SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

CALIFORNIA STATE DEPARTMENT OF EDUCATION

FOR

Hercules High School

1900 Refugio Valley

Hercules, CA 94547

West Contra Costa Unified School District

February 26th - March 1st

<u>Visiting Committee Members</u>

Mr. Michael Weibert - Chair
Math Teacher, Riverdale High School

Ms. Sarah Bone
English Teacher, Folsom High School

Mr. Stephen Emmi
Assistant Principal, Galileo Academy

Mr. Thomas Fletcher
Assistant Principal, Livermore High School

Ms. Millicent Kessler
Assistant Principal, Retired

Ms. Michelle Lau
Math Teacher, Irvington High School

Chapter I: Student/Community Profile

Hercules, California is a small but culturally rich community with a population hovering around 25,000. Located on the I-80 corridor, Hercules is in a prime location with views of San Pablo Bay and is within an hour commute of San Francisco, Sacramento, and other important work force locations. 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. Hercules has one of the largest populations of Filipino and Asian residents compared to other communities. Asian (Filipino and other Asian groups) represents a combined 42.7% of the population. The Caucasian population represents 28% of the whole and the African American residents are at 18%.

Hercules High School is a comprehensive public high school serving approximately 1000 students in grades 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.

Under the guidance of a principal and two vice principals there are: two academic counselors, a health center coordinator, librarian, psychologist, speech pathologist, four CSO's, two SRO's, a handful of classified staff, and 40 faculty. Of these, 35 have met the criteria to be considered highly qualified in the subject they teach. Hercules offers 89 different subjects that students can take including a variety of ROP (7 classes available), AP (13), and other elective courses. The school operates under a six period day with an additional "A" period in the morning that allows students to take extra electives. Seniors that meet graduation requirements are allowed to leave any time after lunch (4th period) in the school day to pursue work or other endeavors.

Since the last full visit in 2011 the school has maintained an average enrollment of 1000. Matching the community around them there is a wide variety of ethnicities that make up the student population. However, unlike the city of Hercules, there is a discrepancy with the number of African American students at 28% (18% in Hercules) and Whites at 7% (28%). While the staff mirrors the school and city in diversity, they are still predominantly White. The school has made an effort to continue to look for diversity in staff while making sure they are highly qualified. All major ethnicity subgroups have at least one member of the staff that they can approach with regards to any cultural needs.

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%

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	

The percentage of students with economic need has increased over the last six years based on free or reduced lunch data.

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%

Student enrollment in AP for 2016-2017 are following the current trend that classes also mirror the general population of students except for African Americans. While this has not been specified as a critical area of need it is recognized by the VC that HHS knows that it is a problem and has made the effort to create programs to assist in making African American students become more involved and successful academically. The staff and administration of HHS now needs to evaluate the effectiveness of these programs.

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 & Compo	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%

AP pass rates for HHS are at an all time low of 18.95%. This represents a continual decline since a high of 42% in 2011. Focus group meetings with staff speak to this decline as a result of HHS changing to open AP enrollment three years ago. This gives the benefit of anyone being willing to give any AP class a try but also includes students that are unable to pass the test, lowering the overall success rate. Additionally, the counseling staff also informed the VC during focus groups that some students will take multiple tests even if they have not enrolled in the course.

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	5	11	2
1	53	9	20	5	40	14	6	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	765
Total Scoring 3 or more	145
Total Percent Scoring 3 +	18.95%

As education has made the transition from CST's to SBAC testing, HHS has been working on making the transition in curriculum but has done very little with implementation of common core instructional practices in many subject areas. Compared to the rest of the district, HHS has had struggles in math with only 32% meeting or exceeding the standards. However, English has been successful with 64% meeting or exceeding standards, a number which is above both the district and state averages.

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%

Students at HHS have the ability to take A-G courses that allow graduates to be prepared for UC and CSU admission. Students are required to pass these classes with a C or better to be compliant. While HHS has a high overall graduation rate, and students begin taking all A-G courses, fewer than 50% of them graduate A-G ready. A continuation of the school pattern shows that Asian and Filipino students are largely A-G ready while Hispanic and African American students have shown a consistent lack of readiness.

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	43	51.20%	45	64.40%	49	69.40%	44	70.50%
African American	50	26.00%	56	37.55%	62	35.50%	41	41.50%
Filipino	48	45.80%	57	54.40%	76	60.50%	59	66.10%
Hispanic	44	31.80%	44	59.10%	34	44.10%	45	42.20%
White	22	40.90%	18	44.40%	21	66.70%	18	27.80%
Female	39	40.20%	58	59.80%	116	57.80%	102	67.60%
Male	41	36.30%	46	35.90%	129	50.40%	107	39.30%
Socio-Economic	78	24.40%	96	43.85%	93	40.90%	22	45.50%
EL			21	19.00%	19	5.30%	7	0.00%

Staff and administration at HHS spent many collaborative hours of discussion as well as some data analysis to create an action plan containing three goals pertinent to the school, staff and student achievement. These three goals are to: Improve college and career readiness for all students, develop and execute a school-wide plan of interventions that will address the educational needs of individual students as well as struggling subgroups, and 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). There is a relation between the goals and the Student Learner Outcomes with respect to students becoming better educated in the subject matter as well as the ability to communicate effectively. In the self-study, goal three was originally faculty driven. Suggestions

were made to the leadership team to make corrections to the Action Plan and they were done so quickly. Additional comments will then be discussed in chapter five of the report.

Chapter II: Progress Report

Since the last full self-study visit in April of 2011 that resulted in a six year accreditation with a 2-day midterm visit, there have been many changes and developments that have occurred at Hercules High. Originally the school was run as a 6th - 12th grade site. A new principal was hired in 2012. The self study states that while there was some initial joy in the new admin, the continuing lack of communication between the staff and administration in regards to many procedures still existed as well as the animosity between the middle and high school staff grew to unrepairable levels. In the spring of 2014, Hercules was granted a separation into two different schools with two different administrations and a WASC report required only by the 9th - 12th staff. During the midterm visit of 2014 the WASC committee had numerous concerns and granted a one year probationary accreditation. This, along with the other factors already mentioned, resulted in a vote of no confidence by the disgruntled staff which resulted in a new administration being brought in. April of 2015's two day visit left the WASC committee feeling that the new administration had shown enough improvements to result in a two year term. This made it so that they would match up again with what would have been their standard six-year accreditation cycle visit in 2017.

As the split with the Middle School created two new administrations it also led to programs being put in place that focused only on the Hercules High students. Hercules High formed a college and career center, an Early Academic Outreach Program, Destination College Advising Corps, Rising Scholars Project, Link Crew and other programs created for student achievement. Additional professional collaboration and training was made available for staff through district funds. Finally, within the last few weeks, the district has funded a one-to-one technology program at HHS and all students now have a laptop computer they use in the classroom and are allowed to take home.

The full study of 2011 left Hercules High with nine critical areas of need. The full revisit of 2014 recognized that very few of the critical areas were being met and tried to refocus the group with nine areas that were either a continuation or adaptation of the first nine. This visiting committee recognizes that the school has had a large amount of turmoil over the past six years and has seen improvements made by the current administration and staff. The writing below is in response to the original nine areas of need. The current VC recognizes the need to streamline all of the Critical Areas of Need so as not to overwhelm the staff. Most of the nine needs from 2014 deal with the lack of data use both to analyze the results and then use it to adjust instruction.

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

Under the new administration, new collaborative bodies were enacted to promote conversation between staff and administration.   Meetings occur between departments which can then carry ideas to department chair meetings. From there, many staff members are involved in weekly management meetings and the Instructional Leadership Team (created in 2014) that focus on schoolwide needs. There is a Student Senate on campus where student representatives meet with administration monthly to provide feedback on school matters. A Parent Teacher Organization was formed in 2015 to create communication and support between the school, parents and the community.

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.

The union and district worked in 2014 to create an environment that allows for staff development time with an agreed upon weekly early release Wednesday. Success of these meetings had the staff agree to a MOU through June of 2017. The meetings discussed under Critical Area #1 all apply here as they are attended by staff and administration. There is also mention of district staff attending various meetings at HHS to see the effectiveness of staff meetings and see what questions and concerns staff has for them. In conversations with the staff and administration the VC feels that there has been improvements made in this area.

