



HERCULES MIDDLE/HIGH SCHOOL SELF-STUDY REPORT

**1900 Refugio Valley Road
Hercules, California 94547**

West Contra Costa Unified School District

April 10 – 13, 2011

**WASC/CDE Focus on Learning Accreditation Manual, 2009 Edition,
Updated Fall 2009**

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Chapter I: Student/Community Profile and Supporting Data and Findings

A. Prepare a Student/Community Profile

Include data and findings for the following:

- Demographic data, including the refined expected schoolwide learning results
- Disaggregated and interpreted outcome data
- Survey summaries, if any

Nestled between the residential rolling hills of Hercules, California, Hercules Middle/High School is an eight year old public school in a suburban setting within the larger urban San Francisco East Bay Area. It is conveniently located along the Highway I-80 corridor within thirty-minutes of San Francisco and sixty-minutes of Sacramento. The City maintains an abundance of open spaces and trails throughout the community providing the opportunity for spotting various types of wildlife and offering dazzling views of the bay.

The City of Hercules began as the California Powder Works company town in 1881. Named after Hercules, the legendary Greek hero known for his strength, the town thrived for 100 years through three transferrals of ownership and five wars. The potent and explosive black powder produced in Hercules was first used by Allied forces in World War I. In 1917, after the U.S. had entered the war, the Hercules plant became the largest producer of TNT in the country.

During the 1960s, the plant made the transition from the production of black powder to fertilizer. Because buffer zones were no longer needed for dynamite production the company decided to create a new city on the land outside of the plant. After two years of working with consultants and holding numerous public meetings, a general plan for a city of 22,000 residents by the year 2000 was adopted by the City Council.

The plant was sold to Valley Fertilizer, Inc. in 1976 and closed permanently in 1977 due to economic factors. It remained idle until 1979 when it was purchased by a group of investors called Hercules Properties, Ltd. There is a plan in place to develop the historic waterfront property as a transportation hub. The City of Hercules has grown up around the plant site and is creating its own legacy as a legendary city in its own right.

The City of Hercules has one of the largest populations of Filipino, Asian, and Pacific Islander residents compared to other communities along the I-80 corridor. Thus HMHS has larger populations of this demographic than WCCUSD (42.5%). Hispanic/Latino percentages are significantly smaller in comparison to district numbers (18.5%) and African-American (28.5%) and White percentages (10%) are similar to district statistics.

Economically, the most recent city information available depicts a higher income and education level for residents than many neighboring communities and the WCCUSD. This is borne out by WCCUSD's free/reduced price meals percentages of 64.2% versus HMHS much lower rate of 35.5%.

The City of Hercules is located at the border of two school districts: West Contra Costa Unified School District (formerly the Richmond Unified School District) and John Swett Unified School District. The majority of residents are within the West Contra Costa Unified School District (WCCUSD) boundary. Homes that reside on the border of Hercules and Rodeo are within the John Swett Unified School District (JSUSD) boundary.

Encompassing grades six through twelve the ethnically diverse student population largely hails from the surrounding city of Hercules, although a number are from other communities inside the West Contra Costa Unified School District's surrounding 110 square mile boundary (encompassing five cities and unincorporated areas). WCCUSD is a K-12 district comprised of 64 schools, 6 of which are comprehensive high schools. It serves approximately 30,500 students in grades K-12.

Although HMHS is situated in a suburban setting its locale along the greater San Francisco East Bay I-80 corridor brings urban social issues to the campus. The relative newness of our institution and the overall success of the student body academically in comparison to other WCCUSD comprehensive high schools make HMHS a desirable educational destination. (High School met AYP in 07/08 SY and 20/22 Criteria in 08/09)

HMHS is in a unique position within WCCUSD serving 6th through 12th grade, compared to other secondary schools in our district who serve only 9th through 12th grade students. The continuity this provides helps our students be successful in high school.

The city's educational history with WCCUSD is relatively short, spanning approximately thirty years. The first public elementary school, Lupine Hills (formerly known as Hercules Elementary School), began in the mid-Seventies. Next came Ohlone Elementary in 1979. During the mid-Eighties, the need for a middle and high school in the community became evident. On June 30, 1986, California's Department of General Services Office of Public School Construction officially recorded the receipt of RUSD's application requesting funding for the construction of a middle/high school in Hercules, California (though it would be many years before this became a reality). As the city grew, so did the need for another elementary school. Hanna Ranch opened its doors in January 1995. During these years children of middle and high school ages attended schools in neighboring cities (Pinole, San Pablo, El Cerrito, Rodeo, Crockett, or Richmond.). Finally, a firm completion date for fall 2001 was set in November 1998 for the opening of Hercules Middle/High School. This date came after years of problems, negotiations, and at one point rescinding of funding by the Office of Public School Construction (August 1998). The project was put back on track through the joint efforts of WCCUSD, City of Hercules officials and residents, and California State Senator, Tom Torlakson. Construction actually began in 1999.

In May of 2000, Rosalyn Morgan-Upshaw was named founding principal of Hercules Middle/High School. A full year prior to the school's opening, the principal assembled interested faculty and staff to outline curriculum, plan vertical alignment between middle and high school, and begin building a department structure that would ensure academic rigor for students. The principal also participated in community organizations and met directly with city officials helping to establish communication between the school and the city which continues with the current principal, Mr. Guy Zakrevsky. Additionally, a local non-profit organization, Hercules Community Partnership (HCP), was formed and began meeting with the principal at this time.

City of Hercules residents had eagerly awaited the opening of the new middle/high school. That fifteen-year dream became reality in August 2001. Although there were many construction glitches, the school opened as scheduled on August 26, 2001 to begin a proud tradition of offering a quality education to a diverse population of students. In the inaugural year (2001-2002), grades 6 – 11 were served. Seniors were added to the campus for the 2002-2003 school year. The culmination of years of dreaming and planning was realized in June of 2003, with the first Hercules Titans graduating class.

While these were exciting years, there was a growing concern for many citizens in the City of Hercules that their public schools should be reorganized so that all of the schools in their city would be part of one school district. In addition, many citizens expressed the desire to be involved in a smaller district than the more than 30,000-student district that makes up West Contra Costa Unified. They believed that their voice would be better heard in a district where they would make up more than half of the student population rather than an estimated 10% share.

The City of Hercules convened the Blue Ribbon Committee and funded a study to look at potential options in 2002. The recommendation was to have that part of the City of Hercules that is part of the West Contra Costa Unified School District leave that district and join the John Swett Unified School District. The result would be a district of approximately 5000 students made up of Crockett, Rodeo, Port Costa, and all of Hercules. A petition was circulated and presented to the Contra Costa County Office of Education. The CCCOE school board did not approve the recommendation so no further changes to the city's school structure have been entertained.

Dr. Guy Zakrevsky, "Zak," a seasoned veteran of district and site administration, filled the school-site top position of principal upon Rosalyn Morgan-Upshaw's retirement in fall 2005. As a new administration took the helm the school's relationship with the City of Hercules has continued to grow. Zak has facilitated increased communication and support between HMHS and the City of Hercules Education Commission, the Police Department, he also serves on the Hercules Education Foundation Board.

Citizens of Hercules and the city government have been closely involved with questions of educating their children and have been motivated to actively seek and consider options that

they believe would improve educational opportunities for them. Parent and community members are strong supporters of the school educational program and are seen by the faculty and staff as one of HMHS's greatest assets. Within the past three years an Education Commission has been created by the City of Hercules with city-wide elections for commissioner posts and a non-profit Educational Foundation has been organized to raise awareness and identify potential outside funding sources (grants, fundraising, etc.) for all Hercules schools. These city government and community-based organizations are beginning to work together in concert with the school site administration and school site council to coordinate information and efforts.

WASC ACCREDITATION HISTORY FOR SCHOOL

Hercules Middle/High School has always taken the accreditation cycle very seriously. From the inception of the school the faculty and staff have shown a desire to provide students with a high quality education and see the accreditation process as one of the most important indicators for attaining and maintaining that goal. HMHS was initially accredited in 2002 for grades 6 to 11. The subsequent year, substantial change accreditation was awarded for the addition of grade 12. A full Self-Study was completed in the spring of 2005 with HMHS being granted a six-year term of accreditation with a mid-term review through June 30, 2011. The HMHS administration (past and current) has provided continuity of the school improvement process throughout the four WASC Accreditation visits by imbedding elements of the WASC process into the life of the school and utilizing the same WASC Coordinator as facilitator.

SCHOOL PURPOSE (E.G., BELIEFS, PHILOSOPHY, MISSION) AND ESLRs

As part of the ongoing school improvement process, all stakeholder groups were asked to review and suggest potential revisions to the HMHS vision statement and Expected Schoolwide Learning Results (ESLRs). Vision statement and ESLR discussions took place during spring-2009. Minor revisions were made to the Vision Statement and no changes were deemed necessary to the ESLRs. The vision statement below reflects the philosophy of HMHS.

Hercules Middle/High School is a community thriving on mutual RESPECT. Our greatest strength is our inclusive environment providing each student with a challenging curriculum focused on achievement through academic success, interpersonal growth, and community involvement. Differentiated instructional strategies and engaging learning opportunities ensure educational equity for all.

T I T A N R E S P E C T	
R	Responsible Learners <ul style="list-style-type: none"> ✓ Are responsible for their own learning & self-management ✓ Make informed choices ✓ Demonstrate curiosity & common sense ✓ Demonstrate basic academic skills
E	Exemplary Scholars <ul style="list-style-type: none"> ✓ Diligently pursue understanding & meaning to the text & world around them ✓ Excel in challenging coursework
S	Self-Aware Healthy Individuals <ul style="list-style-type: none"> ✓ Establish, understand, & adhere to standards of behavior
P	Problem Solvers <ul style="list-style-type: none"> ✓ Define appropriate resources ✓ Frame clear, concise analytical questions & arguments ✓ Recognize & analyze different points of view ✓ Gather & organize information & use logic in the decision making process ✓ Transfer knowledge to new situations ✓ Analyze, reason, problem solve, & synthesize
E	Effective Engaged Communicators <ul style="list-style-type: none"> ✓ Organize thoughts and emotions, and express them in oral, written and art forms ✓ Listen, comprehend, and process information ✓ Understand and follow directions
C	Citizens of the World <ul style="list-style-type: none"> ✓ Understand history, government, economics, legal systems and art forms from our own and other countries ✓ Participate in community, social, civic, cultural, and philanthropic service
T	Technology Integrators <ul style="list-style-type: none"> ✓ Are technologically literate ✓ Use technology to analyze, research, solve, and complete tasks

STATUS OF SCHOOL

HMHS is not a Title 1, Program Improvement, nor an II USP school. Historical AYP data for the past four school years is listed below. The high school has met all targets two of the four previous school years with math proficiency percentages falling below target percentages last school year. The middle school has yet to meet AYP targets for math. With the increase last school year in target percentages only one subgroup (Asian) met the target percentage for proficiency. English met all proficiency targets at the lower percentages but fell behind the past two years when target proficiency percentages doubled from original numbers.

Adequate Yearly Progress (AYP)

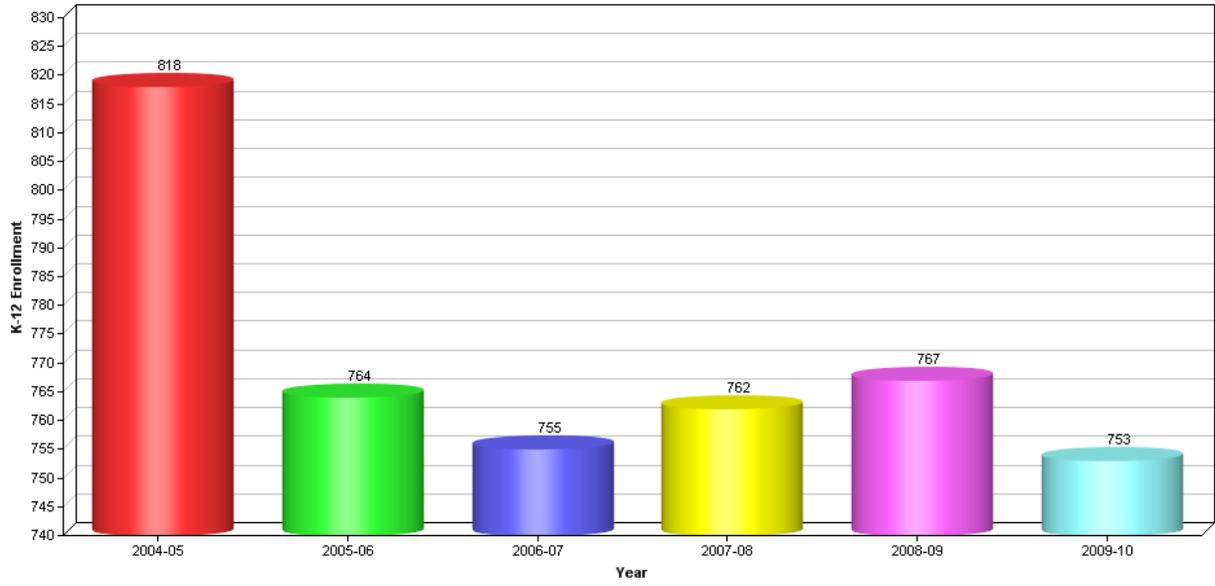
AYP MIDDLE SCHOOL											
YEAR	MADE AYP	# CRITERIA MET	MATH	ENGLISH	SUBGROUPS NOT MET	STATE %ProfTarget MATH	STATE %ProfTarget ENG	Af Am Math	Af Am Eng	SED Math	SED Eng
2010	No	28/33	NO % Proficient	NO % Proficient	Soc Ec Dis & His Lat	58	56.8	24.6 *SH	42.2 *SH	20.7	34.1
2009	No	21/29	NO % Proficient	NO % Proficient	Af Am, Fil, His, SED, Disabilities Math (Only Asian pop. Met State Target In Math) His & SED Eng	47.5	46	12.9	30.7	14.6	34.6
2008	No	23/29	NO % Proficient	NO % Proficient	AF Am, PI, SED Math AF Am & SED Eng	37	35.2	15.9	25.5	20.3	27
2007	No	23/25	NO % Proficient		AF Am & SED Math	26.5	24.4	14.4	29.1	17.3	25.1
2006	No	23/25	NO % Proficient		AF Am & SED Math	26.5	24.4	14.4	23.2	16.4	22.3
2005	No		NO % Proficient								

*SH = Passed by safe harbor: The school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.

