration continues to be an area we would like to “dig” deeper into. It is our plan this year to enhance department meetings so that their focus is on developing and or sustaining instructional strategies within each department that enhance teaching and learning. Our plan is to work with department chairs on a monthly basis and develop community agreements that can be carried through to individual department meetings. The challenge that remains to be is the allotted minutes that our bell schedule provides teachers to collaborate within their regular workday. Currently we have a Wednesday collaboration day bell schedule that releases students 36 minutes prior to the regular release time on M, T, Th, and Friday’s.

Throughout this school year and last we have moved in the direction of developing a set of collaborative systems. The intent of our collaborative systems is to provide multiple opportunities to develop more effective and efficient school management, increase communication between all staff, establish a site based professional development plan, and enhance educational opportunities and the delivery of educational services to all students. Our goal is to develop a collaboration calendar, provide a vehicle for networking and communicating among all staff.

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

2015-16:

A collaboration schedule was set for 2015-16 school year which assigned each Wednesday to an assigned collaboration (Department, WASC, or ILT). Through the first semester of 2015-16 there was a little confusion on how we move forward as a school with the sunset of the district MOU that compensated individuals for their involvement in the Instructional Leadership Team. The ILT continued to meet and develop the schoolwide focus through planned professional learning sessions that occurred at least once a month.

Department chairs continued to schedule department meetings that occurred on Wednesdays. The second semester of 2015-16, we started to schedule WASC collaborations on Wednesdays. In the spring of 2015-16, we voted on a bell schedule that would lengthen the amount of time set for Wednesday collaboration through the lengthening of the regular (M, T, Th., & F) bell schedule by 10 minutes, but it did not “pass” a staff vote.

2014-15:

The district supported the re-establishment of the Instructional Leadership Team (ILT) which compensated designated members in Math, English, Science, and an “At Large” member. The MOU also set aside two district working groups: Common Core Sub-Committee, Academic Sub-Committee and Common Core Technology Liaison. In May of 2014, a revised bell schedule was configured to fulfill the instructional minute requirements set forward by the state and allow for collaboration days that were scheduled on Wednesday.

The table below identifies the items we have implemented, the evidence of such item and the impact it has on student learning.

| School-wide Findings | Evidence | Impact on Student Learning |
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| ILT summer Retreat – June 11 th , 2016 | Agenda, Minutes and ILT Goals | The ILT met to re-visit the goals for the 2016-17 school year which focused on improving student scores in SBAC and PSAT/SAT assessments. |
| District wide ILT Middle of the year check In. | Professional Development Calendar, Agenda & Meeting Minutes | District led initiative focused on sharing best practices among secondary ILT teams throughout the district. Training included how to cultivate a collaborative spirit, how to maximize professional development affect on teaching and learning. |
| ILT Meetings– Focused on developing departmental focus, and expanding that focus into a school-wide focus. The ILT plans and supports school-wide professional development trainings. | Professional Development Calendar, Agenda & Meeting Minutes | Members of the ILT focus on collaborative inquiry, data driven decision making and methods to improve student achievement through improved instructional strategies that align with 21 st century teaching and learning. |
| Professional Learning Sessions | Calendar, Agenda & Meeting Minutes | Focus of the ILT is to improve teaching and learning incorporating 21 st skills. |

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

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| meetings is expected. WASC sessions will be routinely implemented throughout each school year. | | inquiry with a focus on enhancing teaching and learning. |
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Critical Area # 3: There was a lack of technology available to students and a need for a plan that addressed outdated equipment and resource availability.

2016-17:

In October of 2017, we revised our school wide focus in response to the district technology plan to utilize Hercules High School as a pilot school for the one to one 2-in-1 tablet initiative. The Instructional Leadership Team has developed a site based technology plan to enhance technology based learning throughout all classrooms and to develop technology based learning skills among all teachers. The intended plan is to provide tablets for each student by the 2nd semester of 2016-17. We intend to use the textbook method in checking out tablets to each student.

2015-16:

In accordance with the WCCUSD Technology Plan, the roll out of tablets began by providing each site's Technology Teacher Leader (TTL) with one 40 unit tablet cart. This was accomplished in September, 2014. The Technology Teacher Leader was tasked with training two other teachers and when these teachers were deemed ready, they would each be provided with a 40 unit tablet cart and would, in turn, train two other teachers each. Since that time, Hercules High School has received a total of 14 Computers on Wheels (COW) carts, each containing 40 Asis or Acer tablets.

In 2015-16 we continued distribute Computer on Wheels to individual teachers. Each teacher who received a COW was to train two other teachers prior to them being assigned a COW for their classroom. The wireless infrastructure was completed by the end of the 1st semester, 2015. Unfortunately, because of severely limited bandwidth in our district, the Technology Department has decided to delay distribution of additional carts until this issue is remediated during summer, 2015. By the end of 2015-16 school year, the district had successfully increase the technology bandwidth to accommodate the increase online "traffic".

2014-15:

At the start of the 2014-15 school year, all teachers have up-to-date teaching tools in their classrooms, including at least a new Dell laptop, a document camera, and a projector. The Internet may be accessed wirelessly from every room in the school. A Teacher Technology Liaison (TTL) was selected and has been working to implement technology both with individual teachers and with the staff as a whole. Our TTL attends monthly training provided by the district and will assist with SBAC testing. In addition, the TTL has

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

| School-wide Findings | Evidence | Impact on Student Learning |
|--|---|--|
| Wifi installed campus wide in all classrooms and facilities throughout campus. | Professional Development Calendar, Agenda & Meeting Minutes | Student can access district WiFi throughout campus to work on school related projects. |
| ROP Computer Lab – two ROP courses publications, and computer applications utilize the Mac Computer Lab. | Master Schedule | Offer computer applications to students with opportunity to be certified in Microsoft Windows Applications. |
| Computer Lab (H106) - scheduled use through school librarian, utilized for special education section of Computer Applications, | Technology calendar, master schedule | <p>Students and teachers have increased access to computers, allowing for more research and technology based assignments.</p> <p>Offer basic computer applications, keyboarding, Microsoft applications to students.</p> <p>CyberHigh academic recovery program with courses online.</p> |
| Ed Tech Summer Camp for staff – July 14 th & 18 th | District sign in sheets. | <p>Staff development in the use of technology in the classroom and training on data systems, “Illuminate” to make assessment technology efficient.</p> <p>Teachers and students have access to Illuminate, the district’s new test database.</p> |
| Common Core Technology Liaison – District supported a stipend to fund this position. | Site technology sign-out forms. | The Tech Liaison ensures that all teachers have access to the computer lab and technology carts: doc cams, laptops, and an LCD projector. As a result technology is regularly integrated into student lessons and assignments. |

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

Critical Area # 4: There needed to be a school wide systematic implementation for implementing instructional strategies, developing common formative assessments and analyzing data to improve student learning.

2016-17:

At Hercules High School we continue to make the instructional shift towards implementing CCSS. We continue to develop the utilization of 21st century instructional strategies focused to develop student skills in critical thinking, collaboration, communication, and creativity: the 4Cs. Throughout many courses, students are taught research skills that require them to gather information from various sources, decipher validity of sources gathered, and apply knowledge gained to develop sound resolutions. As a result of common core instruction, our students will be prepared to be successful in our global economy. Teachers work within their departments to develop assessments among similar courses. Academic data is revealed to students every 4.5 weeks. Teachers offer students opportunity to improve their performance throughout each quarter. In October of 2017, we revised our school wide focus in response to the district technology plan to utilize Hercules High School as a pilot school for their one to one 2-in-1 tablet initiative. The Instructional Leadership team has developed a site based technology plan to enhance technology based learning throughout all classrooms and to develop technology based learning skills among all teachers.

2015-16:

The schoolwide focus for the 2015-16 school year was to improve research/evidence based writing across the curriculum. The ILT led this initiative and instituted professional learning sessions that included school wide writing lessons, developing a staff rubric, and calibrated scoring. Our primary objective for the 2015-16 school year was to provide consistency in writing essentials and expectations across all disciplines, enabling students to improve their writing skills through the use of a school-wide writing rubric.

2014-15:

At the start of the summer, 2014 the district offered many session of professional development for Math and English. Many of our teachers took part in those trainings. At the site level our Instructional Leadership Team received support from its members who are assigned as the Common Core Subcommittee, Academic Subcommittee and the Common Core Technology liaison. Information is regularly disseminated to those individuals who share that information with the ILT. By the second semester the staff had agreed to focus on research/evidence based writing as a school-wide focus. With the self-study nearing completion the ILT has started to plan more professional development sessions focused on 21st century instructional strategies. The table identifies the items we have implemented, the evidence of such item and the impact it has on student learning.

| School-wide Findings | Evidence | Impact on Student Learning |
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| ILT Site Based Technology Plan | Calendar, Agenda & Meeting Minutes | Develop school wide and department SMART goals to enhance technology based learning. |
| ILT meetings – strategic planning and work with pivot learning coach. | Calendar, Agenda & Meeting Minutes | Opportunity is provided for each department to participate in data driven decision making and methods to improve student achievement through improved instructional strategies that align with 21 st century teaching and learning. |
| Departmental Collaborations – 1 st and 4 th Wednesday of each month. | Professional Development Calendar, Agenda & Meeting Minutes | Opportunity is provided for each department to participate in data driven decision making and methods to improve student achievement through improved instructional strategies that |

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

Critical Area # 5: There needed to be stronger outreach efforts to include parents of students in underachieving subgroups to actively participate in the school community.

2016-17:

At the end of each progress report, we send out notices to 9th & 10th grade parents of students who have earned a “D” or an “F” in math, English or Science class. The intent is to gather the parents for an evening presentation (Pathway’s to Academic Success) on how to best provide support to their son or daughter. The presentation is conducted in partnership with our academic counselor and EAOP counselor. We have also partnered up with Achieve Learning to provide after school tutoring.

In the fall of 2016, the Parent Teacher Organization conducted a membership drive that included a contest among all 2nd period teachers to support the drive. The teacher with the most completed membership application earned a prize for that 2nd period class.

In the fall of 2016, the assistant principals organized a gender specific group for our 9th and 10th grade students who were earning below a 2.0 gpa. Students were gathered into the theater for a presentation focused on building academic habits. Parent Notices were sent out to all students who participated and were invited to a parent night focused on supporting their child’s academic progress.

Local Review is a process the counselors perform on a quarterly basis. Individual conferences with students are held, parent conferences are conducted in person and via telephone. 11th and 12th grade student in danger of not graduating high school are referred to the assistant principals for a formal parent conference.

Throughout the 2016-17 school year, we intend to continue to provide our families a variety of programs to support the college going culture.

- Hercules High School partners up with the Young Scholars program and supports an annual event, “Help A Brother Go 2 College Day & Beyond 2016”. Each year we recruit students of color to attend this event. This event provides a win-win situation for students who want to make their dreams of a

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

- Rising Scholars Program is an extension of the Young Scholars program where our young men of color at Hercules High School receive college counseling in small groups and have a counselor assigned to work with them to increase their knowledge of the college preparation and application process along with enrichment experiences that will increase their social transformation and help to prepare them for life, as well as college
- The UC Berkeley Early Academic Outreach Program (EAOP)/Destination College Program prepare students for higher education. Services include individual academic planning, classroom workshops covering college admissions, college transition and preparation, college & career explorations, college and career fairs, FAFSA and scholarship application assistance
- UCB Pre-College Trio/Talent Search College Advisors provide individual academic advising, planning and referral process to help students graduate and matriculate into post-secondary education. Information about how to get started in the program is communicated to our parents and they are supported through the application process.
- East Bay Consortium is a partnership that provides assistance and support for Pre- FAFSA/Dream Act presentations, college applications and Cash for College workshops to families in need of support.

2015-16:

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

- Hercules High School partners up with the Young Scholars program and supports an annual event, “Help A Brother Go 2 College Day & Beyond 2016”. Each year we recruit students of color to attend this event. This event provides a win-win situation for students who want to make their dreams of a college education come true, and for colleges and businesses that want to increase the diversity and inclusion at their institutions and companies.
- Rising Scholars Program is an extension of the Young Scholars program where our young men of color at Hercules High School receive college counseling in small groups and have a counselor assigned to work with them to increase their knowledge of the college preparation and application process along with enrichment experiences that will increase their social transformation and help to prepare them for life, as well as college
- The UC Berkeley Early Academic Outreach Program (EAOP)/Destination College Program prepare students for higher education. Services include individual academic planning, classroom workshops

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

- UCB Pre-College Trio/Talent Search College Advisors provide individual academic advising, planning and referral process to help students graduate and matriculate into post-secondary education. Information about how to get started in the program is communicated to our parents and they are supported through the application process.
- East Bay Consortium is a partnership that provides assistance and support for Pre- FAFSA/Dream Act presentations, college applications and Cash for College workshops to families in need of support.

2014-15:

In September of 2014, a small group of parents initiated a parent group focused on recruiting a body of parents to serve on the parent organization. This effort resulted in the parents establishing a Parent Teacher Organization (PTO) at the start of the 2015-16 school year. The PTO is now in its second year and has established itself as a strong component of the Hercules High School community. Our involvements with parents have grown over the last two years and we routinely work with our PTO to plan all of our family nights at Hercules. We plan to hold monthly parent meetings that specifically focused on one theme. The table identifies the items we have implemented, the evidence of such item and the impact it has on student learning.

| School-wide Findings | Evidence | Impact on Student Learning |
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| Pathways to Academic Success | Agenda Sign In Sheet | New families – Parent Orientation focused on providing detailed information on how to focus on building academic habits. |
| Black History Showcase | Agenda, Program and Sign In Sheet | A parent night filled with music, food, and celebration in recognition our Black History month. |
| 12 th Grade Parent Night – September, 2016 | Agenda Sign In Sheet | Informational Parent night for our 12 th grade students. Academic Counselors present information that 12 th grade parents should now with timelines, dates to remember and outline the college application process. |
| Back to School Night – Parent Social – October 2 nd | BTSN flyers, sign in sheet, | Building parent connections with staff and administration. Provide |

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

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

2016-17:

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

implementation in Math and English as well as the Next Generation Science curriculum. The office of Educational Services provides many opportunities for professional development in Math and English. The district has also provided two hours per teacher for after school professional development focused on common core standards.

Hercules High School administration, through guidance from previously held district level professional development days, planned 1 ½ days of site collaboration CCSS. Throughout these sessions, opportunities were provided to staff that allowed them to experience collaborative learning, participate in shared decision making, and develop school-wide focus areas that were in alignment with Common Core State Standards as well as 21st century instructional strategies. The table identifies the items we have implemented, the evidence of such item and the impact it has on student learning.

At the start of the 2016-17 school year the district re-established a Memorandum of Understanding (MOU) that included an agreement that all teachers would take part in weekly professional learning community collaboration. Our Instructional Leadership Team continues to gain momentum in building a schoolwide focus for each year and providing professional learning opportunities to support the attainment of those goals. Developing a culture of collaboration continues to be an area we would like to “dig” deeper into. It is our plan this year to enhance department meetings so that their focus is on developing and or sustaining instructional strategies within each department that enhance teaching and learning. Our plan is to work with department chairs on a monthly basis and develop community agreements that can be carried through to individual department meetings. The challenge that remains to be is the allotted minutes that our bell schedule provides teachers to collaborate during the school day. Currently we have a Minimum Day bell schedule that releases students 36 minutes prior to the regular release time on M, T, Th, and Friday’s.

| School-wide Findings | Evidence | Impact on Student Learning |
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| Log of Professional Development | | Documentation that provides a log of all professional development that our staff attended or participated in. |
| Academic Subcommittee | 2 nd Tuesday of each month | The Academic Subcommittee Liaison ensures that teachers have access to District Common Core trainings and that teachers’ implementation of Common Core lessons is aligned with district expectations. As a result students have access to |

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| | | Common Core aligned lessons. |
| Tech Liaison Subcommittee – | 2 nd Monday of each month | The Tech Liaison ensures that all teachers have access to the computer lab and technology carts: doc cams, laptops, and an LCD projector. As a result technology is regularly integrated into student lessons and assignments. |
| Instructional Leadership Team | ILT Binder, Agenda Minutes | ILT work with admin on developing a data driven professional learning plan for the school. |
| Department Chair Meetings | Agenda Collaboration Minutes Department Binders | Department Leads discuss school wide and department initiatives and take information back to their individual department meetings. |
| Professional Learning Collaboration | Professional Development Calendar, Agenda & Meeting Minutes | Opportunity is provided for each department to participate in data driven decision making and methods to improve student achievement through improved instructional strategies that align with 21 st century teaching and learning. |
| Departmental Collaboration – Administrative guidance on developing a school-wide focus for departments to expand upon. Administrators rotate within department meetings to provide support and guidance. | Calendar, Agenda & Meeting Minutes | Opportunity is provided for each department to participate in data driven decision making and methods to improve student achievement through improved instructional strategies that align with 21 st century teaching and learning. |
| Secondary Administrative Common Core Training | July 28 th & 29 th | Focused on Collaborative Learning, Developing School-wide Focus Areas and |

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| | | incorporating District Goals at the school site. |
| Instructional Leadership Academy, Beginning of Year Retreat – Prior to the start of each school year | August 6 th & 7 th | Focused on developing Instructional Leaders to establish school-wide focus and implement professional development focused on Common Core Standards and 21 st Century Instructional Strategies. |
| Instructional Leadership – Mid Year Check in, February, 2016 | | |
| Instructional Leadership – End of Year Check In | | |
| Common Core Staff Development – Half Day @ Richmond Convention Center | August 12 th , 2014 | Superintendent shared data on the California Healthy Kids Survey – focused on the importance of utilizing data driven decision making and connecting with students. |
| Common Core Staff Development Day – 21/2 days at site | August 12 th & 13 th , 2014 | Focused on developing a school-wide focus on student learning, what each department will implement as the year progresses. |
| Management Team Meeting | 1 st Tuesday of each month | All site managers meet to ensure that student academic program is coordinated with student activities, sports, and other school wide initiatives. |
| Teacher Induction Program (T.I.P) | | |
| Principals Meeting | 1 st Tuesday of each month | The principal meets with other principal's throughout the district to review district initiatives, adhere to best practices, develop social capital, and ensure that the HHS student academic program is |

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

2016-17:

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

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

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

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

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

2015-16:

Counselors schedule meetings with 12th grade Social Science classes September 16, 17, & 18th and distributed copies of the student transcripts. All seniors completed a 4-year plan utilizing their transcript for 9th – 11th grade courses and grades, as well as their current schedule. Students were instructed to see their counselor individually for any courses for which they earned a D or F, in order to plan for remediation.

Counselors did PowerPoint presentations in all 9th grade English classes September 8th and 9th, introducing all freshmen to graduation requirements, A-G requirements, and the list of courses offered. All 9th grade students

created a 4-year plan which was collected, copied and returned, so that students and counselors kept a copy. Counselors will distribute the 4-yr plan next year for updating.

September 22nd, counselors presented at the Back to School Night to a large group of parents with a PowerPoint presentation clarifying graduation requirements and A-G eligibility requirements, in addition to a slide which included a copy of the 4-year plan that their student had or would complete during the semester.

September 26th and 29th, counselors did a similar PowerPoint presentation in all 10th grade Social Science classes, reiterating graduation requirements, A-G requirements, and the list of courses offered. All 10th grade students created a 4-year plan which was collected, copied and returned, so that students and counselors kept a copy. Counselors will distribute the 4-yr plan next year for updating.

October 27, 28, & 29th counselors went into all junior English classes, distributed current transcripts, and clarified graduation requirements and A-G qualifications. All 11th graders completed a 4-year plan utilizing their transcript to fill in 9th-10th grade courses and grades, and then planning for junior and senior year courses. Counselors will distribute the 4-yr plan next year for updating.

| School-wide Findings | Evidence | Impact on Student Learning |
|-------------------------------------|---|---|
| Grade level classroom Presentations | Calendar of Presentations, | Counselors present A-G, graduation requirements and academic progress information to each grade through presentations conducted in grade level social science classes. |
| Local review | Record of meetings PowerSchool Log Entries | Monitor academic progress of all students, notify parents of underperformance and schedule admin meetings as needed to intervene prior to recommendations to alternative education. |
| Graduation | Graduation Rate | Student Acknowledgement and Recognition. |

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

2016-17:

Near the end of the school year 2015-2016, the district placed an academic counselor (Erica Martinez) as additional support for the college and career center. Ms. Erica Martinez and the Fellow Adviser (Denzale Johnson) from UC Berkeley share the College and Career Center. The center will be receiving new desktop computers for the students to use for career exploration, researching different colleges, scholarships, and financial aid. This year Contra Costa College (CCC), the local community college, has sent an additional high school Outreach Counselor that is onsite once a week. The CCC outreach counselor will also be sharing the College and Career Center on Mondays to be available for the students who have questions or need help with applying or choosing courses.

2015-16:

At the start of the 2014-15 school year, in support of our college and career center, the district provided an Early Academic Outreach Program (EAOP) and Destination College Advising Corps (DCAC) Fellow to Hercules High. The focus of the program is to build and cultivate a college-going culture for all students at Hercules High School. In collaboration with the school's current academic counselors, the EAOP/DCAC advisor will conduct college preparation workshops & presentations, host college rep visits and other college-related activities. In addition to focusing on our 11th and 12th grade students, the advisor will also work to establish an EAOP cohort of 9th-10th graders.

The responsibility of the DCAC Adviser Fellow is to reach out to as many students as possible to provide them with multiple post-secondary options, college being one of them. The goal is to increase the rate of college-going students after graduating from Hercules High School, and bring awareness to the Career Technical options available to them. The services offered through DCAC are:

- Transcript evaluation & Individual Academic Planning (IAP)
- College Application/Admissions Assistance
- FAFSA & Scholarship Assistance
- College Exposure Tours
- Senior to College Transition Assistance

Every year the Ed Fund sets a goal for every district senior to have the opportunity to complete a FAFSA financial application form. In 2015, Hercules High School led the district in recruiting 72% of its senior class to complete the FAFSA online application. The Ed Fund is pleased to announce the Financial Aid Cup Winner for 2015.

| School-wide Findings | Evidence | Impact on Student Learning |
|---|------------------------------------|---|
| Career College Center – Coordinator assigned to Hercules High School | Student Sign In Sheet Event Log | The college and career counselor will focus on providing opportunity for each student to be introduced to colleges, review requirements for entrance and promote college going culture. |
| Early Academic Outreach Program (EAOP) | Student Sign In Sheet Event Log | The college and career counselor will focus on providing opportunity for each student to be introduced to colleges, review requirements for entrance and promote college going culture. |
| Rising Scholars | Student Sign In Sheet Event Log | Promote college opportunities for students of color. Encourage and engage students of color to meet requirements necessary to be college ready in their everyday classes. |
| College Presentations – Host college presentations for various post-secondary institutions. Provide opportunity for students to attend college presentations. | Student Sign In Sheet Event Log | Promote college opportunities for all students. Encourage and engage students of color to meet requirements necessary to be college ready in their everyday classes. |
| Distribute Scholarship flyers – target specific students that scholarships apply to. | | Promote college opportunities for all students. Encourage and engage students of color to meet requirements necessary to be college ready in their everyday classes. |
| FAFSA – Cash for College Night | | Allow families to attend a cash for college night and have all 12 th grade families complete the FAFSA |

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

2016-17:

A focus throughout the last two years has been to establish teacher leaders through involvement of the Instructional Leadership Team and Department Chair positions. In 2015-16 we enacted several collaborative bodies that provided opportunities for individuals to be a part of a collaborative decision making body. The following is a list of collaborative bodies that were formed: Safety Team, WASC Leadership Team, School Site Council, Management Team, Instructional Leadership Team, and Department Chair. In addition to these collaborative bodies, monthly meetings were set up to allow for dissemination of information that was presented at the previously mentioned group meetings. The following is a list of collaborative meetings: Department Meetings, WASC collaboration sessions, School Site Council, Management Team Meetings, Faculty Meeting, Coordination of Services Team, New Teachers Meetings, Safety/Climate Meetings, Professional Learning collaboration sessions, Department Meetings, and Student Senate Meetings. Each group meets on a monthly basis and is supported by site administration. It has become a practice for each of these groups to review student performance data to guide schoolwide or departmental initiatives. The focus of each group is to develop, implement, and monitor schoolwide or department initiatives to enhance teaching and learning. There are other opportunities leadership opportunities that teachers are involved in, such as: Coordination of Services Team, Management Team, Safety Team, School Site Council, and Parent Teacher Organization. The school site council supports the funding for teachers to attend professional conferences of their choice.

2015-16:

Throughout the first semester, departments agreed upon a school-wide theme to assist all students in the area of writing. The development of the school wide theme was an extension of the ILT academy that started last summer. On Wednesday January 28th, 2015 Hercules High School broke through a barrier in that it was the 1st teacher developed and teacher led collaboration in several years. Four teachers led the professional development session that introduced the SAT essay writing rubric as our school-wide rubric to measure student growth in the area of research/evidence based writing.