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.

Multiple steps have been taken by HHS as well as the district to provide access to current technology and use it to teach effectively. The start of 2014 school year had all teachers receiving a new laptop, document camera, and projector. Wifi was installed campus wide for all staff and student work. Computer labs were created and then carts made available for class use. Training was made available for staff to be able to know how to use the technology on their own and then use it for use in the classroom. A Technology Liaison position was created by the district to be available for all support and growth for the district technology. Finally, this year is where HHS is made a huge leap by going one-to-one with laptops for all students as of second semester. All of these advancements in technology show a great structural growth and commitment by the district with both student access and use in the classroom.

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. (2014 CAN #1)

The self study report states that the Instructional Leadership Team has created school wide writing lessons and a staff rubric to calibrate scoring. The VC did not see evidence of staff using this rubric as well as students not knowing that such a rubric exists. Discussions with administration state that it was something that was implemented by the ILT in the 2014/15 year and showed good data driven information but was shelved due to other, more pressing matters. Staff meetings exist for both departments and all staff together to analyze data and improve

instructional strategies. Classroom visits as well as conversations with teachers show an increase of variety in instructional strategies that are instructional based. Students have just begun the one to one tablet initiative so it will take time to see if the new strategies are effective or not.

Staff members have begun to create common benchmarks that are more in line with what is taking place in the classroom. Staff admitted however, that this has been a fairly new process and that none of the data has been reassessed to adjust and improve curriculum.

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.

Many improvements have been made to parent communication by the administration that came on in 2013. 2014 brought on the desire of a Parent Teacher Organization by a group of parents who then saw this to fruition as an active PTO was formed in 2015. The PTO plans multiple events in their monthly meetings to reach out to parents. These events include; parent meetings for new students, college events promoting scholarships and application help, back to school night, specific ethnic groups meetings and events to improve and address the specific needs of their diverse community, meetings to outline senior year, and the ability to meet with parents about ways to help struggling students.

While there have been many improvements to attract parent attention, the delay until the fall of 2015/16 to include additional meetings for failing students is a huge gap that HHS knows they will need to improve upon. It will have to be seen as to the effectiveness of these meetings by the next VC. Conversations with parent leaders speak to their desire, yet difficulty, with including more than just a small group of parents to be committed to attend any meeting. The PTO is also concerned with getting more parents to participate as many of their officers will be graduating out this year. However, the PTO is proud of the increase in one year of parent membership from fewer than ten members to greater than thirty. There was also mention of specific events being popular that targeted individual parent and student needs over general meetings.

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 administration's active participation in the collaboration initiative.

Following the district wide plan for collaboration and training through the Common Core transition and beyond appears to be a high priority of the district. Each teacher was given multiple hours of Common Core professional development and time to work on new lesson plans and teaching methods. An agreement with the union allowed for an early release Wednesday every week to provide time for department meetings and other school/district wide training.

Two subcommittees exist to provide oversight. An Academic Liaison to ensure that each teacher has access to Common Core training and to make sure that teachers are adapting lessons to the new curriculum. The Tech Liaison has provided each teacher with appropriate technology for regular use as well as helping HHS in its transition to become a one-to-one school.

While administration and staff at HHS are empowered to create and run their own meetings and focus goals there is still an executive director that acts as an oversight for the school. In meetings with the director, she feels more of an assistant to the school's goals. Providing a level of support to all through constant presence in the classroom and alongside the administration to see what is needed to the end.

Critical Area # 7: All students need a 4 year plan that is updated annually.

Through discussions with counselors and administration an individualized 4 year plan is still not being fully used to best benefit students. Registration closes at the end of the school year, making it difficult for the counseling team to meet with more than about 50% of the student body in a one-on-one setting. The other half of the freshman through juniors are only spoken to in mass rather than through individual meetings with each student prior to registration for the next year. Counselors visit classrooms and give presentations as to the options students have available to them. From there, students are allowed to choose whichever courses they desire. A copy is made of the student's plan but no individualized meeting takes place to review and update the plan.

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

At the start of the 2014-15 school year, the district created a position to form an Early Academic Outreach Program and Destination College Advising Corps. This person runs both groups that promote a college-going culture at HHS through different presentations and workshops to show possible post-secondary options and supports students in achieving their post HHS goals. The 2015-16 school year had the district include an additional counselor to work in the college and career center. The center received new computers to help with researching opportunities and the center also coordinates visits to HHS from local colleges for student workshops.

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.

2013 saw the creation of an Instructional Leadership Team for each school site in the district. The goal of the ILT at HHS is to improve school-wide instruction and student learning. One teacher from each core department and other members from different entities of the school on the ILT allows for ownership of the school's focus by the staff itself. The goals set forth by the ILT are passed on through whole staff meetings as well as department meetings.

A school-wide writing theme was agreed upon by all departments as a way to assist students in writing in 2015. This venture was led by staff and some whole staff meetings were also led by the staff. This creates teacher leadership and buy-in.

Additional groups such as: safety team, WASC leadership, department chair meetings, School Site Council, Management Team allow for more staff involvement and ownership in improving

the HHS culture. Through focus group meetings and discussion with individuals it was clear to see by the VC that the staff feels supported in the opportunities that they have to both participate in trainings as well as leading meetings themselves.

Chapter III: Self-Study Process

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

Throughout the last year and a half, a calendar and schedule of WASC-related activities was created working backwards from the date of the WASC visit. Data was collected by one of the math teachers on staff and prepared with the principal to create Chapter 1 of the self study that could be used while completing the rest of the report. Staff members chose the Focus Group(s) in which they preferred to work. Several staff members volunteered to become Focus Group Leaders. Collaboration Wednesdays were predominantly used for all WASC collaboration meetings. The objective of each WASC staff collaboration was to create a school community in which staff was comfortable reviewing school data, gain a perception of what the data represented, 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 sets when modifying the school's 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. The progress of the WASC self-study was reported at each monthly meeting of the School Site Council and Parent Teacher Organization.

The SSC played an instrumental role in relaying the WASC process out to parents. The school site council served as the parent home group. WASC updates were presented at each school site council meetings. In addition to the PTO and school site council WASC updates, an family event had a portion reserved to share information pertaining to WASC, identifying the current status of work and referring to the school website for current drafts of the WASC report.

Students were involved in the process through the school's student senate. Each month the principal would meet with the student senate and update them on what had been taking place in focus groups. The students were also provided activities to complete so that they too would be be a part of the WASC process.

All of these methods of sharing information to different stakeholders is positive but it was mentioned to administration in emails and the pre-visit that all stakeholders need to be in focus groups at the same time, working together on the document. This promotes buy-in from all groups and a sense that answers given for each section represent the true voice of the school.

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. Discussions by the VC brought out an agreed upon feeling that the current action plan, written in the self study, is too broad and unspecific with data levels and dates of accomplishment. Admin and staff need to create an action plan in which all stakeholders can have their voice equally present, know what meeting the goal entails, and then celebrate that success before creating a new goal.

Chapter IV: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1.   Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Hercules High School's Mission statement is clear and concise. It states "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 school continuously monitors student data to evaluate the progress of attaining the school's vision. Data is shared regularly with the school's stakeholders (i.e. staff, school site council, parents, etc.) to determine and inform the community of the student's achievement, but there needs to be an emphasis placed on how to evaluate and monitor this data to better drive instruction. Hercules High revisits their vision, mission and SLOs on a yearly basis. They just recently converted their ESLRs to SLOs as part of the WASC self-study and they reviewed the district's updated LCAP goals in the fall of 2014.

Several stakeholders are involved in this process. School Site Council (SSC), Student Senate and the Parent Teacher Organization (PTO) all meet on a monthly basis and discuss and monitor the specific objectives stated in their mission, vision and SLOs. The SLOs are on the district website, periodically read on the daily announcements, prominently displayed throughout the campus and are prevalent in classrooms.

Most of the Hercules High School staff is committed to sharing the academic vision with students. They start each semester with a class lesson explaining the expectations to the student body.