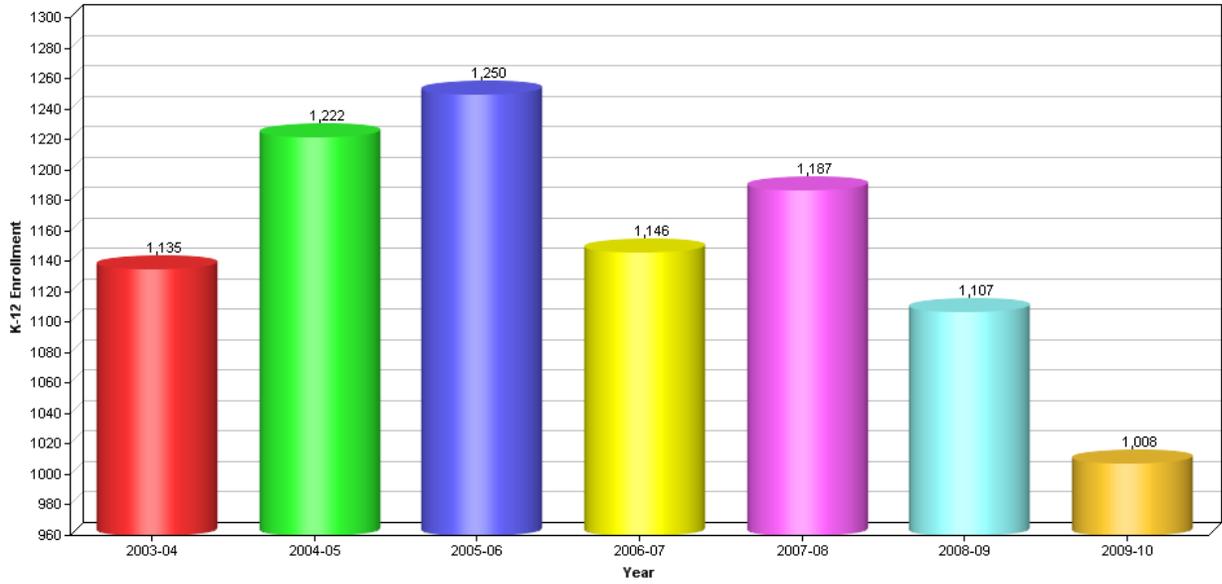
AYP HIGH SCHOOL													
YEAR	MADE AYP	# CRITERIA MET	MATH	ENGLISH	SUB GROUPS NOT MET	STATE % Prof Target MATH	STATE % Prof Target ENG	Af Am Math	Af Am Eng	SED Math	SED Eng	His/Lat Math	His/Lat Eng
2010	No	12/18	NO % Prof	NO % Prof	Af Am, Soc Ec Dis, & HisLat	54.8	55.6	23.5	33.8	39	41	52.9	52.9
2009	No	20/22	NO % Prof	Yes	Af Am & Soc Ec Dis	43.5	44.5	27.3	46.8	30.7	45.6		
2008	Yes					32.2	33.4	26.6	43.6	27.3	46.7		
2007	Yes					20.9	22.3	19.6	41.2	37.5	59.6		
2006	No	20/22	No % Part	No % Part	Soc Ec Dis	20.9	22.3	27.4	38.8	39.1	34.4		
2005	No		No % Part										

ENROLLMENT

Hercules Middle School



Hercules High School



Enrollment by Grade & Gender Hercules Middle School												
2006-07				2007-08			2008-09			2009-10		
	F	M	Total									
Grade 6	105	131	236	107	119	230	107	120	227	109	116	225
Grade 7	99	149	248	134	152	276	134	131	265	125	136	261
Grade 8	148	123	271	119	150	256	119	156	275	139	128	267
Total	755			762			767			753		

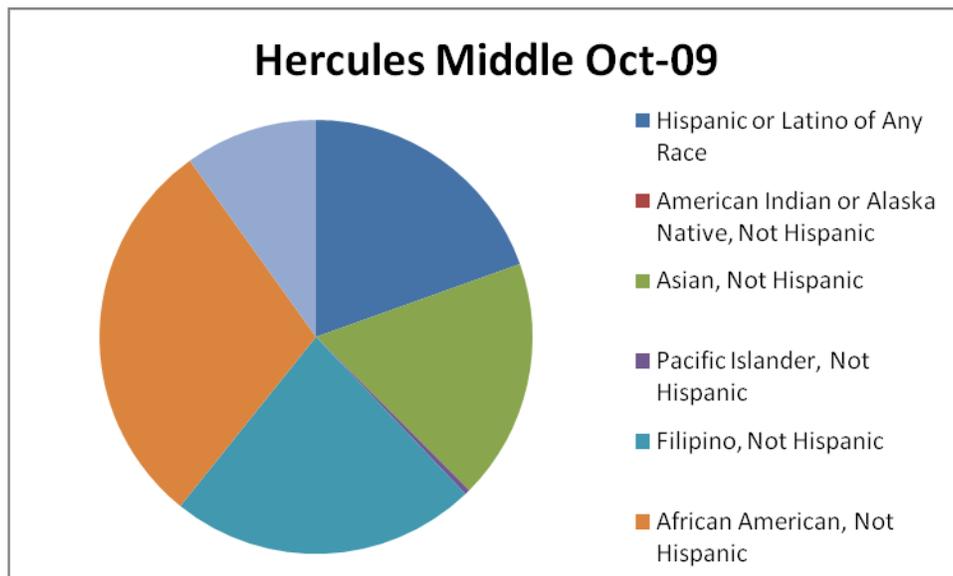
Enrollment by Grade & Gender Hercules High School												
2006-07				2007-08			2008-09			2009-10		
	F	M	Total									
Grade 9	164	180	344	157	160	317	107	151	258	111	146	257
Grade 10	144	146	290	151	158	309	146	152	298	116	134	250
Grade 11	151	142	293	142	142	284	131	130	261	142	128	270
Grade 12	107	111	218	146	131	277	156	134	290	113	118	231
Total	1,146			1,187			1,107			1,008		

EdSource, one of the Ed-Data partners for California Department of Education (CDE), has developed a new measure that indicates how "diverse" a student body is in terms of ethnicity only. According to Ed-Data, HMHS (as of the 2008-2009 school year) had a diversity index of **71** (out of 100). The more evenly distributed the student body, the higher the number. No school had an index of 100 (although a few have diversity indices of 0). Currently the highest index for a school is 78.

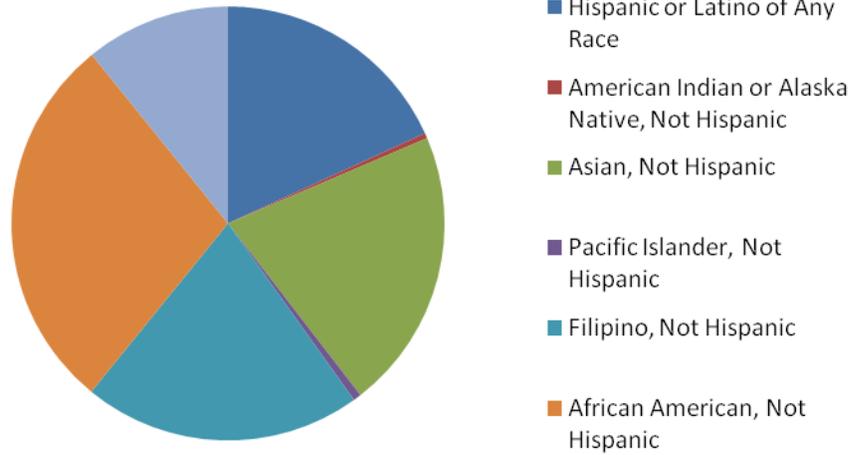
Enrollment by Ethnicity

School	Year	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Hercules Middle	09-10	146	0	134	3	171	219	74	1	5	753
Hercules Middle	08-09	112	2	125	3	161	202	71	91		767
Hercules Middle	07-08	121	1	129	2	160	209	78	62		762
Hercules High	09-10	183	4	211	6	209	285	109	0	1	1008
Hercules High	08-09	174	2	224	5	219	297	112	74		1107
Hercules High	07-08	180	4	225	12	247	303	116	70		1187

Historical data, since the inception of the school in 2001, show only small fluctuations in ethnicity percentages throughout the past nine years (+/- less than 5% in any one given year). Below are ethnic distribution pie charts for 2009-10 (most recent data available) which reflect similar data from previous years.



Hercules High Oct-09



Languages of English Learner Students Hercules Middle School,

	2006-07		2007-08		2008-09	
	Number of Students	Percent of Enrollment	Number of Students	Percent of Enrollment	Number of Students	Percent of Enrollment
Spanish	29	3.8%	37	4.9%	27	3.5%
Filipino (Pilipino or Tagalog)	13	1.7%	17	2.2%	13	1.7%
Punjabi	11	1.5%	8	1.0%	7	0.9%
Vietnamese	5	0.7%	7	0.9%	6	0.8%
Cantonese	5	0.7%	4	0.5%	3	0.4%
All Other	27	3.6%	21	2.8%	12	1.6%
Total	90	11.9%	94	12.3%	68	8.9%

Languages of English Learner Students Hercules High School								
2006-07			2007-08			2008-09		
Language	Number of Students	Percent of Enrollment	Language	Number of Students	Percent of Enrollment	Language	Number of Students	Percent of Enrollment
Spanish	29	2.5%	Spanish	36	3.0%	Spanish	30	2.7%
Filipino (Pilipino or Tagalog)	22	1.9%	Filipino (Pilipino or Tagalog)	20	1.7%	Filipino (Pilipino or Tagalog)	19	1.7%
Punjabi	13	1.1%	Punjabi	15	1.3%	Punjabi	13	1.2%
Cantonese	5	0.4%	Cantonese	8	0.7%	Cantonese	8	0.7%
Mandarin (Putonghua)	4	0.3%	Lao	4	0.3%	Mandarin (Putonghua)	4	0.4%
All Other	18	1.6%	All Other	19	1.6%	All Other	20	1.8%
Total	91	7.9%	Total	102	8.6%	Total	94	8.5%

Special Programs Hercules Middle School									
	2007-08			2008-09			2009-10		
	School		District	School		District	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment	Number of Students	Percent of Enrollment	Percent of Enrollment	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	94	12.3%	33.8%	68	8.9%	32.6%	69	9.1%	32.6%
Free/Reduced Price Meals	253	33.2%	62.4%	272	35.5%	64.2%	unavailable	unavailable	unavailable
Compensatory Education	0	0.0%	48.2%	0	0.0%	37.8%	unavailable	unavailable	unavailable
Title I	N/A	N/A	unavailable	N/A	unavailable	N/A	N/A	N/A	unavailable
GATE		16%			19%		114	15%	
Students with Disabilities		11%			11%				

Special Programs Hercules High School

	2007-08			2008-09			2009-10		
	School		District	School		District	School		District
	Number of Students	Percent of Enrollment	Percent of Enrollment	Number of Students	Percent of Enrollment	Percent of Enrollment	Number of Students	Percent of Enrollment	Percent of Enrollment
English Learners	102	8.6%	33.8%	94	8.5%	32.6%	89	8.8%	
Free/Reduced Price Meals¹	296	24.9%	62.4%	309	27.9%	64.2%	unavailable	unavailable	unavailable
Compensatory Education	0	0.0%	48.2%	0	0.0%	37.8%	unavailable	unavailable	unavailable
Title I	No	N/A	N/A	No	N/A	N/A	N/A	N/A	unavailable
GATE		13%			13%		148	14.7%	
Students with Disabilities		7%		9%					

Attendance and Mobility Rates

Percentage of Actual Attendance Comparison

	2007-2008	2008-2009 (Months 1-6)	2009-2010
Hercules Middle	94.53	96.17	94.3
Hercules High	92.81	96.26	92.81

Hercules Middle School 2007 [Mobility](#)

School,
CBEDS Date
(STAR) 95

LEA,
CBEDS Date
(STAR) 96

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2005 CBEDS data collection and who have been continuously enrolled since that date.

Hercules Middle School 2008 [Mobility](#)

**School,
CBEDS Date
(STAR)** 97

**LEA,
CBEDS Date
(STAR)** 98

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2007 CBEDS data collection and who have been continuously enrolled since that date.

Hercules High School 2007 [Mobility](#)

**School,
CBEDS Date
(STAR)** 96

**LEA,
CBEDS Date
(STAR)** 97

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2005 CBEDS data collection and who have been continuously enrolled since that date.

Hercules High School 2008 [Mobility](#)

**School,
CBEDS Date
(STAR)** 98

**LEA,
CBEDS Date
(STAR)** 98

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2007 CBEDS data collection and who have been continuously enrolled since that date.

Hercules High School 2009 [Mobility](#)

**School,
CBEDS Date
(STAR)** 96

**LEA,
CBEDS Date
(STAR)** 97

These are the percentages of students who were counted as part of the school's or LEA's enrollment on the October 2008 CBEDS data collection and who have been continuously enrolled since that date.