2014-15:

In the past two years, the staff at Hercules High School has been disjointed in its ability to form a functional ILT. In December of 2013, the United Teachers of Richmond (the WCCUSD teacher union) and the district

completed a Memorandum of Understanding (MOU) to support the development and sustainment of an Instructional Leadership Team (ILT) model for all schools. The renewed vision, focus and structure of the ILT, with continued support of a Pivot Learning coach, has established community agreements, a process to identify school-wide foci and has set meeting times to collaboratively develop a professional development plan for Hercules High School. The goal of the ILT at Hercules High School is to improve school-wide instruction and enhance student learning. The mission of the ILT is to facilitate professional development through distributed leadership allowing all staff members to participate in relevant and meaningful professional development sessions.

At the onset of the 2014-15 school year the staff agreed that our school-wide focus areas would be to incorporate data driven/research based best practices, re-enforce academic language throughout the school day and develop collaborative systems that would enhance teaching and learning. The ILT body consists of one individual representing each of the core departments (Math, English, Science, and Social Science), at large representative (non-represented departments), a UTR rep, a common core technology liaison representative, a common core academic subcommittee liaison, and a common core working group member. All members receive a stipend to compensate for time spent meeting and planning after their normal workday. At the start the school year each of the core departments (Math, English, Science, and Social Science) voted on a representative to serve on the team and one “at large” teacher was appointed to the team by the principal. The other members are site representatives appointed by the principal who attend district meetings in their respective groups.

| School-wide Findings | Evidence | Impact on Student Learning |
|-------------------------------|---------------------------|--|
| Department Meetings | Calendar, Minutes, Agenda | Departments will coordinate assessments, implement 21 st century teaching strategies, share best practices, review D’s & F’s, coordinate course syllabus, and work together as a team to improve instruction. |
| Instructional Leadership Team | Calendar, Minutes, Agenda | Potential for students to experience more engaging, rigorous, and inclusive lesson presentation, as outlined in the Common Core, more consistently throughout all classrooms. |

| | | |
|--|---|---|
| WASC Leadership Team | Calendar, Minutes, Agenda | Through the cycle of inquiry, the WASC leadership team will coordinate activities that focus on improving student achievement. |
| Management Meetings | Calendar, Minutes, Agenda | Through regular meetings, the management team meeting will coordinate, plan and review all schoolwide functions to assure their focus on school curriculum. |
| Department Collaborations | Departmental Minutes, | Through regular meetings, departments will align their instruction and assessment to provide every means to improve student engagement and student success. |
| District provided professional development opportunities in the following areas: <ul style="list-style-type: none"> • CCSS Literacy Pizza & Planning • Close Reading Alternative Texts • Academic Discourse Workshop • Brokers of Expertise • Reading Informational Text Workshop | District Sign In Sheets – Professional Development Calendar | Through regular participation teachers will develop innovative strategies to assess, monitor and improve student learning. |

As a result of the spring 2014 WASC, the visiting committee advised Hercules High School staff that the following areas needed focus and further steps needed to be taken in order to alleviate each of the critical areas of concern. The following progress report details our response to the concluding report provided by the WASC visiting team committee on April 28th & 29th, 2014.

Critical Area #1. *The committee chairs did indicate that in some departments (Math, ELA) they do give district benchmarks and load the results into Edusoft, but math indicated they do not discuss the results or create any goals based off of the results. They did not know if every teacher administered the benchmarks.*

2016-17: Throughout the transition to Common Core Standards, we continue to encourage our lead math, English and EL teachers to facilitate continued collaborative conversations around the utilization of district

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

2015-16: In the school year 2015-16, ELA, ELD and Math departments all participated in the benchmarks assessments. This year was the first year that we transitioned from EduSoft bubble scanning to illuminate electronic scan. Illuminate software allows teachers to input benchmark results without the tedious process of scanning bubble sheets. Illuminate has the capability to read student answers utilizing a camera feature. All information is uploaded into Illuminate software which allows teachers access to disaggregate student academic data. Each benchmark assesses standards taught during the specified instructional period (per the pacing guide calendars). Benchmark results are utilized to promote collaboration and enable teachers to analyze trends and transform instruction. Hercules High School continues to build on how each department will collaboratively discuss benchmark results and strategize methods to incorporate those results to enhance teaching and learning focused on improving student achievement.

2014-15: WCCUSD continues to develop its benchmark assessment program. The restructuring of the benchmarks involved changes in the way that benchmarks were administered and how the results from these assessments were to be used. The district offered professional development sessions for math and ELA (including Writing) assessments and pacing guides were reviewed and updated by teachers for teachers during the spring and summer 2015.

- Pacing Guides provide information on lesson sequence and number of days suggested for each lesson
- Benchmark Blueprints identify the grade level standards assessed on each benchmark
- Academic and assessment calendars provide a “Big Picture” view of assessments during the year

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

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

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

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

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

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

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

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

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

Visual & Performing Arts Narrative:

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the VAPA department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of "D's" and "F's" by department and specific courses. We utilized this data in our department meetings to focus on student achievement.
- This year the arts department made a specific effort to engage more our African American students in advanced works celebrating their culture. For example: a sub-group of the orchestra is rehearsing pieces to perform at the African-American history month celebration. A group of girls from one of the theater classes is performing pieces from *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf*. The art teacher regularly travels to Africa, incorporating art she finds there into her lessons. Scene books in theater classes contain materials written by and for African Americans, Hispanic and Asian cultures. In addition, the Art teacher attends regular AP workshops dealing with analyzing data and adjusting curriculum. We believe that if our low performing sub-cultures can find their artistic voices, they will feel successful and become more engaged in school as a whole.

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

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

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

- VAPA's primary goal is to develop passion within the student that will motivate him or her to do their best in all aspects of school. We are developing creative thinkers that communicate with the language of artistic expression. With that in mind, each discipline—music, theater and art—reaches their students by making art relevant, meaningful and engaging. We do this by incorporating examples of art from culturally and historically diverse perspectives. We allow development of artistic and academic expression at an individual pace. While pushing our students hard in some areas, we also provide a wide variety of opportunities for success.
- It is the very nature of an arts class that students develop their emotional intelligence to become better equipped to deal with a wide variety of situations, problems and approaches to challenges. Students of all ethnicities, for instance, are encouraged to participate in Advanced and AP Art classes without regard to their academic standing in other classes. In theater and music, for instance, it is the group outcome that matters most, so students of varying levels work together to support each other and learn to learn from each other. Performing arts teachers rehearse work over and over, so that students learn perseverance. Students learn that this careful practice and repetition are necessary to become successful. Arts students learn persistence in developing skills and pay attention to detail. In addition, as a department, we use the student's interest in their art to develop relationships and provide personal support outside our classrooms whenever possible.

English Department Narrative

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the English department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of "D's" and "F's" by department and specific courses. We utilized this data in our department meetings to focus on student achievement. The English department discusses interventions specifically for all low performing students, but in an unofficial capacity. The department is in the process of strategizing targeted interventions that would support African American, EL and Hispanic students throughout all English courses. We are in the planning stages. EL methodologies are used in addition to alternative assessments, kinesthetic strategy learning, modification of assignments, and differentiated teaching.
- The English department reviews academic data when progress reports are distributed as well at the end of each grading period. English teachers individually scaffolds lesson and provides additional scaffolding after assessing student success rates within the courses they teach. Students enrolled in English I who have received a "D" or "F" at the end of the first semester are given the SRI to identify their eligibility for READ 180.
- 11th grade students are provided opportunities within the English 3 curriculum to develop essay writing strategies to enhance their EAP readiness.

Social Science Department Narrative

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

- The Social Science department has addressed academic interventions focused on our low performing students. Examples of interventions that we have discussed, and currently practice, include the following: tutoring, AP reviews, homework help, cyber high assistance, one on one tutoring during lunch, and communication with parents. Moreover, our SIOP training focused specifically on the relative low performance of African American, EL, and Hispanic students.
- The use of technology is strength of the Social Science department. We take great pride in staying closely linked to the technological progress of society as a whole. Social Science teachers' use: Brainpop, Crash Course (John and Hank Green), CNN Student News, and Shmoop as online tools that assist students in understanding core content and current events. These sites also assist students in Common Core skills development by guiding students to practice critical thinking on a daily basis. For example, CNN Student News examines world events in a critical manner and asks students questions in order to start a conversation involving both teachers and students regarding world issues. The Crash Course series often includes primary source analysis which is a key element of Common Core. In regards to 21st century instructional strategies, we also use Google Docs, collaboration, Edmodo, Academic use of smartphones, and Remind 101.

Math Department Narrative

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the math department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of "D's" and "F's" by department and specific courses. We utilized this data in our department meetings to focus on student achievement.
- As a math department, we regularly discuss academic intervention techniques and methods to support any student who is performing at a "D" or "F" level. Targeted intervention sessions are offered before school and after school for any student in need of extended learning.
- As a math department we provide academic intervention opportunities to all students who are low performing, we do not distinguish or single out student based on ethnicity, or disability, rather we keep the intervention class open to all.

English Learners Narrative

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the English Learner courses. As an EL teacher I was able to review academic success rates. In addition to the core academic success rates provided, I received a percentage report of "D's" and "F's" specific to EL courses. I was able to utilize this data to focus on student achievement specifically within EL courses.
- Academic data is utilized to support English learners as they transition into 9th grade. Any 9th grade student who has not been in the U.S. less than a year is provide extended learning opportunities to support their development of English grammar as well as developing essay writing strategies. Large, yet specific, concepts are taught first.

Students, then have general categories in which to deposit test taking strategies and traditional English Language grammar and essay concepts.

- All ELD students receive personal assistance, from the ELD High School Chairperson, in order to ease their transition into a new school experience and to increase retention in all subjects. Fellow teachers are contacted by: phone, email, and face to face communication to aid them in better teaching ELD students in mainstream classrooms.

Social Science Narrative

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the social science department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of “D’s” and “F’s” by department and specific courses. We utilized this data in our department meetings to focus on student achievement.
- The social science department utilizes academic data, available through PowerSchool to gain a holistic view of student performance. As a department we also use exit tickets and analyze overall pass rates on our classroom tests in order to gain a better understanding of which students comprehend the material. In addition, the social science department reviews AP scores to guide classroom discussion. AP scores are discussed during department meetings, and members report out on how they individually modify instruction in relation to those scores. At the beginning of 2014-15, we purchased Shmoop premium membership, which is an online service that provides a multitude of review guides for social science courses including AP prep exams. The online service turns AP content into a game by quizzing students and offering a brief outline of each chapter.

Special Education Department Narrative

- Special education students are encouraged to participate in the academic intervention program courses.
- In 2014-15 special education students were enrolled into a computer applications course to assist them in familiarity with academic software, keyboarding, and building their use of technology within all course work.

World Language Department Narrative

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the world language departments. We were able to review our departmental academic success rates at our department meetings as provided by site administration. In addition to the core academic success rates provided to the department we received a percentage report of “D’s” and “F’s” by department and specific courses. We utilized this data in our department meetings to focus on student achievement.
- World language teachers place a constant emphasis on reading informational texts (identifying cognates, constant comparisons of vocabulary/grammar in target language and English.).

- World Language (WL) – Our department constantly discusses academic interventions and what is/isn't in our sphere of influence. Our department engages in discussions that pertain to student attendance, overall achievement in other classes, home environment, health center referrals, etc.)
- World Language (WL) – We continue to request truancy data as it relates to these historically under-performing subgroups to determine academic intervention.

Science Department Narrative

- At the start of the 2015-16 school year core academic success rates were provided school wide, but specifically identified the pass rates within the science department. As a department, we were able to review academic success rates at department meetings. In addition to the core academic success rates provided to the department, we received a percentage report of "D's" and "F's" by department and specific courses. We utilized this data in our department meetings to focus on student achievement.
- Curve tests, alternate to test (Multiple Assessments) – projects, oral exams, re-test opportunity.
- Made specific recommendations based on comparing CST science grades. After school/Before and lunch tutoring for Biology and Chemistry.
- Science – Workshop with ELD teacher. Use math strategies and writing SIOP methods and strategies, modify reading, writing, based on learners level. Tutoring for EL, AA and Hispanic students.

Critical Area # 3. In classroom visitations, the vast majority of classrooms were using traditional instructional strategies (lecture, "Round Robin" reading, worksheets, workbooks, Q and A.

We continue to work towards implementing 21st century instructional strategies to enhance the teaching and learning experience. In the last couple of years we have focused on sharing best practices and encouraging teachers to participate in peer observations. Teachers are encouraged to participate in peer observations using the 4 C's worksheet that was developed in 2015-16. Administrators use the same worksheet for their drop in observations. Feedback is provided to all teachers pertaining to what was observed.

In 2015-16 school year we had individual teachers present various methods of instruction. Teachers were able to choose 4 sessions throughout the professional development day. We created a 4 C's peer observation worksheet that enabled teachers to capture specific feedback in the areas of collaborative, creativity, communication, and critical thinking.

Visual & Performing Arts Narrative

- VAPA students experience a wide variety of instructional strategies unique to their art form, and do not often use traditional means of instruction. The arts emphasize project

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

- Theater:
 - 2008-12 Masters work at the Ashland Center for Theater Studies at Southern Oregon University in their theatre teaching training program focusing on design (Set, Lighting, Costume & Sound)
 - California Theater Association's conferences (2013), web support and magazine subscription
 - WCCUSD Summer 2014 Common Core Training
 - WCCUSD 2014 Tech Ed Camp
 - A.C.T.'s Back to the Source, 2014, summer training for theater teachers; training focused on voice, movement, original works production and incorporation of Common Core techniques within the theater classroom
 - WCCUSD's Ivy League Connection Chaperone for Columbia University; district program provided the opportunity to research a variety of Ivy League programs in addition to spending 3 weeks in New York City seeing 7 Broadway plays
 - San Francisco Playhouse's Rising Stars program; allows 14 students and 3 adults to view 4 plays and participate in talkbacks with artists (2014-15)

English Department Narrative

- ELA has incorporated the use of district benchmark packets that include graphic organizers for individual, pair, and group work. These have been implemented in classrooms with more frequency.

Math Department Narrative

- PSAT/SAT prep class/intervention are open to all students. Differentiate grouping.
- Use of PowerPoint presentation/multimedia, Use of "I do", "We do", and "You do" strategy, Collaboration or group activity, Think-Pair-Share, Use of Exit Ticket and Parking Lot

English Learner Narrative

- ELD 1 students, now, receive progressing levels of Most Commonly Used Words according to 2015-2016 studies as well as 7 to 10 minute (daily) one on one pronunciation time. ELD levels 2-4, receive new methods of categorizing grammatical terms and information, formally generally defined by age-old grammatical terms, which are now being broken down into smaller and smaller deductively reasoned compartments making learning grammatical terms more meaningful and memorable. Students receive memorable grammar songs, with hand motions for kinesthetic learners, which range from: the subject pronouns, to homonyms, to the coordinating conjunctions (the ,F,A,N,B,O,Y,S), to participles as modifiers, and to prepositions and what they do. At the

conclusion of their learning day, ELD 1 and 2 students are given preview of the next day's agenda, so, subconsciously, their minds can prepare to ingest and properly categorize the next class content

- Currently an LCD projector connected to the teacher's laptop is used to provide students with detailed visual and aural instruction of concepts that were once relegated to single frame snap shots found in reference books. Students also see how formally only word-defined processes actually/visually progress. This has opened-up a new world to students once confined to a confused world composed of two warring languages.

Social Science Department Narrative

- Social Science –

Special Education Department Narrative

- All Special Education (SpEd) students have current Individual Education Plans (IEP); and General education (Gen Ed) teachers are given IEP-At-A-Glance (a condensed version of the student's most current IEP, which also includes classroom and test modifications and accommodations).
- SpEd students' classroom supports and accommodations are implemented
- SpEd teachers collaborate with general ed. teachers to better support SpEd students in the mainstream setting and SpEd and Gen. Ed. Teachers work collaboratively to assist students in achieving their academic goals and objectives.
- IEP Team members actively attend/participate in IEP meetings (administrators, Gen Ed. teachers, special ed. teachers, counselors, psychologist, speech pathologist, and other specialists who work directly with SpEd students).
- Professional Developments are provided to general education teachers to better understand SpEd students, such as how to differentiate, accommodate, or modify curriculum.
- Statewide test result is one of the assessments used to determine students' academic proficiency areas.
- The School Psychologist performs an in-depth assessment and/or analysis of each SpEd student every three years, while working collaboratively with the SpEd teachers, who conduct specialized formal academic assessments using the Woodcock Johnson IV assessment and other specified Federal and State assessment tools for triennials.
- SpEd teachers also use on-going informal assessment tools such as the San Diego Quick Assessment for annual IEPs, and to determine SpEd students' eligibility and progress. The assessment results are used in conjunction with data collected from both Gen. Ed. and SpEd teachers as a baseline in developing annual academic and transition goals for SpEd students.

World Language Department Narrative

- The multi-media tech carts have increased WL teacher's use of document readers, related film clips, and overall technology on a daily basis. WL teachers use role-play and various types of "check-in's."
- Our WL students are constantly communicating and collaborating with assigned partners in the target language through conversation models, quickwrites, role-play, etc. This collaboration increases social skills and flexibility.

Science Department Narrative

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

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

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

Visual & Performing Arts Narrative

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

English Department Narrative:

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

Social Science Department Narrative:

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

Math Departments Narrative:

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

Special Education Department Narrative:

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

World Language Department Narrative:

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

Science Department: Narrative:

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

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

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

Visual & Performing Arts Narrative:

- VAPA teachers incorporate technology whenever possible. Teachers have been trained at the district Tech Ed Camp on new tools such as Edusoft, Illuminate, EdStop1, Remind 101 and Edmodo. In addition, each teacher received a technology cart in the Spring of 2014 which makes bring online resources to the front of our classrooms.
- Improving technology and access overall at Hercules High means that arts teachers can bring the world to the front of their rooms. Art students are exposed to images of famous artwork while studying that master's techniques. Theater students watch clips of pantomime, improvisation, spoken word and Master Classes. Students see clips from Broadway shows and hear stunning concerts from famous artists. In addition, students are encouraged to use technology for their own arts research on the Internet. In theater class, they research plays while working scenes. In art classes they research artists and museums. Last, but not least the AP art students use technology to store their portfolio work.

English Language Arts Narrative:

- ELA dept. uses the following: document reader, laptop, LCD projector, YouTube videos, and Illuminate. Students use the internet for research, Microsoft Word, Google Docs, and email. Illuminate is used for data on formative assessments to see which teaching strategies work and which do not work.
- EL - ELD 1 and 2 students are, personally, introduced to their academic counselors, and they are taken to the Library to learn their Powerschool passwords, etc. Thus they can then have online access to their grades and to their teachers. All ELD students are given the contact information for HHS attendance clerk so they and their parents will know how to contact the school to excuse an absence or to clear up any attendance issues. A Large Poster with A-G Requirements is displayed in the ELD classroom and is regularly referred to show students what must be taken and passed in order to graduate from HHS.

Math department Narrative

- The math department discusses the 4 year progression as it relates to math courses in the spring prior to student selecting their choice for next level math course.
- The math department provides areas of support provided by individual teachers to support student's progression from freshman level courses to required courses and additional courses.
- Teachers are using document readers to show students work and give immediate feedback as well as graphing calculators, projects, and computers. All teachers utilize their technology cart, present lessons utilizing video, websites and promote the use of technology within each unit.

Special Education Narrative

- The teachers in the Special Education Department (SpEd) use technology to optimize and enhance their teaching strategies and methodologies, for example:
 - ✓ NSH Teachers utilize project based curriculum where students are taught how to use computer programs for their projects. (PowerPoint Presentations, Bit Strips For Schools, Voice Thread, etc.)
 - ✓ SpEd students also use computer generated programs as part of their instruction or extended lessons/assignments in Math, Science, Social Science, and P.E. (Moby Max, Edmodo, Shmoop, Khan Academy, Illuminate, Book Share app, Don Johnston Write Out Loud and Read Out Loud apps.
 - ✓ SpEd Teachers use technology for teaching/instruction (laptop, document camera, projector, etc.)
 - ✓ SpEd Teachers communicate with parents through emails, PowerSchool, and Remind App.
 - ✓ During Individual Education Plan (IEP) meetings SpEd teachers use various programs to exhibit students' coursework and grades, and these tools have made IEP meetings very successful methods to communicate with parents. For example, using SEIS (which has detailed special education history of each student in the SpEd program for their case manager to access)
 - ✓ Transition Planning (computer based-career cruising, meeting with the Workability Specialist)
 - ✓ SpEd Teachers use PowerSchool and Illuminate as tools for their grading system.
 - ✓ Designated SpEd students (VIP, IChat, SH, and NSH) also use iPads –for reading and Digital format for textbooks and literature books, such as Ready to Go, which enlarges the print to the desired size, and each word is highlighted as student reads along to audio version. Ready to Go is also used for textbooks and novels. .
 - ✓ I-chat and SH students use various assistive technology tools and devices to communicate with their peers and teachers. For example, our SH students use springboard device, generated switches that tells their emotions, days of the week, weather, and counting. The following is a list technology devices, apps and tools that the I-chat/SH students use to assist them in communicating:
- ✓ Speech Generating Devices- SGD's)
 - Step by Step communicator (ideal for reading, short/quick answers & responses)
 - Augmentative & Alternative Communication (AAC) devices currently being used:
 - Nova Chat 10, DynaVox V-Max, Vantage Plus

- ✓ Text to speech capabilities- programs/software include (Solo6, Snap & Read, Intellisuite)
- ✓ Medical Technology devices have been implemented to create a positive environment such as adapted desks for wheelchair access, Invisiboard and several classrooms are equipped with FM Systems for the hearing impaired.
- ✓ Visually Impaired Students (VI) are also assigned iPads with video magnifiers (camera units that enlarge printed material onto screen)
- ✓ Laptops are also issued to VI and NSH students to use in class for writing (for students who have difficulty with writing by hand for prolonged periods of time)
- ✓ Classwork, books, and curriculum materials are enlarged on-site in vision classroom for VI students.
- ✓ Learning Ally is a resource for audio materials for visually impaired students who also have reading disabilities.

Social Science Narrative

- The social science department discusses the 4 year progression in social science courses in the spring prior to student selecting the next level classes. In regards to assisting students' 4 year plans, we have counselors speak to our classes and the career center is available to all students. Moreover, Social Science teachers invite speakers to come and discuss college, career, and military opportunities with our students.
- Every teacher has a technology cart in the Social Science department, so the technology such as- laptops and projectors- are available for use. We also have Wi-Fi to access the internet. As stated before, the Social Science department regularly uses online resources such as: Shmoop, Brainpop, Edmodo, CNN Student News, and the Crash Course series. All teachers utilize their technology cart, present lessons utilizing video, websites and promote the use of technology within each unit.

World Language Narrative

- The world language department uses DVD players, doc-readers, and LCD projectors on a daily basis to enhance student learning. Our department has attended district initiated tech workshops and is open to incorporating more. All teachers utilize their technology cart, present lessons utilizing video, websites and promote the use of technology within each unit.

Science Narrative

- The science department discusses the 4 year progression in all science courses in the spring prior to student selecting the next level classes.
- All teachers utilize their technology cart, present lessons utilizing video, websites and promote the use of technology within each unit. Biotech classes utilize student computers to perform virtual labs.

Critical Area # 6. *Supporting underserved students and collaborating to improve student success remain key areas that have little evidence of progress. The inquiry process that is fundamental to WASC of examining student data, making goals, taking action steps, and examining results is absent at Hercules High School. Data is rarely viewed or discussed by staff. Lack of teacher leadership, union/administrative fighting and widespread staff dissention has created a toxic school culture that is preventing the school from achieving at high levels.*

The collaborative environment at Hercules High School has completely changed with the new leadership in the fall of 2014 and separation of the Middle School from the High School. Site administration regularly supplies the faculty with data and provides time for review and discussion. The faculty meetings are spent trying to develop goals toward improving instruction without any of the “toxic” environment that plagued the school under the last two principals. The new administration is straightforward, hardworking and congenial, and they inspire that in the rest of the staff. Teachers now feel free to step up and participate in leadership without fear of getting bogged down with the stresses of “in-fighting”, finger pointing and struggling against ineffectual or incompetent leadership. The teachers no longer feel the need to contact their Union, district administrators or hold a vote of “no confidence” to rectify injustices done by a vindictive administration. Peace has settled on Hercules High School and now the teachers can get down to the business of improving the education. The change in climate at Hercules is also evident on several levels on campus that have never been seen at HHS. First of all, the administration implemented a series protocol aimed at improving student participation as scholars in the classroom. There was a new universal tardy policy that was doggedly enforced. All students attended compelling presentations on how to prevent bullying. Administrators personally counseled all students with D’s or F’s to get them into after school tutoring classes. Each Sunday night an announcement went out encouraging student achievement while cautioning parents to look out for vices such as tardiness, too much cell phone usage, and inappropriate dress. At the same time, students were rewarded for positive behavior. Fridays had music and karaoke in the cafeteria. Academic awards nights became celebrations of achievement. The leadership class felt free to promote more activities and the administration helped them be successful. From day one of the new administration, data was presented and shared at faculty meetings. The departments were given time twice a month to digest and exam data, and then later to put it into action. The administration listened to concerns and suggested solutions. There was time to re-exam our mission statement and vision for student outcome. The faculty quickly became engaged in the WASC process on every level and the meetings were a pleasure to attend. The administration led by example, and the teachers were happy to follow.