A2. Governance Criterion

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The West Contra Costa Unified School Board (WCCUSD) meets twice a month and they communicate district policy to the school site through emails, fliers, internet sites and district administrators. Agendas are posted online, the meetings are video-taped and the meeting minutes can be found online.

WCCUSD board policies are clearly posted online and communicated with district stakeholders. There is an Educational Services, Educational Technology and an Accountability & Assessment Department at the district level. Their job is to disseminate information to stakeholders through multiple vehicles. (Illuminate, website, email, Google drive, etc.).

The Single Plan for Student Achievement (SPSA) is reviewed every year and approved by the SSC. Each HHS department creates a SMART Goal that is recommended for the SPSA. The SSC monitors these goals to see if they are achieved, while the district provides training workshops for the site level admin to support the development, implementation and monitoring of the SPSA.

The district also supports the parent community by providing workshops designed to communicate the structure and needs for the LCAP and the SPSA.

In the HHS handbook, there is a reference to the WCCUSD board and their responsibilities. They include the following: Involve the school community and be responsive to all students. Work with district admin in developing a common vision. Adopt, update and evaluate policies. Maintain student accountability for student success. Hire and support the superintendent. Conduct timely evaluations of the superintendent. Adopt a fiscally responsible budget. Ensure a safe learning environment. Establish a framework for the district's collective bargaining process. Provide community leadership on educational issues.

The HHS staff is responsible for implementing the district policies in their classroom while the WCCUSD provides training for the parent community to better understand what the SSC does and they are encouraged to participate. SSC positions are voted on by the HHS community. WCCUSD also produces a yearly handbook for parents and teachers that outlines their responsibilities.

School planning involves several groups. The SSC and PTO are two prominent places where parents can contribute to the school's vision, needs and goals. Stakeholders can also attend LCAP meetings that are held throughout the year. The district has created a District Local Control Accountability Plan (DLCAP) committee to advise the district. DLCAP members are voted on and serve a two-year term. They meet several times a year.

There is a WCCUSD Community Engagement Department that strives to create a welcoming environment where families can increase their communication, get support and develop partnerships with community stakeholders. Volunteers from the community are invited to serve

on this committee.

WCCUSD invites the feedback from stakeholders through town hall LCAP meetings. The district also supports Hercules High School though the development of the SARC report, SPSA and the Safety Plan.

The LCAP goals include actions, services, budget expenditures and measurable outcomes. The SPSA is monitored throughout the year by the site via the SSC and at the district level. The CC county office of Education assesses the overall learning environment under the Williams Act, assuring the proper environment and materials are provided. The district presents the A-G completion rates every October and the WCCUSD budgets are posted on the WCCUSD website. The public is invited and encouraged to participate in every meeting.

Under the WCCUSD school board, the Superintendent designates the Asst. Superintendent of the Human Resources as the compliance officer as well as the employee responsible for coordinating the district's response to complaints and to comply with the state and federal civil rights laws. The district has a UCP that is prominently displayed in all schools, classrooms, offices and staff lounges. The UCP is also covered at back to school night and provided to parents upon request. District training regarding current law and related requirements is provided to all district employees.

A3.　　Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

HHS uses a data-driven decision making model in most of the decision making bodies. HHS uses a collaborative model to make decisions based on data. The department chairs and ILT utilize data to measure progress and performance. The ILT creates a site level plan based on student achievement, presents the data to the staff and leads the discussion with the entire school. The WCCUSD provides a mid-year district wide ILT session that focuses on collaboration. The district also provides a summer retreat where the ILT creates a professional learning plan for the upcoming school year and follows up with a beginning of the school year check in. Department chairs meet with the admin team monthly to review agendas of dept. meetings, discuss concerns, develop goals and align curricular work.

The SSC is made up of site administrators, teachers, parents and students. They develop, implement and monitor the effectiveness of the SPSA. They meet monthly to discuss student academic data, go over department SMART goals and report to the Educational Services Department. The SSC supports the SLOs as well as the individual department's SMART goals through the allocation of funds to support activities.

HHS has created a site-based shared decision making process to help support the implementation of practices and programs that support student learning.

There are three main decision making groups on campus: Department chairs, ILT and the SSC. All three groups meet monthly to review best practices. The faculty collaborates, identifies resources and practices that will help student achievement. Faculty and department meetings are used to drive the work flow and accountability within each department. The Student Senate is a pivotal piece to the student's ability to provide input to the academic environment and support.

HHS has created a system to improve internal communication and planning. It includes: COST team (once a week), Safety team (once a week), Management team (once a week), department chairs (twice a month), ILT (twice a month), New Teacher Meetings (once a month), Principal - UTR rep meetings (twice a month). There are monthly staff meetings, weekly Principal's updates, staff collaboration meetings every Wednesday and daily announcements made by students.

A4.   Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

The HR department at WCCUSD posts the positions on EdJoin and screen each applicant to make sure they meet the desired qualifications. Teachers are expected to have a full credential as required by the State of California.

HHS complies with the Commission for teacher credentialing for all staff. Positions are assigned based on the credential each staff member has obtained. Each teaching position within the dept. is ideally assigned by interest and experience. The druthers sheet allows the department chairs and the admin team to obtain the teacher's interests. The district provides support and requires that all AP teachers be appropriately trained. The district also provides general training in areas like mandated reporter, CPR, etc.

The Hercules High School website provides information containing board policies, resources, roles and responsibilities of staff. HHS also provide a teacher handbook containing rules, policies, procedures, grading guidelines, etc. They also provide a staff handbook which includes roles, decision makes processes, etc. The handbook is discussed at the site PD day, and additional issues are communicated through email and monthly faculty meetings.

WCCUSD provides release time (via a sub), reimbursement for conferences attended, material provided and technological support for the staff members. The district will advertise PD opportunities via their online calendar. HHS will also support PD at the site level. Staff are encouraged to attend all district level PD as well as sign up for other professional opportunities. They also are encouraged to visit each other's classrooms and observe their colleagues.

The ILT oversees the PD for the staff. They will survey, plan, publicize and coordinate. Some of these opportunities are paid for by the SSC. The TIPs program will help support the new teachers on campus. They meet twice a month. There is a series of on-going PD at the district and site levels. The district also provides a TIPs program. A modified Wednesday bell schedule allows for the teachers to collaborate. The site monitors PD opportunities to ensure alignment with the SMART goals.

HHS follows a standard evaluation cycle set up by the WCCUSD. All employee observation and evaluations are done by site administrators. Permanent employees are evaluated every other year, while temporary and probationary employees are evaluated every year.

A5.   Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

There are concerns about the ability for the site to do all that it would like to do in regards to providing an adequate learning environment. Primarily the size and lack of science labs, lack of an adequate performing arts theater, not enough security cameras and an undersized cafeteria.

The site has a competent custodial crew that is responsive to the staff's needs. The custodial crew is willing, but they experience limited resources that often make it difficult to complete needed tasks. HHS received a "Facilities in Good Repair" review from the WCCUSD.

There is no existing system to analyze the effectiveness of instructional materials. WCCUSD does support the site in acquiring materials. Each classroom has a smart cart which includes a projector, document camera, speakers, etc. Each teacher gets a Dell laptop and each student has received their own tablet. These are checked out of the library using the same system as a

textbook would be checked out.

WCCUSD provides PD opportunities to the staff. They are shared through the district calendar. The ILT provides site level PD as determined through review of the student academic performance data. AP teachers get summer training. The staff receives SBAC training as well as New Teacher training for the new staff members.

The existing SPSA is reviewed and updated yearly, the SSC is well organized and effective, needs SMART goals have been used in the past, and the LCAP and LCFF are up and functional. There is nothing mentioned about the effectiveness of these processes.

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- The mission, vision and SLOs are available to everyone and readily accessible.
- The HHS staff are conscientious and willing to work.
- The SSC, ILT and department chairs are professional, hard-working and well organized.
- The district supports the ILT and dept chairs and allows the HHS site to make their own choices as to their focus for PD.