Hercules High School

Expulsion, Suspension, and Truancy Information for 2009-10

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules High	0761796	0730598	1,108	969	96.13%	14	17	1		15	99
WCCUSD			29,887	23,722	79.37%	136	2,012	26	31	149	6,354

Expulsion, Suspension, and Truancy Information for 2008-09

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules High	0761796	0730598	1,107	607	54.83%	9	37	1		9	363
WCCUSD			30,647	14,579	47.57%	116	2,439	20		116	10,425

Expulsion, Suspension, and Truancy Information for 2007-08

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules High	0761796	0730598	1,192	291	24.41%	6	24	1		7	284
WCCUSD			30,879	14,212	46.02%	142	2,477	17		161	9,339

Expulsion, Suspension, and Truancy Information for 2006-07

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules High	0761796	0730598	1,146	638	55.67%	3	17	1		3	90
WCCUSD			31,412	14,178	45.14%	157	2,370	36		174	9,158

Hercules Middle School

Expulsion, Suspension, and Truancy Information for 2009-10

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules Middle	0761796	6119515	753	470	62.42%	7	106			7	304
WCCUSD			29,887	23,722	79.37%	136	2,012	26	31	149	6,354

Expulsion, Suspension, and Truancy Information for 2008-09

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules Middle	0761796	6119515	767	314	40.94%	5	62	2		5	470
WCCUSD			30,647	14,579	47.57%	116	2,439	20		116	10,425

Expulsion, Suspension, and Truancy Information for 2007-08

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules Middle	0761796	6119515	759	607	79.97%	4	143			5	301
WCCUSD			30,879	14,212	46.02%	142	2,477	17		161	9,339

Expulsion, Suspension, and Truancy Information for 2006-07

School	CD Code	School Code	Enrollment *	Number of Students with Unexcused Absence or Tardy on 3 or More Days (truants)	Truancy Rate	Violence/Drug		Total Persistently Dangerous Expulsions	Number of Non-Student Firearm Incidents	Overall Total	
						Expulsions	Suspensions			Expulsions	Suspensions
Hercules Middle	0761796	6119515	755	346	45.83%	6	109			6	195
WCCUSD			31,412	14,178	45.14%	157	2,370	36		174	9,158

Hercules Middle School Parent Education Level

Hercules Middle School [Parent Education Level](#) (STAR) 2009

Percentage with a response*	88
Of those with a response:	
Not a high school graduate	4
High school graduate	29
Some college	25
College graduate	34
Graduate school	8

**This number is the percentage of student answer documents with stated parent education level information.*

Average

[Average Parent Education Level](#) (STAR)

3.13

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Hercules Middle School [Parent Education Level](#) (STAR) 2008

Percentage with a response*	88
Of those with a response:	
Not a high school graduate	4
High school graduate	30
Some college	26
College graduate	32
Graduate school	8

**This number is the percentage of student answer documents with stated parent education level information.*

Average

[Average Parent Education Level](#) (STAR)

3.09

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Hercules Middle [Parent Education Level](#) (STAR) 2007

Percentage with a response*	83
Of those with a response:	
Not a high school graduate	4
High school graduate	29
Some college	27
College graduate	32
Graduate school	8

**This number is the percentage of student answer documents with stated parent education level information.*

Average

[Average Parent Education Level](#) (STAR)

3.11

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Hercules High School Parent Education Level

Hercules High School Parent Education Level (STAR) 2009

Percentage with a response*	87
Of those with a response:	
Not a high school graduate	6
High school graduate	27
Some college	26
College graduate	35
Graduate school	7

**This number is the percentage of student answer documents with stated parent education level information.*

Average

Average Parent Education Level (STAR) 2008

3.12

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Hercules High School Parent Education Level (STAR)

Percentage with a response*	83
Of those with a response:	
Not a high school graduate	4
High school graduate	28
Some college	23
College graduate	35
Graduate school	10

**This number is the percentage of student answer documents with stated parent education level information.*

Average

Average Parent Education Level (STAR)

3.19

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Hercules High School Parent Education Level (STAR) 2007

Percentage with a response*	71
Of those with a response:	
Not a high school graduate	4
High school graduate	28
Some college	25
College graduate	36
Graduate school	7

**This number is the percentage of student answer documents with stated parent education level information.*

Average

Average Parent Education Level (STAR)

3.14

The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."

Facilities

Hercules Middle/High School rests on approximately 75 acres of land. The collection of block buildings runs nearly 1.25 miles along Refugio Valley Road. The middle and high school campuses, one on either side are separated by the Administration and Library complex. Significant landscaping improvements have been done since the last full self-study. The facility and grounds are maintained by WCCUSD personnel who are located at the site and district offices.

The high school has eight "pods," which house twenty-two classrooms. (Pods are buildings with four classrooms and a utility area in the center.) There are also twenty portable classrooms. Almost all classrooms are equipped with a phone, TV and a VCR. Nearly every teacher has a PC on his/her desk. Internet access and district email is provided. The high school facility includes a gym (with lockers and shower facilities for boys and girls), multi-purpose room, which is also the cafeteria, little theatre, music room, one Regional Occupational Program computer lab, one Regional Occupational Program Culinary Art classroom, and a faculty lounge (which includes faculty restrooms). There are six girls, four boys, and three unisex restrooms on the high school campus. A large football field with stands (lights are projected to go in the summer of 2010 funded in part by the City of Hercules), baseball/softball diamond, outdoor basketball courts, and student locker facilities are also a part of the high school campus. A large clock tower contains an elevator that provides handicap access from the large parking lot to the high school campus quad area.

The middle school has four pods, which house twelve classrooms. There are sixteen portable classrooms. As in the high school, most all classrooms are equipped with a phone, TV and a VCR, and nearly every teacher has a PC on his/her desk. Internet access and district email are provided. The middle school facility includes a gym (with lockers and shower facilities for boys and girls), outdoor basketball courts, multi-purpose room, which is also the cafeteria, combination little theatre and music room, one computer lab, one severely handicapped special education classroom, and a faculty lounge (which includes faculty restrooms). There are six girls, four boys, and three unisex restrooms on the middle school campus. A baseball field, open play areas, a landscaped quad area, and student locker facilities are also a part of the middle school campus.

Within the past several years field areas have been completely refurbished and parking areas on both middle and high school sides of the campus have been added. Quad areas have been added to the middle school and improvements continue.

Staff

Teachers by Ethnicity				Teachers by Ethnicity			
Hercules Middle School, 2007-08				Hercules High School, 2007-08			
	School		District		School		District
	Number of Teachers	Percent of Total	Percent of Total		Number of Teachers	Percent of Total	Percent of Total
American Indian	0	0.00%	0.50%	American Indian	0	0.00%	0.50%
Asian	0	0.00%	6.40%	Asian	4	7.80%	6.40%
Pacific Islander	0	0.00%	0.30%	Pacific Islander	0	0.00%	0.30%
Filipino	1	3.60%	4.10%	Filipino	6	11.80%	4.10%
Hispanic	0	0.00%	9.80%	Hispanic	5	9.80%	9.80%
African American	4	14.30%	13.40%	African American	4	7.80%	13.40%
White	21	75.00%	62.40%	White	31	60.80%	62.40%
Multiple/No Response	2	7.10%	3.00%	Multiple/No Response	1	2.00%	3.00%
Total	28	100%	100%	Total	51	100%	100%
Teachers by Ethnicity				Teachers by Ethnicity			
Hercules Middle School, 2008-09				Hercules High School, 2008-09			
	School		District		School		District
	Number of Teachers	Percent of Total	Percent of Total		Number of Teachers	Percent of Total	Percent of Total
American Indian	1	3.60%	0.60%	American Indian	0	0.00%	0.60%
Asian	0	0.00%	6.60%	Asian	5	9.60%	6.60%
Pacific Islander	0	0.00%	0.30%	Pacific Islander	0	0.00%	0.30%
Filipino	1	3.60%	4.10%	Filipino	4	7.70%	4.10%
Hispanic	0	0.00%	10.40%	Hispanic	5	9.60%	10.40%
African American	5	17.90%	12.90%	African American	5	9.60%	12.90%
White	20	71.40%	61.80%	White	32	61.50%	61.80%
Multiple/No Response	1	3.60%	3.30%	Multiple/No Response	1	1.90%	3.30%
Total	28	100%	100%	Total	52	100%	100%

Teachers by Ethnicity Hercules Middle School, 2009-10				Teachers by Ethnicity Hercules High School, 2009-10			
	School		District		School		District
	Number of Teachers	Percent of Total	Percent of Total		Number of Teachers	Percent of Total	Percent of Total
American Indian	1	4.00%	Less than .01%	American Indian	0	0.00%	Less than .01%
Asian	0	0.00%	7.00%	Asian	5	10.00%	7.00%
Pacific Islander	0	0.00%	Less than .01%	Pacific Islander	0	0.00%	Less than .01%
Filipino	1	4.00%	4.00%	Filipino	6	12.00%	4.00%
Hispanic	0	0.00%	12.00%	Hispanic	7	14.00%	12.00%
African American	4	16.00%	12.00%	African American	5	10.00%	12.00%
White	18	72.00%	62.00%	White	27	53.00%	62.00%
Multiple/No Response	1	4.00%	2.00%	Multiple/No Response	1	2.00%	2.00%
Total	25	100%	100%	Total	51	100%	100%

Certificated Staff Hercules Middle School, 2007-08					Certificated Staff Hercules High School, 2007-08				
	School			District		School			District
	Number of Staff	Equivalent s	Per Pupil Ratio	Per Pupil Ratio		Number of Staff	Equivalent s	Per Pupil Ratio	Per Pupil Ratio
Admin	3	1.4	544.3	239.2	Admin	7	4.7	252.6	239.2
Services	2	2	381	226.9	Services	4	4	296.8	226.9
Teachers	28	28	27.2	19.7	Teachers	51	50.8	23.4	19.7
Certificated Staff Hercules Middle School, 2008-09					Certificated Staff Hercules High School, 2008-09				
	School			District		School			District
	Number of Staff	Equivalent s	Per Pupil Ratio	Per Pupil Ratio		Number of Staff	Equivalent s	Per Pupil Ratio	Per Pupil Ratio
Admin	1	0.4	1,917.50	227.1	Admin	4	3.2	345.9	227.1
Services	1	1	767	225.1	Services	6	6	184.5	225.1
Teachers	28	27.2	28.2	19.7	Teachers	52	51.4	21.5	19.7

Teaching Credentials ¹ Hercules Middle School, 2007-08			Teaching Credentials ¹ Hercules High School, 2007- 08		
	Credentia s	Percent of Total		Credentia s	Percent of Total
Full University Credential	26	92.90%	Full University Credential	43	84.30%
Emergency Intern	1	3.60%	Emergency Intern	3	5.90%
Emergency	1	3.60%	Emergency	4	7.80%
Total	28	100%	Waiver	1	2.00%
			Total	51	100%
Teaching Credentials ¹ Hercules Middle School, 2008-09			Teaching Credentials ¹ Hercules High School, 2008- 09		
	Credentia s	Percent of Total		Credentia s	Percent of Total
Full University Credential	27	93.10%	Full University Credential	43	82.70%
Emergency	1	3.40%	Emergency Intern	5	9.60%
Waiver	1	3.40%	Emergency	4	7.70%
Total	29	100%	Total	52	100%

Student Participation in co-curricular activities and extra-curricular activities

Co-Curricular:

HS Newspaper: 60
HS Yearbook: 20
Teacher Cadet: 105
MS Newspaper: 36
MS Yearbook: 35 (club)
Choir: 35?
Band: 50 (HS, not sure about MS)
Orchestra: 70 (HS, not sure about MS)
Leadership: 25
Theater: 60
Web Design: 30
Dance Production: 40
Creative Writing/Lit. Mag: 30
Culinary Arts: 20
Work Experience: 5
Chamber Choir: 16
Jazz Band: 10
Drumline: 12

Clubs (extra-curricular):

Mock Trial: 20
Chess Club: 12
Junior Statesman: 10
Leos (service): 25
Interact (service): 60
Kiwins (service): 25
Sound Science: 10
Chocolate Club (service): 8
Book-its (service): 10
French Club: 15
Save the Music (service): 40
Science Bowl (MS and HS): 12
Teen Youth Council (service): 30

Campus Sports:

Football (JV/V): 50
Waterpolo: 30
Golf (Girls): 5
Tennis (Girls): 22
Cheer (including MS pep squad): 35
Volleyball (JV/V): 25
Basketball (Girls, JV/V): 18
Basketball (Boys, JV/V): 25
Soccer (Girls): 15
Soccer (Boys): 15
Baseball: 25
Softball: 35
Swimming: 40
Track and Field: 25
Cross Country: 20
Golf (Boys): 5
Badminton: 50
Tennis (Boys): 15

School Finances

Provide information about expenditures per pupil at the school site.

Restricted source means money whose use is restricted by legal requirement or by the donor. Examples include, but are not limited to, instructional materials, economic impact aid, and teacher and principal training funds.

Unrestricted source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor. Examples include, but are not limited to, class size reduction, state lottery (not the instructional materials portion), and undesignated local parcel tax funds.

Total Expenditures Per Pupil is the sum of Expenditures Per Pupil from Restricted sources and Expenditures Per Pupil from Unrestricted sources.

Average Teacher Salary:

The term “teachers” includes all certificated instructional personnel measured on an FTE basis. To calculate the average teacher salary at the school site, divide the total actual salaries paid to certificated instructional personnel at the school site by the FTE of certificated instructional personnel at the school site.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
HMS Site 08-09	\$3,886	\$811	\$3,075	\$55,968
HMS Site 07-08	\$3,886	\$811	\$3,075	\$55,968
HMS Site 06-07	\$3,837	\$2,366	\$6,203	\$50,912
HHS Site 08-09	\$5,732	\$843	\$4,890	\$54,630
HHS Site 07-08	\$5,732	\$843	\$4,890	\$54,630
HHS Site 06-07	\$5,219	\$2,688	\$7,907	\$50,912

Types of Services Funded For The Previous Three School Years

Provide a description of the programs and supplemental services that are provided at the school either through categorical funds or other sources.