English Language Arts Narrative:

- The ELA department reviews data reports sent from administrators via email conveying the number of students with marks of D or F grades. The dept. contacts parents directly via email or telephone, and provide tutoring opportunities for interventions.

- Teachers of the English dept. categorize student success rates on individual teacher formative assessments as high, mid, low. We determine then whether to re-teach or move on to the next unit. Teachers also use grades in PowerSchool, EL scores (CELDT), EAP, AP scores, PSAT/SAT, and SBAC scores. In addition, ELA teachers look at district benchmark data, calibrating benchmark essays
- The ELA SMART Goal for 2015-16 -

English Learner Narrative

- The teacher of English Learner courses reviews academic data as provided on Illuminte.ed., CELDT scores provided by the district and SBAC results to enhance classroom instruction.
- The English Learner Smart Goal 2015-16 is to increase the academic pass rate among EL students by 5% through a focused effort on providing essay construction and grammar development sessions through after school tutoring.

Social Science Department Narrative

- The Social Science department looks at data often. Four teachers in the department teach AP courses and AP scores are often discussed in order to improve student achievement. We also discuss CST/SBAC scores and the results of tutoring for all students.
- In previous years, all social science teachers assigned written assignments but used a variety of rubrics with a variation to the length requirements among essays throughout grade levels. At the start of the 2015-16 school year the social science department collaboratively agreed to focus on academic writing which included analyzing: charts, graphs, primary sources, secondary sources, and political cartoons. In the 2nd semester of 2015-16 in conjunction with the school-wide focus there was an agreement to utilize the SAT writing rubric to assess student work.
- The social science department utilizes academic data, available through PowerSchool to gain a holistic view of student performance. As a department we also use exit tickets and analyze overall pass rates on our classroom tests in order to gain a better understanding of which students comprehend the material. In addition, the social science department reviews AP scores to guide classroom discussion. AP scores are discussed during department meetings, and members report out on how they individually modify instruction in relation to those scores. At the beginning of 2015-16, the school purchased a site license for Shmoop Online Courses. Shmoop a series of online study prep courses which provides a multitude of review guides for social science courses including AP prep exams. The online service turns AP content into a game by quizzing students and offering a brief outline of each chapter.
- The Social Science SMART Goal for 2015-16 Students will be able to perform a writing task at 70% proficiency measured by the SAT writing rubric.

Math Department Narrative

- The department reviews grades at least every 4 weeks, recommending students with D's and F's to attend intervention classes. The department also utilizes benchmark data to \guide pacing a curriculum.
- In previous years the Math benchmarks were a challenge to assess and align with current units of instruction. The district has made an effort in the last year to re-align the benchmarks with common core standards for mathematics. The current benchmarks are

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

- In addition, the math department utilizes the quarterly report of D's and F's. Students who are receiving a "D" or an "F" in any math class is encourage to participate in the department tutoring as well as the academic intervention program offered throughout the school.

Special Education Department Narrative

- All Special Education (SpEd) students have current Individual Education Plans (IEP); and General education (Gen Ed) teachers are given IEP-At-A-Glance (a condensed version of the student's most current IEP, which also includes classroom and test modifications and accommodations). SpEd teachers collaborate with general ed. teachers to better support SpEd students in the mainstream setting and SpEd and Gen. Ed. Teachers work collaboratively to assist students in achieving their academic goals and objectives. IEP Team members actively attend/participate in IEP meetings (administrators, Gen Ed. teachers, special ed. teachers, counselors, psychologist, speech pathologist, and other specialists who work directly with SpEd students).
- Statewide test result is one of the assessments used to determine students' academic proficiency areas. Professional Developments are provided to general education teachers to better understand SpEd students, such as how to differentiate, accommodate, or modify curriculum. The School Psychologist performs an in-depth assessment and/or analysis of each SpEd student every three years, while working collaboratively with the SpEd teachers, who conduct specialized formal academic assessments using the Woodcock Johnson IV assessment and other specified Federal and State assessment tools for triennials. SpEd teachers also use on-going informal assessment tools such as the San Diego Quick Assessment for annual IEPs, and to determine SpEd students' eligibility and progress.
- The assessment results are used in conjunction with data collected from both Gen. Ed. and SpEd teachers as a baseline in developing annual academic and transition goals for SpEd students. SpEd teachers also use SBAC results as a tool to determine college or post-secondary readiness.
- The special education SMART Goal is to improve the pass rate of special education students in the core subject areas by 5% through individual participation in the academic intervention program which offers direct instruction in mathematics.

World Language Department Narrative

- WL participates in the inquiry process within department meetings and school-wide meetings. WL teachers collaborate regularly on student performance, both current and previous students.
- WL department reviews individual education plans of special education students and as well as 504 plans to enhance the success rates of beginning world language students.
- Throughout each school year world language teachers utilize PowerSchool academic data (test scores, homework completion, etc.) to drive instructional strategies and provide immediate intervention to any student exhibiting deficiencies in specific areas.
- The world language department SMART goal for 2015-16

Science Department Narrative

- The science department reviews academic data that is distributed by site administration. The department also has met on a more consistent basis. The three Biology teachers have met with a district coach to align instruction to be more consistent within each Biology course.
- In previous years the science department operated independent of collaborative teaching practices throughout the department. As a result academic data was not frequently utilized to drive instruction. At the beginning of the school year 2015-16 the science department was provided academic success rates in all science classes offered as well as D's and F's list by each progress report.
- In addition to the renewed effort to utilize academic data to drive instruction, three of the Biology teachers have been working with the district science coach and site administration to align their individual teaching practices. The work has proved beneficial and current Biology teachers are implementing a form of mastery learning to enhance the pass/fail rate of all students enrolled in Biology. Through the use of master learning teachers can identify whether the students have successfully obtained the knowledge in the current unit prior to moving on to the next. In working with science coach it was discussed that science departments utilize 85% as a measure for student success prior to moving on to next unit.
- Throughout the 2015-16, the science department has been working with a science coach and the principal in review of current D's and F's within the science department as well as pass rates.
- The science department SMART goal for 2015-16 is to increase the departmental pass rate to 70% through the application of master learning teaching techniques, while providing before and after school tutorial sessions to students who are in need of extended learning opportunities.

Visual & Performing Arts Narrative:

- The ELA department reviews data reports sent from administrators via email conveying the number of students with marks of D or F grades. As a result of reviewing student academic data, we collaboratively participate in developing methods to improve expository writing skills as part of artistic evaluation, review and critique.
- The VAPA Department also looked at student work from the portfolios of 2013-14 and found that student writing was at a very low level; much of the writing was sloppy, did not use correct punctuation, or develop complex ideas. As a department we continue to work collectively on department wide standards for writing and a writing rubric focused on pushing students to improve their writing skills and write about more complex ideas.
- The VAPA SMART Goal for 2015-16 was to improve student expository writing in the arts through the maintenance of student portfolios.

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

At the start of the school year, each department was to develop a SMART goal and utilize data to build the rationale for that goal. The Single Plan for Student Achievement (SPSA) utilized academic data to justify the area of growth that was being focused on. We have seen evidence of data being utilized to set goals in AP

courses, school climate, school attendance, Health Center referrals, Student Achievement, Academic Eligibility, and we continue to broaden our use of school data to justify our approach to educational interventions. Throughout the school year, data has been shared with staff every 4.5 weeks. A “D’s” & “F’s” list is presented to staff at the time all progress reports are distributed to students and core academic success rates are provided at the end of every quarter. Academic honors are also presented to students on a quarterly basis. Students receiving a 3.0 or above with no D’s are recognized for being on the Principal’s List and Honor Roll. The district made all of our student data available to us through Illuminate and teachers are being trained to use it through the district’s summer Tech Ed Camp and on-site trainings. Many of the department meetings and general faculty meetings focused on looking at academic data as well as school culture and climate data.

Visual & Performing Arts Narrative

- The VAPA department, along with all other departments, now has regular meetings in which the sharing and discussing of data is a frequent component. The VAPA department, however, has some unique difficulties in sharing and discussing data and creating goals. First of all, little, if any, of the testing data reflects progress in our subject areas. This tends to force our goal making into the realm of support for the language arts instead of creating goals specific to improving arts education.

English Language Arts Narrative:

- Before creating SMART Goal, the dept. looked at 2014-2015 and 2015-2016 SBAC and PSAT results in order to properly create the goal. The department now has regular meetings in which the sharing and discussing of data is a frequent component. We provide extended learning opportunities for students preparing for SAT, and 9th and 10th grade students earning a “D” or an “F” in English I or English 2.

Math Department Narrative

- The department now has regular meetings in which the sharing and discussing of data is a frequent component. The math department revisits grades and benchmark data to develop department’s SMART goal at the beginning of the school year. We provide extended learning opportunities for students preparing for SAT, and 9th and 10th grade students earning a “D” or an “F” in Algebra I.

Social Science Narrative

- The social science department discusses student data in order to improve our pedagogical practices. One addition that has not been previously stated is the use of Soapstone (or elements of it) as a tool to break down primary and secondary source material. All members of the Social Science department have used it and we have utilized our own data to develop department goals. We have examined the number of students who struggle with and excel at primary and secondary source analysis and we have discussed how to better assist students in cultivating this skill through the use of Soapstone.

Special Education Narrative

- Academic data is reviewed on a regular basis to determine individual students' academic goals as documented on yearly Individualized Educational Plans (IEP).
- Every three years a special education student is assessed using a series of battery assessments to diagnose the level of cognitive reasoning and critical thinking skills. The data is shared through individual IEP meetings.

World Language Narrative

- World Language (WL) department continually discusses data to develop department goals such as our SMART goal.

Science Department Narrative

- The science department analyzes student data in terms of the D's and F's list as well as the core academic success rates that is disseminated by school administration.

Critical Area # 8. Members of the committee indicated they did not know their school's graduation rate, A-G completion rate, EAP data, or failure rates in their own departments. They said they did not discuss data with any degree of regularity.

Throughout the last two years, data has been presented to staff on a regular basis. The Instructional Leadership Team develops a professional learning calendar that is focused on achievement school wide SMART goals in the area of Math and English. The first staff professional development day, prior to the start of the school year, lays the foundation to build a data driven decision making model that would drive all school decisions. At the start of the school year, each department was to develop a SMART goal and utilize data to build the rationale for that goal. Throughout the school year, data has been shared with staff every 4.5 weeks. Site administration disseminate a D's & F's list to all staff at the time progress reports are distributed to students and core academic success rates are provided at the end of every quarter. Academic honors are also presented to students on a quarterly basis. Students receiving a 3.0 or above with no D's are recognized for being on the Principal's List and Honor Roll at an Academic Night.

Visual & Performing Arts Department

- Data analysis is now a common component of all staff and department meetings. Departmental data concerning the numbers of students with D's and F's have been further broken down between all disciplines. As a department, we now commonly discuss how we maintain common standards between all the arts classes.

English Department

- Throughout the school year, 2015-16 student academic data has been disseminated on a quarterly basis. As an ELA department, we review academic data as provided in addition to benchmark data. As an ELA department, we have also reviewed and discussed school graduation rate within dept. meetings after looking at data provided by the school's administrators.

Math Department

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

Social Science Department

- Throughout the school year, 2015-16 student academic data has been disseminated on a quarterly basis. As a department we review departmental success rate. We also look at the percent of students pass the Social Science AP exams.

Special Education Department

- Academic data is a regular part of special education teachers in developing academic goals for each student on their caseload.

World Language Department

- Throughout the school year, 2015-16 student academic data has been disseminated on a quarterly basis. We also communicate about shared students, and their achievements in all courses offered by the World Language department.

Science Department

- Throughout the school year, 2015-16 student academic data has been disseminated on a quarterly basis. At the start of the 2nd quarter we began to work with a district coach who facilitated meetings on our Biology scores as it relates to students pass rates. As a department we focused on aligning our instructional practices to make Biology instruction more collaborative in both instruction and assessment.

Chapter III: Overall Summary from Analysis of Profile Data and Progress

Overall Summary:

The following chapter provides a summary and brief analysis of the data presented in chapter one. The intent of our data analysis process was to serve as a foundation to our cycle of inquiry. The outcomes of chapter three were to develop questions derived from data analysis, identify critical learner needs, and establish a data driven foundation to develop school wide goals. Below is a synopsis of demographic, perception and student performance data.

School Community Demographic Data:

The number of socioeconomically disadvantaged (SED) students has increased from 25% of the total enrollment in 2007 to 42% of total enrollment in 2016-17 school year. Over the past 5 years the enrollment has hovered around 1,000 students ranging from 1,001 in 2012 to 1005 in 2016. The highest enrollment in the short history of the school was 1,187 in 2007. The ethnic breakdown of the school depicts 4 ethnic groups, each representing more than 18 percent of the school population. To the current date, the African American population represents the highest number of students at 27.78% of the student body. The Filipino subgroup is the 2nd highest representing 24.87% of the student body. The Hispanic population is at 20.06% while the Asian population represents 18.56% of the student body. The Caucasian (White) population represents 6.92% of all students.

Questions Developed from looking at this data include the following:

1. What has caused the increase in African American population, when the city of Hercules is comprised of 18% African American?
2. How is the school adjusting to the increase in African American population?
3. What has caused the decrease in the Filipino and Asian population over the years?
4. How can we better serve the socioeconomically disadvantaged student population?
5. How does the academic program adjust for the increasing enrollment of students in the socioeconomic demographic range?
6. How does the AP/Advanced and Honors demographic enrollment compare to the demographic representation of the school as a whole?

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

Critical Area of Need # 1: The demographic representation of students enrolled in honors, advanced, and AP courses needs to better represent the school's demographics.

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

Academic Program Enrollment (Pupil Access)

In 2015-16 school year, the overall EL enrollment was 72 and we currently enroll 71 students who have been classified as English Learner. The EL population has averaged 71 students over that last four years.

At Hercules we currently have 34 students in the NSH program, 52 in RSP and 10 students in SH classes.

The visual and performing arts department currently enrolls 288 seats with some overlap in the performing and visual arts classes.

The majority of 9th grade (87.40%) students entering HHS are enrolled into Algebra 1. In 2016-17, 36 9th grade students were eligible for Geometry.

There are currently 519 “seats” filled in honors and/or advanced classes combined. Some students may be enrolled in multiple courses within one school year. The largest subgroup representation enrolled in Advanced and Honor courses is the Asian/Filipino population representing 58% of the total population enrolled. The African American (Black) population represents 15% and the Hispanic population represents 21% of the total make up of Honors and Advanced courses. For the school year 2016-17, we have a total of 412 students enrolled in AP courses. Of the 412 students enrolled, 74 are 9th grade, 82 are 10th grade, 111 are 11th grade and 145 are 12th grade students. At the current time, 41% of the entire student body is enrolled on one or more AP course. The largest subgroup enrollment is the Filipino population at 32.0%. The Asian population represents 31% of the AP population followed by the Latino subgroup at 17%, the African American population at 14% and the White population at 6.0%.

Questions Developed from looking at this data include the following:

1. Why is the African American population the highest ethnic population at our school, yet the lowest in representation in AP, honors, and advanced sections?
2. How do we achieve a balance between increasing the size of Advanced Placement classes and still maintain an acceptable pass rate with AP exams?
3. How do we build the advance courses (French 4, Spanish 4, Calculus AB/BC) offered to 12th grade students so they can have the number of enrollment needed to support a full section in the master schedule?

Critical Area of Need # 1: There needs to be more students enrolled in Spanish 1 and Algebra I at the 8th grade level in order to sustain manageable enrollment in the upper level math and world language courses.

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

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

Academic Performance Data (CAASPP – SBAC/CST)

The results of the 2016 SBAC math computer adaptive tests administered to students at Hercules High School resulted in 32% of the 11th grade class scoring within the “Exceeded/Met” standard performance range. 11th grade students testing in Contra Costa County scored within the 41% “Exceeded/Met” range. In the same year, all 11th grade students tested in the state of California, 33% scored within the “Exceeded/Met” standard performance range in math.

The results of the 2016 SBAC ELA computer adaptive tests administered to students at Hercules High School resulted in 64% of the 11th grade class scoring within the “Exceeded/Met” standard performance range. 11th grade students testing in Contra Costa County scored within the 63% “Exceeded/Met” range. In the same year, all 11th grade students tested in the state of California, 59% scored within the “Exceeded/Met” standard performance range in ELA.

Math Performance Claims Results:

- **Concepts and Procedures:** Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
 - **Hercules High School - 49% “Above/At or near” standard performance range.**
 - **Contra Costa County - 54% “Above/At or near” standard performance range.**
 - **State of California - 43% “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.
 - **Hercules High School - 60% “Above/At or near” standard performance range.**
 - **Contra Costa County - 69% “Above/At or near” standard performance range.**
 - **State of California - 55% “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.
 - **Hercules High School - 74% “Above/At or near” standard performance range.**
 - **Contra Costa County - 76% “Above/At or near” standard performance range.**
 - **State of California - 73% “Above/At or near” standard performance range.**

ELA Performance Claims Results:

- **Reading:** Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.
 - **Hercules High School - 82% “Above/At or near” standard performance range.**
 - **Contra Costa County - 82% “Above/At or near” standard performance range.**
 - **State of California - 80% “Above/At or near” standard performance range.**
- **Writing:** Students can produce effective and well-grounded writing for a range of purposes and audiences
 - **Hercules High School - 83% “Above/At or near” standard performance range.**
 - **Contra Costa County - 80% “Above/At or near” standard performance range.**
 - **State of California - 79% “Above/At or near” standard performance range.**
- **Listening:** Students can employ effective speaking and listening skills for a range of purposes and audiences.
 - **Hercules High School - 88% “Above/At or near” standard performance range.**
 - **Contra Costa County - 86% “Above/At or near” standard performance range.**
 - **State of California - 84% “Above/At or near” standard performance range.**
- **Research/Inquiry:** Students can engage in research and inquiry to investigate topics and to analyze, integrate and present information.
 - **Hercules High School - 86% “Above/At or near” standard performance range.**
 - **Contra Costa County - 86% “Above/At or near” standard performance range.**
 - **State of California - 85% “Above/At or near” standard performance range.**

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

Questions Developed from looking at this data include the following:

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

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

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

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

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

College Going Culture

According to the PSAT composite score (combined math and English) of the class of 2017 (11th grade, 2015 PSAT), 34% of Hercules High School scored within the College and Career Ready (met both benchmarks) range. At the same time, 48% of national test takers scored within the College and Career Ready (met both benchmarks) range, and 44% of the state test takers scored within the College and Career Ready (met both benchmarks) range. The percent of 11th grade students who met the math benchmarks, for Hercules High School, was at 34%, while the state percentage was at 44% comparable to the national percentage of 49%. The percent of 11th grade students who met the ERW benchmarks, for Hercules High School, was at 84%, while the state percentage was 84% comparable to the national percentage of 86%.

According to the composite score (combined math and English) of the class of 2018 (10th grade, 2015 PSAT), 35% of Hercules High School scored within the College and Career Ready (met both benchmarks) range. At the same time, 47% of national test takers scored within the College and Career Ready (met both benchmarks) range, and 40% of the state test takers scored within the College and Career Ready (met both benchmarks) range. The percent of 10th grade students who met the math benchmarks, for Hercules High School, was at 35%, while the state percentage was at 41% comparable to the national percentage of 48%. The percent of 10th grade students who met the ERW benchmarks, for Hercules High School, was at 85%, while the state percentage was 83% comparable to the national percentage of 87%.

According to the composite score (combined math and English) of the class of 2019 (9th grade, 2015 PSAT), 24% of Hercules High School scored within the College and Career Ready (met both benchmarks) range. At the same time, 40% of national test takers met both benchmarks, and 25% of the state test takers met both benchmarks. The percent of 9th grade students who met the math benchmarks, for Hercules High School, was at 24%, while the state percentage was at 25% comparable to the national percentage of 40%. The percent of 9th grade students who met the ERW benchmarks, for Hercules High School, was at 86%, while the state percentage was 79% comparable to the national percentage of 87%.

EAP English – 4 Year Trend

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

EAP Math – 4 Year Trend

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

AP Summary Scores:

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

Questions Developed from looking at this data include the following:

1. Do students understand the significance of performing on the PSAT/SAT exams?
2. Are we taking appropriate steps to promote PSAT/SAT testing?
3. How do we communicate the relevance of the PSAT/SAT scores in regards to college readiness and college acceptance rates?
4. Are students aware of the importance of the PSAT, in terms of merit scholarships and National Merit recognition?
5. What school wide strategies are in place to improve PSAT composite scores in math?
6. How do we get closer to the national average in PSAT/SAT scores in math and English?
7. What is the true benefit of an increased AP enrollment?
8. How many students who take the AP exams for free (paid by the district) are actually in AP classes?
9. How do we know that students are appropriately placed in AP?
10. Do all students know the purpose of enrolling into an AP course?
11. Should there be a limit to AP Enrollment per student?
12. Is the AP curriculum and instruction aligned with the material being assessed on the AP exam?

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

Critical Area of Need # 1: Students in AP courses need additional support to prepare for successful completion of the AP exam.

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

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

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

Core Academic Pass Rates (Report Card Analysis)

Summary of findings

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

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

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

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

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

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

Social Science Department: 10 courses offered in total. 7 averaged in the upper 80 -90% pass rates. American Government registered 77%, 73%, 68% throughout the 1st three quarters. Economics ranged from 63%, 73%, 75% through the 1st three quarters, US History registered 80%, 74%, 82%, through the 1st three quarters and AP Human Geography ranged from 84%, 79%, 77% through the 1st three quarters significantly.

VAPA - 10 courses - All courses in the upper 90% range. Choir had a 3rd quarter drop to 83%. Theater had a third quarter drop to 67%.

Questions Developed from looking at this data include the following:

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

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

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

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

WCCUSD Benchmarks

Summary of findings

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

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

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

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

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

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

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

Throughout the 2015-16 school year, Algebra II participation rate was at 70.3%, 84.9% and 41.1% for benchmark 1, 2 and 3 respectively. 3.1% of students taking the benchmark 1 assessment scored within the Meet and Exceeds Standard range. 2.5% of students taking the benchmark 2 assessment scored within the Meet and Exceeds Standard range. 47.4% of students taking the benchmark 3 assessment scored within the Meet and Exceeds Standard range.

Questions Developed from looking at this data include the following:

1. Are the benchmarks promoted in a manner that students and teachers take the assessments seriously?
2. Do students need to retain the information from Benchmark 1 to Benchmark 2 to meet standards?
3. How are benchmarks aligned to the day to day instruction in grade level courses?
4. How are the benchmarks in alignment with the CST, PSAT/SAT and SBAC?
5. What is the “value” of benchmarks to students?
6. Why is there such a variation between the participation rates?
7. What occurs in classes where students are not meeting or exceeding standards?
8. Does re-teaching occur in classes where students need additional help with understanding the standards being assessed?
9. What instructional strategies are derived from benchmark assessments?

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

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

A- G Completion Rate, 2016

Summary of findings

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

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

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

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

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

Questions Developed from looking at this data include the following:

1. What was done differently in 2014 and 2015 that may have contributed to the variation in A-G pass rate?
2. In terms of male vs female, why did females increase 10% when males decreased 11%?
3. What are potential causes for the disparity between males and females across all subgroups?
4. Why is there such disparity between the numbers of pass rates for African American males compared to other racial categories?
5. Why is white subgroup decreasing in population among 12th grade students?
6. Why such disparity between males and females successfully completing UC/CSU requirements?

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

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

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

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

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

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

Summary of Findings

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

Questions Developed from looking at this data include the following:

1. How many of the suspend-able offenses are made by repeat offenders?
2. What would be the reason for violent acts to have increased from 13 incidents in 2014-15 to 36 in 2015-16?
3. Why was there such a drop in violent acts in 2014-15 school year?
4. Why was there such an increase in violent acts in 2015-16?
5. In what ways can we provide support to students who are prone to fighting?

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

Critical Area of Need # 1: There needs to be strategies in place to minimize the number of violent incidents that occur on campus.

Critical Area of Need # 2: There needs to be strategies in place to minimize the number of disturbances that occur on campus.

Critical Area of Need # 3: There needs to be targeted intervention for individuals who are repeatedly disruptive or committing suspend-able offenses.

California Health Kids Survey

Summary of Findings

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

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

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

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

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

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

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

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

Questions Developed from looking at this data include the following:

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

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

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

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

Identified Critical Learner Needs that came out of the Data:

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

Critical Area of Need # 1:

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

Critical Area of Need # 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.