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources:

- Data needs to be analyzed and intentionally used to increase student achievement.
- Increase buy-in from the entire academic community, by effectively using the existing collaboration time.
- Develop a measure of evidence that supports the effectiveness of Professional Development towards the facilitation of achieving academic and college readiness standards.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Classroom observations

Self-Study Report

Student meetings

Focus Group meeting

Site Binders (Conference room)

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1.   Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

HHS continues to work on their professional development plan. There exists an Instructional Leadership Team (ILT) where teachers organize professional development requests from fellow teachers. Topics range from Google Applications to standards work. The district offers professional development by allowing teachers to sign up for workshops on aligning curriculum to common standards, providing pacing guides to the mathematics department, time for the Science department to create pacing guides, and some instruction on writing across the curriculum. There is a desire for teachers to have further development on technology training to accommodate the 1:1 tablet to student usage granted over a month ago. All AP teachers receive training through College Board. Outside from shared teacher experiences and the presentation/support from the counselors, there exists little educational research that is directly applied to the curriculum connecting content to college, career, and life outside of everyday.

West Contra Costa provides district approved and adopted standards-based textbooks and curriculum resources aligned to state standards. All English, social science, math, science, languages other than English, VAPA, and college prep elective courses are A-G approved. All Advanced Placement courses comply with College Board standards.

There is a survey that seniors take upon exit of HHS that monitors the percent of students who complete high school, meets the A-G requirements, and are accepted into 4-year post-secondary educational institutions. Though this survey yields self-reported data, high school completion as well as A-G course completion is checked by the academic counselors. In the Winter of 2016, the academic counselors received data on HHS graduates who have transitioned to a California State College.

There is early development of academic pathways by developing CTE/ROP courses as well as the administration of a student completed career survey. Based on the career survey, three pathways are in consideration: Computer Science, Physiology/Nursing, and Theater Production/Tech. The only CTE course that supports these pathways at this time is Computer Science.

Students are required to make up D's and F's in A-G classes in order to be college ready. The staff uses a local review process whereby assistant principals generate a list of students obtaining a D or F. After a small meeting with the counselors and some teachers, a determination whether students should attend Cyber High, attend Summer School or attend the Alternative school is most fitting. There are currently 45 students enrolled in Cyber High.

A progressive academic intervention process is in place for 9th and 10th grade students who receive one or more below "C" grade. This academic intervention begins with a teacher recommendation for after school tutoring. If additional progress is required, then the students is referred to SST to see what other more specific supports are needed.

The English department utilizes district-wide, grade level, semester-based modules that align with the Common Core State Standards. The math department utilizes district-wide pacing guides that are also aligned with the Common Core State Standards. The math department also uses common assessments that are aligned to Common Core standards. The plan is to review resulting data to inform instruction and re-organize curriculum gaps. The science department is developing curriculum to align to the New Generation Science standards. The science teachers met in the summer under district direction to incorporate NGS Standards for the first semester. Work continues in monthly science meetings at the district as well as monthly departmental meetings at HHS to continue discussions on aligning curriculum. The Social Science department uses the California State Standards as well as the Common Core ELA standards to guide curriculum. The Special Education department supports standards work by utilizing the district-printed resources outlining the standards and trying to incorporate standards when possible. The World Language department uses the National Standards for Foreign Language. Spanish and French textbooks are aligned to Common Core State Standards. The Visual and Performing Arts department provides an AP Art class to students.

All departments are in progress to aligning curriculum to Common Core State Standards. The work thus far includes the workshops provided by the district. There is no direct evidence that curriculum is aligned to college- and career-readiness standards nor is there direct evidence connecting curriculum to schoolwide learner outcomes.

HHS developed a school-wide focus two years ago to integrate reading, listening and interpreting text throughout all disciplines. Evidence is found in writing assignments in English, work with word problems in math, and a sport unit writing in physical education. However, there is no evidence that there are curricular plans to continue the incorporation of writing across the curriculum.

For 2017-2018, HHS is working to hold an incoming 9th grade parent night to review 9th grade course selection. The academic counselors head to the adjacent middle school to present information on high school class registration. Counselors annually present college information to each grade level throughout the year. Contra Costa Community College (CCCC) sends a counselor representative to HHS to help students who have any inquiries regarding admission to the community college. The district has coordinators who are articulating possible courses to usher in the potential pathways. The college and career center is staffed with a UC Berkeley EAOP Advisor who works regularly with a cohort of students at each grade level to advise through workshops and experience college programs. All 12th grade students complete an exit survey at the end of each academic year. The Rising Scholars program continues relationships

with colleges that accept graduates by connecting the graduate to a coordinator on campus to ensure successful transition from high school through college.

B2.   Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

Hercules offers three areas of Career Technical Education (CTE) courses funded by Regional Occupational Program (ROP): computer science, publications, and AP Environmental Science. The career day survey, administered in the fall, provided feedback to inform possible career pathway options. In the spring of 2017, HHS 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. Leadership students help decorate and prepare for an event where selected students are invited to attend a college fair with numerous colleges called Achieve UC. The math and science department collaborate with Contra Costa County and CSU-East Bay during summer months to support their career related camps. Students are also required to fulfill 20 hours of community learning.

Students are able to self-select higher level courses as part of their open enrollment process. After the student selection, the academic counselors review placement then send out a list of registered students to departments to review. At this time, a reverse verification may be made to re-assign any misplaced students.

Individual four-year plans for each student enrolled at Hercules High School is monitored by each student's individual academic counselors. However, the mode in which it has been distributed has changed from year to year. The 1st year of implementation, students completed a form which the academic counselors kept. The 2nd year, a form was completed and copied for student reference. The 3rd year of implementation, the academic counselors used an online program. In this 4th year of use, they returned back to the form.

Course sheets are mailed home to individual families and phone messages to encourage parents to participate with the online enrollment process. Throughout each school year, grade level meetings are held with each class to review graduation requirements and UC/CSU eligibility requirements. An administrator visits the juniors to assist with the course selection process. Departments participate in reverse verifications to support appropriate placement in advance classes. The use of PowerSchool allows regular progress reports and grades to be updated and sent home. Families can also use PowerSchool to access grades and attendance.

Graduation rates have improved over the last five years. HHS evaluates data from the PSAT.

The district pays all fees for AP Tests for all students who register for an AP course.

The academic counselors conduct informational sessions each school year and respond to requests for individual appointments. The academic counselors offer a college application "boot camp" that is available to all rising seniors.

The college and career center is staffed by a UC Berkeley EAOP advisor and a district career center counselor. There is a Post-Secondary Special Education Counselor - Employment Specialist that assists students through transition from high school to adult life. A counselor from Contra Costa Community College is also available once a week to help students with any inquiries or provide instruction on how to apply for admission.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM

Areas of strength for Standards-Based Student Learning: Curriculum:

- For the last two years, the ILT has led school-wide themes that are integrated across all disciplines.
- All courses offered to students are A-G approved except PE, some EL, and Special ED.

Key issues for Standards-Based Student Learning: Curriculum:

- Continue to explore opportunities to enhance technology-based learning into daily lesson plans across all disciplines.
- Identify and develop career pathways.
- Enhance the level of congruence between academic standards, college and career readiness standards, and the schoolwide learner outcomes to ensure that curriculum is rigorous, relevant and coherent.
- Develop a data collection plan to ensure that students have access to rigorous and relevant standards based curriculum.

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:
- ILT Meeting Minutes
- A-G Course Listing
- State/District aligned standards-based textbooks and curriculum resources
- Master Schedule

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1.   Challenging and Relevant Learning Experiences Criterion

To what extent are all students are involved in challenging and relevant learning experiences to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

All students at Hercules HS, including English learners, have access to instruction based on 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. Some, but not all, classrooms had Learning target/Objective/Standard for the day posted. The level of student engagement varied amongst teachers. Most students understood the goal of the lesson being presented when asked. They thought the level of rigor and expectation varied between "hard" and "easy" with little in between. The VC observations concur with this insight.

Hercules HS reports the curriculum is aligned to A-G requirements. In 2015 about 53% of graduating students met those requirements. There is a wide gap in A-G success among disaggregated groups: 66-70% for Filipino and Asian students vs 28% for white and 41-42% for African-Am and Hispanic students. In addition, female students (68%) far surpass males (39%) in A-G completion. Honors level and Advanced Placement courses are offered. Students in the ad hoc meeting were aware of college preparation requirements.