Programs and services available at Hercules Middle School include:
Special Ed; Arts and Music Block Grant; LEP; Gifted and Talented Ed

Programs and services available at Hercules High School include:
Special Ed-E ; Arts & Music Block Grant; A/M/PE- Drama/Theatre; A/M/PE- Dance; LEP EIA;
Gifted & Talented Ed-E

Student Performance Data

MS API				
Student Subgroups	2007 Base	2008 Base	2009 Base	2010 Growth
Ethnicities				
African American (not of Hispanic Origin)	621	621	634	667
Asian	807	833	812	838
Filipino	804	817	815	802
Hispanic or Latino	676	698	655	695
Other Subgroups				
Socioeconomically Disadvantaged	622	654	638	655
English Learners			672	726
Total				
All Students Included in Growth API	725	742	736	740

HS API				
Student Subgroups	2007 Base	2008 Base	2009 Base	2010 Growth
Ethnicities				
African American (not of Hispanic Origin)	575	645	606	588
Asian	806	775	804	811
Filipino	774	766	770	759
Hispanic or Latino	638	644	680	659
Other Subgroups				
Socioeconomically Disadvantaged	635	658	643	623
English Learners	--	--	649	630
Total				
All Students Included in Growth API	715	715	716	693

Hercules Middle School – Similar Schools Ranking

		Ranks		Targets	
Number of Students Included in the 2009 API	2009 Base API	2009 Statewide Rank	2009 Similar Schools Rank	2009-10 Growth Target	2010 API Target
722	736	5	5	5	741
Number of Students Included in the 2008 API	2008 Base API	2008 Statewide Rank	2008 Similar Schools Rank	2008-09 Growth Target	2009 API Target
711	742	5	1	5	747
Number of Students Included in the 2007 API	2007 Base API	2007 Statewide Rank	2007 Similar Schools Rank	2007-08 Growth Target	2008 API Target
713	725	5	2	5	730

Hercules High School – Similar Schools Ranking

		Ranks		Targets	
Number of Students Included in the 2009 API	2009 Base API	2009 Statewide Rank	2009 Similar Schools Rank	2009-10 Growth Target	2010 API Target
748	716	5	3	5	721
Number of Students Included in the 2008 API	2008 Base API	2008 Statewide Rank	2008 Similar Schools Rank	2008-09 Growth Target	2009 API Target
824	715	5	2	5	720
Number of Students Included in the 2007 API	2007 Base API	2007 Statewide Rank	2007 Similar Schools Rank	2007-08 Growth Target	2008 API Target
846	715	6	3	5	720

**California Standards Testing (CST) Hercules Middle School ELA Data Analysis
(3-Year Comparison)**

CST (AYP) Performance - School Wide

	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	45.6	333	50.4	357	49.5	359
Students at basic and below	54.4	397	49.6	351	50.5	366
Total valid scores	100	730	100	708	100	725
Total increase required during 2010-11 to meet the goal for ELA:					23.1%	167
Description of findings: Percentages have remained the same for the past three years.						

CST (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	25.5	50	31.4	54	42.2	62
Students at basic and below	74.5	146	68.6	118	57.8	85
Total valid scores	100	196	100	172	100	147
Total increase required during 2010-11 to meet the goal for ELA:					30.4%	44
Description of findings: Percentages inching forward						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	35.4	40	33.3	35	35.7	51
Students at basic and below	64.6	73	66.7	70	64.3	92
Total valid scores	100	113	100	105	100	143
Total increase required during 2010-11 to meet the goal for ELA:					39.9%	53
Description of findings: Subgroup numbers expanding while percentages remain similar. Lowest performing subgroup						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - White

[X] Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	44.2	34	57.8	37	55.2	32
Students at basic and below	55.8	43	42.2	27	44.8	26
Total valid scores	100	77	100	64	100	58
Total increase required during 2010-11 to meet the goal for ELA:					17.4%	10
Description of findings: Subgroup numbers decreasing while percentages remain similar						
[] Area of strength [X] Area of concern						

CST (AYP) Performance by Subgroup - Asian

[X] Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	62.3	76	65.8	79	62.8	76
Students at basic and below	37.7	46	34.2	41	37.2	45
Total valid scores	100	122	100	120	100	121
Total increase required during 2010-11 to meet the goal for ELA:					9.8%	12
Description of findings: Highest performance subgroup. Numbers and percentages remain the same for three years.						
[] Area of strength [X] Area of concern						

CST (AYP) Performance by Subgroup - EDY (SED)

[X] Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	27.0	64	34.7	85	34.1	98
Students at basic and below	73	173	65.3	160	65.9	189
Total valid scores	100	237	100	245	100	287
Total increase required during 2010-11 to meet the goal for ELA:					38.5%	110
Description of findings: Percentages staying the same while numbers of subgroup increasing.						
[] Area of strength [X] Area of concern						

CST (AYP) Performance by Subgroup - English Learners

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	33.3	52	37.5	54	40.6	63
Students at basic and below	66.7	104	62.5	90	59.4	92
Total valid scores	100	156	100	144	100	155
Total increase required during 2010-11 to meet the goal for ELA:					32%	50
Description of findings: Percentages increasing while numbers remain the same for three years						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Other

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient						
Students at basic and below						
Total valid scores						
Total increase required during 2010-11 to meet the goal for ELA:					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Other Filipino

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	60.8	96	63.2	98		
Students at basic and below	39.2	62	36.8	57		
Total valid scores	100	158	100	155		
Total increase required during 2010-11 to meet the goal for ELA:					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

**Hercules Middle School MATH Goals and Indicators - MATH Data Analysis
(3-Year Comparison)**

CST (AYP) Performance - School Wide

	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	36.0	262	31.0	219	35.0	245
Students at basic and below	64	465	69	488	65	527
Total valid scores	100	727	100	707	100	772
Total increase required during 2010-11 to meet the goal for MATH :					42.5%	328
Description of findings: Very low percentages at proficient and advanced. Lower in math than ELA						

CST (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	15.9	31	12.9	22	24.6	34
Students at basic and below	84.1	164	87.1	149	75.4	104
Total valid scores	100	195	100	171	100	138
Total increase required during 2010-11 to meet the goal for MATH :					52.9%	73
Description of findings: Increase in percentage of proficient and advanced, but fewer in numbers. Low subgroup						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Latino

<input checked="" type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	21.2	24	16.2	17	25.7	36
Students at basic and below	78.8	89	83.8	88	74.3	104
Total valid scores	100	113	100	105	100	140
Total increase required during 2010-11 to meet the goal for MATH :					51.8%	72
Description of findings: Second lowest subgroup. Increase in percentage of proficient and advanced as well as numbers						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - White

[] Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	42.1	32	35.4	23	36.4	20
Students at basic and below	57.9	44	64.6	42	63.6	35
Total valid scores	100	76	100	65	100	55
Total increase required during 2010-11 to meet the goal for MATH :					41.1%	23
Description of findings: Declining numbers; percentages the same						
[] Area of strength [X] Area of concern						

CST (AYP) Performance by Subgroup - Asian

[] Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	59.8	73	49.2	59	55.0	66
Students at basic and below	40.2	49	50.8	61	45	54
Total valid scores	100	122	100	120	100	120
Total increase required during 2010-11 to meet the goal for MATH :					22.5%	27
Description of findings: Highest subgroup. Numbers and percentages remain similar over three years						
[] Area of strength [X] Area of concern						

CST (AYP) Performance by Subgroup - EDY (SED)

[] Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	20.3	48	14.6	36	20.7	56
Students at basic and below	79.7	188	85.4	210	79.3	215
Total valid scores	100	236	100	246	100	271
Total increase required during 2010-11 to meet the goal for MATH :					56.8%	154
Description of findings: Lowest subgroup. Numbers and percentages have increased.						
[] Area of strength [X] Area of concern						

CST (AYP) Performance by Subgroup - English Learners

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	31.4	49	23.6	34	33.3	51
Students at basic and below	68.6	107	76.4	110	66.7	102
Total valid scores	100	156	100	144	100	153
Total increase required during 2010-11 to meet the goal for MATH :					44.2%	68
Description of findings: Numbers and percentages remain steady for three year period.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CST (AYP) Performance by Subgroup - Other Filipino

<input type="checkbox"/> Significant Subgroup	2007-08		2008-09		2009-10	
	%	#	%	#	%	#
Students at/above proficient	47.8	75	41.9	65		
Students at basic and below	52.2	82	58.1	90		
Total valid scores	100	157	100	155		
Total increase required during 2010-11 to meet the goal for MATH :					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

English Learner Goals - Comparison of AMAO Data

(Annual Measurable Achievement Objectives - Measured by CELDT)

AMAO 1 - Annual Growth

Percentage of English learners (EL) who have met the growth target (e.g., moved one level or more).

AMAO 1	2008-09		2009-10	
	%	#	%	#
Students met AMAO 1	64.2%	52	65.2%	43
Students did not meet AMAO 1	31.1%	29	31.9%	23
Total # in Cohort 1*	95.3%	81	97.1%	66
Total increase required during 2010-11 to meet the goal:			NA%	NA

* **Cohort 1 includes:** EL students at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels who have matched scores.

AMAO 2 - Attaining English Proficiency

Percentage of English learners (EL) who have reached English proficiency, defined as score of Early Advanced or Advanced with no skill area below Intermediate.

Cohort 1 AMAO 2	2009-10	
	%	#
Students in Cohort 1 met AMAO 2	*%	*
Students in Cohort 1 did not meet AMAO 2	%	
Total in Cohort 1 AMAO 2	%	23
Total increase required during 2010-11 to meet the Cohort 1 AMAO 2 goal:	%	

Cohort 2 AMAO 2	2009-10	
	%	#
Students in Cohort 2 met AMAO 2	58.3%	28
Students in Cohort 2 did not meet AMAO 2	38.8%	38
Total in Cohort 2 AMAO 2	100%	48
Total increase required during 2010-11 to meet the Cohort 2 AMAO 2 goal:	%	

Two Cohorts for 2009-10 include:

Cohort 1: ELs, including new enrollees, enrolled less than 5 years

Cohort 2: ELs enrolled 5 years or more

**Hercules High School California High School Exit Exam (CAHSEE) ELA Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance - School Wide

	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	67.3	179	57.7	158	60.1	166
Students at basic and below	32.7	87	42.3	116	39.9	110
Total valid scores	100	266	100	274	100	276
Total increase required during 2009-10 to meet the goal for ELA:					0.5%	2
Description of findings: Percentages and numbers are consistent for the past three years. Data shows needed achievement levels for ELs needs to come up.						

CAHSEE (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	41.2	21	43.6	34	46.8	37
Students at basic and below	58.8	30	56.4	44	53.2	42
Total valid scores	100	51	100	78	100	79
Total increase required during 2009-10 to meet the goal for ELA:					13.8%	11
Description of findings: Percentages for this sub group go up every year. A need still exists to make levels at proficient higher.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Latino

<input type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	54.8	23	52.4	22	45.9	17
Students at basic and below	45.2	19	47.6	20	54.1	20
Total valid scores	100	42	100	42	100	37
Total increase required during 2009-10 to meet the goal for ELA:					14.7%	6
Description of findings: Lowest group evn though this group does not qualify as a subgroup. A need to up these scores.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - White

<input type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	86.7	26	60.9	14	64.5	20
Students at basic and below	13.3	4	39.1	9	35.5	11
Total valid scores	100	30	100	23	100	31
Total increase required during 2009-10 to meet the goal for ELA:					0%	0
Description of findings: Not a sub group. A need to have more proficient students.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

High School CAHSEE (AYP) Performance by Subgroup - Asian

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	83.3	55	69.0	40	74.5	41
Students at basic and below	16.7	11	31	18	25.5	14
Total valid scores	100	66	100	58	100	55
Total increase required during 2009-10 to meet the goal for ELA:					3%	3
Description of findings: At target. Continue to reach for 100% proficient.						
<input checked="" type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - EDY (SED)

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	59.6	34	46.7	35	45.6	41
Students at basic and below	40.4	23	53.3	40	54.4	49
Total valid scores	100	57	100	75	100	90
Total increase required during 2009-10 to meet the goal for ELA:					15%	14
Description of findings: More students at basic or below in this group. A need to have more profecient students.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

**Hercules High School ELA Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance by Subgroup - English Learners

<input type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	42.9	15	36.7	11	27.5	11
Students at basic and below	57.1	20	63.3	19	72.5	29
Total valid scores	100	35	100	30	100	40
Total increase required during 2009-10 to meet the goal for ELA:					33.1%	14
Description of findings: Not a sub group. A need to have more proficient students.						
<input type="checkbox"/> Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Other Filipino

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	77.4	48	72.2	37	64.3	36
Students at basic and below	35.7	14	27.8	15	35.7	20
Total valid scores	100	62	100	52	100	56
Total increase required during 2009-10 to meet the goal for ELA:					3%	3
Description of findings: On target, but still a need						
<input checked="" type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Other

<input type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient						
Students at basic and below						
Total valid scores						
Total increase required during 2009-10 to meet the goal for ELA:					%	
Description of findings:						
<input type="checkbox"/> Area of strength <input type="checkbox"/> Area of concern						

**Hercules High School MATH Data Analysis
(3-Year Comparison)**

CAHSEE (AYP) Performance - School Wide

	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	51.3	136	44.5	122	46.9	128
Students at basic and below	48.7	129	55.5	152	53.1	145
Total valid scores	100	265	100	274	100	273
Total increase required during 2009-10 to meet the goal for MATH :					12.9%	36
Description of findings: Math is lower than ELA. A need to have more proficient students.						