Critical Area of Need # 3:

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

School wide Learner Outcomes:

Graduates from Hercules High School will be:

1. Students will be 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. Students will be 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. Students will be responsible citizens who:

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

Chapter IV: Self-Study Findings

| Category A: Organization | Category B: Curriculum | Category C: Instruction | Category D: Assessment & Accountability | Category E: School Culture & Support |
|----------------------------|--------------------------------|---------------------------|---|--------------------------------------|
| Ms. Couto - Group # 1 Lead | Ms. Hernandez - Group # 2 Lead | Ms. Biln - Group # 3 Lead | Mr. Medeiros - Group # 4 Lead | Mr. West - Group # 5 Lead |
| Bucholz | Carlo | Alcus | Allen | Armstrong |
| Couto | Cocotis | Biln | Barrett | Banuelos |
| Cruz | Coleman | Genna | Bruns | Bartson |
| Franz | Cordova | Grecco | Medeiros | Baxter |
| Leeper | Gatchalian | Haralson | Cruzat | Crosby |
| Lucas | Harris | Kira | Drogin | Delgado |
| Montgomery | Hernandez | Litvin | Hudson | Kuta |
| Perkins | Levitt | Myers | Kakihara | Satyanarayana |
| Santiago | Rubin | Nguyen | Kuta | Schrampf |
| Farr | Subramanian | Ogura | Rashid | West |
| Turner | Valero | Palis | Taylor | Willams |

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile

Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.

| Findings | Supporting Evidence |
|---|---|
| The vision of Hercules High School is that all students successfully demonstrate academic excellence in all disciplines that enable them to be meaningful and responsible contributors to local, national and global communities. The continuous review of academic performance data supports the monitoring of our progress towards the attainment of our school's vision and mission. | WASC Midterm Report, 2014 Hercules Self Study, 2014 |
| Academic performance data is regularly presented at all staff meetings, school site council meetings and monthly parent meetings. Quarterly disaggregated demographic and performance data are shared with the school community. This data is used to inform all stakeholders of the level of achievement demonstrated by students through multiple (federal, state, and local). The data is also used to determine the relevancy of academic, co-curricular, interventions and enrichment programs. Student academic data is also used in the review of the school's vision statement, mission statement and Student Learner Outcomes (SLO). | Hercules Self Study, 2016 Minutes from Staff Collaboration Minutes from Department Chair Meetings Minutes from Instructional Leadership Meeting School Site Council |

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

| Findings | Supporting Evidence |
|--|--|
| <p>The vision, mission and school wide learner outcomes are re-visited yearly as a process of our ongoing cycle of inquiry. The re-vision of the school's vision and mission statement follows the WASC cycle of accreditation and is monitored through the review and analysis of student/community profile data on a yearly basis. The vision and mission statements were revised in the fall of 2014 as a part of the WASC midterm probationary report in 2014. In the fall of 2014, the staff reviewed an updated version of the student/community profile data as well as the district LCAP goals. In 2016-17, the school's ESLRs were transformed to SLO's as prescribed by WASC Self Study Version, 2016.</p> | <p>Hercules Self Study, 2014</p> <p>Hercules Self Study, 2016</p> <p>Mission & Vision Statement Posters</p> <p>Weekly Bulletin</p> |
| <p>There are several processes in place that engage representatives to support the development and periodic refinement of the vision, mission and schoolwide learner outcomes. We continue to strategically approach methods to improve on opportunities that the engage representatives from the entire school community.</p> | <p>Hercules High School Website</p> <p>Hercules High School Facebook</p> |
| <p>School Site Council meets on a monthly basis to develop, monitor, and support the implementation of specific objectives aligned to achieve specific goals addressed in the district LCAP.</p> | <p>Student Senate Minutes</p> <p>School Site Council Minutes</p> |
| <p>The student senate meets on a monthly basis. The student senate provides student representatives from each 3rd period class to meet with the principal. The meetings are focused on the sustainment of an appropriate academic environment conducive to optimizing the learning experience.</p> | |
| <p>Parent Teacher Organization works with the school community in supporting the mission, vision and SLO's of the school. The PTO meets on a monthly basis and the principal attends these meetings.</p> | |
| <p>Each classroom has vision, mission, and SLO's poster in each classroom. The vision, mission, and SLO's are posted on the school and district website.</p> | |
| <p>The SLO's are periodically read in daily announcements The Weekly SLO's placed in school bulletin which is distributed via email to staff.</p> | |

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

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

| Findings | Supporting Evidence |
|--|---|
| We continue to expand on our communication efforts to promote and market the school's vision, mission and schoolwide learner outcomes. These foundational documents can be found on the school letterhead, the school website, the school's Facebook page as well as vision and mission statement posters throughout each classroom and office space on campus. | Hercules High School Website Parent Teacher Organization Webpage |
| Academic Environment School Wide Lessons – At the beginning of each semester each 2 nd period teacher presents a lesson focused on communicating the academic and behavioral expectations of each student. The school wide lesson, outlined by slides on a PowerPoint, is distributed to all staff at the beginning of each semester. All staff members are encouraged to present the school wide power point to ensure that students and staff understand and are committed to the schools vision, mission and school wide learner outcomes. | Hercules High School Facebook Weekly Bulletin Classroom Posters Student Senate |
| Student Senate meetings are held monthly and provide opportunity for the principal to “check in” with students. The schools vision, mission, and SLO's are a focus of each meeting. | |
| The Parent Teacher Organization (PTO) holds monthly meetings that are attended by the principal. The meeting provides an opportunity for the PTO to receive regular school updates. | |
| The SLO's are read on the announcements on a daily basis and teachers are encouraged to utilize the SLO's within their instructional strategies throughout each week. The Weekly SLO's placed in school bulletin which is distributed via email to staff. | |

A2. Governance Criterion

A2.1. Governing Board and District Administration

Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, school wide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

| Findings | Supporting Evidence |
|--|--|
| The WCCUSD Governing Board meets twice monthly. District policies and procedures are communicated through writing, email, flyer, internet, district and site administration, etc. The duties of the governing board are mandated | WCCUSD website Governing Board Policy |

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

WCCUSD Public
Election Results

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

The WCCUSD website has multiple sections that provide information pertaining to board policies, procedures and the roles and responsibilities of district administration in supporting the school's vision, mission, and schoolwide learner outcomes.

The Educational Services, Educational Technology and the accountability and assessment department coordinate their efforts to report academic data to all stakeholders through various tools and platforms (Illuminate, website, email, google drive, and access to internet).

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

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

A2.2. Understanding the Role of the Governing Board

Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.

| Findings | Supporting Evidence |
|--|-------------------------------|
| There currently is a defined process that outlines the relationship between the governing board and the professional staff. The procedures as outlined are | WCCUSD website SSC Minutes |

followed and adhered to throughout the school year.

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

- Involve the school community (parents, students, staff and local residents) and be responsive to the needs of all students. In addition, the board works with the district administration in developing a common vision for the district focused on learning and student achievement.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels

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

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

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

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

A2.3. Governing Board and Stakeholder Involvement

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

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

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

Annually, the SSC produces the SPSA. As part of the process the principal prepares a school data presentation (demographic and achievement) to the SSC. This data along with a review of the vision and SLO's inform the council as they prepare the SPSA. The draft SPSA is sent to the district for review and comment, then returned to the SSC for refinement. Finally, the WCCUSD Governing Board approves the annual SPSA. In 2016-17 all SPSA for the year will be due in June of each school year.

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

A2.4. Board's Evaluation/Monitoring Procedures

Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.

| Findings | Supporting Evidence |
|---|--|
| WCCUSD welcomes the feedback of students, families, staff, and community members through LCAP Community Town Hall Meetings. These meetings provide the opportunity for all district stakeholders to engage in the decisions that impact the children and schools throughout the district. Regular district, state, and federal evaluation and monitoring procedures are in place for the district and school sites. Student performance is assessed quarterly through district assessments as well as annual state and federal mandated standardized testing. | LCAP Calendar of Meetings WCCUSD Board Agendas WCCUSD Memos WCCUSD LCAP Budgets |
| District Administration supports Hercules High School through development of the SARC report – due in November, Single Plan for Student Achievement- due in October and the site Safety Plan - due in February. Each report is submitted to the department of Educational Services and presented to the WCCUSD Board. | |
| Stakeholders share concerns and suggestions with District staff regarding the Local Control Accountability Plan (LCAP). The LCAP is a planning tool for districts to show how they will improve outcomes for all students including low-income, English learners, and foster youth. Participation and feedback in town hall meetings are intended to inform LCAP funding priorities for the next several years. | |

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

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

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

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

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

A2.5. Complaint and Conflict Resolution Procedures

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

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

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

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

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

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

A3. Leadership: Continuous Planning and Monitoring Criterion

A3.1. Broad-Based and Collaborative

Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.

| Findings | Supporting Evidence |
|---|---|
| Throughout the last two years, it has become a regular occurrence for the school to focus on a data driven decision making model that is implemented by all decision making bodies of the school community. | ILT Agenda & Minutes Professional Development Calendar Department Meeting Agenda and Minutes |
| In the last two years, the school has moved towards a collaborative decision making model through the development of teacher leads (Department Chairs & Instructional Leadership Team). Department Chair and Instructional Leadership Team utilized data to measure progress and performance. | School Site Council Agenda and Minutes Faculty, Dept. and School Site Council meetings agendas and minutes |
| The Instructional Leadership Team develops a site based professional learning plan on a yearly basis based on student academic performance data. The ILT The team reviews schoolwide academic performance data presents data to staff and leads staff through professional learning sessions aimed at data interpretation and analysis. Hercules High School staff is presented student academic performance data throughout the school year when results become available. The district administration supports the ILT work through a mid-year check in that is a collaborative workshop for all ILT throughout the district to share their work. In addition the mid-year check in the district also supports the ILT process with compensation for a summer retreat and beginning of the year check in. In the summer months the ILT meets to refine, | ILT Agenda & Minutes |

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

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

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

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

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

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

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

A3.3. Staff Actions/Accountability to Support Learning

Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.

| Findings | Supporting Evidence |
|---|---|
| Throughout the last two years, we have expanded our approach to build a shared decision-making model to support the implementing practices and programs that support student learning. | SPSA Faculty, Dept. and School Site Council meetings agendas and minutes |
| There are currently three main decision making groups that are most involved in implementing practices and programs that support student learning. The three main groups are the department chairs, the Instructional Leadership Team and the School Site Council. The department chairs meet monthly with site administration to coordinate individual departmental efforts toward improving student learning. The Instructional Team meets once a month to develop the site based professional learning plan activities. The School Site Council meets once a month to monitor the progress of the Single Plan for Student Achievement. | Parent Meetings and Workshops, Student Senate agenda, rosters, feedback sheets |
| The faculty collaborates (dept. meetings: district meetings; county workshops; parent community partnerships etc.) to identify resources (time, products, programs, materials, and professional development opportunities) that will assist in improving learning results for all students and to identify best instructional practices with proven research in improving student learning. | |
| Department structure and the monthly faculty meeting is the primary vehicle for sharing responsibility, actions, and accountability in supporting student learning. This process drives improvement of instructional practices of individual teachers in their classrooms, and raises achievement for all students | |

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

A3.4. Internal Communication and Planning

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

| Findings | Supporting Evidence |
|---|--|
| Throughout the last two years, we have continued a focus to improve enhance and expand our efforts towards the establishment of systems that support internal communication and planning. As a result, we have established several collaborative systems that are designed to support internal communication and planning. These collaborative systems are: Coordination of Services Team (COST, Safety Team, Management Team, Department Chair, Instructional Leadership Team, Management Team, New Teacher meetings, and weekly meetings between the principal and UTR reps.) | C.O.S.T Agendas Safety Team Agendas and Minutes Management Team Agendas and Minutes New Teachers Meeting Minutes and Agendas Instructional Leadership Team Agendas and Minutes Department Chair Meetings and Agendas |
| Coordination of Services Team meets once a week and is focused on providing support for students demonstrating “at-risk” behaviors. The C.O.S.T team is comprised of school psychologists, academic counselors, school resources officers, site administration, and health center coordinator. | |
| Safety Team meetings are conducted on a weekly basis and serve as a check in for all security staff to discuss the academic environment. The safety team is comprised of site supervisors, school resource officers, administration, and head of maintenance. | |
| Management Team meetings are held the first day of each week. The Management Team meets to discuss upcoming school events and provides an opportunity to share updates on the happenings that occur within their oversight. The management team is comprised of academic counselors, health center coordinator, activities director, college and career center counselors, and administration. | |
| Department chair meetings are held once a month and focus on empowering department leads to take new information to department members. Departments meet to discuss department business that relate to everyday operations of teaching. Department meetings are held twice a month. | |
| Instructional Leadership Team (ILT) Meetings are held twice a month or as needed. ILT meetings focus on developing and implementing professional learning activities that are held on assigned collaboration Wednesdays. | |
| New Teacher meetings are held monthly and focus on supporting the needs our newest teachers as they progress in years of experience with our school. New | |

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

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

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

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

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

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

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

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

A4. Staff: Qualified and Professional Development Criterion

A4.1. Qualifications and Preparation of Staff

Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.

| Findings | Supporting Evidence |
|---|---|
| WCCUSD provides clear employment policies/practices to ensure a highly qualified administration, faculty, and staff. The Human Resources department posts jobs through Edjoin.org and requires all applicants to meet the minimum requirements for each position. | HHS Credentialed Teacher Statistics School/Community Profile |
| All teachers on staff are expected to meet the minimum requirements as | Staff/Faculty |

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

Handbook

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

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

A4.2. Staff Assignment and Preparation

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

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

A4.3. Defining and Understanding Practices/Relationships

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

| Findings | Supporting |
|-----------------|-------------------|
|-----------------|-------------------|

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

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

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

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

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

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

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

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

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

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

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

Sheet
Collaboration Bell
Schedule

ILT Minutes and
Agenda

A4.5. Supervision and Evaluation

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

| Findings | Supporting Evidence |
|---|---|
| At the current time, we do not have a system to directly monitor or assess progress with the school’s supervision and evaluation procedures. It is something that we can develop on as we move forward with our informal drop in observation sessions as well as our continued formal observation cycles. | Faculty Meeting Agendas Departmental Meeting Agendas |
| Certificated Staff and Classified Staff evaluations are performed by site administrators as directed by employee contracts. All employee evaluations are | Observational Data |

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

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

A5. Resources Criterion

A5.1. Allocation Decisions and Their Impact

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

| Findings | Supporting Evidence |
|--|--------------------------------|
| Throughout the school year, the School Site Council uses a monitoring system to collect data in regards to student achievement. What we have seen is participation in benchmark assessments improve to a significant number to statistical analysis, A-G completion rates increase across subgroups, Graduation Rates improve over the last three years, and the positive reports from the Healthy Kids Survey. | WCCUSD LCAP Committee Schedule |
| The impact on student learning connected to academic support and intervention, co-curricular opportunities to expand student involvement, and opportunities for staff to participate in professional development/and or attend professional conferences. | SSC Minutes and Sign In Sheet |
| The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). | LCAP Executive Summary, 2016 |
| Schools allocate their site allocations through their School Site Councils (SSCs). SSCs follow a six (6) step process to develop strategies to support student achievement and determine how site allocations are to be used. | LCAP Executive Summary, 2015 |
| <ul style="list-style-type: none"> ● Step 1: The SSC members directly review the effectiveness of previous strategies by using formative and summative data or the SSC delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions. ● Step 2: The SSC members directly coordinate and identify additional stakeholder groups, such as the English Learners Advisory Committee (ELAC) or Parent Club/PTA that they wish to include in the discussion | |

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

- Step 3: The SSC members, guided by their findings on Step 1 and Step 2, develop, reaffirm or revise their SMART Goals and respective measurable outcomes, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.
- Step 4: The SSC members determine how much of their site allocations will be distributed to each of their approved SMART goals, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.
- Step 5: The SSC members submit their Single Plan for Student Achievement (aka School Plan) to the WCCUSD Board for review and approval.
- Step 6: The SSC members monitor the implementation of the SMART goals throughout the year and may change content of goals or how much funding is allocated to each goal guided by their monitoring process, or the SSC can delegate this step to the site administrator who then provides a summary of findings for the SSC to inform their decisions.

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

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

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

A5.2. Practices

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

| Findings | Supporting Evidence |
|--|---|
| <p>At the beginning of each school year, site administration recruits for stakeholder involvement with the School Site Council (SSC). The SSC comprises of the principal, parents, teachers and students and other staff members. The School Site Council (SSC) works effectively with its stakeholders to complete the variety of tasks involved in developing, implementing, and monitoring the effectiveness of the Single Plan for Student Achievement (SPSA). The SSC meetings are held monthly where student academic data is regularly presented. Each department is scheduled to report their SMART goals for the school year and discuss their progress in implementing and monitoring their goals. Each goal in the SPSA has a measure that is to be monitored throughout the year. The SSC is expected to submit a monitoring and progress report to Educational Services Department (District Administration). SSC conducts two rounds of the monitoring and progress of the SPSA that includes an update from each department as well as a review of all student academic performance data.</p> <p>The School Site council supports SLO's and individual department SMART goals through the allocation of resources to implement designed activities focused on improving student achievement. Requests for fiscal, personnel or material resources are submitted by teachers to the School Site Council which takes into account the SLO's and department SMART goals to inform their decisions</p> <p>Single Plan for Student Achievement (SPSA) is reviewed on a yearly basis by School Site Council (SSC). Each department creates a SMART goal that is recommended for the SPSA. SSC submits a final draft to the WCCUSD Board of Trustees each February for approval. Throughout each school year SSC monitors the progression towards achieving each goal in line with the school's mission and vision statement. An abundance of support is provided to the site by district administration. The district administration provides training workshops for site administration to support the development, implementation and monitoring of the SPSA.</p> | <p>SPSA, Hercules High School 2016-17</p> <p>School Site Council Meetings</p> <p>SPSA</p> |

A5.3. Facilities

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

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

A5.4. Instructional Materials and Equipment

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.

| Findings | Supporting Evidence |
|--|--|
| <p>At the current time, we do not have a system set up that would provide quantitative or qualitative analysis that would determine the effectiveness of the policies or procedures for acquiring and maintain adequate instructional materials, etc.</p> <p>WCCUSD supports the school site in developing formal policies and procedural for acquiring and maintaining instructional materials of all kinds. Hercules complies with the Williams Act, which guarantees equal access to materials and equipment. The annual school plan and the technology plan are documents that seek to support policies and procedures or the acquisition of instructional/curricular tools of all kinds, especially technology.</p> <p>12 Computer on Wheels (COW) has 40 tablets designed for student use. Each COW is assigned to a classroom.</p> <p>Textbooks and resource materials are supplied through our school library in an orderly manner. The Williams Act insures adequate textbook resources for students.</p> <p>Each teacher is supplied with a Dell laptop. Each classroom has a “smart cart” equipped with a document readers, LCD projectors, and speakers to project sound. Some classrooms have a Promethean SmartBoards.</p> | <p>The Williams Act</p> <p>SSC Budgets</p> <p>Textbook</p> <p>Clerk/Textbook</p> <p>Sufficiency Sheets</p> <p>Ladybug carts</p> <p>assignments</p> |

A5.5. Well-Qualified Staff

Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.

| Findings | Supporting Evidence |
|--|---|
| <p>Hercules has a well-qualified staff that receives training and support in form of induction strategies for new teachers, budget and time support for professional development opportunities, including professional conferences.</p> <p>Each year the Educational Services department puts out the WCCUSD Professional Development Calendar that outline activities intended to supports professional development/Learning Initiatives throughout the district.</p> <p>Instructional Leadership Team provides site based professional learning opportunities based on a schoolwide focus that is determined through the</p> | <p>WCCUSD</p> <p>Professional Development</p> <p>Records</p> <p>AP Workshop</p> <p>Participants</p> <p>Mandated Training</p> <p>online training</p> |

review of student academic performance data.

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

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

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

Collaboration
Schedule

New Teacher
Meeting Agendas
and Minutes

A5.6. Long-Range Planning

Evaluate the effectiveness of these processes.

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

Base Grant ,Grade Span Adjustments, K-3 Class Size Reduction, 9-12 Career Technical Education (CTE), Supplemental and Concentration

The LCFF requires a new type of planning process through the Local Control Accountability Plan (LCAP), which is a budget and accountability plan reporting model determined by the State Board of Education and fulfilled locally through the District Local Control Accountability Parent Committee (DLCAP) and the Board of Education.

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

Summary (including comments about the critical learner needs)

Hercules High School has developed a Vision and Mission Statement that all major stakeholders are aware of. There remains to be room of how evident our vision, mission, and school wide learner outcomes are addressed within the enacted curriculum across all disciplines. The critical area of need #3, which focuses on all students demonstrating college and career readiness, is at the focal point of category A. Hercules High School remains in a stage of transformation to where all goals, objectives, resources and professional development are in alignment the school's vision and mission statement. Throughout the last two years, we have strived to implement a data driven decision making model with a SMART goal as a measure for progress throughout all departments. Hercules High School continues to work towards full implementation of Common Core Standards across all subject areas with a focus on 21st instructional strategies across all disciplines. Our Instructional Leadership Team has been focused on implementing a site based professional development plan that supports cross-curricular school wide themes. Ultimately, it is our intentions to develop a WASC action plan that is aligned with the district LCAP goals and the Single Plan for Student Achievement (SPSA), and one that is monitored by the School Site Council.

**Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and
Resources: Areas of Strength**

- The foundational documents (Vision, Mission and SLO's) are readily available to all stakeholders and easy to access on the school website.
- Hercules High School Staff is extremely diligent, professional and is responsive to district and school wide initiatives.
- HHS has a high functioning School Site Council, whom takes an active role in the development of the single plan for student achievement (SPSA). The SSC collaborates with all departments to support their activities and objectives focused on improving student achievement across all disciplines.
- The district continues to support the Instructional Leadership Team and Department Chair positions. This support allows the school to develop a site based professional development plan through a site based decision making model.
- Parental Involvement has increased and is visible through the number of parents who attend Back to School Night, Academic Parent Nights, and Open House.
- A data driven decision making model has been instituted within the last two years and is supported by the district.
- The collaborative systems (internal communication) has developed to support the establishment of a site based decision making model that invites and encourage the

participation of the school community.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth

- There needs to be a sense of school wide responsibility and reflection on actions and accountability that support student learning throughout all academic programs and core disciplines.
- There needs to be a measure or collection of evidence that supports the effectiveness of professional development towards the facilitation of achieving academic and college readiness standards.
- There needs to be a measure or evidence that supports the effectiveness of professional development and its connection to student learning performance.
- Hercules High School still has room to grow in the development of protocols for revisiting the Vision and Mission statement on a yearly basis to ensure that all stakeholders continue to understand and endorse all its provisions.
- There needs to be continued development of the existing structures for internal communication, planning and resolving differences among the staff and administration.
- There needs to be continued development of the collaborative systems that allows all staff to be involved in a shared decision making process.
- There still is room for increased involvement and understanding of the LCAP process by the professional staff.
- There needs to be more allotted time within the work day that allows teachers to collaborate and communicate on areas that would positively impact student learning.
- There needs to be a measure or collection of evidence that supports the level and or frequency of instruction that supports the SLO's.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

B1.1 Current Educational Research and Thinking

Evaluate how effectively the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

| Findings | Supporting Evidence |
|--|--|
| <p>There currently is not a qualitative or quantitative data analysis measure to statistically analyze how effectively the school uses current educational research.</p> <p>Hercules High School continues to develop its site- based professional learning plan as it grows into its third year led by the Instructional Leadership Team. In 2015-16 school year the school embarked on a school wide focus effort to improve research evidence based writing across all grade levels. In 2016-17, we have initiated our school-wide focus into reading, listening and interpreting text. Teachers in each department implement the strategies throughout the school year.</p> <p>Resources are provided through Educational Services to enhance CCSS instruction in the classrooms as well as to support the development of knowledge pertaining to Common Core State Standards. Hercules High School continues to integrate Common Core State Standards Curriculum in all disciplines with the addition of Next Generation Science Standards. This continues to be a developmental process as we are following the district's lead in supporting text for full curriculum implementation. The school continues to work with the district to align curriculum with Common Core Standards.</p> <p>Hercules High School staff actively participates in workshops and conferences offered through the district for professional growth and development. Teachers are encouraged to attend in state conferences to learn the latest educational research pertaining to their subject matter. The intention of participating in the offered professional develop is to expand upon the current instructional strategies utilized throughout each department as well sharing or best practices with staff during professional learning sessions.</p> <p>All teachers assigned to College Board Advanced Placement (AP) courses receive training teacher training. AP courses are not affiliated with College Board, the administrator of AP exams. The district requires teachers to be involved in workshops offered by the College Board to stay up-to-date with teaching methods and exam material. The effectiveness is demonstrated through unit plan, lesson plan and daily instruction.</p> | <p>Records of attendance in district led professional development</p> <p>WCCUSD Professional development calendar</p> <p>Site Based Professional Learning Agendas</p> <p>Staff In-service Training Agendas</p> <p>SPSA</p> <p>Pre AP and AP workshop calendar.</p> |

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

Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC “a-g” requirements. (This includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

| Findings | Supporting Evidence |
|---|---|
| West Contra Costa provides district approved and adopted standards-based textbooks and curriculum resources aligned to district and state standards. | A-G Completion Rate |
| Every teacher produces a course syllabus for every course that he/she teaches. Course syllabi are distributed to students in the first week they are enrolled in a class. Each course syllabi provide a broad overview of what students should expect in their experience of the class, including an overview of the course content and a list of general requirements and expectations. | CTE/ROP Courses Senior Exit Survey |
| All English, Social Science, Math, Science, Languages other than English, VAPA, and college prep elective courses are A-G approved as well as well as the electives that we offer. All courses reflect a level of sophistication and complexity appropriate for instruction designed to prepare students for college-level academic work. | Standards-based district textbook adoptions with supporting curriculum resources College Board A - G Course Descriptions |
| All teachers assigned to College Board Advanced Placement (AP) courses receive training teacher training. AP courses are not affiliated with College Board, the administrator of AP exams. The district requires teachers to be involved in workshops offered by the College Board to stay up-to-date with teaching methods and exam material. All Advanced Placement courses comply with College Board’s standards. The AP course syllabi are AP Central approved. The effectiveness is demonstrated through unit plan, lesson plan and daily instruction. | Site Course Syllabus Template Peer/classroom observations (posted standards and SLOs) |
| As a school, we continue to monitor the percent of students who complete high school meeting A-G requirements as well as those students who are accepted into 4 year post-secondary educational institutions. | 4-year plans completed and retained |
| There is a need to continue to develop CTE/ROP courses that are offered to our students. All Students participated in a career day survey which inquired their level of interest in specific academic pathways. We continue to work on building the CTE/ROP courses that we can offer our students based on student interest and available staffing. | |
| Hercules High School continues to integrate Common Core State Standards | |

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

At the current time our three classrooms that are set up for wet labs, but they are not compatible for class sizes of 38.