Students who are credit deficient have access to credit recovery through Cyber High online courses. On site certificated staff supervise unit exams toward course completion and credit.

Hercules High School is continuing the instructional shift towards implementing CCSS. Teachers state that common core strategies are being implemented but is not evident in all disciplines. Math teachers have been working to understand the transition to the common core standards, but implementation of instructional practices is lagging. The self-study states science teachers met during the summer and continue to meet monthly to develop and implement NGSS based instructional strategies. Science facilities are a problem with cramped rooms, inadequate lab facilities, and lack of work/storage space. The VC observed minimal hands on lab work in progress.

The school's stated vision is to have teachers focus on instructional strategies that will develop student skills in critical thinking, collaboration, communication, and creativity. The self-study report says students are taught research skills in all subjects to "gain experience in gathering information from various sources, deciphering validity of sources gathered, and how to apply knowledge gained to develop sound resolutions." Conversations with the Instruction Focus group indicate the focus has shifted this year towards embedding technology skills into those research skills.

In 2016-17 the school began checking out tablets to each student equipped with Windows

operating systems. Every student now has access to a school issued tablet. The VC observed tablets being used in a variety of ways during instruction in classrooms, from simple digital textbook use to more developed web accessed research. There was evidence that software programs and website tools are being implemented. Teachers mentioned online tool "Shmoop" for accessing content in English and Social Studies and Edmodo for file sharing. Other instructional strategies observed included Kahoot, a digital classroom quiz tool, and SOAPSTone, a rhetorical analysis tool. The school reports that more than half the teachers use Google Classroom and other Google tools in instruction. Teachers are incorporating student smart phones into instruction as well.

Technology is being used to differentiate instruction for Special Ed students. Teachers report increased engagement through using the tablets. One SpEd teacher shared the availability of a variety of assistive technologies for students with disabilities that allow them to more fully access instruction which she is working to implement. English Language Learners have access to technology tools for differentiation as well, however there was little evidence of differentiation for EL students observed in content classes.

C2.   Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

Hercules HS has increased collaboration time for teachers with early release time on Wednesdays. Teachers meet in departments where opportunity is provided for data-driven decision making and "methods to improve student achievement through improved instructional strategies that align with 21st century teaching and learning." An Instructional Leadership Team meets monthly to work with administration on developing a learning plan to identify instructional needs and set professional development priorities. A staff member serves as Common Core Technology Liaison to oversee access to computer labs, doc cams, laptops, and LCD projectors. This has increased regular use of technology in student instruction. The focus group was positive and enthusiastic about developing technology-based instruction. They are receiving support from the district in professional development and Instructional Leadership Team collaboration.

Overall, teachers report an increase in collaboration and willingness to share best practices. They feel more empowered and informed than before. Teachers have shared instructional practices in departments and staff meetings. They have also created a Google Group for informal collaboration about best practices and to share instructional material.

There is some evidence that students demonstrate higher-level thinking and problem solving skills within a variety of instructional settings where teachers act as coaches. Observed classroom instructional strategies included student-led discussion in English, student-led demonstration using the doc cam in math, and a partnered online research assignment in social science.

Students are using technology to support their learning in a variety of ways. All students now have access to school issued tablets. Teachers are developing strategies for incorporating them into their instruction. Many classes were observed using the tablets in a variety of ways--as digital textbooks, research tools, and for student presentation projects.

The work done by the school to ensure postsecondary career readiness is emerging. The report indicates the school is in the planning stages of establishing career pathways that will be offered as advanced electives. They report that a survey was given to students in fall 2016 pertaining to potential pathway courses and that a Career Day is planned based on the results. The district is working to implement new CTE pathways (computer science and health careers) for 2017-18.

The self-study report makes reference to a district community service requirement, but there is little detail on how this is used to connect student learning to community or career activities.

A Career Center has been supported by the district since 2014. A Community College Counselor is available once a week. A UC Berkeley Early Outreach Fellow works with academic counselors to increase the rate of college-going students.

The district has a partnership with Young Scholars Program which seeks to increase college matriculation and degree attainment by young men of color. Hercules HS participates in the program through on-site counseling and enrichment experiences.

Hercules HS offers three CTE courses through the Regional Occupation Program. All are A-G compliant including AP Environmental Science and AP Computer Science Principles. About 230 students are enrolled for 2016-17.

The school cites co-curricular clubs as a major avenue of real world experiences which include the service club Interact, mock trial, MESA, and a Robotics club.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:
- Teachers are enthusiastic about using technology-based instructional tools
- Many teachers use a variety of instructional strategies
- Teachers are encouraged to present Teacher-to-Teacher instructional strategies

Key issues for Standards-Based Student Learning: Instruction:
- Consistent implementation of defined Common Core instructional practices
- Systematic implementation of researched-based strategies
- Systematic, explicit cycle of inquiry including analysis of effectiveness of instructional strategies

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

Classroom observations

Evidence boxes in classrooms

Self-Study Report

Student meetings

Focus Group meeting

District personnel meeting

Meeting minutes, agendas from evidence binders

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

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

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

HHS reports that it uses several assessments to monitor student progress and performance including: PSAT/SAT data, A-G completion rates, SBAC testing results and department SMART goals. HHS has recently moved to a school-wide model of using data to drive decision-making and to increase technology-based learning (since 2015). Data is reviewed by the Instructional Leadership Team (ILT) each year to develop three SMART goals for the school. Though HHS has implemented SMART goals in previous years, the goals are not routinely looked at or evaluated for completion throughout the school year. Some teachers are aware of their department's SMART goal and others reportedly don't remember completing them prior to the start of the current school year.

Common assessments within the school are still a work in progress and a need expressed by staff. Some math classes are using common assessments to gauge student learning, but English and science report a lack of collaboration time as a barrier to planning, developing and implementing common assessments beyond the district assessment in English. The English district assessment is developed by teachers and administered throughout the district; however, the district staff, in the district meeting during the visit, report that as few as 50% of HHS staff is administering the benchmark exam. While data is being created on campus, there is little evidence that the staff is returning to or effectively analyzing the data being generated. There is a heavy reliance on state-generated and standardized testing data as a means of communicating student performance to all stakeholders. Much of the analysis of student performance, and therefore data, is being done anecdotally in the individual teacher's

The School Site Council uses school data in order to create the Single Plan for Student Achievement (SPSA).

All stakeholders are partially involved in the process of monitoring student growth primarily through the statewide data publishing systems such as the School Quality Snapshot (SQS) and through site-based programs such as the SPSA and The Hercules School Accountability Report Card (SARC). Some reports are published on the school website and the SPSA is submitted to the district for approval and continued monitoring throughout the year. Additionally stakeholders are informed of student progress through the use of report cards, parent-teacher email communication, phone calls and journals; however, the primary source of communication is through school grades.

Hercules High School did not identify how schoolwide learner outcomes are measured, assessed or monitored. However, during the visit the visiting committee observed that the SLOs are read

out to the students during the morning announcements and are posted on the walls of each classroom. The SLO is presented as the SLO of the week. During the focus meeting, teachers and staff reported that the SLOs are relatively new (this year) and therefore are just being implemented. There has not been enough time for measuring or analysis to be done just yet. However, staff did report that learning objectives are being used in the classroom and those are their priority right now. The visiting committee did note that learning objectives or targets were posted in some of the classrooms observed.

HHS sends official transcripts to parents and students twice a year, at the end of each grading period, as well as three additional progress reports issued to students within those two long-term grading periods. Grades are monitored in real-time through PowerTeacher and PowerSchool, a grading and online access program for teachers, parents and students. Many teachers use the information from grades to help students through classroom interventions such as: quiz retake opportunities, peer tutoring, and afterschool office hours. There is still a need for courses to norm their grading practices to ensure a balanced and fair education for each student. Some departments, when interviewed, commented that their teachers are not on the same page when it comes to grading practices. There is some commonality in rubric use, such as using the SBAC four point rubric in English classes, but there is still a need for greater commonality and commitment to normalizing the grading scale and how a student sample is being evaluated so that a grade in one class means the same thing as a grade in any other.