CAHSEE (AYP) Performance by Subgroup - African-American

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	19.6	10	26.6	21	27.3	21
Students at basic and below	80.4	41	73.4	58	72.7	56
Total valid scores	100	51	100	79	100	77
Total increase required during 2009-10 to meet the goal for MATH :					32.5%	25
Description of findings: Schoolwide effort to increase math scores needed Lowest group						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - Latino

<input type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	26.8	11	31.0	13	29.7	11
Students at basic and below	73.2	30	69	29	70.3	26
Total valid scores	100	41	100	42	100	37
Total increase required during 2009-10 to meet the goal for MATH :					30.1%	12
Description of findings: Not a sub group. A need to have more proficient students.						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - EDY (SED)

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	37.5	21	27.3	21	30.7	27
Students at basic and below	62.5	35	72.7	56	69.3	61
Total valid scores	100	56	100	77	100	88
Total increase required during 2009-10 to meet the goal for MATH :					29.1%	26
Description of findings: Schoolwide effort to increase math scores needed EDY students are African American students for the most part						
[] Area of strength <input checked="" type="checkbox"/> Area of concern						

CAHSEE (AYP) Performance by Subgroup - English Learners

<input type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	42.9	15	36.7	11	30.8	12
Students at basic and below	57.1	20	63.3	19	69.2	27
Total valid scores	100	35	100	30	100	39
Total increase required during 2009-10 to meet the goal for MATH :					29%	12
Description of findings: Not a sub group. A need to have more proficient students.						
[] Area of strength [] Area of concern						

CAHSEE (AYP) Performance by Subgroup - Other Asian

<input checked="" type="checkbox"/> Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	77.3	51	65.5	38	67.3	37
Students at basic and below	22.7	15	34.5	20	32.7	18
Total valid scores	100	66	100	58	100	55
Total increase required during 2009-10 to meet the goal for MATH :					3%	3
Description of findings: At target. A need to have 100% proficient.						
<input checked="" type="checkbox"/> Area of strength [] Area of concern						

CAHSEE (AYP) Performance by Subgroup - Other Filipino

[X] Significant Subgroup	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	54.8	34	63.5	33	52.7	29
Students at basic and below	45.2	28	36.5	19	47.3	26
Total valid scores	100	62	100	52	100	55
Total increase required during 2009-10 to meet the goal for MATH:					7.1%	4
Description of findings: Filipino a separate group at our school from Asian. A need to have 100% proficient.						
[X] Area of strength [] Area of concern						

Hercules High School Californis Standards Testing (CST) Performance - School Wide

English-Language Arts

	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	50	439	47	395	47	363
Students at basic and below	50	439	53	445	53	409
Total valid scores	99	878	98	840	99	772
Description of findings: Area of concern						

CST Performance - School Wide

Algebra I

	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	3	9	3	9	1	2
Students at basic and below	97	281	97	286	99	231
Total valid scores	33	290	33	295	30	233
Description of findings: Huge area of concern						

CST Performance - School Wide

Biology

	2006-07		2007-08		2008-09	
	%	#	%	#	%	#
Students at/above proficient	34	33	42	27	32	20
Students at basic and below	66	65	58	38	68	44
Total valid scores	36	98	35	65	40	64
Description of findings: Area of concern						

High School English Learner Goals

Status of 2008-09 AMAO 1 Goal (Check One)

2008-09 NCLB AMAO 1 goal of **51.6%** of English learners meeting the annual growth target **met**.

- or -

2008-09 NCLB AMAO 1 goal of **51.6%** of English learners meeting the annual growth target **not met**.

Status of 2008-09 AMAO 2 Goal (Check One)

2008-09 NCLB AMAO 2 goal of **30.6%** of English learners attaining English proficiency (defined as a score of Early Advanced or Advanced with no skill area below Intermediate) **met**.

- or -

2008-09 NCLB AMAO 2 goal of **30.6%** **not met**.

New 2009-10 AMAO 1 Goal (Check One)

Our goal for **2009-10** is to meet or exceed the NCLB **AMAO 1** goal of **53.1%** of our English learners meeting the annual growth target.

- or -

We have met the **2009-10 NCLB AMAO 1** goal of **53.1%**. We have established the following goal **Our goal for 09-10 will be 63.7**

New 2009-10 AMAO 2 Goal (Check One)

Our goal for **2009-10** is that English learners will meet the NCLB **AMAO 2** target of **32.2%**

- or -

We have met the **2009-10 NCLB AMAO 2** target of **32.2%**. We have established the following goal **Our goal will be 38.6**

Two Year Comparison of AMAO Data
(Annual Measurable Achievement Objectives - Measured by CELDT)

AMAO 1 - Annual Growth

Percentage of English learners (EL) who have met the growth target (e.g., moved one level or more).

AMAO 1	2007-08		2008-09	
	%	#	%	#
Students met AMAO 1	62%	62	60.7%	54
Students did not meet AMAO 1	36.0%	38	31%	35
Total # in Cohort 1*	98%	100	90.8%	89
Total increase required during 2009-10 to meet the goal:			3%	3

*** Cohort 1 includes:**

EL students at the Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced levels who have matched scores.

AMAO 2 - Attaining English Proficiency

Percentage of English learners (EL) who have reached English proficiency, defined as score of Early Advanced or Advanced with no skill area below Intermediate.

AMAO 2	2007-08		2008-09	
	%	#	%	#
Students met AMAO 2	38%	19	35.3%	18
Students did not meet AMAO 2	62.0%	31	64.7%	33
Total # in Cohort 2**	49.0%	50	52.0%	51
Total increase required during 2009-10 to meet the goal:			3%	2

**** Cohort 2 for 2007-08 includes:**

- All ELs who were at the Intermediate level the prior year
- ELs at the Early Advanced or Advanced level who were not English proficient the prior year
- ELs at the Beginning or Early Intermediate levels in the prior year who were first enrolled in U.S. schools four or more years ago
- ELs at the Beginning or Early Intermediate levels in the prior year, who entered U.S. schools after June 30, 2004 and who met the English proficient level in 2008.

Please note: If the cohort size is smaller than 25, no AMAO results are available.

High School SAT, AP and ACT

SAT 2008-09

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
Hercules High	290	159	54.83	479	484	481	65	40.9
<u>District: (West Contra Co)</u>	2,088	769	36.83	456	464	455	252	32.77
<u>County: (Contra Costa)</u>	12,668	5,468	43.16	528	545	530	3,402	62.22
<u>Statewide:</u>	473,671	164,275	34.68	495	513	494	80,364	48.92

SAT 2007-08

School	Grade 12 Enrollment	Number Tested	Percent Tested	Critical Reading Average	Math Average	Writing Average	Total >= 1,500 Number	Total >= 1,500 Percent
Hercules High	277	159	57.40	488	500	491	80	50.3
<u>District: (West Contra Co)</u>	1,832	791	43.18	455	465	458	268	33.88
<u>County: (Contra Costa)</u>	12,779	5,591	43.75	525	545	527	3,458	61.85
<u>Statewide:</u>	465,901	167,035	35.85	494	513	493	81,293	48.67

AP 2008-09

School	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
Hercules High	290	551	193	66	115	81	44	22
<u>District (West Contra Cos)</u>	2,088	4,338	1,108	728	483	334	186	89
<u>County: (Contra Costa)</u>	12,668	25,426	6,552	1611	1857	2401	2627	2579
<u>Statewide</u>	473,671	961,187	231,050	84,287	89,652	97,691	81,847	64,11

AP 2007-08

School	Grade 12 Enrollment	Grades 11 + 12 Enrollment	Number of Exam Takers	Exams Scr=1	Exams Scr=2	Exams Scr=3	Exams Scr=4	Exams Scr=5
Hercules High	277	561	226	107	134	99	46	19
<u>District (WEST CONTRA COS)</u>	1,832	4,039	985	640	442	312	185	81
<u>County: (Contra Costa)</u>	12,779	25,768	6,126	1,736	1,789	2,319	2,366	2,219
<u>Statewide</u>	465,901	952,234	220,195	84,909	86,617	94,189	75,303	55,437

ACT 2008-09

School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
0730598 Hercules High	290	46	15.86	23.35	29	63.04
<u>District: (West Contra Cos)</u>	2,088	284	13.6	19.59	109	38.38
<u>County: (Contra Costa)</u>	12,668	2,219	17.52	23.94	1,611	72.6
<u>Statewide:</u>	473,671	66,293	14.0	21.92	38,068	57.42

ACT 2007-08

School	Grade 12 Enrollment	Number Tested	Percent Tested	Average Score	Score>=21 Number	Score>=21 Percent
0730598 Hercules High	277	32	11.55	22.06	16	50.0
<u>District: (West Contra Cos)</u>	1,832	284	15.5	19.35	104	36.62
<u>County: (Contra Costa)</u>	12,779	2,041	15.97	23.68	1,495	73.25
<u>Statewide:</u>	465,901	55,086	11.82	22.0	32,388	58.8

HHS Graduation Rates Based on NCES Definition - School Report 2008-2009

SCHOOL TOTALS:	Dropouts Gr.9 (05-06)	Dropouts Gr.10 (2006-07)	Dropouts Gr.11 (2007-08)	Dropouts Gr.12 (2008-09)	Dropouts Gr.9 (05-06) through Gr.12 (2008-09)	Grade 12 Graduates (2008-09)	Graduation rate*
HERCULES HIGH	0	19	4	32	55	252	82.1
<u>DISTRICT TOTAL:</u>	74	171	101	247	593	1,726	74.4
<u>COUNTY TOTAL:</u>	130	441	400	1,141	2,112	10,892	83.8
<u>STATE TOTAL:</u>	10,643	18,210	19,496	55,966	104,315	382,950	78.6

Number of Graduates (Year 4)

divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

Dropouts Gr.9 (05-06) - CBEDS October 2006
 Dropouts Gr.10 (06-07) - CBEDS October 2007*
 Dropouts Gr.11 (07-08) - CBEDS October 2008*
 Dropouts Gr.12 (08-09) - CALPADS October 2009*
 Grade 12 Graduates (08-09) - CALPADS October 2009*

*Dropout and graduate counts are derived from student-level data.

HHS Graduation Rates Based on NCES Definition - School Report 2007-2008

Data sources FAQs							
SCHOOL TOTALS:	Dropouts	Dropouts	Dropouts	Dropouts	Dropouts	Grade 12 Graduates (2007-08)	Graduation rate*
	Gr.9 (04-05)	Gr.10 (05-06)	Gr.11 (2006-07)	Gr.12 (2007-08)	Gr.9 (04-05) through		
					Gr.12 (2007-08)		
HERCULES HIGH	0	0	13	30	43	260	85.8
DISTRICT TOTAL:	39	49	176	193	457	1,673	78.5
COUNTY TOTAL:	110	156	567	1,187	2,020	10,698	84.1
STATE TOTAL:	10,447	10,177	22,045	50,217	92,886	376,393	80.2

*Graduation Rate Formula is based on the NCES definition:

Number of Graduates (Year 4)
divided by

Number of Graduates (Year 4) + Gr. 9 Dropouts (Year 1) + Gr. 10 Dropouts (Year 2) + Gr. 11 Dropouts (Year 3) + Gr. 12 Dropouts (Year 4)

Data Sources:

[Dropouts Gr.9 \(04-05\) - CBEDS October 2005](#)

Dropouts Gr.10 (05-06) - CBEDS October 2006

Dropouts Gr.11 (06-07) - CBEDS October 2007*

Dropouts Gr.12 (07-08) - CBEDS October 2008*

Grade 12 Graduates (07-08) - CBEDS October 2008*

Dropout and graduate counts are derived from student-level data.

Hercules Middle/High School WASC/CDE Self-Study Report

Early Assessment of Readiness for College English	EAP	CST	Participation
Students Tested	241	257	94%
Ready for College	43	18%	
Did Not Demonstrate College Readiness on This Assessment	197	82%	
Early Assessment of Readiness for College Mathematics (Algebra II)	EAP	CST	Participation
Students Tested	37	91	41%
Ready for College	0	0%	
Ready for College - Conditional	1	3%	
Did Not Demonstrate College Readiness on This Assessment	36	97%	
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)	EAP	CST	Participation
Students Tested	39	70	56%
Ready for College	6	15%	
Ready for College - Conditional	26	67%	
Did Not Demonstrate College Readiness on This Assessment	7	18%	
Early Assessment of Readiness for College Mathematics (Total)	EAP	CST	Participation
Students Tested	76	161	47%
Ready for College	6	8%	
Ready for College - Conditional	27	36%	
Did Not Demonstrate College Readiness on This Assessment	43	57%	
Early Assessment of Readiness for College English	EAP	CST	Participation
Students Tested	229	244	94%
Ready for College	41	18%	
Did Not Demonstrate College Readiness on This Assessment	188	82%	
Early Assessment of Readiness for College Mathematics (Algebra II)	EAP	CST	Participation
Students Tested	49	88	56%
Ready for College	0	0%	
Ready for College - Conditional	1	2%	
Did Not Demonstrate College Readiness on This Assessment	48	98%	
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)	EAP	CST	Participation
Students Tested	69	78	88%
Ready for College	9	13%	
Ready for College - Conditional	48	70%	
Did Not Demonstrate College Readiness on This Assessment	12	17%	
Early Assessment of Readiness for College Mathematics (Total)	EAP	CST	Participation
Students Tested	118	166	71%
Ready for College	9	8%	
Ready for College - Conditional	49	42%	
Did Not Demonstrate College Readiness on This Assessment	60	51%	
Early Assessment of Readiness for College English	EAP	CST	Participation
Students Tested	252	272	93%
Ready for College	52	21%	
Did Not Demonstrate College Readiness on This Assessment	198	79%	
Early Assessment of Readiness for College Mathematics (Algebra II)	EAP	CST	Participation
Students Tested	45	82	55%
Ready for College	1	2%	
Ready for College - Conditional	1	2%	
Did Not Demonstrate College Readiness on This Assessment	43	96%	
Early Assessment of Readiness for College Mathematics (Summative High School Mathematics)	EAP	CST	Participation
Students Tested	81	100	81%
Ready for College	14	17%	

Hercules Middle/High School WASC/CDE Self-Study Report

Ready for College - Conditional	50	62%		
Did Not Demonstrate College Readiness on This Assessment	17	21%		
Early Assessment of Readiness for College Mathematics (Total)	EAP		CST	Participation
Students Tested	126		182	69%
Ready for College	15	12%		
Ready for College - Conditional	51	40%		
Did Not Demonstrate College Readiness on This Assessment	60	48%		

Hercules Middle/High School WASC/CDE Self-Study Report

UC StatFinder

UC ENROLLMENT 2008-2009

Enrollment by campus				
Campus	Number of applicants	Number of admits	Number of enrollees	
Systemwide	73	67	33	
Berkeley	50	12	6	
Davis	64	30	11	
Irvine	31	19	5	
Los Angeles	31	7	3	
Merced	23	22	1	
Riverside	33	33	1	
San Diego	36	11	2	
Santa Barbara	24	14	0	
Santa Cruz	21	17	4	