Students required to make up Ds and Fs in A-G classes to be college ready. Thusly, more students are meeting the A-G requirements because they are required to at Hercules HS.

The English Department:

District-wide, grade-level, semester-based modules were developed three years ago to align with the new Common Core State Standards. Formative and summative assessments were developed for these modules, which are also used across the district. Summative assessments include benchmark multiple choice and written essay assessments.

AP classes are all currently approved and accredited by the College Board. So are CSU Expository Reading and Writing classes. The department is in the process of getting all its members qualified to teach AP and/or CSU ERWC.

The Math Department:

Classes in the Math department follow the pacing guides provided by the district which are aligned with the California Common Core Standards for Mathematics. Instructional strategies are geared toward student-centered learning using appropriate 21st century technology, multiple teaching/learning methods, and project based learning with the goal of developing critical thinking, number sense, and the connection to other disciplines.

We continue to monitor students' progress and support students with D's and F's by offering tutoring.

The Physical Education:

PE 9 is working towards the individual skill development needed to perform well in team sports. PE 10 is enhancing skill development while also concentrating on cooperation with peers during team sports. Both courses focus on demonstrating knowledge in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. Currently students are achieving a level of knowledge of fitness, psychological, and sociological concepts pertaining to physical activity and team sports. As a department, we are focused on testing student knowledge through quizzes and tests, skill development through specific daily drills, and peer cooperation through detailed and current tournament lesson plans.

The Science department is developing their instruction around the New

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

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

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

The Special Education Department:

The special education department aims to support students in meeting Common core standards. The district has purchased a variety of curricula and instructional materials for use by our students with moderate/severe disabilities, such as Boardmaker Online, Learning A-Z (including Reading A-Z, Raz-Kids, and Vocabulary A-Z), Unique Learning Curriculum, News-2-You, and MobyMax (an online tutoring software which assesses students' current level of functioning and remediates deficiencies in the various academic areas). In addition, the district has adopted the Basics 3 framework.

Hercules High School offers a wide range of special education classes:

- Medically fragile, with an emphasis on communication and life skills, with a variety of assistive technology embedded within the classroom. Students are supported by designated instructional support specialists, such as assistive technology, adapted physical education, low staff/student ratio, and nursing support as needed.
- Integrated Communications/Hands-On Assistive Technology (ICHAT) class for students who use alternative, augmentative communication devices within the general education population. Instructor collaborates with general education teachers to adapt and modify curriculum as needed. Students also participate in a rigorous Life Skills schedule where involvement and participation in daily living is

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

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

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

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

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

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

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

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

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

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

B1.3. Congruence

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

| Findings | Supporting Evidence |
|--|---|
| There currently is not a qualitative or quantitative data analysis measure to statistically analyze the extent of congruence or consistency between academic standards and school wide learner outcomes. | Master Schedule |
| We are in the process of expanding the utilization of school learner outcomes, common core standards, and college career readiness into daily lesson planning. The English, Math and the Social Studies departments work to implement common core standards into each grade level course. | Mission/Vision Posters |
| Teachers use the academic standards to create and plan their lessons and assessments. District wide assessments (Benchmarks) are created using the state content standards, common core standards to inform instructional strategies and goals. | Peer/classroom observations (posted standards and SLOs) |
| The English Department: | State/district aligned standards-based textbooks and curriculum resources |
| The English Department aligns the common core state standards through the use of the modules that were created by curriculum and instruction department through district support (Ed services). Modules are incorporated into individual lesson plans. Benchmark assessments are specific to modules which are aligned to instruction. | MESA participation |
| The extent to which instruction is aligned with college/career readiness standards and Common Core State standards is evident through the scores on the PSAT, the SAT, and the SBAC are at or above state and national averages. | |
| The Math Department: | |
| Classes in the Math department follow the pacing guides provided by the | |

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

The Physical Education:

The PE department aligns its fitness testing with the California state standards for physical activity. Physical Education teachers are working towards aligning all course work with the three California state standards.

The Science department: Teachers of Chemistry, Physics, Biology are working to align their subjects to the common core state standards and the Next Generation Science Standards. At this point, Science teachers have a deeper understanding of NGSS and are now on planning instruction to fully align instruction to NGSS. The following factors are being considered as shifts in NGSS: Interconnected nature of science, performance expectations, science concepts build from K-12, deeper understanding of concepts with application, science and engineering are interconnected, prepare for college, career, and citizenship, and alignment to common core curriculum.

The Social Science Department

Our department aligns the goals of the California State Standards for Social Science and the Common Core standards with our curriculum. Examples include, use of the ELA (district modified benchmarks), plus Summative and Formal Assessment that align to one or both standards when applicable; AP classes are aligned with College Board curriculum. All of this is done through backwards planning as well as utilizing common curriculum across grade level classes. The department plans and utilizes common curriculum, which can be taught through differentiated and customized fashion by each teacher (e.g., common study guides, etc.).

The Special Education Department: The Special Education department focuses on career readiness skills in all courses. Special education students with academic ability take A-G courses and are supported through their Individual Education Plan within each course (IEP).

The World Language Department:

World languages incorporate collaborative, communicative and creative perspectives into their classrooms on a consistent basis. The students in World languages are learning about other cultures and communities and comparing and them to their own. Students are learning to compare their own language to Spanish and French. All of the various activities the teachers work on with the students are common core based.

The Visual & Performing Arts Department

Music: Because there exists a wide array of skill levels across the various ensembles at HHS, all music curriculum is derived from the California music standards for grades 9-12 (Proficient). As per state standards, students are expected to learn/perfect the use of musical notation, technical facility, performance skills, critical insight, and historical context. While the ensembles are group-based in nature, students' individual progress is monitored through regular written testing and performance examinations.

Drama: The drama department uses the state standards for theater to align curriculum so that students are career and college ready. In addition, students may attend four plays a year outside of school for free through the Rising Stars program. Students stay and speak to actors and production crew SF Playhouse about college and careers in theater.

Jazz Dance: The jazz dance curriculum is based on state and national standards. Students perceive and respond using the elements of dance. They demonstrate movement's skills, process sensory information and describe movement using the vocabulary of dance. The school year will culminate with a dance production composed of both student and teacher choreographed routines.

Visual Arts: State and national standards in determine the concepts taught in the curriculum. The students maintain a portfolio of all their work over the course of the year periodically they examine their progress with a written self-reflection based on a rubric which assesses their ability to translate a written concept into a visual product which communicates the idea.. Publications students work closely with the design and production staff of the yearbook company in the process of taking the book from concept to a physical product.

B1.4. Integration among Disciplines

Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

| Findings | Supporting Evidence |
|---|--|
| There currently is not a qualitative or quantitative data analysis measure to statistically analyze the extent of integration among disciplines. At the current time, we do not collect evidence to identify the amount of outsourced curriculum. | Site Based Professional Development Plan - Writing Across the Curriculum |
| At Hercules High School, we are making a concentrated effort to help integrate curriculum across the academic disciplines. Over the last two years we have established a school wide focuses within the last two school years that incorporate integration of specified theme throughout all disciplines. Hercules High School continues to develop its site- based professional learning plan as it grows into its third year led by the Instructional Leadership Team. In 2015-16 | Site Based Professional Development Plan - Reading to enhance |

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

- How writing is taught interdisciplinary
- How reading is taught
- How mathematical computations may connect with other courses

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

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

- Math Engineering Science Achievement
- Mock Trial
- Robotics
- JSA

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

The English Department:

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

The Math Department: There is a high degree of uniformity within the department for each class so that any transferring student could seamlessly move to any other teacher and find similar instructional strategies and course expectations. Over the previous school year, when the school wide focus was on writing across the curriculum, the math department put a strong emphasis on reading, deciphering, and solving word based math problems. This school year, we have a computer science teacher that also teaches a math course with an emphasis on connecting the two disciplines together. All math teachers have been emphasizing the use of technology and appropriate math websites such as Khan Academy, College Board, and use Kuta software that further connects math and technology.

math scores

MESA Competition
Results

Mock Trial Schedule
and List of
participants

JSA Membership

The Physical Education:

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

The Science department: The Science department continues to develop and expand their instruction around the New Generation Science Standards (NGSS). Currently our science courses are in different levels of transition. All teachers continue to work with educational services through the district office to re-vamp and re-organize curriculum that is taught in all science courses. The intent is to have the enacted curriculum reflect the new NGSS standards. Science Teachers collaborate with teachers in the district during summer and throughout the school year to organize lessons and activities that follows the NGSS High School three- year course module in teaching science. NGSS is in a transition phase (2015-2018), of building foundational resources, establishing new professional learning opportunities, and expanding collaboration between all stakeholders.

The Social Science Department: The Social Science Department is currently using the California State Standards for curriculum. The department has focused on developing student writing through analyzing charts, graphs, primary sources, secondary sources, and political cartoons. Social Science department utilizes SOAPSTONE, and close reading to enhance student skills in evidence based or argumentative writing with proper expression and context vocabulary.

The Special Education Department: Special Education teachers are able to bridge concepts through individual case management, and an academic tutorial period. All mild/moderate SPED students are assigned to a tutorial period that is specifically designed to support core curricular classes that students are assigned to.

The Visual Performing Arts:

Music: In terms of cross-curricular content, Music relies heavily on knowledge of the other disciplines. Music is a science- it is specific and reflects acoustics, frequencies, intensities, volume changes, melody, and harmony all at once with the most exact control of time. Music is mathematical- It is rhythmically based on the subdivision of time into fractions which must be done instantaneously, not worked out on paper. Music is a foreign language- most of the terms are in Italian, German, or French and standard musical notation is a language in and of itself (a highly-developed shorthand that uses symbols to represent ideas). In addition to these traits, choral music is often composed using foreign texts as lyrics, which require correct pronunciation and

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

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

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

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

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

B1.5. Articulation and Follow-up Studies

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

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

and the Hercules Middle School, Hanna Ranch Elementary, Lupine Elementary and Ohlone Elementary. For the 2017-18 school year, we will hold an incoming 9th grade parent night to review 9th grade course selection sheets and to provide additional support for our incoming 9th grade families. Connections involving performing arts and campus clubs are fairly common within the elementary feeder school and the middle school. Math and Science Society (MASS) collaborates with middle and elementary schools throughout the school year. Middle School Orchestra and Band hold combined performances with high school orchestra and band programs.

HHS counselors schedule regular college (UC/CSU, out of state, as well as private educational institutions) presentations throughout the fall of each year. Currently Hercules High School sponsors more than 40 post-secondary educational institutions from all over the United States universities every fall. In spring of 2016-17, we plan to expand the opportunity for community colleges within the area to promote and/or market their schools to our students who may not be UC/CSU bound. EAP scores are automatically shared with the CSU's and are a part of the placement process for Hercules graduates entering the CSU system.

Ivy League Connection is a program the district supports that funds summer courses at 9 Ivy League colleges. Ivy League Connection offers summer courses at participating schools (Brown, Cornell, U Penn, Yale, Harvard, etc). Each year, 4-6 HHS students qualify for the program Each fall, HHS invites representatives from the Ivy League Connection to present to 10th and 11th grade students.

Special Education holds transitional for all 12th grade students that focus on connecting students with post-secondary educational institutions. The IEP is forwarded to community colleges to support the students throughout community college years.

At the end of each year our 12th grade students participate in an exit survey that identifies their post-secondary plans after their completion of high school. The information gathered is collected and presented as a part of our school community profile. We currently do not have a method to track our graduates throughout their 4 years of college to assess the effectiveness of our curricular program.

Survey)

MASS calendar

Career Center
college visit schedule

List of Ivy League
participants

Ivy League
Qualifiers

B2. Access to Curriculum Criterion

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

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

| Findings | Supporting Evidence |
|--|--|
| Although Hercules High School is primarily a college-preparatory high school, many of its courses offer authentic instruction that connects the college preparatory course to real world experiences. | Master schedule Student schedules |
| Hercules offers three areas of Career Technical Education (CTE) courses funded by Regional Occupation Program (ROP). Examples of CTE options include computer science, publications, and AP Environmental Science. Despite the college-preparatory character of the student body, we are looking to expand the career focus at Hercules in 2017-18 school year. | Annual student choice sheets Certificates from summer camps |
| In the spring of 2017, we will hold a career day offering each student the opportunity to sit in two sessions that provide detailed information pertaining to the career of their choice as identified by the career day survey. The career day survey is also intended to identify potential career pathway courses that can be incorporated into the 2017-18 master schedule. | pay slips from summer camp internship |
| The Math and Science department collaborate with Contra Costa County and CSU-East Bay during summer months to support their career related camps such as: Discover- Engineering, Engineering, Construction and Manufacturing Camp, Bio-Tech Camp, Environmental Science Camp, and Solar Science Camp. The goal of the summer camps is to provide STEM (Science, Technology, Engineering and Math) summer enrichment work based learning opportunities for High School students and teachers. | |
| In order for students to graduate High School they need to fulfill twenty hours of service learning by volunteering in the community, library, church, or by joining school clubs like KIWINS, Interact, Link Crew, Animal Club, etc. | |
| Our counselors (college/career & academic) provide listings of summer internships, volunteer opportunities, summer career prep programs and opportunities for employment. Individual conferences or small group presentations are held to support those students that are interested. | |

B2.2. Accessibility of All Students to Curriculum

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?

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

personal musical perception and provide applicable technical skills that will last long after their years in public school. Career opportunities are explored through annual trips to a recording studio where students have the opportunity to work with a professional conductor and sight-read scores from various popular media. Students also give multiple public performances throughout the academic year to instill values of charity and professionalism.

Theater students attend the Rising Stars program and are encouraged to pursue careers in theater. In class, students learn about many of the diverse careers such as acting and directing in theater. In addition students learn about careers in production such as set design, lighting design, crew, stagecraft, etc.

There currently is not a qualitative or quantitative data analysis measure to statistically analyze how instructional practices of teachers and other activities facilitate access and success for all students.

Jazz Dance: Students develop their critical thinking abilities by analyzing and interpreting the lyrics of songs. Students will also complete written critiques of their performances. In addition, students are encouraged to assist in directing dance productions.

Visual Arts: Students develop critical thinking skills through the process of evaluating options and making personal decisions in the production of their Art. They are encouraged to consider careers in Design where relevant.

B2.3. Student-Parent-Staff Collaboration

Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.

| Findings | Supporting Evidence |
|--|---|
| Individual 4 year plan for each student enrolled at Hercules High School is monitored by each student's individual academic counselors. In the spring of each school year course sheets are distributed to all students who anticipate continuing their education at Hercules High School. Each grade level has a specific course sheet that allows them to select grade level appropriate core classes in addition to their required class. At the start of 2014-15 school year, we mailed home course sheets to all returning students with instructions on how to select their courses online. In addition to the mailings, phone messages were sent out to all families encouraging their parents to participate with the online enrollment process. | Calendar Grade Level Presentations Counselor Binder – Individual 4 year plan for each student Academic Counselors calendars and records |
| Throughout each school year, grade level meetings are held with each class to review graduation requirements and UC/CSU eligibility requirements. Academic counselors perform grade level presentations prior to the distribution of course selection sheets. The assistant principal overseeing the master | Local Review Conferences Log of Greenwood Applications Academic |

schedule makes visits to the middle schools to review the course selection process. Incoming 9th grade parent nights are held to support the transition from 8th grade to 9th grade.

Counselors are consistently checking in with students and parents, specifically to adjust and adapt their current plans, and/or to continue to develop future college, career, and educational goals. Academic counselors assist in helping students make informed decisions about course selections. Departments participate in reverse verifications to support appropriate placement in advance classes. AP potential scores are also used to recruit students who may not select AP courses on their own. Parent conferences are set up for any parent who wishes their child to be in an AP course that may not “fit” into the typical prerequisite expectations.

Parents are able to track student progress through PowerSchool. PowerSchool enables teachers, parents and students to communicate through regular updates that include grades on assignments, attendance tracking, and overall academic performance in each class. Quarterly progress reports are distributed to students and parents at the end of each quarter. Semester grades are sent home to parents at the end of each semester.

Protocols designed to flag and assist struggling students assure that those requiring extra attention get the help they need. The process known as “Local Review” are set with students who are found to be credit deficient according to their grade level progress. Local Reviews are intended to occur on a quarterly basis. Parent Conferences are scheduled for students who are considered not on track to graduate high school or are in danger of not completing all necessary high school graduation requirements.

Students can schedule individual meetings as requested for students behind in credits or who wish to improve a grade on their transcript, there are summer school options and cyber high program for make-up.

Greenwood Academy permits alternative district placement for students with needs not adequately served on our campus. Students may also enroll concurrently at local community colleges, depending on the course they wish to take.

In the last two years, we have been working to establish a progressive academic intervention program for our 9th and 10th grade students who are receiving more than 1 “D” or “F” in an English, Math or Science class. Informational letters are sent out to identify students and an academic night is held for those families. The academic night for 9th and 10th grade students receiving under par grades is called a Pathway to Academic Success night. Our assistant principals and academic counselors work together to support these families. Academic tutoring after school is offered to students who are struggling in Math, English and Science courses.

Intervention Program

College and Career
Center Data

CyberHigh
Enrollment and
Completion Data

B2.4. Post High School Transitions

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

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

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

Summary (including comments about the critical learner needs)

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

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

- Increased graduation rates in the last three years with an increase in the number of students being eligible for UC/CSU entrance.
- Counselors monitor students 4 year plan through individual meetings, group meetings, class presentations, as well as parent nights. Our academic counselors attend conferences and workshops to stay current with academic requirements needed for college acceptance.
- Strong collaboration between academic counselors and college career counselors to implement strategies and programs that facilitate successful transitions to college and/or career.
- For the last two years, the ILT has led schoolwide themes that are integrated across all disciplines.
- Continued growth in developing SMART goals that enhance technology based learning across all disciplines
- The site has purchases Shmoop online courses to provide supplemental curriculum to support technology based learning.
- All courses offered to students are A-G approved.

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

- Continue to explore opportunities to enhance technology based learning into daily lesson plans across all disciplines.
- Continue to develop the academic intervention program to support 9th and 10th grade students throughout their academic program.
- Identify college career pathways that provide real world applications through a rigorous, relevant, and coherent curriculum.
- Enhance the level of congruence between academic standards, college and career readiness standards and the school wide learner outcomes.
- Provide more opportunity to allow an increase in the choices students have to pursue college and career educational options.
- Utilization of educational research related to curricular areas to enhance the level of viable and meaningful instructional program offered to all students.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

C1.1. Results of Student Observations and Examining Work

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

| Findings | Supporting Evidence |
|--|--|
| <p>Each year, we share student demographic information based on AP, Advanced and Honors courses. In the spring of each school year we market AP, Advanced and Honors courses to all students. Students are free to sign up for the courses they feel they are academically ready for. Students are placed in the most appropriate courses that provide instruction in alignment with academic standards and college-career readiness standards. Progress reports are issued every 4.5 weeks of the quarter to acknowledge the level of mastery or area of focus across all disciplines. Departments work collaboratively to incorporate appropriate grade level curriculum to enhance the level of learning experienced by each student.</p> <p>Classroom teachers evaluate student work and provide relevant feedback to support mastery of academic standards and college-career readiness standards. Classroom teachers utilize student work to illustrate the extent to which all students are involved in learning to assist them in achieving the academic standards and expected school wide learning outcomes (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests)</p> <p>The English Department:</p> <p>Students' learning is made relevant and challenging through instruction with district-wide, teacher created Common Core modules which include not only written texts in multiple genres of fiction and non-fiction, but also varied visual texts. Students' work is calibrated by the department, and assessed using common, district approved rubrics. Said work is entered into Illuminate for disaggregation and analysis. Based on the findings from the analysis, SMART goals are modified.</p> <p>The Math Department:</p> | <p>Department Binders</p> <p>Student work samples</p> <p>Student work examples</p> |

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

The Physical Education:

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

The Science department:

Each year the Hercules High School Science department participates in the district science fair. During open house, student science fair projects are on display for all to see. Students stand by their projects and describe evidence found to support their hypothesis. Students who win the district science fair also participated in the Regional then to the State science fair. MESA (Math Science Engineering Achievement) is another event that our students look forward to every year. During MESA day, students compete with other students at CSU-East Bay Hayward. Students compete in projects like robotic prosthetic arm, civil structures, pumping heart model, speak-up, mouse trap car, egg drop express, airplane, glider and rube goldberg. Science teachers collaborate with math teachers in checking student's projects and performance to prepare them for the competition. During summer, science students are encouraged to participate in various summer camps like engineering, bio-tech, environmental and solar science. Need- based students also participate in project SEED program that provides hands on research while getting paid during summer.

The Social Science Department:

Students demonstrate comprehension through student work that is submitted throughout each unit of instruction. Feedback is provided to each student based on performance. Teachers use Quizzes/Tests/Class Work to determine proficiency through student performance. The social science department utilizes the common SOAPSTONE rubric and individual class rubrics that are geared toward developing SBAC/COMMON CORE writing skills and standards. Student work examined by the social science department include: DBQ Project 5-paragraph template, Free Response Essay comparative and argumentative essays, as well as essays and write-ups in response to graphs, charts, political cartoons, memes; all of which develop critical thinking and higher order skills. Common curriculum and resource materials are used across all similar grade level Social Studies classes that include: Common Study Guides, Common grade level assessments, College Board prompts for AP classes, Some classes use online publisher material and Utilization of varied re-teaching methods.

The Special Education Department: All special education students that are on diploma track are expected to meet parallel standards similar academic work

that is presented to students in mainstream courses with support of accommodations and modifications as documented in each student's IEP. All IEP goals are written to include core academic standards as well as college/career readiness standards.

Non-Diploma track students are provided individualized instruction that is focused on improving their skills in academic subject areas (math, science, English and social science).

The World Language Department:

Through question/ answer a determination can be made on the level of understanding is acquired. Through student work, presentations, and communicative activities students demonstrate the level of understanding of that particular language.

The Visual Performing Arts:

Music- Students sing/play their instruments in class each day (formative assessment) and are expected to practice at least one hour per day outside of school. Appropriate repertoire is tailored to student needs and students are tested on their theory and musicianship at the end of each quarter to provide tangible data that outlines their progress and more clearly define which direction the ensemble will take next.

Art – students produce work related to concepts and themes in the visual arts curriculum. As all students are required to have one year of some Art to graduate the majority of students take a visual Art. The curriculum is designed to engage all students at the level they enter the class and increase their ability and knowledge of Art. Exploration of art from all parts of the world is included.

Theater: Students write and produce their own scene. Many also participate in the after-school production of the school play and the school musical. Students keep a journal recording what they've learned through the process of participating in the class.

Jazz Dance: Students choreograph their own routines and participate in school rallies. Performances are followed by critiquing sessions, which help them to improve their dance skills.

Throughout the 2015-16 school year the staff as a whole examined student writing samples focused on developing research/evidence based writing. Through the review of student writing samples, the staff utilized the SBAC writing rubric to calibrate their scores on student writing.

In the recent year, A-G completion rate data is disaggregated to identify the performance level of students with diverse backgrounds. Interventions are incorporated by individual teachers. School-wide interventions are in the development stages.