In addition to grades and report cards, some teachers at HHS also use the software program Illuminate to track and monitor student progress on various standards and concepts. Teachers are able to collect data from students by using the testing and scanning feature of the Illuminate program to target instruction. This is mostly being used on the district benchmark assessment as well as by some teachers when giving multiple choice tests and quizzes to their students. There is little evidence that data, once collected, is being returned to and analyzed on a regular basis. Teachers do have the ability to look at a student's record in past classes to help them determine the current academic levels of their students .

A monitoring tool used by the staff at HHS is the Academic Pass Rate, a list of students earning a C or better in each course at HHS. The report is disseminated to teachers each quarter and allows them to monitor those students who are earning Ds and Fs in multiple courses. The academic pass rate, sometimes referred to as the core academic success rate, is a list generated by counselors every grading period, in order to track the rate of students currently failing one or more subjects. At the individual level, counselors will send emails or call home to check in with parents and suggest supports for their student. At the macro level, the staff looks at the data by course, class or grade level to identify areas of need. For example, from this data (and teacher anecdotal evidence), a need for support in biology, geometry and English was identified. This led to the creation of an after school tutoring program to decrease the failing rate. There is no indication of whether or not this program has yet been successful. Additionally, using the data from transcripts and meetings, those students who are identified as being in danger of not graduating are offered an online credit recovery program through Cyber High. Students are able to recover credit in core classes while monitored by the counseling staff.

Finally, HHS reports that counselors review the transcripts of all 10th through 12th grade students each quarter, and refer failing students to the administration team for a parent conference. These counselor-led conferences, called Local Review conferences, include the counselor helping HHS students to discuss and update their four-year plan which is completed in the 9th grade year. However, upon further questioning and observation, HHS has not fully implemented a working four year plan model to date. The counseling department has changed their approach to the four-year plan as they have struggled to find a plan that works for their staff and population. Four-year plans, while being created each year, are not being updated or monitored throughout the course of the student's academic career as yet. There is a need for consistency going forward.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

HHS has yet to create or identify a method that may be used to effectively analyze the appropriateness and effectiveness of the assessment strategies being used on campus beyond anecdotal evidence from teachers. HHS does not specify in the report how it uses the following information or how they are able to determine the effectiveness of their strategies and programs. When questioned all teachers responded by saying they are using formative and summative assessments in the classroom, particularly through checks for understanding within any given lesson.

Teachers at HHS do currently use both formative and summative assessments to inform their practice and curriculum. Some formative assessments being used include: daily "do nows," participation points, notebook checks and oral exams coupled with short quizzes. In addition to these formative assessments, HHS uses a variety of summative assessments to monitor and gauge student progress, including but not limited to: qualitative tests, essays, lab reports, rubric-graded projects and performance pieces in VAPA. Teachers use the information gathered in both formative and summative assessments to inform their practice and to make adjustments in the classroom when needed. These adjustments are largely based on student performance and feedback in the classroom. Some formative assessments observed were warm ups connecting back to the previous lessons, jigsawing articles with mini student group presentations and the use of Kahoot to quickly check students' understanding through the online quiz tool.

HHS does not currently use the PLC model on campus and instead utilizes a once monthly department meeting to collaborate and evaluate the effectiveness of their practices. A lot of their time recently has been spent on WASC meetings and teachers are concerned that they have not had enough time to truly devote towards engaging in professional development and analysis of student progress. HHS proposes that with more time they would like to use their monthly

department meetings to develop common assessments and instructional units as well as to design intervention programs to better address the needs of struggling students. HHS continues to develop how it creates, gathers, analyzes and uses data to better inform their practice. Staff expressed a need for more collaboration time (they only get about thirty minutes a week which is often taken up with leadership and WASC meetings). They are interested in forming a pre AP and AP vertical team as well as developing cross-curricular collaboration and creating common assessments for the same courses. Additionally, teachers expressed that the increase in class sizes (sometimes as great as 40) is a hindrance to the type of assessments they are able to conduct and analyze as they are constantly reevaluating how much time they have to grade the assessments.

While there is not currently a school-wide process by which teachers are able to analyze and use data, individual teachers and courses are utilizing data. Often this is anecdotal. Whole school data is gathered from the SPSA as well as the Instructional Leadership Team. Individual data for teachers is gathered through Illuminate and formative and summative assessments. Additional resources such as CELDT scores, AP exam scores, SBAC results and district benchmarks in English are also used to address the academic achievement of students.

HHS did not address how the SLOs are monitored or evaluated and though they are trying to develop ways of accessing student feedback, still have some areas on which to work.

HHS has conducted a twenty question survey for the past two years asking for student feedback. Teachers are encouraged by administration, who sends out the survey at the end of the semester, but not required to administer the survey in their classes. Data gleaned from the survey is not shared with the staff as a whole but is used by some individual teachers to inform their practice. Some teachers expressed that they use the student feedback to change their practice for the following year but not always for the next unit. Partially this is due to the fact that some teachers give the survey at the end of the year and therefore are using it more as a summative rather than a formative tool.

In the individual teacher classroom, feedback from students on their perceived preparedness for college is elicited through the use of : journals, essays, presentations, and question and answer sessions. The VAPA program in particular encourages nearly daily feedback in order to help direct the pace of the course and their own individual learning. During the visit, the WASC visiting committee heard from students that they mostly feel ready for college and post secondary opportunities. Parents also expressed a similar feeling though they stressed that former students still struggled in some courses at the university level because they were not fully or adequately prepared for the rigor of the university classroom. Additionally, several students in the ad hoc meeting expressed concern with their preparedness for non-university post-secondary options. Students reflected that they would like more career and real-world applicable classes like: financial planning, ROTC, sport medicine, and health and engineering courses. Students were very concerned that they should receive basic life skills from HHS that they are not currently getting. However, most students and parents reflected that they felt confident in HHS to prepare their students for life after high school.

D3.   Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

HHS informs all stakeholders as to the progress of students through the use of the school and teacher websites and through the websites of the California Department of Education, and the CSU/UC system. The use of teacher websites however is spotty at best. Instead, many teachers use Google Classroom to disseminate information, collect work and track student progress. Students reported that they rely on texting friends and logging onto the Google Classroom accounts of those teachers who use it to find homework and missed lesson plans. The school website is underutilized by some sections of the staff. More work needs to be done to communicate with the staff and students how to best use the website. Student progress is monitored primarily through official grades and PowerSchool.

HHS does not list specific ways beyond PowerSchool grade reporting and the SPSA in which all stakeholders are involved in the process of assessing and monitoring students.

HHS has moved to a data-driven model in the last two years and strives to inform their decisions through the data collected and analyzed. Teachers and departments are using SMART goals to guide them through their year and SBAC data is analyzed by the Leadership team who then determines school-wide themes and goals for the year. Additionally, all students at HHS take the PSAT and the SAT and data is collected and disseminated to stakeholders. Counselors make classroom visits to help students understand how to read and analyze their PSAT/SAT score data and, because data is collected on all students, HHS is better able to come to conclusions about the college and career readiness of their students. HHS is very proud of the fact that all students are given the PSAT in their 9th through 11th grade year and are also offered free AP tests and an SAT test. This has helped them to encourage students to push themselves academically and target underrepresented populations on campus. Student and course expectations are communicated to parents and students through the course syllabi handed out in individual classes and at Back to School Night.

SMART goals are used by teachers and staff at HHS to better inform their curriculum decisions. However, the SMART goals are not always returned to with regularity nor are they analyzed for effectiveness. Summer collaboration in the math department and a pacing guide in science is used to help teachers transition to the new CCSS and NGSS. Data on A-G completion as well as other means are used and distributed to staff at the beginning of the year. Throughout the year, D and F reports are used with 9th and 10th grade students to provide needed intervention.

HHS did not clearly specify how specifically the data collected and assessment results are being used to "make changes in the school program, professional development activities, and resource

allocations." However, through observation and interviews with the staff, students and district personnel, the VC was able to observe the following.