Entry Level Writing Requirement (ELWR)	
Enrollees who met entry level ELWR (percent)	79

Race/ethnicity for enrollees	
Am. Indian	0
African Am.	6
Other	0
Asian/Pac. Isle	70
Chicano-Latino	9
Declined	3
White	9
International	3

Academic Characteristics				
Campus	Enrollees from Hercules Middle High School		Enrollees from all high schools	
	Avg. total SAT/ACT	Mean HS GPA	Avg. total SAT/ACT	Mean HS GPA
Systemwide	1163	3.91	1200	3.8
Berkeley	1268	4.18	1316	4.1
Davis	1135	3.82	1183	3.78
Irvine	1136	3.79	1184	3.82
Los Angeles	1317	4.12	1280	4.08
Merced	1310	3	1053	3.41
Riverside	770	3.65	1059	3.4
San Diego	1160	4.21	1260	3.93
Santa Barbara			1191	3.78
Santa Cruz	1065	3.86	1150	3.53

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UC StatFinder

UC ENROLLMENT 2007-2008

Enrollment by campus				
Campus	Number of applicants	Number of admits	Number of enrollees	
Systemwide	54	50	33	
Berkeley	41	9	7	
Davis	51	26	13	
Irvine	22	13	3	
Los Angeles	28	3	1	
Merced	11	11	0	
Riverside	18	16	3	
San Diego	34	10	2	
Santa Barbara	12	6	3	
Santa Cruz	19	15	1	

Entry Level Writing Requirement (ELWR)	
Enrollees who met entry level ELWR (percent)	58

Race/ethnicity for enrollees	
Am. Indian	0
African Am.	3
Other	0
Asian/Pac. Isle	76
Chicano-Latino	15
Declined	3
White	3
International	0

Academic Characteristics				
Campus	High School	Mean HS GPA	Enrollees from all high schools	
	Avg. total SAT/ACT		Avg. total SAT/ACT	Mean HS GPA
Systemwide	1142	3.81	1198	3.79
Berkeley	1193	4.12	1313	4.1
Davis	1141	3.82	1168	3.74
Irvine	1113	3.59	1178	3.79
Los Angeles	1370	4.33	1286	4.05
Merced			1058	3.47
Riverside	1063	3.31	1053	3.38
San Diego	1275	4.01	1252	3.93
Santa Barbara	1023	3.72	1189	3.76
Santa Cruz	970	3.42	1136	3.49

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STUDENT AND TEACHER PROCESS AND PERCEPTION DATA

HMHS sought the services of the National Study of School Evaluation (NSSE), whose parent group is AdvancEd., to conduct process and perception surveys for our students and teachers. This is the same service and surveys used for the 2004-2005 self-study process. Additional questions were added by home and focus groups to all surveys to reflect current programs and services.

Fifteen percent of the total student body was randomly surveyed. Disaggregated statistics are listed below validating the survey results.

Male 124 (47.1%)

Female 121 (46.0%)

No Response 18 (6.8%)

African-American 54 (20.5% vs. actual 2009/2010 28%)

Asian/Pacific Islander/Filipino **Combined** 122 (46.4% vs. actual 2009/2010 41.6%)

Hispanic 34 (12.9% vs. actual 2009/2010 18.6%)

Multi-Racial 20 (7.6% vs. actual 2009/2010 0%)

Native American 3 (1.1%)

White 14 (5.3% vs. actual 2009/2010 10.4%)

Other 15 (5.7%)

No Response 1 (0.4%)

6th 44 (16.7% vs. actual 2009/2010 12.7%)

7th 45 (17.1% vs. actual 2009/2010 14.8%)

8th 49 (18.6% vs. actual 2009/2010 15%)

9th 25 (9.5% vs. actual 2009/2010 14.5%)

10th 36 (13.7% vs. actual 2009/2010 14.2%)

11th 27 (10.3% vs. actual 2009/2010 15.3%)

12th 36 (13.7% vs. actual 2009/2010 13.1%)

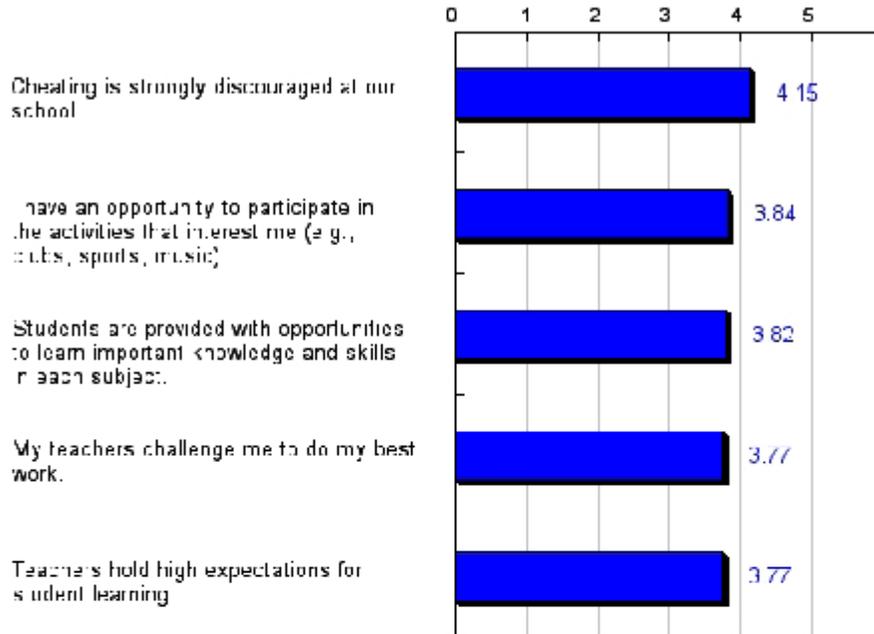
13+ 1 (0.4%)



Student Opinion Inventory

Number of Respondents: 263

Top 5 Items



SA - Strongly Agree - 5
 A - Agree - 4
 N - Neutral - 3
 D - Disagree - 2
 SD - Strongly Disagree - 1
 NA - Do Not Know/Not Applicable - No Weight

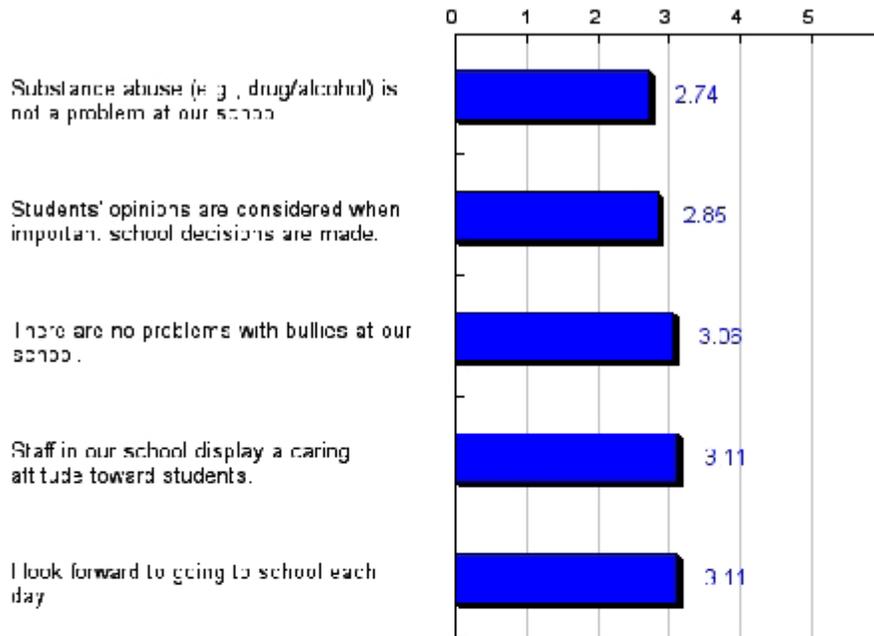
(Note: score of 3 or above indicates neutral to positive opinions.)



Student Opinion Inventory

Number of Respondents: 263

Bottom 5 Items



SA - Strongly Agree - 5
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 SD - Strongly Disagree - 1
 NA - Do Not Know/Not Applicable - No Weight

(Note: score of 3 or above indicates neutral to positive opinions.)



Student Opinion Inventory

Total Number of Respondents: 263

	Number of Responses		Standard Deviation	Response Distribution					Do Not Know/Not Applicable (0)
	N	Avg		Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
1. Quality of the instructional program	262	3.48	0.88	21 (8.0%)	123 (46.9%)	86 (32.5%)	28 (10.6%)	8 (3.1%)	1 (0.4%)
2. The education offered to students at our school is of high quality.	259	3.82	0.83	46 (17.8%)	134 (51.7%)	64 (24.7%)	7 (2.7%)	5 (1.9%)	3 (1.2%)
3. Students are provided with opportunities to learn important knowledge and skills in each subject.	259	3.49	1.00	40 (15.4%)	93 (35.9%)	81 (31.3%)	32 (12.4%)	8 (3.1%)	5 (1.9%)
4. Our school is preparing students to deal with issues and problems they will face in the future.	260	3.27	1.01	23 (8.8%)	88 (33.8%)	87 (33.5%)	40 (15.4%)	13 (5.0%)	9 (3.5%)
5. Students see a relationship between what they are studying and their everyday lives.	259	3.75	1.01	59 (22.8%)	113 (43.6%)	52 (20.1%)	24 (9.3%)	8 (3.1%)	3 (1.2%)
6. My teachers use a variety of teaching strategies and learning activities to help me learn.	260	3.77	1.05	68 (26.2%)	105 (40.4%)	55 (21.2%)	21 (8.1%)	10 (3.8%)	1 (0.4%)
7. My teachers challenge me to do my best work.	260	3.77	1.01	64 (24.6%)	103 (39.6%)	54 (20.8%)	27 (10.4%)	5 (1.9%)	7 (2.7%)
8. Teachers hold high expectations for student learning.	258	3.30	1.11	38 (14.7%)	71 (27.5%)	90 (34.9%)	34 (13.2%)	19 (7.4%)	6 (2.3%)
9. Students are motivated to do their best work.	257	3.42	1.08	35 (13.6%)	98 (38.1%)	69 (26.8%)	31 (12.1%)	16 (6.2%)	8 (3.1%)
9. The amount of homework I am given helps me succeed in my studies.									
TOTALS:		3.58	1.02	(16.9%)	(39.9%)	(27.3%)	(10.2%)	(3.9%)	(1.8%)
Support for Student Learning	N	Avg	SD	SA N(%)	A N(%)	N N(%)	D N(%)	SD N(%)	NA N(%)
10. Teachers give me extra help in class when it is needed.	262	3.45	1.11	41 (15.6%)	100 (38.2%)	68 (26.0%)	30 (11.5%)	18 (6.9%)	5 (1.9%)
11. Teachers are willing to give me individual help outside of class time.	260	3.47	1.03	38 (15.0%)	96 (36.9%)	69 (26.5%)	39 (15.0%)	8 (3.1%)	9 (3.5%)
12. My school recognizes the achievements of students for all types of accomplishments.	262	3.39	1.06	38 (14.9%)	79 (30.2%)	85 (32.4%)	35 (13.4%)	12 (4.6%)	12 (4.6%)
13. I receive feedback from my teachers that helps me improve my learning.	262	3.51	0.97	36 (13.7%)	105 (40.1%)	77 (29.4%)	32 (12.2%)	7 (2.7%)	5 (1.9%)
14. In addition to written tests, I am provided with a variety of ways to show my learning (e.g., projects, presentations, portfolios).	262	3.70	1.02	56 (21.4%)	109 (41.6%)	57 (21.8%)	28 (10.7%)	8 (3.1%)	6 (2.3%)
15. The grading and evaluation of my schoolwork is fair.	261	3.36	1.10	33 (12.6%)	96 (36.8%)	75 (28.7%)	30 (11.5%)	20 (7.7%)	7 (2.7%)
16. A counselor/advisor is available to help me select classes and provide guidance in planning for the future.	260	3.69	1.23	72 (27.7%)	96 (36.9%)	40 (15.4%)	21 (8.1%)	23 (8.8%)	8 (3.1%)
17. If I have a personal problem, I can talk with a staff member (e.g., counselor, teacher) at our school.	261	3.29	1.28	49 (18.8%)	68 (26.1%)	61 (23.4%)	37 (14.2%)	29 (11.1%)	17 (6.5%)
18. In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	261	3.63	1.06	56 (21.5%)	96 (36.8%)	72 (27.6%)	21 (8.0%)	12 (4.6%)	4 (1.5%)
19. Up-to-date computers and other technologies are used in our school to help students learn.	260	3.31	1.17	36 (13.8%)	89 (34.2%)	66 (25.4%)	35 (13.5%)	24 (9.2%)	10 (3.8%)
20. My school provides textbooks and supplies that are current and in good condition.	258	3.27	1.08	24 (9.3%)	99 (38.4%)	69 (26.7%)	42 (16.3%)	18 (7.0%)	6 (2.3%)