The review of core academic data has revealed pass rates among special education students and English Learners. Individual's teachers incorporate

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

C1.2. Student Understanding of Learning Expectations

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

| Findings | Supporting Evidence |
|--|--|
| <p>A standard instructional document for every class offered at Hercules High School is a course syllabus which offers a brief course description and a summary of individual course standards and expectations. The format for Hercules course syllabi is not standardized, but most contain similar elements. Hercules students are supplied with information about the standards/performance levels they are expected to meet in each course. Lessons are broken down into units of instruction that include individual assignments, quizzes and end of unit exams.</p> <p>Standards are to be posted in each classroom that display the focus of each day's lesson. A scoring rubric mechanism is encouraged throughout each department. Students apply rubrics to each other to learn the models. The development of a school wide writing rubric are now used more often than in previous years. Teachers also provide models and examples in everything from math problems to student essays. Instruction includes activation of prior knowledge, pre-assessments, verbal checks for understanding, and formative and summative assessments of many kinds.</p> <p>The English Department: Syllabi are handed out to and reviewed with students at start of year. Mandated summer readings, with guided questions, are made available at end of year, to ALL, not just (pre-) AP/Honors students. Both are also available through the school website and through google classroom. Teachers use district approved graphic organizers, provided within the Common Core modules or in the Common Core Companion workbooks, to scaffold the students as they progress towards proficiency. Students use these graphic organizers and department/district wide rubrics to critique their work in peer-editing settings.</p> <p>The Math Department: Mathematical standards are written on the board on a daily basis. Students receive direct instruction that review the standards being addressed for each lesson. Guided practice as well as individual practice is provided throughout each lesson. Individual teachers check for understanding throughout each class periods. Teachers provide additional assistance for students not fully understanding the concepts taught within each lesson.</p> <p>The Physical Education: Teacher's utilization skill based learning to measure the level of understanding of the individual movement skills taught in physical</p> | <p>Department Binders</p> <p>Course Syllabi</p> <p>Common Core State Standards</p> |

education classes. Teachers monitor movement, skill acquisition throughout physical education units.

The Science department: Teachers use video and digital animations to demonstrate various scientific activities and processes for students. Collaborative work is also encouraged during class not only during experiment. Students work with a partner or team in class that check their own level of understanding. The teachers supervise the class as they collaborate during classwork and lab work.

The Social Science Department: Students are provided with specific learning and skills based objectives. Each objective is “chunked” or broken down into manageable amounts based on the learning needs of each particular class. Students are also taught skills through modeling and examples. Students are responsible to show a clear understanding of each objective and then manipulate class content to demonstrate understanding of that particular objective. Ultimately, formal and informal assessments test a student’s degree of understanding of relevant objectives. Proficiency is measured through project based activities, visual and/or oral technology based presentations, formal and informal discussions and debates, and other class participation activities. Great focus is placed on the use of primary and secondary sources as a way to teach critical thinking skills found in the Common Core standards: Narrative point of view analysis, Context, Author’s tone and mood toward topic, Differentiating fact from opinion, Legitimacy of source (e.g., fake news v. news from a mainstream source).

The Special Education Department: Each student receiving special educational services is assigned a tutorial period to support the level of understanding and ability for them to demonstrate proficiency. Special education teachers support the curricular content that is presented in mainstream classes.

The World Language Department: Standards are presented prior to each lesson, teacher instructs underneath the objectives of each standard and a check in with individual to monitor their progress.

WCCUSD provides the use of PowerSchool to support an infrastructure for keeping students apprised of the class activities. Assignments, due dates, and calendars are posted in PowerSchool and some teachers have individual websites. Electronic gradebooks are now in widespread use. Unit guides typically detail objectives, goals, due dates, and assessments. Final exams are usually preceded by summary description of their structure. Throughout the curriculum, instruction includes scaffolding of complex assignments.

The Visual & Performing Arts Department

Music: Aside from course expectations being clearly outlined in the syllabus, students are given clear instructions as to what will be (and what will *not* be) expected of them in class daily as well as prior to

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

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

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

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

C1.3. Differentiation of Instruction

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

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

through the various instructional approaches.

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

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

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

The Science department: The Science Department uses different methods in performing experiments, assessments, and instructional strategies. To save time, science teachers use virtual labs and short demonstrations to explain scientific phenomena. In planning and carrying out investigations Science and engineering practices are used like developing and using models, analyzing and interpreting data, constructing explanations and designing solutions or engaging in argument from evidence.

The Social Science Department: The school is currently in transition to become a one-to-one school. Department is beginning roll out the use of tablets. Students can still use personal or home technology as a tool to complete class assignments. Each teacher uses technology in a variety of forms: Edmodo, Kahoot, Shmoop, Remind, Class DOJO, Quizlet, Google News, and

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

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

The World Language Department: World language department utilizes a variety of instructional strategies that include: Direct Instruction, Think Pair Share, partner work, group work, presentations, group work, "brain-hand" activity.

The Visual & Performing Arts Department

Music: Individual student needs are determined through small group assessments and sectional observation. In-class review of information following each homework assignment is designed to target students who are experiencing difficulties with understanding the content and provide an alternative method of instruction that was not used prior. Because our school has very recently adopted new up-to-date technology, teaching methods that incorporate technology are still being researched and explored for future use.

Drama: Students are involved in active exercises on a daily basis. They will use their tablets to research background to their characters, to read plays, to write, to watch different versions, to watch ted talks, to watch youtube videos on set-building and other aspects of tech.

Jazz Dance: Students learn dance movements and routines and choreograph their own original works, on a daily basis. They are encouraged to view others' dance movements, such as those posted on Youtube.

Visual Arts: Students are involved in the production of Art on a daily basis. They receive instruction thru directions on the board orally and individual tutoring. They are encouraged to discuss their process with their tablemates. Tablets will be used to access museum websites and research related topics and approaches.

C2. Student Engagement Criterion

C2.1. Current Knowledge

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

| Findings | Supporting Evidence |
|--|---|
| <p>Through the support of WCCUSD Technology Plan each teacher is provided with a district laptop. In addition, each classroom is equipped with a technology cart that has an LED Projector, speakers, and a document camera to support the use of technology in the classroom. Hercules teachers are becoming more tech savvy and continue to develop innovative instructional methodology. We are fortunate to have our school librarian as the technology liaison. The technology liaison oversees the implementation of the district's technology plan and supports the technology needs of the school and teachers. In addition, there are teachers who are willing to share their expertise in the area of instructional technology through teacher in-service sessions.</p> <p>WCCUSD has a district wide technology plan that includes a personalized learning strategy through the use of 2-in-1 tablets. Throughout the last two years, we have been able to enhance classroom instruction through the use of technology in the classrooms. Through this effort, students are using a variety of technology modes to enhance their learning experiences. Hercules students use many forms of technology to assist them in achieving their academic goals. At the current moment we have 12 Cart on Wheels (COW's) that house 40 tablets each. Our teachers use them to perform a variety of tasks. In addition teachers develop their own websites, utilize google classroom, google drive, Prezi and online services such as Turnitin.com, students can receive and apply immediate feedback from teachers. In January of 2017 we intend to have a tablet checked out to each student.</p> <p>In November of 2016, the ILT took the initiative to prepare a site based technology plan in preparation of the deployment of student 2-in-1 tablets. Professional learning opportunities have been scheduled to support the use of the tablets within the school day. Starting in 2016-17 school year, the ILT coordinated professional learning sessions with the intent of enhancing technology based instruction. Technology strategies that are used include but not limited to the following: Google classroom, PowerSchool (posting assignments, calendars, blast emails, gradebooks, etc), Teacher websites, Kahootz, Shmoop Online Courses, Turnitin, Edivate, Newsela, Google Classroom, PowerSchool, Shmoop, Edmoto, Illuminate, Kahootz, Turnitin.com, Quizlets</p> | <p>Department Binders</p> <p>Hercules High School Technology Plan</p> <p>Lesson plans</p> |

The English Department: All teachers utilize technology carts with laptops and speakers, document cameras, and projectors to post agenda and standards,

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

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

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

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

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

The Special Education Department: The special education department has

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

The World Language Department: Videos, tablets, online websites to assist and support instruction as well as maintaining engagement. As we move into one to one deployment, it is the hope of the department to utilize online resources to gauge the level of understanding.

The Visual & Performing Arts Department

Music: In terms of educational technology, students use their phones/computers to listen to auditory examples of the repertoire being performed for homework as well as to conduct active listening exercises whereby students listen to musical recordings and discuss the musical elements that are present as a class. It is also suggested to students that technology be used as a resource for additional music theory practice outside of class (www.musictheory.net). Phones are also used to record students' playing tests so that they can be viewed in multiple times and in quick succession.

Drama: Technology is used to show students different examples of plays, to show students how to make sets, to show students how to set up a light board, etcetera.

Jazz Dance: Technology is used in dance class including, tablets, boom boxes and laptops.

Visual Arts: Technology is used to expose student to different styles of art as well as techniques.

C2.2. Teachers as Coaches

Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

| Findings | Supporting Evidence |
|--|--|
| Throughout the last two school years, we have encouraged the expansion of differentiation and 21st century instructional strategies that are used in all classes. As a staff we are working towards sharing best practices, "Teach the Teacher", through our professional development/In-service days. At the start of this school year, we took on the 1:1 2-in-1 tablet initiated and have started to move strategically into tablet deployment so that each child has their tablet. As a staff we have focused on professional development to enhance our technology based teaching. Every Tuesday, our technology liaison holds a Technology Tuesday to support individual teachers during their prep. Using technology (apps) to encourage random student participation (i.e., tech version of popsicle sticks) Allowing students to engage via comments in Edmodo or | Department Binders Lesson Plans Student Work Professional Development and In-service Day training |

Google Classroom, as well as via email

Homework Center (Monday, Tuesday and Thursday) is staffed by teachers who are on call to assist students as needed. In addition to the homework center teachers provide tutoring during lunch, after school, and via e-mail.

The English Department: Reading guides, debates, fishbowl activities, think-pair-share, group presentations, individual and group research projects, analysis of visual texts, visualization of written texts, journalism club and drama club are just some of the non-didactic practices the department engages in to get students to actively participate in their own learning. Shmoop and Khan Academy, with literature, current-event, and practice-test based self-selected activity menus also offer students avenues of non-didactic engagement.

The Math Department: Math teachers consistently use building questioning strategies to elicit responses from students during direct instruction. Students are guided through WE-DO problems during modeling activities, which allow students to uncover knowledge independently. Teachers frequently assign group and independent projects, such as STEM builds (robotic arm, kaleidoscope, bridge) that allow students to learn by discovery. For instance, in Geometry, students are required to construct figures on paddy paper in order to truly internalize how angles and lines interact. Students are also required to compile annual portfolios that will summarize their work over the year and serve as a capstone. Math teachers are moving through technology based learning and continue to incorporate a personalized learning approach with the support of our tablets.

The Physical Education: The physical education department allows students the opportunity to learn through movement. Students learn information about specific games, sports and movements prior to having the opportunity to expand those movements into skill development. 10th grade p.e. work in teams to collaborate and coordinate their movements to achieve a team goal. Students learn the specific rules for each activity and then given time to practice with teacher feedback on how to improve and succeed in their goals.

The Science department: Prior to performing labs, teachers discuss the labs objectives and possible outcomes with students. Students then will perform a lab and the results are discussed the next day. The discussion will include a comparison of results and possible reasons for similar or different in results. Students are encouraged to critique their own techniques and results. Students are encouraged to take ownership of their projects and come up with what they would do as a next step. This could involve a change in temperature, pH, and amount of light or time as examples. Science teachers are moving through technology based learning and continue to incorporate a personalized learning approach with the support of our tablets.

The Social Science Department: The department uses guided practice in

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

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

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

The Visual & Performing Arts Department

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

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

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

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

C2.3. Examination of Student Work

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

| Findings | Supporting Evidence |
|---|--|
| In 2015-16, we re-established the school's Instructional Leadership Team. In 2015-16, the ILT led the school through research-evidence based writing activities. Throughout that year, the staff reviewed student writing, calibrated the SBAC rubric, and discussed strategies of how to advance instruction based on student needs. In 2016-17, we started the path of reading across the curriculum, but changed our focus when the school was selected to pilot the 1:1 2-in-1 tablet initiative. | Lesson Plan Department Binder Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, |

The English Department:

- a) Students write Common Core Module-based essays that synthesize sources from a variety of genres of written and visual texts
- b) Students have access to Britannica online, Newsela, Shmoop, and the databases offered by the CCC library system; students have tablets that give them access to these databases
- c) Students are required to do individual and group research tasks at every grade level

The Math Department: Teachers show student solutions for homework assignments in front of the class using the Doc reader. Students are required to learn how to use graphing calculators and applications on mobile devices to graph and solve given problems. Students are also required to share their thoughts and opinions during activities like Think/Pair/Share, portfolio presentations, and group projects. Rubrics are common in these activities and provide scaffolding for expectations and outcomes. Teachers also use technology, like Illuminate, to provide instant feedback to students on correctness of work.

The Physical Education: P.E.: Written assessment after each sport introduced/practiced.

The Science department: Group presentations and experiments where they have to explain their research. Projects like the roller coaster demonstrate an application of knowledge. Physics perform Egg Drop, civil structures, mousetrap cars, artistic representation of an equation. Open-ended writing prompts where students must support their arguments. Performance Expectations specify what students should know, understand and be able to do. They also illustrate how science students engage in scientific practices to

develop a better understanding of the essential knowledge.

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

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

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

The Visual & Performing Arts Department

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

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

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

Visual Arts: Students produce art on a daily basis.

C2.4. Higher Level of Thinking & Problem Solving

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

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

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

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

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

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

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

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

The Social Science Department:

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

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

The World Language Department:

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

samples

Classroom
Observations

VAPA Performance
Calendar

The Visual Arts Performing Arts:

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

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

Jazz Dance: Students work as a team on group presentations. They also design dances that utilize established dance styles or genres.

Visual Arts: Students are given a process and a concept which they are supposed to use to create a piece of art. This can involve observation and synthesis and then evaluation.

C2.5. Technology

Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school wide learner outcomes.

| Findings | Supporting Evidence |
|---|---|
| Hercules students use many forms of technology to assist them in achieving their academic goals. At the current moment we have 12 Cart on Wheels (COW's) that house 40 tablets each. Our teachers use them to perform a variety of tasks. In addition teachers develop their own websites, utilize google classroom, google drive, Prezi and online services such as Turnitin.com, students can receive and apply immediate feedback from teachers. | Department Binders HHS Technology Plan # of tablets checked out to students |
| Throughout the last two school years, we have encouraged the expansion of differentiation and 21st century instructional strategies that are used in all classes. As a staff we are working towards sharing best practices, "Teach the Teacher", through our professional development/Inservice days. At the start of this school year, we took on the 1:1 2-in-1 tablet initiated and have started to move strategically into tablet deployment so that each child has their tablet. As a staff we have focused on professional development to enhance our technology based teaching. Every Tuesday, our technology liaison holds a Technology Tuesday to support individual teachers during their prep. Using technology (apps) to encourage random student participation (i.e., tech version of popsicle sticks) Allowing students to engage via comments in Edmodo or Google Classroom, as well as via email. | Student Mobile Device Policy Student Acceptable Use Policy # of Computers on Campus |

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

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

The Social Science department: All classes use some level of technology to assist students in developing, researching and producing completed assignments. For example, students in Economics use an online virtual stock market to understand the function of the real stock market. Other classes use websites or applications such as NewsELA, Shmoop, Kahoot, Quizlet, and Edmodo to enhance and apply information that they have learned. This allows students to utilize the information that they have learned to show proficiency on the final assessment.

The Science department: Science classes use interactive online edition of the textbooks and other online resources to bring science concepts and principles to life with animations and simulations. Google expeditions take virtual reality field trips, Interactive demo provides problem-solving techniques and give extra help and tutorial, weblinks extend and enrich each lesson's content with hand selected resource links, quicklabs. STEM labs, standard labs, open inquiry labs, probeware labs, forensics labs and virtual labs- focus on experimental skills and the application that explore engineering design process through hands on and integrate data-collection technology. Most lab reports are submitted through google classroom and turnitin.com

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

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

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

The Visual & Performing Arts Department

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

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

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

Visual Arts: Students use technology as a research tool. They also use photography as a research and production tool. In Publication all aspects of InDesign, Photoshop are learned and used to produce the book.

C2.6. Materials & Resources

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

| Findings | Supporting Evidence |
|---|---|
| <p>Hercules teachers seek avenues for moving beyond textbooks. This is evident through their preparation for projects, research papers, experiments, and/or academic competitions. Students are encouraged to move beyond the textbook and explore other creative resources available to them that may include activities and resources which link students to the real world. Students are also encouraged to expand on opportunities to access data bases, original source documents and computer information networks. All students have access to Contra Costa Libraries and databases.</p> <p>Other materials that support instruction are: Shmoop and Newsela (see above), Edmodo, Khan Academy, Wikipedia, YouTube are all used as extra resources.</p> <p>The English Department: Create presentations and share work with other students for editing and peer review.</p> <p>The Social Science department: Students often use current events to bridge the gap between the textbook and current events which flow from history. Many AP classes use summer assignments that include primary and secondary sources. Reading assignments are generated from primary sources and current news reports. Students use current events to better understand the patterns of human behavior throughout history, to bring the content to life. Students often have assignments that place them as a first person viewer of events in the past. “News is the rough draft of history.”</p> <p>The Science department: Science classes provide comprehensive resources with a wide variety of print and digital or online options for every student’s need. Students can hone their lab skills in a virtual environment. Fun, safe and highly interactive, lessons and labs that focus on experiments for which equipment and materials are often expensive and difficult to acquire. Students gain access to science concepts and principles via dozens of high quality animations and simulations from educational website like PBS.com. Vocabulary and concept review games help reinforce the material learned in a fun and engaging format. The use of tablet, projectors and document camera has become accessible to all students and teachers making it possible to implement the use of technology.</p> <p>The World Language Department: Online resources, online website conjugations, NEWSLA, Shmoop, it is the departments hope to obtain a license to utilize “supersite” Shmoop especially helps the students in Spanish</p> | <p>Department Binders</p> <p>Lesson Plans</p> |

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

The Visual & Performing Arts Department

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

Drama: Students use technology to research careers in theater. The application of real-world skills is producing a play.

Jazz Dance: Technology is used to research careers within the dance profession.

C2.7. Real World Experiences

Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.

| Findings | Supporting Evidence |
|--|---|
| WCCUSD requires that all students participate in service learning. Service learning connects academics to real world experiences. Students are to participate in a community activity of their choice and reflect on how it connects to their academics. Students work individually with a teacher to sign off on the completion of the service learning requirement. | Master Schedule Service Learning Agreement Department Binders |
| Hercules offers three areas of Career Technical Education (CTE) courses funded by Regional Occupation Program (ROP). Examples of CTE options include computer science, publications, and AP Environmental Science. Despite the college-preparatory character of the student body, we are looking to expand the career focus at Hercules in 2017-18 school year. | College & Career Center Calendar |
| We are currently in the planning stages of expanding career pathway courses that would provide an introduction to a range of careers across industries. | |
| Hercules students have access to a number of real world experiences that help clarify their thinking about their future plans. The learning is experiential, providing deeper insights that what is available through simple “book or computer” research. College and Career Center bring guest speakers to campus throughout the 1st semester and into the beginning of the 2nd semester. | |
| Service Clubs such as Interact and Kiwanis perform community service that often turns into a form of career research. A student volunteering at a hospital can learn quite a bit about the medical profession. | |

Co-Curricular Clubs:

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

- Robotics – First Tech
- Math Science Society (MASS)
- Math Engineering and Science Achievement (MESA) participate in competition held at CSU - East Bay.
- Mock Trial (Speech/Debate)

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

The Science department: To help students prepare for college and career, the science department offers ROP classes like AP Environmental Science and AP classes in Biology and Chemistry. Science teachers encourage students to join summer camps like Engineering, Bio-Tech, Environmental and Solar Science camps sponsored by Bio-Rad, Chevron and Sun Power. These camps provide work-based learning that allow students to experience different career opportunities related to science.

The Social Science department: Emphasis is placed on college and career awareness primarily in the Senior year. Teachers use a variety of methods to inform and prepare students to make effective decisions upon graduations. Examples include a career road map that students must research and complete to demonstrate knowledge of how to achieve desired career goals; students are also provided in depth explanations on the CA college system specifically related to structure and expectations of acquiring a college degree through CSUs and community college system. Individual teachers schedule former students as guest speakers to inform younger peers of real experiences of college. School often does a career day and counselors often speak to students in social studies about educational goals. Senior classes are exposed to guest speakers from a variety of colleges and trade schools. Economics classes also focus heavily on budgeting and personal finance to prepare students for life after high school.

The World Language Department: Online resources, online websites () conjugations, NEWSELA, Shmoop, it is the departments hope to obtain a license to utilize “supersite” In Spanish four/five students practice conversations, taking on the role of different personalities within the workforce. The students find this to be an effective way to learn a new language and improve on their language skills. It give them a great deal of experience in a real world environment. The students believe this helps them prepare for the AP Test and helps build their confidence in world language.

The Visual & Performing Arts Department

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

Drama: Students attend the Rising Stars program and see four plays a year for free where they discuss careers in theater. Some years, students have visited the UC Berkeley campus and attended workshops at Berkeley Rep. Last year Berkeley Rep brought a workshop to our high school, teaching students how to do stage combat.

Jazz Dance: Students first learn and perfect routines choreographed by the teacher. Afterwards, they assume the role of choreographer, as they develop and perfect their own routine.

Visual Arts: Publications is an ROP class. Art students do design related projects as if for competition of personalized products : shoes albums etc.

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

Summary (including comments about the critical learner needs)

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

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

- At the start of this school year, the ILT focused its goal on increasing the # of teachers that utilize technology based learning and developed a schoolwide technology plan that identifies SMART goals across all departments.
- There is a strong collaborative culture of reviewing academic performance data as a method to monitor and assess the effectiveness of classroom instruction.
- Expectations are clearly communicated and students are held accountable. All classes distribute course syllabi at the start of the year.
- Hercules High School teachers regularly participate in district professional development as evident through professional development sign in sheets.
- The district continues to support our math and English teachers through the transition into Common Core Standards.
- Progression has been made towards Common Core Instructional strategies across all disciplines that include 21st century instructional strategies.
- Agenda/objectives clearly posted in classroom on a daily basis.

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

- Provide evidence on how the school has modified instruction to incorporate the school-wide learner outcomes in conjunction with academic standards and college-career readiness standards.
- Continued work to diversify instructional strategies and provide other activities that increase successful educational outcomes for students who are learning English and students receiving special educational services.
- There is a need for evidence to support or identify the extent to which differentiation of instruction is occurring across all grade levels and its impact on student learning.
- There is a need for evidence to support the extent to which teachers use strategies to facilitate learning for all students.
- There needs to be a measure identified to evaluate the impact of differentiation of instruction.
- Increase the opportunities for students to access career based courses (e.g. Journalism, Photography, Health Careers, Biomedical, Engineering, Law, Construction technology, Drafting, and other vocational classes).
- There needs to be more opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students.

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

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

D1.1. Professionally Acceptable Assessment Process

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

| Findings | Supporting Evidence |
|---|---|
| Over the last two years, the staff has participated in data analysis of several assessments that include the following: core academic success rates, SBAC, PSAT/SAT and A-G Completion Rates. As a staff we continue to work towards a departmental process of planning instruction, analyzing the level of understanding by each student and demonstration of learned material. The evidence of collection of data can be observed in the community school profile, chapter 1. As a staff we have moved in the direction of full implementation of a data driven decision making model that is evident in the development of the Single Plan for Student Achievement, school-wide theme, technology based learning, and department SMART Goals. In the last two years the district has supported the development of the Instructional Leadership Team (ILT). Each year the ILT reviews student academic performance data and develops three SMART Goals that include a math goal, and English goal and Cross-Curricular goal. The professional learning plan is developed from the review of student academic performance data. The School Site Council utilizes quantitative and qualitative data to develop the Single Plan for Student Achievement. | School community profile ILT Goals Department Binders |

D1.2. Monitoring and Reporting Student Progress

Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

| Findings | Supporting Evidence |
|---|--|
| Due to the nature of the department of education accountability, all stakeholders are involved in assessing and monitoring student progress at Hercules. Academic performance data is assessable on school website as well as websites of public agencies, such as California Department of Education, CSU system, and the UC system. The School Site Council (SSC) develops the Single Plan for Student | Hercules Website School Profile Hercules SARC WASC Self Study |

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

Weekly Bulletin

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

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

School Quality Snapshots are posted on the school website. Each year the California Department of Education publishes a School Quality Snapshot (SQS) report that graphically displays comparative school, local educational agency (LEA), and state data for various accountability, demographics, and school climate indicators. The SQS is designed for parent, district and school leadership, and community members to easily view multiple years of school data in a format that is easy to understand

Progress reports, special reports, email to teachers, phone calls, report cards, journals, standardized testing.

D1.3. Monitoring of Student Growth

Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students’ grades, their growth, and performance levels are determined.

| Findings | Supporting Evidence |
|---|--|
| WCCUSD teachers give official transcript grades twice per year, at the end of each semester, which occur at approximately 18 week intervals. There are three progress reports that are issued during each 18week period. All grades are reported on PowerSchool. PowerSchool is an online program that allows students, parents, and teachers to monitor student progress. Teachers are | PowerSchool Reports Honor Roll CDE websites, |

required to provide grades for each student throughout grade timeline of the school year. PowerSchool also allows teachers, students and parents to monitor student progress on all assignments. In addition, PowerSchool allows academic records to be stored and archived from year to year.