By using school-generated data, the district analyzes the potential of students who would do well and pass the AP exam, adding courses that seem appropriate for the school. This is how the AP Psychology class was added to HHS. Additionally, the school, with the partnership of the district, uses Local Partnership Action Teams in which teachers meet with local college professors to discuss alignment of instruction and curriculum to better align teaching practices and prepare students for what they will actually be expected to know and do in their next stage. Lastly, staff and district personnel use the feedback of the students and the community to make changes to their career and pathway options. Staff reflected that the community views CTE pathways as "blue collar" and want their children to go to college. All the pathways being developed are A-G compliant now and were developed because of student surveys and feedback from all stakeholders. Programs were shut down because of low enrollment but students suggested that they would like to see more "real world learning" in their school. HHS is developing two CTE pathways they will be implementing next year, health and IT, based on the survey feedback from students and their impression of their preparedness for life after Hercules.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability:

- Departments develop SMART goals to inform their practice
- The School Site Council regularly reviews student data and the Instructional Leadership Team uses this data and the SPSA to develop school-wide themes that will be used in professional development throughout the school year
- Teachers are beginning to develop common assessments and are starting to collect and analyze data

Key issues for Standards-Based Student Learning: Assessment and Accountability:

- Teachers and staff still need to explore ways in which to "Effectively differentiate assessment in all fields and courses"
- There is a need for a more collaborative process to examine assessment data, including student grades and how staff determines performance level expectations
- HHS needs to better use and develop a system by which to quantitatively look at and analyze data in order to measure the SLOs
- HHS needs more understanding as to the effectiveness and the use of district benchmarks to inform program decisions
- HHS needs more time to effectively collaborate and development common assessments within each course

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- SPSA
- HHS Websites
- Pacing Guides
- Department SMART goals and binders
- School Community Profile
- SBAC, PSAT, SAT, AP exam results
- PowerSchool records
- Classroom observations
- Evidence boxes in classrooms

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1.   Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

HHS has employed various parent engagement strategies over the last few years that have included letters and flyers sent to guardians, The Titan Newsletter, Social Media - Facebook, Remind.com and the HHS website. HHS has worked specifically to outreach to families in an effort to increase parent voice at the school site. HHS has reported increased attendance at parent events such as SSC, Academic Parent Nights, grade level parent night workshops and the HHS Parent Teacher Organization. There has been a focused effort to promote parent use of PowerSchool, HHS's online SIS tool, to access student progress reports and communicate with the school staff.

Supports are in place for SPED students and their parents, who are actively involved in the IEP process. The counseling department has worked to engage parents in the creation and monitoring of the progression of their students' "4 year plan" via interactions with Academic Counselors at monthly family nights. Parents/guardians are also involved in the formation and monitoring of 504 plans for non-special education students. As parent communication was identified as a critical area for improvement at HHS' last WASC visit there has been an increased effort to communicate with and engage parents/families on multiple platforms. In meeting with the parent group the WASC VC learned that while the parents who are active in the PTO/SSC and Ed Fund have a "voice", there is still a struggle to engage parents of lower performing students and integrate them into the larger school community. HHS English language learners and their families are provided a voice through a district level English Learner Advisory Council that provides input regarding the district's ELL program.

HHS has partnered with community based organizations in an effort to increase their capacity to assist students with academic support, career training and college preparedness. In meeting with the PTO the VC was informed that in the previous school year Biorad partnered with science classes and assisted in teaching those classes. HHS has organized a career day with support from the Hercules Chamber of Commerce and community partners. Many of the HHS clubs cite partnerships with local businesses as instrumental to their success. Through a partnership with Bay Area Community Resources, the HHS Health Center provides a holistic approach to supporting students and collaborating with school staff to ensure their students' academic success. HHS Health Center has cultivated community partnerships with several CBO's that assist them with providing needed mental health, sexual health, and support groups to students in need of these services. Community partnerships include The Rainbow Center, Community Violence Solutions, and STAND! For Families Free of Violence all of which provide on campus psycho-educational groups to HHS students. Additionally Hercules Education Fund provides support to HHS through monetary grants and in assistance with linking school programs with community business partners.

E2.   School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

HHS has worked to compile a behavior/consequence matrix to clearly communicate expectations as well as to improve consistency in discipline. Included in HHS' SLOs are outcomes that focus on students' ethical principles and attitudes, responsibility to the school and to our larger society. Administration at HHS consists of a Principal and two AP's that manage discipline and student supervision in the course of their daily duties/routines. This work is supported by four Campus Security Officers as well as two School Resource Officers. All students and staff are required to wear their HHS issued identification badges while they are on the school campus.

The Health Center works to provide needed services to the students body to ensure that they can focus on their academic goals. Several departments within the school community work to support student emotional and academic needs including the Health Center, Technology Liaison and SH/ICHAT (Severely Handicapped Program).

While HHS suspensions have decreased over the last two years, there still seems to be a high number of students being suspended for Disruption/Defiance - K (20%). In reviewing the suspension data the WASC VC found that while African American (AA) students account for 28% of the school population they represent 62% of the suspended students for the 2016-2017 school year . In looking at the Power School data AA males are overrepresented as the recipients of the largest number of referrals at approximately 53%. In discussing this data with the HHS AP the WASC VC learned that specific interventions targeting AA males have been implemented this year and include after school tutoring, time management class and an AA male support/working group.

A school wide safety plan has been developed by the School SIte safety Team and HHS held an Earthquake Drill, Fire Drill and Lockdown drill during the Fall 2016 semester and has planned to conduct the same drills again in the latter half of the Spring 2017 semester. CHKS and the SCI data indicate an upward trend over the last three years with a recent high score for HHS SCI of 316 in Spring '2016. Evidence of HHS efforts to address internet safety were seen in THINK (True, Helpful, Inspiring, Necessary and Kind) posters advising students to consider whether or not their social media posts meet all of the acronym's criteria.

HHS had reported that they have compiled a data driven school-wide safety plan that aims to implement strategies to increase student success and optimize the learning environment. HHS also reports that they have worked to integrate restorative justice (RJ) and restorative practices (RP) into their disciplinary model. In discussing their use of RP with HHS Admin the school

reports it is currently using tools such as student and family mediations, student/teacher mediations and alternative writing assignments for tardiness and time management. In discussing school wide expectations with HHS AP he shared that all students are given a grade level presentation on the school rules and he was able to share evidence of this in the form of weekly newsletters, agendas and a powerpoint presentation. HHS has also developed a progressive discipline matrix for various behavioral infractions that has tiered consequences based on the number of infractions and the severity of the behavior. While the admin has been trained on restorative practices and is working to implement discipline tools at the school site, the broader staff has not yet been trained on restorative practices. Administration has worked with teachers, through the referral process, to facilitate better use of progressive discipline within their individual classrooms in an effort to keep students in class and learning. This was evidenced by referral data that the HHS AP shared with WASC VC .

The ASB at HHS has become very active and has sought to promote class spirit and campus unity. HHS's BSU sponsored a spoken word event in February as part of Black History month. Additionally there is a school wide multicultural night assembly for the school and the larger community. In meeting with the student senate it was evident that there is diversity in the organization and it appeared to be representative of the larger school demographic. Additionally the WASC VC was able to meet with the Leadership class which is comprised of grade level student body officers and the school wide Associated Student Body Officers. The leadership class presented on the school wide events and spoke to the strong sense of community and school spirit among the students and staff at HHS.

The WASC VC was afforded the opportunity to meet with a Student Ad Hoc Group as part of the visit. Overall the students had very positive things to say about HHS and were able to articulate strengths and areas for improvement. There was a consensus among the student ad hoc group that they feel safe and protected at HHS. Students also stated that the Administration and Security have high expectations for them and hold them accountable for their actions while treating them with respect and supporting them. The student group reported that teacher qualification (i.e. subs and teacher credentials) and class rigor were areas for improvement as well as elective course offerings. Students reported that while the AP and honors classes were rigorous the regular classes, and specifically those at the 9th and 10th grade level, tended to be less challenging academically. Most students reported that they intend to pursue higher education and that HHS has prepared them moderately well to achieve this goal. The students wanted to convey more than anything their sense of pride in, and connectedness to, the Hercules High school family.