Student Opinion Inventory

	N	Avg	SD	SA N(%)	A N(%)	N N(%)	DN(%)	SD N(%)	NA N(%)
21. Our school's facilities are adequate to support students' learning needs.	260	3.41	0.97	30 (11.5%)	92 (35.4%)	92 (35.4%)	28 (10.8%)	10 (3.8%)	8 (3.1%)
22. I am encouraged to use school and community resources (e.g., library, internet) to help me with my schoolwork.	261	3.66	1.10	64 (24.5%)	92 (35.2%)	67 (25.7%)	23 (8.8%)	13 (5.0%)	2 (0.8%)
TOTALS:		3.48	1.10	(17.0%)	(35.9%)	(26.5%)	(11.8%)	(6.0%)	(2.9%)
School Climate/Environment for Learning									
23. My teachers treat me fairly.	261	3.44	1.15	43 (16.5%)	102 (39.1%)	64 (24.5%)	27 (10.3%)	23 (8.8%)	2 (0.8%)
24. Staff in our school display a caring attitude toward students.	262	3.11	1.17	29 (11.1%)	75 (28.6%)	77 (29.4%)	46 (17.6%)	29 (11.1%)	6 (2.3%)
25. All students and staff at our school are treated with respect, regardless of race, religion, or gender.	261	3.27	1.22	41 (15.7%)	81 (31.0%)	69 (26.4%)	35 (13.4%)	29 (11.1%)	6 (2.3%)
26. Cheating is strongly discouraged at our school.	261	4.15	0.98	114 (43.7%)	88 (33.7%)	40 (15.3%)	4 (1.5%)	9 (3.4%)	6 (2.3%)
27. School rules apply equally to all students.	260	3.57	1.28	71 (27.3%)	82 (31.5%)	46 (17.7%)	29 (11.2%)	25 (9.6%)	7 (2.7%)
28. Substance abuse (e.g., drug/alcohol) is not a problem at our school.	261	2.74	1.43	36 (13.8%)	48 (18.4%)	45 (17.2%)	46 (17.6%)	69 (26.4%)	17 (6.5%)
29. Our school provides a safe and orderly environment for learning.	262	3.46	1.01	36 (13.7%)	95 (36.3%)	90 (34.4%)	23 (8.8%)	13 (5.0%)	5 (1.9%)
30. Security measures at my school help me feel safe.	260	3.19	1.18	36 (13.8%)	73 (28.1%)	81 (31.2%)	41 (15.8%)	27 (10.4%)	2 (0.8%)
31. There are no problems with bullies at our school.	260	3.06	1.33	38 (14.6%)	66 (25.2%)	56 (21.5%)	42 (16.2%)	44 (16.9%)	12 (4.6%)
32. I look forward to going to school each day.	258	3.11	1.24	36 (14.0%)	67 (26.0%)	74 (28.7%)	43 (16.7%)	34 (13.2%)	4 (1.6%)
33. For the most part, I am satisfied with our school.	260	3.25	1.18	33 (12.7%)	87 (33.5%)	76 (29.2%)	30 (11.5%)	30 (11.5%)	4 (1.5%)
TOTALS:		3.31	1.25	(17.9%)	(30.2%)	(25.1%)	(12.8%)	(11.6%)	(2.5%)
Student/School Relationships									
34. Students' opinions are considered when important school decisions are made.	262	2.85	1.20	19 (7.3%)	60 (22.9%)	75 (28.6%)	49 (18.7%)	43 (16.4%)	16 (6.1%)
35. Students help plan our school activities.	261	3.40	1.13	34 (13.0%)	105 (40.2%)	59 (22.6%)	31 (11.9%)	21 (8.0%)	11 (4.2%)
36. I have an opportunity to participate in the activities that interest me (e.g., clubs, sports, music).	261	3.84	1.03	65 (24.9%)	125 (47.9%)	37 (14.2%)	17 (6.5%)	12 (4.6%)	5 (1.9%)
37. I am satisfied with the quality of our school's student activities.	261	3.21	1.14	30 (11.5%)	86 (33.0%)	74 (28.4%)	44 (16.9%)	24 (9.2%)	3 (1.1%)
38. School rules are clearly communicated to students.	260	3.48	1.12	42 (16.2%)	106 (40.8%)	58 (22.3%)	32 (12.3%)	18 (6.9%)	4 (1.5%)
39. Our school uses technology to provide students with information about our school.	259	3.48	1.12	42 (16.2%)	98 (38.2%)	57 (22.0%)	31 (12.0%)	17 (6.6%)	13 (5.0%)
40. My family members feel welcome at my school.	259	3.32	1.14	34 (13.1%)	74 (28.6%)	72 (27.8%)	28 (10.8%)	20 (7.7%)	31 (12.0%)
TOTALS:		3.37	1.16	(14.6%)	(35.9%)	(23.7%)	(12.7%)	(8.5%)	(4.6%)
COMPOSITE:		3.43	1.14	(16.8%)	(35.2%)	(25.3%)	(11.3%)	(7.5%)	(2.8%)



Student Opinion Inventory

Total Number of Respondents: 263

Additional School Specific Items

	N	Avg	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Does Not Apply (0)
41. I have electronic access to course information.	258	3.35	1.02	22 (8.5%)	105 (40.7%)	71 (27.5%)	35 (13.6%)	14 (5.4%)	11 (4.3%)
				Two hours or More (5)		One and a half hours (4)	One hour (3)	Thirty Minutes (2)	None (1)
42. How much time do you spend on homework daily?	259	3.84	1.11	90 (34.7%)	79 (30.5%)	56 (21.6%)	28 (10.8%)	8 (3.1%)	
43. I receive daily communication regarding school and classroom expectations, standards, and learning objectives.	260	3.43	0.99	29 (11.2%)	97 (37.3%)	83 (31.9%)	28 (10.8%)	12 (4.6%)	13 (5.0%)
44. I am provided with models of student work and grading rubrics to help guide my learning.	260	3.54	0.97	32 (12.3%)	119 (45.8%)	83 (32.2%)	30 (11.5%)	8 (3.1%)	
45. If I have a personal problem, I can access the student health center, counselor, or teacher.	258	3.39	1.13	38 (14.7%)	94 (36.4%)	65 (25.2%)	32 (12.4%)	20 (7.8%)	9 (3.5%)
46. I would like to have 30 minutes of Sustained Silent Reading in my school day.	258	3.43	1.39	78 (30.2%)	50 (19.4%)	62 (24.0%)	28 (10.1%)	36 (14.0%)	6 (2.3%)
	N	Avg	SD	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Does Not Apply (0)
				Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Does Not Apply (0)



Student Opinion Inventory

Total Number of Respondents: 263

	N	Avg	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply
47. The school provides online access to homework, grades, textbook, and syllabus.	260	3.22	1.19	35 (13.5%)	78 (29.2%)	74 (28.5%)	37 (14.2%)	27 (10.4%)	11 (4.2%)
48. My physical education class teaches me valuable information about my health.	259	3.43	1.21	50 (19.3%)	76 (29.3%)	58 (22.4%)	34 (13.1%)	20 (7.7%)	21 (8.1%)
49. I am prepared enough to be in the English, Math, Science, and History classes I am in currently.	260	3.97	0.96	82 (31.5%)	111 (42.7%)	49 (18.8%)	9 (3.5%)	8 (3.1%)	1 (0.4%)
50. I possess the study skills I need to be successful in all of my classes and to succeed in college.	260	3.85	0.99	70 (26.9%)	110 (42.3%)	52 (20.0%)	18 (6.9%)	7 (2.7%)	3 (1.2%)
51. I am comfortable (right temperature), have enough lighting and space in all of my classes this year.	257	3.39	1.17	46 (17.9%)	82 (31.9%)	67 (26.1%)	38 (14.0%)	20 (7.8%)	6 (2.3%)
52. I have course materials or access to course materials each day in class.	257	3.68	0.97	35 (13.6%)	116 (45.1%)	68 (26.5%)	21 (8.2%)	10 (3.9%)	7 (2.7%)
53. I have access to computers and other technology in all of my classes.	259	2.70	1.17	21 (8.1%)	41 (15.8%)	71 (27.4%)	79 (30.5%)	40 (15.4%)	7 (2.7%)



Student Opinion Inventory

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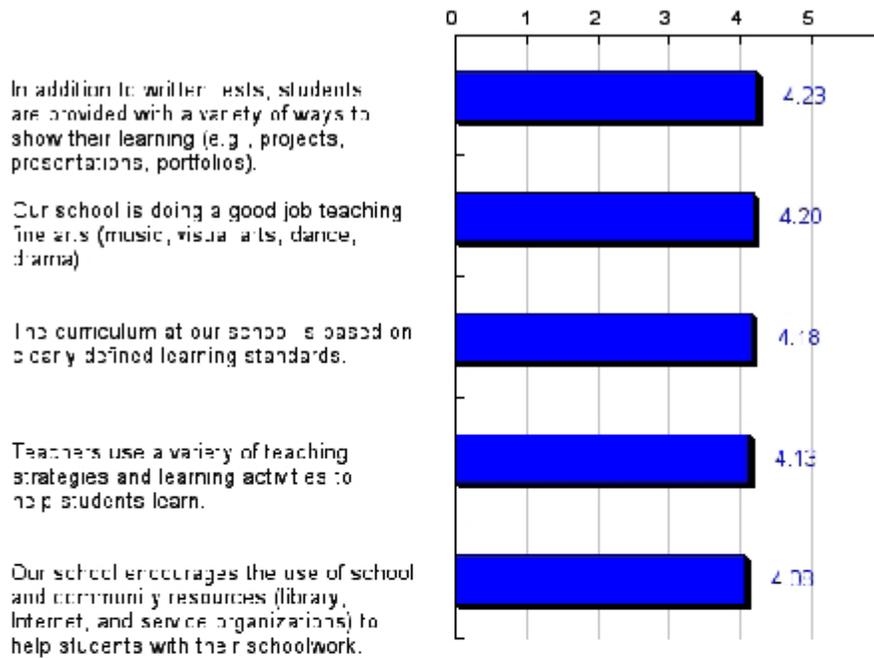
	N	Avg	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply
62. HMHS should offer more technology preparation courses.	262	4.06	0.96	104 (39.7%)	75 (28.6%)	61 (23.3%)	8 (3.1%)	4 (1.5%)	10 (3.8%)



Teacher Opinion Inventory

Number of Respondents: 62

Top 5 Items



SA - Strongly Agree - 5
 A - Agree - 4
 N - Neutral - 3
 D - Disagree - 2
 SD - Strongly Disagree - 1
 NA - Do Not Know/Not Applicable - No Weight

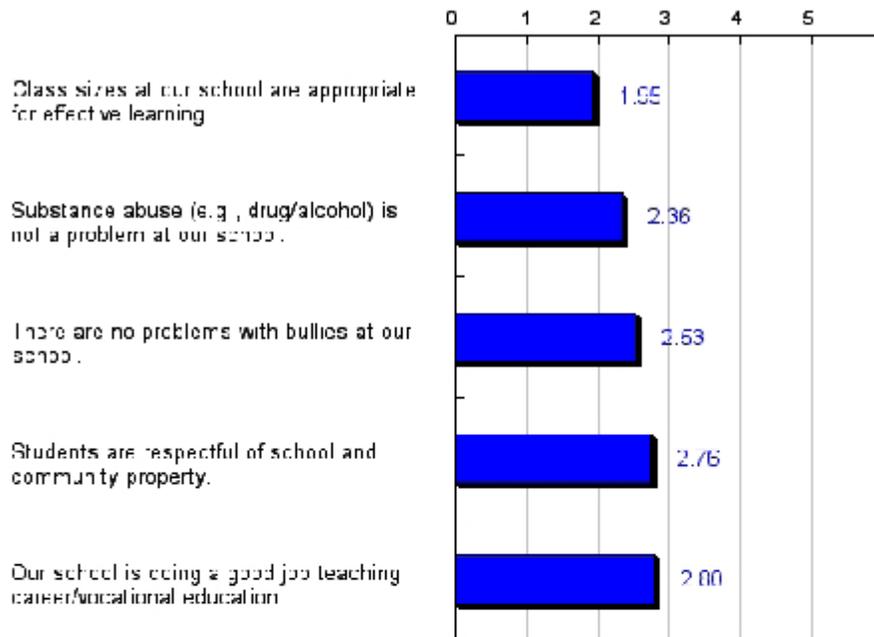
(Note: score of 3 or above indicates neutral to positive opinions.)



Teacher Opinion Inventory

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 NA - Do Not Know/Not Applicable - No Weight

(Note: score of 3 or above indicates neutral to positive opinions.)