Dataquest, Hercules
School Community
Profile

Teachers post their grading policies on individual course syllabus and distribute to all students enrolled in the course at the beginning of each year. Teachers also distribute course specific syllabi to parents during Back To School Night (BTSN). Typically, a course syllabus will brief description of the course, homework policies, grading scales, and other pertinent information to each course.

CAASPP Results

Grade Report Cards
in PowerSchool

To assist struggling students, many teachers practice in class interventional strategies (e.g., quiz retakes, peer tutors, lunch time support, and after school tutoring). Teachers give additional worksheets, additional charts, and explanation to supplement the group. Teachers' present outlines of key information on the board or PowerPoint to help student organized their notes and understanding.

Honor Roll lists are established each quarter to those students earning a 3.0 gpa or above with no grade less than a "D".

Illuminate software designed to collect student academic data from various data sources. Teachers use Illuminate to support student intervention throughout the school year to target instruction based on student achievement levels.

Special Education department collects data through annual Individualized Education Plans (IEP). IEP's are a collaborative process, which monitors the student's growth and needs on a year to year basis. Students IEP's are re-evaluated every three years, during which various batteries may be utilized to assess the continuing need for special education services. This triennial IEP provides a detailed look at the needs and progress of each individual student.

Academic Pass Rate reports are distributed quarterly to monitor the percent of students receiving a "C" or better in each course taught at Hercules. In addition, a "D"s & "F"s report is distributed quarterly to all staff to monitor the percent of students receiving a "D" or "F" in each course taught at Hercules. In

Student progress reports are sent to parents every 9 weeks. Additionally, parents are provided access to PowerSchool. Grades are clearly communicated to students and their parents through the use of PowerSchool. PowerSchool is an online database software that allows teacher to input grades and parents and students to view assignments and scores as inputted by the classroom teacher. Progress reports are distributed to students at 4.5 week intervals.

Local Review – Counselors review transcripts of 10th – 12th grade students quarterly and refer any student who is credit deficient to appropriate admin for parent conference. Local Review conferences discuss the overall 4 year plan of

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

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

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

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

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

D2.1. Appropriate Assessment Strategies

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

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

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

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

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

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

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

The Visual & Performing Arts Department

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

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

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

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

assessment on practice and on quality of work.

D2.2. Demonstration of Student Achievement

Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.

| Findings | Supporting Evidence |
|---|---|
| <p>At the current time we have not established professional learning communities, and subject matter teams are scheduled to meet once a month during collaboration. Our staff has made remarkable strides in the amount of data that is collected, analyzed. The next step in the progression of data collection is how we interpret and internalize the data to be used for curricular and instructional decisions.</p> <p>In the last two years, we have been unable to allot appropriate and consistent time to departments to work on subject matter goals due to WASC collaborations. With the support of the district in compensating department chairs, we intend to expand our time spent in department collaboration. Our assistant principal who oversees the department chair meetings will develop our plan for all department collaborations to have a focus on developing shared curricular goals, creating common assessments that analyze the effectiveness of our instruction, and develop interventions as needed to identify underperforming students who are struggling to achieve the instructional goals. We intend to coordinate our efforts through monthly department chair meetings with site administration.</p> <p>For the last two years our 11th grade students have participated in the SBAC exam as a part of the California Assessment of Student Performance and Progress. Each year our Instructional Leadership Team leads the staff through a series of professional learning activities focused on improving a school wide goal. For the 2015-16 school year, the staff worked towards writing across the curriculum. After reviewing the 2016 SBAC results the ILT determined that setting a math goal was needed to balance out the proficiency rate between the two subject matters.</p> <p>Each year, the Instructional Leadership Team analyzes data to assist and support in the determination of schoolwide focus and the development of site based professional development plan. In 2015-16 the school wide focus was research evidence based writing. In 2016-17 we are working on technology based learning in coordination of the 1:1 2-in-1 tablet initiative.</p> <p>School Site Council submits a progress report on SPSA goals twice a year to the district office. Student Academic data is regularly presented to the school site</p> | <p>Results from state and national assessments – see Chapter 1.</p> <p>School Profile</p> <p>Department Binders</p> |

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

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

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

- PSAT/SAT performance
- CAASPP Results
- AP Exams
- READ 180
- CELDT
- District Benchmarks (Math/English)

How do individual teachers collect, analyze, and use assessment data for the basis of curricular and instructional decisions?

D2.3. Student Feedback

Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school wide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.

| Findings | Supporting Evidence |
|--|---------------------|
| At the current time, we have not identified a school-wide qualitative or quantitative data analysis measure to student-teacher interaction and monitoring of student progress based on student feedback across all disciplines. In the last two years, the principal sends out a 20 question survey that teachers are encouraged to administer to their classes for their personal feedback. Individual teachers utilize the student survey, but the information is not shared amongst staff as a whole. | Department Binders |
| Individual teachers utilize question and answer periods, journal writing, essays, presentations, peer feedback to gauge individual student perception on the level of preparation they are receiving to be college and career ready. | |
| Student feedback occurs in a variety of forms, including self-reflection, course feedback to teachers, and peer editing. Teachers are generally receptive to student input and make themselves readily available in tutorials, after school, at | |

the homework center and through email exchanges.

Specific Examples by department include:

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

The Visual & Performing Arts Department

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

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

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

Visual Arts: Assessment is done based on portfolio evaluation. Students have ongoing dialogue with teacher about the quality of the work and how to improve it. As the year progresses projects allow for more student voice in their execution. AP Art students create a portfolio in which they have to develop a body of work based on a theme of their choice in their preferred medium.

D3. Using Assessment to Monitor and Modify the Program School wide Criterion

D3.1. School wide Assessment and Monitoring Process

Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.

| Findings | Supporting Evidence |
|---|--|
| As a public educational institution we are under continual informal and/or formal assessment by the broad community. At Hercules High School, we can say that all stakeholders are able to assess and monitoring student progress through access to Hercules website and California Department of Education websites in addition to other data collecting websites such as those realtors use to assess property within school boundaries. The school community and beyond have access to school profile information through the school website, websites of public agencies, such as California Department of Education, the | PowerSchool Records Single Plan for Student Achievement School Profile Chapter 1, Community Profile |

CSU system, and the UC system.

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

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

D3.2. Curriculum-Embedded Assessments

Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.

| Findings | Supporting Evidence |
|---|---|
| In the last two years, the staff has moved into a data driven decision making model that is evident in department SMART goals, ILT SMART goals, Technology Based Learning SMART Goals and the Single Plan for Student Achievement. All decisions made are data driven with a measure to monitor progress and re-assess throughout individual data cycles. | School Community Profile Department Binders ILT Goals |
| CAASPP includes the 10th grade life science as well as the computerized SBAC Math and English which is administered to all juniors. CAASPP provides individual results mailed home to each student and provides a copy of individual results as well as summary results to the school. CAASPP posts school-wide results on their website and feeds information to the Department of Education - Data and Statistics. SBAC data is distributed to admin which in turn distribute data to students. SBAC results are shared with all staff. ILT utilizes SBAC data to identify school-wide themes for each school year. | Technology Based Learning Goals Schoolwide Lesson/Theme |
| College Day is a day that all students take some form of the PSAT or SAT assessment. College Board provides parents with individual student results and provides the school with a copy of individual student results as well as summary results for the entire student body. The data is accessible through College Board Account to counselors and administrators. The data is collected, analyzed and disaggregated in a manner where it can be presented to the school community. The Instructional Leadership team analyzes the school data and identifies school wide initiatives that can be incorporated for the following school year. SMART goals are developed and shared out with teaching staff as | |

well as the school site council.

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

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

D3.3. Schoolwide Modifications Based on Assessment Results

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

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

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

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

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

D3.4. Curriculum/Instruction Review

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

| Findings | Supporting Evidence |
|--|--|
| WCCUSD supports the school site by providing approved A-G course offerings for scheduling. | Department Binders |
| Course syllabi are distributed to students at the beginning of each school year. Course syllabi are distributed to parents at Back To School Night. Each course syllabi contain student expectations that outline individual course grading and homework policies. | Course Syllabi Back To School Night Sign In |
| Math and English teachers work with district administrators to support a successful shift from NCLB to Common Core Standards. Math teachers follow the district pacing guide for Algebra I, Geometry and Algebra II. Summer collaboration allows opportunity for district math teachers to outline pacing requirements per specific courses. Academic Pass rate data is reviewed by all staff. Interventions strategies are being discussed in how to strategically implement school wide and department interventions to support struggling students. | Biology Pacing Guide Math Pacing Guides for Algebra I, Geometry and Algebra II. |
| Science teachers follow the district pacing guide for Biology. The district is supporting science teachers as they transform into the New Generations Science Standards. Academic Pass rate data is reviewed by all staff. Interventions strategies are being discussed in how to strategically implement school wide and department interventions to support struggling students. | |
| AP classes are up to date with College Board requirements. Teachers are aware of updates to the College Board AP programs and have consistent access. In the fall of each school year the assistant principal provides disaggregated data reviewing student performance in AP exams taken in the spring. School wide interventions are being discussed in how to strategically approach AP results since the district implementation of free AP testing for all students. | |
| In the fall of each school year the district provides A-G completion rates to | |

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

D3.5. Testing Security & Accountability

Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

| Findings | Supporting Evidence |
|--|---|
| <p>All forms of school-wide assessments are stored in our testing room that is secured by lock and key. Site administrators are the only individuals with access to this room.</p> <p>Prior to state testing or college board testing, teachers are trained on the administration of individual tests (SBAC/PSAT/SAT). Testing materials are distributed to individual teachers on a daily basis and collected at the end of each testing session. Each teacher signs and official testing affidavit.</p> <p>CAASP/PSAT, SAT as well as other school-wide test administrations are carefully planned for and carried out. Measures to preserve test integrity include:</p> <ul style="list-style-type: none"> ● Limited access to testing materials ● Centralized check in/check out procedures ensures test security with a mandatory count procedure by staff checking testing materials in. ● Multiple proctors per room ● Student bathroom visits monitored to ensure limited discussion and timely return to testing room. Students must turn all testing materials into proctor prior to leaving the classroom. <p>District benchmarks are distributed directly to teachers and are stored in the testing room until the testing window opens.</p> <p>Individual teachers monitor their own testing environment and utilize proximity among students throughout each testing session. Physical presence around the classroom, being attentive, and monitoring the use of electronic devices.</p> | <p>Room assignments for testing</p> <p>Teacher Affidavit</p> <p>Testing Bell Schedule</p> <p>Testing protocol</p> |

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

Summary (including comments about the critical learner needs)

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

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

- The School Site Council regularly reviews student performance data to develop the SPSA (School Plan for Student Achievement).
- The ILT utilizes student academic performance data to develop school-wide themes to be used during professional learning sessions throughout each school year.
- Departments develop specific SMART goals per individual course that is taught to support the alignment of assessment and instruction.
- A standardized course syllabus template that includes grading and performance levels is used school-wide.

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

- While the school as a whole collectively employs a wide variety of assessment strategies, assessments within courses or disciplines often feature little variety. There is a need to explore ways to effectively differentiate assessment in all fields and courses dependent on student learner needs.
- There needs to be a collaborative process that exams how students' grades and performance levels are determined.
- There is a need for a school-wide English Learner intervention and support system that include diversified instructional strategies in addition to the examination of the performance of students whose primary language is not English.
- There needs to be more evidence of the analysis of student work that determines the achievement of the academic standards and student learner outcomes, including those students with special needs and English learners.

- The logistics of protecting the security of certain assessments, especially single subject tests, prevents their optimal use as teaching tools. There is a need to maintain the integrity of our testing instruments in lieu of the ability of electronic devices and a variety of websites that provide on demand support in problem solving.
- The utilization of district benchmarks to accurately assess student learning within single subject courses has been a challenge. There is a need for more clarification on the intent of district benchmarks and the alignment of instruction that it is meant to assess.

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

E1. Parent and Community Engagement Criterion

E1.1. Regular Parent Involvement

Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.

| Findings | Supporting Evidence |
|--|---|
| <p>Parent involvement has been of significant improvement over that last two years. The increase in parent involvement is evident through the attendance and participation of our school site council, academic parent nights, and grade level parent night workshops. Throughout the last two years we have promoted opportunities for Parent Involvement that include but not limited to: School site council, PTO, Back to School/Open House Night, Senior Parent Education Night, Monthly Parent Nights, Google Classroom/PowerSchool/Remind, Frequent contact for SPED IEP Meetings, Weekly Auto Dial Robo Calls, Athletic & Music Boosters, Be A Mentor Program and Volunteering & Chaperoning</p> <p>Hercules has developed strategies and processes to support parents and involve them as active partners in the teaching and learning process. Grade reports are mailed to students homes on four occasions per school year. Parents participate in the creation of IEP's and 504 plans. Academic counselors offer a variety of parent nights, providing parents the opportunity to follow their child's progression within their 4 year plan. Academic counselors hold monthly family nights that present information ranging from course selection, college application process, financial aid, and postsecondary options.</p> <ul style="list-style-type: none">● Back To School Night Participation/Attendance● Open House● Academic Nights/March of Scholars● End of the Year Academic Night● Parent Teacher Organization● School Site Council participation● There is the Hercules Education Trust Foundation has been established over the past several years. <p>The main engine for direct communication with parents is PowerSchool, school website, autodialing message system, and Hercules High School Facebook page. In addition the Parent Teacher Organization has their own website as does the Music Boosters. The school website displays the school activities calendar, a list of times and locations of interscholastic sporting events, announcements of specific urgency (e.g. work permits, registration, community</p> | <p>BTSN Sign In Sheets</p> <p>Open House Sign In Sheets</p> <p>PTO Membership List</p> <p>Music Boosters Membership (PowerSchool Link)</p> <p>(School Website Link)</p> <p>(Facebook Page Link)</p> <p>Copy of Principal's Newsletter</p> <p>School Site Council Minutes/Sign-In</p> <p>"seis.org" for Special Ed database</p> <p>Handouts from counselors' Parent Nights</p> <p>Music Boosters monthly meeting minutes</p> |

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

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

The principal publishes a quarterly newsletter, weekly bulletin and Sunday night phone calls that communicate upcoming events and important reminders for students and parents regarding school topics.

The Hercules Parent Teacher Organization (PTO) is in its second full year and has grown in membership. The PTO is very active in all school events and assist in the planning of many of our family nights.

Special needs students are well-served by the Special Education department, which maintains ample protocols for interaction with parents. Parents are involved with the formation and monitoring of IEP's as well as 504 plans for non-special ed students. The IEP process for Special Education students includes direct parental participation.

E1.2. Use of Community Resources

Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.

| Findings | Supporting Evidence |
|---|---|
| The school uses the surrounding community to a high degree to benefit the education of the students. Several school service clubs partner with community service clubs. The public library offers after school homework help. Local teen volunteers are available to help Elementary school age kids with their homework (for all subjects)! Homework Help is on a drop-in, first come, first serve basis and is totally free. The City of Hercules Teen Youth Council (T.Y.C.) offers after school opportunities for our students as well as some paid positions during the school year and summer. "T.H.E. S.P.O.T." (Teens of Hercules Empowering through Spirit, Perseverance, Outreach, & Teamwork). | Kiwins club MESA Roster MASS Roster (Hercules Public Library) http://ccclib.org/locations/hercules.html |
| Career Day is being presented by Hercules Education Foundation and Hercules Chamber of Commerce. Students select their top career choices and attend two sessions presented by our community partners in identified career fields. | (T.H.E. S.P.O.T.) http://www.ci.hercules.ca.us/index.aspx?page=749 |
| Community members representing area business clubs and service organizations are instrumental to the success of many campus clubs, including Robotics, Mock Trial, Kiwins, Interact, MESA and MASS. | (City of Hercules: Youth & Teen Programming) |
| Parent Teacher Organization (PTO) is a 503(b) organization that is aimed to support students and teachers at Hercules High School. The PTO meets on a monthly basis to organize events and discuss budgetary items. The PTO is very active in many school events. | http://www.ci.hercules.ca.us/index.aspx?page=749 |
| Music Boosters is a group of parents that formed a 503(b) organization that is aimed to support the music department (Orchestra, Band, and Choir). | ROP programs |
| Teachers take a variety of “study trips” to various areas throughout the community that connect classroom instruction to the real world. College study trips are coordinated through participation in the homework center. College and Career center coordinate college trips to college events focused on orienting potential candidates to their campus. | PTO Pancake Breakfast Flyer College trip sign-up sheet |

E2. School Environment Criterion

E2.1. Safe, Clean, and Orderly Environment

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

| Findings | Supporting Evidence |
|--|--|
| <p>Hercules High School is clean, safe, orderly and well-maintained. Students understand what is expected of them and staff is proactive in making the campus a safe place to learn. An administrative team consisting of the principal and two assistant principals are a visible presence before school, during lunch, after school and throughout extra-curricular events. The administrative team and campus site supervisors are visibly present during high traffic periods actively monitoring the student drop off and pick up areas.</p> <p>Supervision for all school events is provided by site administration, school security members, and staff. All supervising adults make themselves accessible to students, contributing to the sense of security that students feel on campus</p> <p>The school is proactive about fostering a safe physical environment. The custodial staff is vigilant about real or potential safety problems and takes initiative addressing them. The custodians are a valued part of the school community and take pride in their upkeep of the campus. When staff members have complaints or concerns about some aspect of the physical plant, they can use email, telephone or written form to notify our head of maintenance, which invariably responds with action. Teachers complete a facility survey at the end of each semester to alert our head custodian of potential concerns within the classroom. In addition summer work projects are planned at the end of each spring to address bigger work orders.</p> <p>Hercules High School has established emergency preparedness routines that are reviewed with staff at the beginning of the year. Every classroom is equipped with a fire extinguisher and a Readiness Emergency Management for Schools (REMS) classroom guide is posted in each classroom. The R.E.M.S flip chart provides detailed procedures to follow in the event of an emergency – fire, earthquake, medical emergencies, or campus intruders. The school conducts fire and earthquake drills four times throughout the school year that include: 2 fire drill, 1 earthquake drill and 1 lockdown/barricade drill.</p> <p>A comprehensive behavioral management system is in place that allows a tier level of disciplinary consequences to be applied as inappropriate behaviors are</p> | <p>Schedule of administrative supervision</p> <p>Facility survey</p> <p>R.E.M.S. Flip Chart</p> <p>Yellow Emergency Drill Sheets</p> <p>AED Campus Map</p> <p>Keenan Safeschool records</p> <p>Technology agreement forms</p> <p>Hall pass logs</p> <p>Safety plan in place for entire school.</p> <p>Teacher handbook with policies.</p> <p>Resource officers.</p> <p>Supervision Assignments</p> <p>FIT Inspection Tool</p> <p>Maintenance work detail</p> <p>Cyberbullying assembly reflections</p> |

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

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

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

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

The district supports a technology liaison to monitor the technology equipment on campus. All students are required to sign a district policy, technology agreement form, about acceptable internet use.

The Severely Handicapped (SH) and integrating technology and hands on communication program (ICHAT) are two programs supported by Hercules High School. Students with severe disabilities receive instruction in classrooms with special equipment to meet their specific needs through the SH and ICHAT programs.

E2.2. High Expectations/Concern for Students

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

| Findings | Supporting Evidence |
|--|--|
| The school supports a school-wide safety plan that includes three safety goals that is derived from reviewing climate data (discipline, attendance, graduation rate). Each year the school develops a safety plan focused on achieving data driven results. The safety team oversees the safety plan and implements strategies to minimize suspend able offenses on campus. | Academic Environment PowerPoint. |
| At the start of each semester, teachers present an academic environment PowerPoint that states all the school policies to support an academic environment that is conducive to learning. | Hercules High School Health Center Brochure |
| In 2014-15 school year the administrative team and the security team had a 2.5 day training on restorative justice practices. Restorative Justice is utilized individually by admin team with discretion to consequences and offenses committed. | Health Center Referral Sheet |
| In 2016-17, the administrative team developed a progressive discipline matrix that outlined administrative progressive discipline consequences for education code violations. | Safety Plan |
| Teachers utilize progressive discipline procedures in their classrooms to support their academic environment. | Classroom Behavioral Management System |
| Health Center is fully staffed throughout each school day with a Health Center Coordinator, Mental Health Coordinator and a Youth Development Coordinator. Together they work to supply social, emotional and mental support for our students. Coordination of Services Team (C.O.S.T) meets once a week to address staff concerns regarding students' academic readiness or lack thereof. Health Center has a referral system in place that allows students to self-refer or staff to refer students who seem to need additional support in the area of emotional, social and mental domains. | Discipline Log |
| Hercules has a vibrant and active Associated Student Body (ASB) that plans school wide activities for all students throughout the school year. Hercules homecoming has become a remarkable event that promotes a genuine spirit of class and campus unity. The event includes a variety of decorations throughout campus for an entire week called "spirit week". The Friday of homecoming consists of a parade down Refugio Valley Road followed by a school-wide assembly full of skits, music, dancing, and class competitions. The enterprise | Staff Handbook - Progressive Discipline Policy |
| | Multicultural Night Assembly Agenda |
| | Pink Homework Accountability form |
| | Yellow Behavioral Infraction half-sheets |
| | Award ceremonies for academic achievement. |
| | Link Crew sign-in sheets |
| | Homecoming packet |
| | Safety Team meeting |

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

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

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

Interact club coordinates a school multicultural assembly in the spring of each year. In addition the club sponsors a multicultural night assembly for the community.

minutes

School Climate data

Disciplinary Data

Yearbook

African American
History Showcase &
Poetry Slam Flyer

Rising Scholars
Meeting Minutes

Ivy League
Connection Sign-up
& correspondence

Williams Complaint
form

E2.3. Atmosphere of Trust, Respect, and Professionalism

Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.

| Findings | Supporting Evidence |
|---|--|
| School-wide Policies are communicated at the beginning of the year and consistently enforced throughout the entire year. Administration team and Site Supervisors work together to support the perimeter of campus and hold kids accountable for being timely to all classrooms. A staff handbook is provided at the beginning of each school year that has helpful tools, resources, and printable policies for teachers to utilize throughout the school year. The teachers strive for impartiality and a consistent application of the rules. Rules are clear and displayed prominently so there is a clear expectation. | Course Syllabi PD attendance logs Department meeting minutes and attendance logs Department binders |
| Staff meetings are held the first Monday of each month to review, discuss, and reinforce school-wide and/or district mandates or initiatives. | Safety Team Meetings |
| New Teacher Meetings are held monthly to review the staff handbook, discuss upcoming assessments or grading timelines and to support any instructional or managerial items that are concerning to them at the time. | Teacher Handbook Faculty meeting attendance sheets |
| Weekly collaboration meetings (Wednesday) are held and rotate from department collaboration, ILT led professional training sessions, and other | New Teacher Meeting Binder - Agendas, |

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

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

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

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

meeting minutes & attendance logs

School Site Council minutes and attendance logs

E3. Personal and Academic Support Criterion

E3.1. Adequate Personalized Support

Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.

| Findings | Supporting Evidence |
|--|--|
| Each Hercules High School student has a personalized 4 year plan, developed in conjunction with an academic counselor at the time of the student's registration. We currently have two academic counselors for approximately 1010 students with a ratio of 1:505. Each counselor's case load is split by alpha (A-L) and (M-Z). The benefit of this categorization is that our counselors can supervise a student's 4 year plan for all years the student is enrolled in high school. In addition, the counselor would be serve an entire family of students. As a student enters Hercules High School, they meet with one of our academic counselors as assigned by last name (A-L or M-Z). | Copies of 4-year plans from sample students |
| Academic counselors utilize many tools, often taking students into the computer lab, using the tablets and through website postings. Our academic counselors schedule grade level presentations throughout the school year. These sessions are informational – reminders about A-G requirements, graduation requirements, and registration procedures for the following year. | Counselors' meeting schedules |
| Each Hercules High School student has a personalized 4-year academic plan, developed in conjunction with a guidance counselor at the time of the student's registration at the school. | Handouts and attendance sheets from grade-level meetings |
| | Agendas, sample presentations, and attendance sheets from college meetings |
| | List of students enrolled in SPED program |

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

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

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

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

ELD classes are offered to our English Learner Students. In addition to our EL courses, our EL students are placed in sheltered sections in the core subject areas (Math, Science, and Social Science). The sheltered sections are within the mainstream courses. As of the beginning of this year, we have an instructional aide (graduate tutor) that rotates through those classes assisting EL students.

Students who have qualified or met the criteria for an Individualized Education Plan through special education services benefit from academic support throughout their high school career. At the start of each school year, the SPED department communicates with an "IEP at a Glance" which outlines the accommodations and modifications of each child.

Non- special education students who have a medical condition that affect their learning may request a 504 plan to support their academic needs. Our two assistant principals oversee all 504 plans separated by a load categorized with the beginning of their last names (A-L) and (M-Z).

E3.1. Additional Online Instruction Prompts:

Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.

| Findings | Supporting Evidence |
|--|----------------------------|
| The only online courses that are offered for credit at Hercules High School is Cyber High. Cyber High is a credit recovery program that allows 11th and 12th | Cyber High Enrollment |

grade students to retake a course needed for graduation online.