HHS has invested energy and resources in the development of teacher leadership roles including ILT and department chairs. In an effort to create a more collaborative environment and increase teacher voice HHS has provided professional development opportunities and created teacher leadership working groups within the school site. There has been a change in the administration and thus a shift in leadership style since HHS's last WASC visit. HHS has focused on their need to improve communication between Administration and Staff and has put supports in place to facilitate this. The HHS Staff meets monthly to discuss larger overarching issues or initiatives.

There is a new teacher cohort that meets monthly to support new staff and orient them to HHS's policies and procedures. Teacher leadership meetings at HHS include the following: ILT, Management Team, Safety Team and Department Chair. The ILT seems to be a select group of teachers who volunteer to lead in various ways throughout the school. It was shared with the WASC VC that feedback from the larger teacher community is brought to the ILT meeting which is then discussed, organized and brought back to the staff. The SSC meets monthly and includes teachers, parents, students and administration. In speaking with various teacher groups throughout the visit it is clear that communication among the staff and between the staff and administration has greatly improved over the last three years. In discussions with the teachers most reported that they feel respected and heard by the current administration.

E3.   Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success.

To what extent do students with special talents and/or needs access to a system of personal support services, activities, and opportunities at the school, and how are they enhanced by business, industry, and the community?

All HHS students complete a four-year plan with their academic counselor that has been revised annually in an effort to meet student needs and long term goals. HHS has also worked to increase the capacity of their College and Career Center by adding an additional counselor and creating a program that seeks to outreach to students during their 9th grade year. Academic counselors at HHS work to educate students about graduation and A-G requirements beginning in 9th grade. HHS's COST (Coordination of Services Team) meets once a week to address the needs of students who may require a higher level of support (1:1 counseling, support group, etc.). The COST team, which meets every Tuesday at 10:30 is comprised of the two Assistant Principals, the School Psychologist, two School Resource Officers, the two academic counselors and the Health Center Coordinator. Online credit recovery is available to students through Cyber-High. HHS has a transition program for 9th graders called "Link Crew" that orients students and families to HHS. IEP, 504 and ELD students receive individualized academic support through various programs at HHS. Several teachers shared with the WASC team that they support ELD students by using tools such as sentence frames and by providing scaffolding of concepts/vocabulary. Teachers also stated that counselors and case managers work with IEP students to provide support through a "Tutorial" support class. Students who are "not ready for college" according to EAP data are given the opportunity to take a class (ERWC) to allow them to demonstrate their proficiency to CSU's.

HHS provides targeted students services in the form of 1:1 services to EL, SpEd, FY and 504 students. HHS has developed an Academic Intervention Program to support 9th and 10th grade students who are on the D and F list in an effort to engage the students and families. Included as part of this support program are tutoring services, college preparation workshops and college tours. HHS has committed to improve its technology based learning and has implemented the 1

to 1 tablet initiative during the 16-17 school year. HHS has also developed a relationship with Contra Costa Community College where students are able to take classes under the dual-enrollment program. Additionally a College Counselor from CCCC works one day every week out of the HHS College and Career Center to provide support and transition services to seniors in the form of orientation and placement testing for CCCC.

HHS currently has several programs in place to provide support around students' academic success that include EAOP (Early Academic Outreach Program), Upward Bound, Rising Scholars, Read 180, Link Crew, HHS Health Center, Cyber High, Academic Intervention Program, and the Homework Center. The EAOP targets HHS's 1st generation, minority, underachieving students with supports in the form of Saturday School at UC Berkeley and additional college counseling. EAOP is currently serving cohorts of 45 students in grades 9-11. HHS has a COST team that meets once a week to address students' academic and emotional needs based on staff referrals. SST's are conducted by the two Assistant Principals to discuss and implement strategies for individual students in an effort to improve academics and/or overall well-being.

HHS has made a concerted effort to diversify its AP program and provide equity and access to AP courses for all students. Data has been used to analyze requests as well as to recruit underrepresented students into the AP and honors program. In visiting AP classrooms the WASC VC was able to see that the classes were comprised of diverse student populations and were representative of the overall demographic makeup of the school community.

HHS has developed Co-curricular activities and has worked to encourage students to participate in these activities and organizations. In the course of the WASC VC meeting with members of the Student Senate several clubs and campus organizations were highlighted and discussed. The Student Senate members specifically mentioned The Link Crew (9th grade transition program), The School Play and Musical, Drumline, Robotics, MESA (Math Engineering and Science Achievement), Mock Trial, and Kiwin's Community Service Club. It was also noted by the Student Senate that there is a large number of student athletes at HHS and that the student body in general has a lot of pride surrounding this as evidenced by the large number of students in attendance at sporting events and school rallies. HHS has included a comprehensive list of all co-curricular activities that can be found on page 103 of the self study. The student Senate explained to the WASC VC that they felt their voices and opinions were heard by the administration at HHS not only around the WASC process but also in regards to the general functioning of the school site. In discussing with the students how they became members of the student senate the WASC VC was informed that there are various process that facilitate this including, a class election, students volunteers and teacher appointment.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

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

- Students are proud of their school and feel that HHS has a safe environment.
- College and Career Counseling and support Programs - Rising Scholars, Upward Bound
- Link Crew - transition program for 9th graders
- Berkeley EAOP program
- Health Center mental health and overall health programming

Key issues for School Culture and Support for Student Personal and Academic Growth:

- Improve and streamline four-year plan process with counselors and students
- Identify and implement structures to support the ELD community
- Engagement of under-performing student population and their parents/guardians - training from Health Center on Trauma Informed Care in the classrooms.
- Increase attendance to after school tutoring/homework center

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- Power School Data - Discipline/Referrals/
- Safety Team meeting minutes and safety Plan
- HHS Website
- WASC Self Study
- Campus walk throughs
- Meeting with Parent Group
- Meeting with Student Senate
- Meeting with Leadership Class
- Meeting with Ad Hoc Student group

Part B: Schoolwide Strengths and Critical Areas for Follow-up

Schoolwide Areas of Strength
1. Improved quantity and quality of staff collaboration with the intent of improving learning for student achievement.
2. Students feel that there is an improvement in their safety and an increased student voice.
3. Creating a culture of teacher-led professional development through the structure and process of the Instructional Leadership Team.
4. The embracing of technology as an instructional tool in the classroom.

Schoolwide Critical Areas for Follow-Up
The Visiting Committee concurs with the school's identified areas that are outlined in the schoolwide action plan. These are summarized below:
1. Administration, and counseling staff will implement and effectively utilize an annual four-year plan with all HHS students in order to increase A-G compliance across ethnic and socio-economic groups.
2. Staff will develop and execute a school-wide plan of interventions that will address the educational needs of all individual students as well as struggling subgroups.
3. Staff will develop and implement a collaborative approach that aligns curriculum and instruction so that student performance is congruent throughout all forms of assessment (core academic pass rate, SBAC, and/or college board).
4. All stakeholders need to be involved in the development and implementation of college and career pathways to students that will provide real world applications through a rigorous, relevant, and coherent curriculum.

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

Chapter V: Ongoing School Improvement

The three goals originally set by the staff and administration of HHS were created after many hours of looking at all of the previous critical areas of need and the recognition of where they were now. Staff had honest buy-in as there was true ownership compared to having an action plan just handed to them. The HHS action plan was discussed by the VC and was recognized to have some structural concerns that needed to be corrected.   The VC agreed with the simplification of just three goals but the aspects listed under each goal were lengthy and not completely focused on student achievement in alignment with the SLOs. Conversations occurred with the VC and then the VC Chair, with the principal, worked to redesign aspects of the action plan. The principal agreed with the need for change and worked diligently with the leadership team to come up with three measurable goals centered on student achievement.

The new action plan contains three goals.

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)

The schoolwide action plan is set up with measurable goals that are attainable by all stakeholders. As long as staff continues to strive towards these common goals there are no impediments to the action plan being successful. Each goal has a few aspects to address right away. If these are completed to the level of satisfaction that administration and staff desire then new aspects of each goal can be included.