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

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

| Findings | Supporting Evidence |
|--|---|
| <p>Personalized learning is a concept that has brought up at the start of the 2016-17 school year with the 2-in-1 tablet initiative. We have been working with teachers to develop technology based learning to support personalized learning throughout each department. Some of the things that we are working on developing are the following</p> <ul style="list-style-type: none">● Shmoop Online Courses<ul style="list-style-type: none">○ Supplemental lesson/enrichment○ SAT prep session○ AP test review sessions● Technology Based Learning<ul style="list-style-type: none">○ Edmodo○ Google Classroom○ Newsela○ Shmoop <p>The district-wide has been very supportive in providing professional development opportunities at the district level and at the site level.</p> <p>Cyber High Online Courses is utilized for students who have earned a “D” or lower in any core classes. Most students who take Cyber High are in 11th and/or 12th grade. Cyber High is overseen by the counselors and is an after school program.</p> <p>In the last couple of years we have instituted an Academic Intervention Program focused on supporting our 9th and 10th grade students who may be receiving a “D” or an “F” in any core subject. Letters are sent home during the 1st and 3rd quarters. Parents are invited to attend a “Pathway to Academic Success Night”, which is hosted by our academic counselors and our assistant principals. Students are enrolled into the after school tutoring program. A state university college study trip is scheduled for all students who consistently utilize the homework center for tutoring. At the start of the 2016-17 school year, we contracted with Achieve Learning to support the homework center. Achieve Learning is a private organization that provides tutorial and test prep</p> | <p>Academic Intervention Program Outline</p> <p>Homework Center Sign In Sheets</p> <p>Cyber High Enrollment</p> <p>SAT prep attendance logs</p> |

courses.

E3.3. Support Services – Interventions and Student Learning

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

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

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

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

- Testing/assignment accommodations for students with disabilities (including 504s)
- Special Ed technology use has become widespread
- Resource Program (RSP)

Progress reports are sent out every 4.5 weeks to parents and serve as an awareness mechanism to communicate with students and parents on the level of achievement a student is demonstrating. Student grades are updated regularly through PowerSchool. Parents and Students have access to PowerSchool records. Parents are able to communicate directly with teachers through teacher email. Parental contact

Academic Support provided by department or individual teachers. How does each department or teacher identify under-performing struggling students and what types of intervention supports are offered.

E3.4. Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).

| Findings | Supporting Evidence |
|---|--|
| Hercules High School has an open access to all courses and any student can self-select to be in Advanced, Honors or AP courses. Selections are reviewed by individual students' academic counselors to preview a student course requests. Teachers are also given a list of potential students who are requesting to enter advanced, honors, or AP courses. If a teacher has concerns with an individual student, their concerns are made to the counselors. The counselors then meet with the student to discuss the rigor of that class and may at that time contact the student's parents to discuss their enrollment selection. Ultimately the parent has the final say if their child is to be enrolled in Advanced, Honor or an AP class. | Chapter I, community profile data Distribution of Advanced/Honors classes Distribution of AP courses |
| Hercules High School carefully monitors enrollment patterns and reports the diversity in each of the courses with site administration. Each fall demographic data is provided that displays the ethnic breakdown of students enrolled in | |

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

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

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

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

E3.5. Co-Curricular Activities

Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.

| Findings | Supporting Evidence |
|---|-------------------------------------|
| Hercules has a vibrant extracurricular and co-curricular activities program. The athletic department offers a full range of 21 competitive sports that involve hundreds of students annually. | List of all Clubs approved by ASB |
| Over the past two years, our Associated Student Body has developed a strong leadership program that oversees all student clubs. Clubs are required to write a constitution and update it each year, in addition to having a minimum number of members prior to it being sanctioned by ASB. The clubs/activities program is extremely robust, supporting over 35 clubs: | Clubs Mission and Vision Statements |
| Curricular and Co-curricular programs give many of our students the opportunity to receive insights and feedback from professionals in variety of fields. MESA, MASS, Junior Statesman Achievement, Robotics, Mock Trial, and Journalism. | |
| Each co-curricular club is overseen by a certificated staff member who supports and advises the club in all areas of operation. Every year a club has to re-new its proposal for membership that includes a mission and vision statement with a list of voted in officers. Minutes for club meetings are kept by individual club commissioners. All study trips, fundraising activities are | |

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

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

Summary (including comments about the critical learner needs)

Hercules High School staff agrees that it is crucial that all students receive appropriate academic support and intervention to help ensure school, college, and career success. While not all students will attend college, nor should they, it is our job to provide resources which will help them prepare for life after high school, wherever their path may lead them. Each HHS student has a personalized 4-year academic plan, developed in conjunction with a guidance counselor at the time of the student's registration at the school. In addition to core academic opportunities, Hercules High School offers a variety of co-curricular experiences available to all students. In the last two years, the college and career center has been fully staff and servicing all grade levels. The Health Center has continued support students in need of social, emotional and mental services. As identified in critical learner # 2, there is a need to support the Hispanic and African American male population with the successful progression of academic course work that would propel them into college and career readiness.

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

- The technology infrastructure has advanced to support the school wide technology based learning.
- Health Center is interactive with our school community providing group support as well as individual social, emotional and mental counseling services.
- The school has implemented a strong referral services program that support students in such areas as physical, mental and social health.
- The clubs/sports/activities program is well-developed, serving large numbers of students and providing vehicles for many kids of educational and social experiences.
- Parental Involvement has increased which is evident through the progress of the Parent Teacher Organization and participation in School Site Council in addition to the attendance at Parent Nights (Back to School Night, Academic Night, and Grade Level Parent Nights).
- According to the Healthy Kids Survey results (2014-2016), the school has steadily increased in the category of “perceived school safety” for all students to a score of 256 out of 500, one of the top scoring indexes.
- According to the Healthy Kids Survey results (2014-2016), the school has steadily increased in the category of “opportunities for meaningful participation” for all students to a score of 264 out of 500, one of the top scoring indexes.

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

- According to the Healthy Kids Survey results (2014-2016), the school has steadily increased in the category of “care and high expectations” for all students to a score of 171 out of 500, but it is still the lowest among all other categories.
- Implement/Develop strategies that support high expectations and a more caring environment for all students.
- Develop and implement school wide personalized approaches to learning and alternative instructional options which allow access to and progress in a rigorous standards based curriculum.
- Provide evidence of real world applications of learning standards and school wide learning outcomes.
- Identify a measure to determine the level or extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided on a school wide basis.
- Continue to implement/develop mechanisms of communication and collaboration between and among the schools leadership, staff and stakeholders.
- Identify a measure to determine the extent to which current educational research and thinking is shared, discussed, implemented and reflected upon by the staff at the school site.

Prioritized Areas of Growth Needs from Categories A through E

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

- **Continue to develop Academic Intervention program to support 9th and 10th grade students throughout their academic program.**
- **Develop and implement schoolwide personalized approaches to learning and alternative instructional options which allow access to and progress in a rigorous standard-based curriculum.**
- **Increase the opportunities for students to access career based courses (e.g. Journalism, Photography, Health Careers, Biomedical, Engineering, Law, Construction technology, Drafting, and other vocational classes).**
- **Continued work to diversity instructional strategies and provide other activities that increase successful educational outcomes for students who are learning English as well as students receiving special educational services.**
- **There needs to be an enhancement of the process that allows staff to be involved in a shared decision making process.**
- **There needs to be a schoolwide process that examines how student's grades and performances levels are determined (e.g. grade level meetings, departments, professional learning community, etc.).**
- **There needs to be a measure or collection of evidence that supports the effectiveness of professional development towards the facilitation of achieving academic and college readiness standards.**

Chapter V: Action Plan

Hercules High School is focused on establishing an action plan that will propel the school into achieving the objectives set forth in the school's vision and mission statements. The faculty, staff, students and parents of Hercules High School are committed to collaboratively providing a high quality education to every student through a holistic "response to intervention". Hercules High School has engaged the cycle of inquiry which is evident through the collection of data, analysis of the data, interpretation of data and the development of strategic steps to enhance our academic program that meet the needs of a 21st century learner. Through this process we feel that we have addressed the prescribed areas of concern by previous WASC visiting committee members.

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

Our goals will be presented with data to support the rationale for each goal and to serve as a measure to monitor our progress of achieving each goal. Each department and staff member will be asked to add to the list of action items that they plan or intend to add to support each goal.

Goal # 1: Improve College and career readiness for all students.

Goal # 2: Develop and execute a school-wide plan of interventions that will address the educational needs of individual students as well as struggling subgroups.

Goal # 3: Develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment (core academic pass rate, SBAC, and/or College Board).

Goal # 1: Improve College and career readiness for all students.

Rationale: Self-Study findings indicate a need to improve college readiness for all student groups. The 4 year trend in EAP math results shows that 6.78% of juniors tested in the spring of 2015 were college/career ready. The 4 year trend in EAP English results show that 21.5% were college/career ready. 2015 PSAT results show that 24% of 9th grade, 35% of 10th grade and 34% of our 11th grade are on track to be college/career ready in English and Math. 2016 SBAC-Math results show that 32% of our juniors are on track to be college/career ready. 2015 PSAT results show that 24% of 9th grade, 35% of 10th grade and 34% of our 11th grade are on track to be college/career ready in English and Math.

Critical Learner Needs addressed:

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

#2 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).

#3 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: PSAT, 2015 (11th grade – 34%, 10th grade – 35%, and 9th grade -24%). EAP, 2015 (English – 21.56% & Math – 6.78%), as well as AP Pass Rate.

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

Growth Target: (SMART Goal)

- a) 9th grade PSAT results will increase from 24% meeting both benchmarks in 2015 to 29% meeting both benchmarks by 2021.
- b) 10th grade PSAT results will increase from 35% meeting both benchmarks in 2015 to 40% meeting both benchmarks by 2021.
- c) 11th grade PSAT results will increase from 34% meeting both benchmarks in 2015 to 39% meeting both benchmarks by 2021.
- d) SBAC math results will increase from 32% meeting and exceeding Math Overall Scores to 37% meeting and exceeding math overall scores by 2021.
- e) SBAC ELA results will increase from 64% meeting and exceeding ELA Overall Scores to 69% meeting and exceeding ELA overall scores by 2021.
- f) The five year average AP results will increase from 29% of students who score a 3 or higher to 34% by June of 2021..
- g) The percentage of seniors who submit a completed application for 2- or 4-year college will increase by 10% by the end of the June 2021.

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

| Monitor Progress (Measureable Assessment Tools) | Report Progress (Communication, share out, etc) |
|---|---|
| SBAC (EAP results) | School Site Council |
| PSAT 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 new elective courses offered and populated in master schedule. | 2018-19 & Ongoing throughout next six years | admin, teachers, counselors | Staff Meetings School Site Council |

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|---|--|--|---|---|
| All students will have a monitored 4 year plan through Overgrad that counselors and parents. | # of students fully enrolled in Overgrad system. | 2018-19 & Ongoing throughout next six years | Administration Academic Counselors | Faculty Meetings School Site Council |
| <p>Promoting a college/career culture of awareness that identifies college career readiness throughout the school year throughout all grade levels.</p> <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 the year | Teachers Counselors Administrators Students Parents | <p>Faculty Meetings</p> <p>Staff Collaborations (Department Meetings & Professional Development)</p> <p>School Site Council</p> |
| Schedule standardized test prep sessions (PSAT, SAT, SBAC) in Math & English. Partner with Achieve Learning to conduct 4 hour prep sessions at least three times prior to the SAT administration. | <ul style="list-style-type: none"> SAT/PSAT Prep sign in sheets. Review ELA & Math Benchmark scores. # of participants in tutorial programs - sign in sheets. | 2018-19 & Ongoing throughout next six years | Teachers Counselors Administrators Achieve Learning | <p>Faculty Meetings</p> <p>Staff Collaborations (Department Meetings & Professional Development)</p> <p>School Site Council</p> |

| | | | | |
|--|--|---|--|--|
| Implementation of Career Day every other year. | <ul style="list-style-type: none"> • Post-Career Survey/Evaluation of the day that determines effectiveness of the presentations. • Overgrad - Post Secondary college/career goal-setting. | 2018-19 & Ongoing throughout next six years | Teachers Counselors Parent Teacher Organization | Faculty Meetings Staff Collaborations (Department Meetings & Professional Development) School Site Council |
| Plan and implement staff development and professional collaboration aligned with college and career readiness anchor standards | <ul style="list-style-type: none"> • Develop a professional learning schedule (collaboration) based on needs assessment through continuous monitoring and assessment protocol. | 2018-19 school year and ongoing for next 6 years. June of each year plan is revised based on needs assessment. | Administration Instructional Leadership Team Departments District Support | Department Chair Meetings School Site Council Staff Meetings Instructional Leadership Goals. |

Impact on student learning: By monitoring and updating individual 4 year plan yearly, students will be able to select a course of study that prepares them for their individual post-high school plans. Furthermore, students will have the opportunity to explore career oriented courses that provide a connection between real world application and core content areas. Lastly, these action steps will have a direct positive impact with steady progress towards all students passing individual classes with C or better. All students are expected to perform at a college/career readiness level.

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 46.8% 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: A-G 3 year trend: African American Male- 20.28%, Hispanic Male – 37.68% and Filipino Male – 39.84%. 2016 SBAC, Math – 32% achieving “Exceed/Met” range. Math Performance Claims – Concepts & Procedures, 51% below standard. A-G completion Rates (3 year avg, AA male – 20.28%, Hispanic male – 30.44%, AA female – 46.58%, Hispanic female – 42.68%, Overall 4 Year Avg. – 46.8%)

| 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 |
| 2015-16 | | | | | | | | | | |
| 2014-15 | 79.20% | 60.00% | 53.80% | 20.00% | 80.00% | 55.90% | 60.00% | 28.00% | 66.70% | 8.30% |
| 2013-14 | 73.90% | 65.40% | 37.50% | 33.30% | 70.30% | 51.30% | 44.00% | 44.00% | 53.80% | 87.50% |
| 2012-13 | 85.70% | 54.80% | 66.70% | 15.60% | 59.30% | 50.00% | 40.90% | 18.20% | 57.10% | 36.40% |
| 2011-12 | 46.70% | 53.60% | 32.00% | 20.00% | 48.00% | 43.50% | 30.00% | 33.30% | 66.70% | 23.10% |
| 2010-11 | 64.70% | 36.40% | 42.90% | 12.50% | 43.80% | 33.30% | 38.50% | 21.40% | 33.30% | 33.30% |
| 3 Year Avg. | 70.04% | 54.04% | 46.58% | 20.28% | 60.28% | 46.80% | 42.68% | 28.98% | 55.52% | 37.72% |
| UC/CSU A-G Gender | Female | Male | Female | Male | Female | Male | Female | Male | Female | Male |
| | Asian | | African American | | Filipino | | Hispanic | | White | |

Growth Target: (SMART Goal)

- a) The 5 year averaged A-G results will increase from 46.8% to 51% by the end of June, 2021.
- b) The African American Male subgroup 3 year A-G completion rate, will increase from 20.28% to 25% by the end of June, 2021.
- c) The Hispanic male subgroup 3 year A-G completion rate, will increase from 28.98% to 32% by the end of June 2021.
- d) The Filipino male subgroup 3 year A-G completion rate, will increase from 46.8% to 51% by the end of June 2021.
- e) The number of students who are referred to Alternative Education due to lack of progress toward graduation will decrease by 10% by the June of 2021.

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

| Monitor Progress (Measureable Assessment Tools) | Report Progress (Communication, share out, etc) |
|---|---|
| D's & F's List | School Site Council |
| SBAC 2016, Math | Faculty Meeting |
| Academic Pass Rates | Staff Collaboration Sessions |
| A-G 3 year trend completion rates | Parent Teacher Organizations |
| Attendance Rate | |
| Discipline Logs – Suspend-able Offenses | |

| Description of Specific Actions to increase the academic performance of underperforming students. | MEANS TO ASSESS IMPROVEMENT | TIMELINE | RESPONSIBLE PERSON(S) INVOLVED | Means to Monitor and Report Progress |
|---|---|---|--|--|
| Academic Intervention Program – After School Tutoring w/ Achieve Learning - | 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 |
| Extend learning opportunities to students in need of credit recovery as identified through transcript analysis and the local review process (Cyber High, Edmentum/Plato). | <ul style="list-style-type: none"> ● Review of HS transcripts and successful completion of all graduation requirements. ● Semester grades will be analyzed and opportunities for Cyber High/Edmentum (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 |

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|---|---|--|---|--|
| <p>Review all support and intervention programs currently in place and determine a system to regularly assess their effectiveness.</p> <ul style="list-style-type: none"> Identify at risk students at Coordination of Services Team (COST) meetings. Offer personal/emotional counseling as needed. Arrange meetings with teachers, parents, students, admin, and school psych to determine recommended individual needs/interventions. | <p>Collection of current programs</p> <p>School wide schedule of tutorial offerings</p> | <p>2018-19 & Ongoing throughout next six years</p> | <p>Administration</p> <p>Department Chairs</p> <p>Health Center</p> <p>Academic Counselors</p> <p>Security Team</p> | <p>Staff Meeting</p> <p>Professional Learning Collaboration Sessions</p> |
| <p>Focus Group Meetings</p> <ul style="list-style-type: none"> 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). | <p>Quarter Grades</p> <p>Progress Reports</p> <p>Semester Grades Reports</p> <p>Sign In Sheets</p> <p>Meeting Agendas</p> | <p>Ongoing: Re-assess at the end of each semester.</p> | <p>Administration,</p> <p>Health Center Youth Development Coordinator</p> <p>College & Career Counselor</p> | <p>Staff Meeting</p> <p>Professional Learning Collaboration</p> |
| <p>Examine student access of teachers' tutorial sessions and how to enhance the effectiveness for students.</p> | <p>Sign In Sheets</p> <p>Teacher Tutorial Sessions</p> | <p>2018-19 & Ongoing throughout next six years</p> | <p>Department Chairs</p> <p>All Teachers</p> <p>Administration</p> | <p>Department Chair Meetings</p> <p>Professional Learning Sessions</p> |

| | | | | |
|--|---|--|---|--|
| <p>English Learner Support/Interventions:</p> <ul style="list-style-type: none"> • 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. | <p>Push In Schedule RL Lesson Plans Grad Tutor Schedule Tutoring Schedule</p> | <p>2018-19 & Ongoing throughout next six years</p> | <p>EL Teacher Grad Tutor Administration</p> | <p>Professional Learning Collaboration School Site Council Professional Learning Collaboration</p> |
| <p>Special Education</p> <ul style="list-style-type: none"> • 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. | <p>Department Meeting Minutes Lesson Plans Professional Learning Opportunities IEP Goals and Progress Reports Student's Progress Reports Improved Grades</p> | <p>Ongoing: Re-assess at the end of each semester.</p> | <p>Department Chair and Case Managers</p> | <p>Department Chairs Department Binders Tutorial Schedule Lesson Plans Professional Learning Collaboration</p> |

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|---|-----------------------------|--|--|--|
| 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 2016 self-study, there are inconsistencies among student performance data in terms of academic pass rates versus norm referenced, standardized assessments.

- 49% of 10th grade students earned a 3.0 and or above at the end of the 1st quarter of 2016, while 24% of these students' met/exceeded Math and English benchmarks ("college-ready") on PSAT 8/9 in 2015.
- 62% of 11th grade students earned a 3.0 and or above at the end the 1st quarter of 2016 while 35% of these students were deemed to be college ready according to PSAT 2015 scores.
- 59% of 12th grade students earned a 3.0 and or above at the end the 1st quarter of 2016 while 34% of these students were deemed to be college ready according to PSAT 2015 scores.
- The overall average academic pass rates among AP courses in the 1st quarter of 2016 was at 90% or higher while the five year average AP Pass rate is at 29%.

Critical Learner Needs addressed:

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

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

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

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

Ways of Assessing Progress: 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) 9th grade PSAT results will increase from 24% meeting both benchmarks in 2015 to 29% meeting both benchmarks by 2021.
- b) 10th grade PSAT results will increase from 35% meeting both benchmarks in 2015 to 40% meeting both benchmarks by 2021.
- c) 11th grade PSAT results will increase from 34% meeting both benchmarks in 2015 to 39% meeting both benchmarks by 2021.
- d) SBAC math results will increase from 32% meeting and exceeding Math Overall Scores to 37% meeting and exceeding math overall scores by 2021.
- e) SBAC ELA results will increase from 64% meeting and exceeding ELA Overall Scores to 69% meeting and exceeding ELA overall scores by 2021.
- f) The overall 5 year AP pass rate will increase from 29.26% of all test takers to 34% pass rate among all test takers by June, 2021.

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 |
| AP Test Results | |
| SBAC Results | |
| Academic Pass Rates | |
| A-G Completion Rates | |
| 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 |
|--|-----------------------------|----------|--------------------------------|--------------------------------------|
| | | | | |

| | | | | |
|--|--|--|--|--|
| <p>Implement a site based professional development plan that:</p> <ul style="list-style-type: none"> Identifies school wide strategies Provides technology resources Builds capacity from within via peer to peer collaboration and the sharing of best practices | <p>Professional development calendar</p> <p>Minutes from ILT meetings.</p> <p>Lesson Plans – implementation of technology</p> <p>Course Syllabus – common agreements, common assessments</p> | <p>2018-19 & Ongoing throughout next six years</p> | <p>Instructional Leadership Team, Administration</p> | <p>Faculty Meetings</p> <p>Staff Collaborations</p> <p>ILT Collaborations</p> <p>School Site Council</p> |
| <p>Identify a school-wide focus that allows all departments and grade level cohorts to work together to achieve success in that area.</p> | <p>Department Binders and Minutes.</p> <p>Individual Teacher Lesson Plans</p> <p>Department Sign In Sheets</p> <p>Instructional Leadership Minutes.</p> <p>Collaboration Schedule</p> <p>SSC - updates</p> | <p>Reassessed at the end of each school year.</p> | <p>Instructional Leadership Team</p> <p>Departments</p> <p>Staff</p> <p>Administration</p> | <p>Faculty Meetings</p> <p>Staff Collaborations</p> <p>ILT Collaborations</p> <p>School Site Council</p> |
| <p>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.</p> <ul style="list-style-type: none"> We will request that departments/grade level cohorts share best practices of targeted instructional strategies pertaining to the selected School-Wide Focus | <p>Department Binders and Minutes.</p> <p>Individual Teacher Lesson Plans</p> <p>Department Sign In Sheets</p> <p>Instructional Leadership Minutes.</p> <p>Collaboration Schedule</p> <p>SSC - updates</p> | <p>Continuously monitored throughout each school year.</p> | <p>Instructional Leadership Team</p> <p>Departments</p> <p>Staff</p> <p>Administration</p> | <p>Faculty Meetings</p> <p>Staff Collaborations</p> <p>ILT Collaborations</p> <p>School Site Council</p> |

| | | | | |
|---|---|--|---|---|
| <p>Implement cycles of inquiry to review the effectiveness of instructional practices that address DOK, which would include</p> <ul style="list-style-type: none"> • The analysis of classroom assessment and standardized test data • A common protocol for reviewing data • Plan for reteaching and instruction modification | <p>Department Binders and Minutes. Individual Teacher Lesson Plans Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC – updates Instructional Rounds Checklist</p> | <p>Continuously monitored throughout each school year.</p> | <p>Instructional Leadership Team Departments Staff Administration</p> | <p>Faculty Meetings Staff Collaborations ILT Collaborations School Site Council</p> |
| <p>Utilize instructional rounds, strategic collaboration and other applicable professional learning opportunities that support our school’s academic goals and school-wide focus.</p> | <p>Department Binders and Minutes. Log Sheets of Instructional Rounds Department Sign In Sheets Instructional Leadership Minutes. Collaboration Schedule SSC – updates Instructional Rounds Checklist</p> | <p>Continuously monitored throughout each school year.</p> | <p>Instructional Leadership Team Departments Staff Administration</p> | <p>Faculty Meetings Staff Collaborations ILT Collaborations School Site Council</p> |
| <p>Develop common assessments (formative/summative) within departments (Math, English, Social Science, Science and World Language)</p> | <p>Department Binders and Minutes. Individual Teacher Lesson Plans Copies of common assessments per course Department Sign In Sheets Instructional Leadership Minutes.</p> | <p>Continuously monitored throughout each school year.</p> | <p>Instructional Leadership Team Departments Staff Administration</p> | <p>Faculty Meetings Staff Collaborations ILT Collaborations School Site Council</p> |

| | | | | |
|--|--|--|--|--|
| | Collaboration Schedule SSC – updates | | | |
| <p>Review current instructional practices and implement additional best practices, especially those designed to support struggling students.</p> <ul style="list-style-type: none"> Implement instructional strategies to improve student achievement within courses. | <p>Peer Observations</p> <p>Administration Drop In's</p> <p>Lesson Plans</p> | <p>Ongoing: Re-assess at the end of each semester.</p> | <p>Department Chairs</p> <p>All Teachers</p> <p>Administration</p> | <p>Department Meetings</p> <p>Professional Learning Sessions</p> |

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.