Teacher Opinion Inventory

Total Number of Respondents: 62

	Number of Respondents		Standard Deviation	Response Distribution					Do Not Know/Not Applicable
	N	Avg		SA (%)	A (%)	N (%)	D (%)	SD (%)	
1. Quality of the instructional program offered to students at our school is of high quality.	62	4.03	0.72	14 (22.6%)	38 (62.9%)	6 (9.7%)	3 (4.8%)	0 (0.0%)	0 (0.0%)
2. The curriculum at our school is based on clearly defined learning standards.	62	4.18	0.59	17 (27.4%)	39 (62.9%)	6 (9.7%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
3. Our school is doing a good job teaching language arts (reading, writing, speaking, listening).	62	3.98	0.82	13 (21.0%)	37 (59.7%)	5 (8.1%)	3 (4.8%)	1 (1.6%)	3 (4.8%)
4. Our school is doing a good job teaching mathematics.	62	3.63	1.00	9 (14.5%)	30 (48.4%)	11 (17.7%)	7 (11.3%)	2 (3.2%)	3 (4.8%)
5. Our school is doing a good job teaching science.	62	3.88	0.81	10 (16.1%)	37 (59.7%)	8 (12.9%)	3 (4.8%)	1 (1.6%)	3 (4.8%)
6. Our school is doing a good job teaching social studies.	62	4.05	0.59	10 (16.1%)	40 (64.5%)	5 (8.1%)	1 (1.6%)	0 (0.0%)	6 (9.7%)
7. Our school is doing a good job teaching fine arts (music, visual arts, dance, drama).	61	4.20	0.82	22 (36.1%)	32 (52.5%)	3 (4.9%)	2 (3.3%)	1 (1.6%)	1 (1.6%)
8. Our school is doing a good job teaching physical education.	62	3.72	0.89	7 (11.3%)	36 (58.1%)	9 (14.5%)	4 (6.5%)	2 (3.2%)	4 (6.5%)
9. Our school is doing a good job teaching health education.	61	3.47	1.05	6 (9.8%)	28 (45.9%)	15 (24.6%)	3 (4.9%)	5 (8.2%)	4 (6.6%)
10. Our school is doing a good job teaching foreign languages.	62	3.77	1.00	12 (19.4%)	29 (46.8%)	9 (14.5%)	5 (8.1%)	2 (3.2%)	5 (8.1%)
11. Our school is doing a good job teaching career/vocational education.	60	2.80	1.30	6 (10.0%)	13 (21.7%)	10 (16.7%)	16 (26.7%)	10 (16.7%)	5 (8.3%)
12. Our school is preparing students to deal with issues and problems they will face in the future.	60	3.26	1.19	7 (11.7%)	22 (36.7%)	13 (21.7%)	9 (15.0%)	6 (10.0%)	3 (5.0%)
13. Students see a relationship between what they are studying and their everyday lives.	62	3.28	1.03	4 (6.5%)	26 (41.9%)	17 (27.4%)	9 (14.5%)	4 (6.5%)	2 (3.2%)
14. Teachers use a variety of teaching strategies and learning activities to help students learn.	62	4.13	0.69	17 (27.4%)	38 (61.3%)	5 (8.1%)	2 (3.2%)	0 (0.0%)	0 (0.0%)
15. Teachers provide instructional activities that involve students in their learning.	62	4.06	0.62	14 (22.6%)	38 (61.3%)	10 (16.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
16. Teachers collaboratively develop instructional activities to help students learn across different subject areas.	62	3.28	1.05	3 (4.8%)	30 (48.4%)	14 (22.6%)	9 (14.5%)	5 (8.1%)	1 (1.6%)
17. Teachers hold high expectations for student learning.	62	4.00	0.75	13 (21.0%)	39 (62.9%)	8 (12.9%)	1 (1.6%)	1 (1.6%)	0 (0.0%)
18. Students are motivated to do their best work.	61	3.23	1.00	3 (4.9%)	26 (42.6%)	16 (26.2%)	12 (19.7%)	3 (4.9%)	1 (1.6%)
19. Teachers provide a reasonable and appropriate amount of homework to help students succeed in their studies.	61	3.90	0.89	14 (23.0%)	33 (54.1%)	9 (14.8%)	4 (6.6%)	1 (1.6%)	0 (0.0%)
TOTALS:									
Support for Student Learning	N	Avg	SD	SA (%)	A (%)	N (%)	D (%)	SD (%)	NA (%)
20. In addition to written tests, students are provided with a variety of ways to show their learning (e.g., projects, presentations, portfolios).	62	4.23	0.69	21 (33.9%)	38 (61.3%)	3 (4.8%)	2 (3.2%)	0 (0.0%)	0 (0.0%)
21. Teachers are willing to give students individual help outside of class time.	62	4.05	0.76	16 (25.8%)	36 (58.1%)	7 (11.3%)	3 (4.8%)	0 (0.0%)	0 (0.0%)
22. Students who are struggling receive additional support.	62	3.63	1.00	10 (16.1%)	31 (50.0%)	10 (16.1%)	10 (16.1%)	1 (1.6%)	0 (0.0%)



Teacher Opinion Inventory

	N	Avg	SD	20 (32.3%)	33 (53.2%)	4 (6.5%)	1 (1.6%)	0 (0.0%)
23. Our school encourages the use of school and community resources (library, internet, and service organizations) to help students with their schoolwork.	62	4.08	0.89	20 (32.3%)	33 (53.2%)	4 (6.5%)	1 (1.6%)	0 (0.0%)
24. Our school offers learning opportunities that support the full range of student abilities.	62	3.69	0.88	10 (16.1%)	30 (48.4%)	15 (24.2%)	0 (0.0%)	0 (0.0%)
25. Our school recognizes the achievements of students for all types of accomplishments.	62	3.70	1.01	11 (17.7%)	32 (51.6%)	9 (14.5%)	7 (11.3%)	2 (3.2%)
26. Effective procedures are in place to support my communication with parents.	62	3.85	1.02	14 (22.6%)	36 (58.1%)	4 (6.5%)	5 (8.1%)	3 (4.8%)
27. In our school, students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.	61	3.56	1.20	12 (19.7%)	29 (47.5%)	6 (9.8%)	9 (14.8%)	5 (8.2%)
28. Up-to-date computers and other technologies are used in our school to help students learn.	62	2.97	1.25	6 (9.7%)	20 (32.3%)	9 (14.5%)	18 (29.0%)	8 (12.9%)
29. Our school provides teaching materials and supplies that are current and in good condition.	62	3.21	1.26	8 (12.9%)	24 (38.7%)	11 (17.7%)	11 (17.7%)	8 (12.9%)
30. Our school's facilities are adequate to support students' learning needs.	62	3.32	1.29	10 (16.1%)	26 (41.9%)	8 (12.9%)	10 (16.1%)	8 (12.9%)
TOTALS:	N	Avg	SD	SA N(%)	A N(%)	N N(%)	D N(%)	SD N(%)
31. School Climate/Environment for Learning	62	3.85	0.96	0 (0.0%)	7 (11.3%)	5 (8.1%)	28 (44.9%)	22 (35.5%)
32. Class sizes at our school are appropriate for effective learning.	62	3.34	1.33	11 (17.7%)	26 (41.9%)	7 (11.3%)	9 (14.5%)	9 (14.5%)
33. All students and staff at our school are treated with respect, regardless of race, religion, or gender.	62	2.76	1.10	0 (0.0%)	20 (32.3%)	19 (29.0%)	13 (21.0%)	11 (17.7%)
34. Students are respectful of school and community property.	61	3.70	1.05	12 (19.7%)	30 (49.2%)	8 (13.1%)	8 (13.1%)	2 (3.3%)
35. Cheating is strongly discouraged at our school.	62	3.32	1.21	7 (11.3%)	29 (46.8%)	11 (17.7%)	7 (11.3%)	8 (12.9%)
36. Adequate security measures are in place at our school.	62	3.21	1.29	8 (12.9%)	25 (40.3%)	11 (17.7%)	8 (12.9%)	10 (16.1%)
37. School rules apply equally to all students.	62	3.52	1.14	9 (14.5%)	31 (50.0%)	11 (17.7%)	5 (8.1%)	6 (9.7%)
38. Our school provides a safe and orderly environment for learning.	62	2.36	1.12	0 (0.0%)	14 (22.6%)	8 (12.9%)	21 (33.9%)	15 (24.2%)
39. Substance abuse (e.g., drug/alcohol) is not a problem at our school.	62	2.53	1.10	0 (0.0%)	15 (24.2%)	13 (21.0%)	19 (29.0%)	12 (19.4%)
40. There are no problems with bullies at our school.	62	3.11	1.20	3 (4.8%)	29 (46.8%)	12 (19.4%)	8 (12.9%)	10 (16.1%)
41. School discipline is appropriately maintained at our school.	62	3.54	1.06	9 (14.5%)	27 (43.5%)	18 (29.0%)	2 (3.2%)	5 (8.1%)
42. Our students' family members feel welcome in our school.	62	3.55	1.04	7 (11.3%)	35 (56.5%)	8 (12.9%)	9 (14.5%)	3 (4.8%)
43. For the most part, I am satisfied with our school.	62	3.08	1.25	(8.9%)	(38.8%)	(17.5%)	(18.0%)	(15.2%)
TOTALS:	N	Avg	SD	SA N(%)	A N(%)	N N(%)	D N(%)	SD N(%)
43. School Organization and Administration	62	3.73	1.09	14 (22.6%)	30 (48.4%)	8 (12.9%)	7 (11.3%)	3 (4.8%)
44. Our school has a clear mission and goals that provide our staff with a common purpose and sense of direction.	62	3.79	1.09	15 (24.2%)	31 (50.0%)	8 (12.9%)	4 (6.5%)	4 (6.5%)
45. Our school is committed to continuous improvement focused on improving student learning.	61	3.41	1.23	8 (13.1%)	31 (50.8%)	8 (13.1%)	6 (9.8%)	8 (13.1%)



Teacher Opinion Inventory

	62	3.47	1.11	7 (11.3%)	30 (48.4%)	13 (21.0%)	4 (6.5%)	6 (9.7%)	2 (3.2%)
46. Our school uses data and research to make informed decisions.	62	3.47	1.11	7 (11.3%)	30 (48.4%)	13 (21.0%)	4 (6.5%)	6 (9.7%)	2 (3.2%)
47. The expenditure of funds is aligned with our school's goals and priorities.	62	3.09	1.24	6 (9.7%)	18 (29.0%)	16 (25.8%)	7 (11.3%)	9 (14.5%)	6 (9.7%)
48. Teachers are involved in making important decisions that impact the quality of the teaching and learning process.	62	2.92	1.26	5 (8.1%)	20 (32.3%)	13 (21.0%)	13 (21.0%)	11 (17.7%)	0 (0.0%)
49. Positive working relationships between teachers and administrators are supported in our school through mutual respect and effective communication.	62	2.97	1.43	7 (11.3%)	25 (40.3%)	4 (6.5%)	11 (17.7%)	15 (24.2%)	0 (0.0%)
50. The administration of our school provides teachers with adequate support.	62	3.03	1.32	5 (8.1%)	26 (41.9%)	10 (16.1%)	8 (12.9%)	13 (21.0%)	0 (0.0%)
TOTALS:		3.30	1.26	(13.5%)	(42.6%)	(16.2%)	(12.1%)	(13.9%)	(1.6%)
COMPOSITE:		3.49	1.15	(13.3%)	(48.7%)	(15.4%)	(12.1%)	(8.5%)	(2.0%)



Teacher Opinion Inventory

Total Number of Respondents: 62

Additional School Specific Items

	N	Avg	SD	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Does Not Apply
51. Do you know the HMHS ESLRs (Expected Schoolwide Learning Results)?	61	3.90	0.88	11 (18.0%)	39 (63.9%)	5 (8.2%)	3 (4.9%)	2 (3.3%)	1 (1.6%)
52. Do you teach lessons based on the HMHS ESLRs or the HMHS Vision Statement?	62	3.75	1.14	15 (24.2%)	29 (46.8%)	9 (14.5%)	3 (4.8%)	5 (8.1%)	1 (1.6%)
53. How often do you use technology in lesson presentation? (PowerPoint, Video, Audio, etc.)	61	3.18	1.23	12 (19.7%)	8 (13.1%)	28 (45.9%)	5 (8.2%)	8 (13.1%)	1 (1.6%)
54. How often do you require students to use technology in completing assignments?	61	3.08	1.00	4 (6.6%)	17 (27.9%)	24 (39.3%)	12 (19.7%)	4 (6.6%)	1 (1.6%)
55. Do you feel safe at our school?	62	3.92	1.09	20 (32.3%)	28 (45.2%)	6 (9.7%)	5 (8.1%)	3 (4.8%)	0 (0.0%)
56. When you call the office, does someone answer the phone?	62	3.97	0.81	16 (25.8%)	31 (50.0%)	12 (19.4%)	3 (4.8%)	0 (0.0%)	0 (0.0%)
57. When you send a referral, do you get a response from the office?	60	3.07	1.01	6 (10.0%)	12 (20.0%)	24 (40.0%)	16 (26.7%)	2 (3.3%)	1 (1.6%)



Teacher Opinion Inventory

Total Number of Respondents: 62

	N	Avg	SD	Always (5)	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)
58. How often do you use your voicemail?	61	4.10	1.15	31 (50.8%)	14 (23.0%)	10 (16.4%)	3 (4.9%)	3 (4.9%)
59. I receive information from the school administration in a timely fashion.	62	3.34	1.27	9 (14.5%)	29 (46.8%)	5 (8.1%)	12 (19.4%)	7 (11.3%)
60. Students are encouraged to explore post-high school goals other than college (career-related, vocational school, career center, etc.).	62	3.29	1.25	7 (11.3%)	27 (43.5%)	9 (14.5%)	8 (12.9%)	3 (4.8%)
61. Does maintenance of structures (subsets, electrical outlets, etc.) support safety of students in classroom?	62	3.34	1.20	6 (9.7%)	33 (53.2%)	6 (9.7%)	10 (16.1%)	7 (11.3%)
62. Would you like students to have 30 minutes of sustained silent reading daily as part of the school day?	60	3.14	1.53	15 (25.0%)	10 (16.7%)	13 (21.7%)	4 (6.7%)	14 (23.3%)
63. Our school provides a safe, clean, and orderly environment for learning.	62	3.37	1.10	6 (9.7%)	31 (50.0%)	9 (14.5%)	12 (19.4%)	4 (6.5%)
64. As a school we are as conservation-minded as the overall community of Hercules.	62	2.97	1.28	7 (11.3%)	18 (29.0%)	11 (17.7%)	16 (25.8%)	9 (14.5%)



Teacher Opinion Inventory

		Total Number of Respondents: 62							
		N	Avg	SD	Very Satisfied (5)	Satisfied (4)	Neutral (3)	Dissatisfied (2)	Very Dissatisfied (1)
65.	I am satisfied with the quality and variety of staff development opportunities available at our school.	62	2.88	1.14	3 (4.8%)	14 (22.6%)	15 (24.2%)	20 (32.3%)	10 (16.1%)
66.	I am satisfied with school governance transparency regarding budget allocations.	62	2.74	1.14	4 (6.5%)	11 (17.7%)	28 (37.1%)	13 (21.0%)	11 (17.7%)

Chapter II: Student/Community Profile — Overall Summary from Analysis of Profile Data

Provide an overall summary from the analysis of the profile data

- **What are the implications of the data with respect to student performance?**
- **Select two to three critical academic needs based on the data, noting the correlated expected schoolwide learning results (schoolwide student goals).**
- **List important questions that have been raised by the analysis of the student performance, demographic, and perception data.**

An overall analysis of the Student/Community Profile data suggest that while some significant increases appeared in individual years for some sub-groups on various standardized tests there has not been a steady overall increase. Two sub-groups that consistently achieve at lower percentages on standardized tests and API scoring are African American and Socially/Economically Disadvantaged students. The Areas of Concern/Growth once again point to the achievement gap identified in the 2004-2005 Self-Study. The implications of this data show that the achievement gap remains and should continue to be a focus of the current Self-Study process.

Identified Strengths from the HMHS Student/Community Profile

- 1.HHS met AYP targets in 2007 and 2008
- 2.HHS met 20/22 criteria for AYP in 2006 and 2009.
- 3.HMS African American student subgroup API scores has grown in the past three years
- 4.Asian and Filipino student subgroups at HMS have met API targets in the past four years
- 5.API scores for English Learners at HMS have greatly grown in 2010.
- 6.HHS was proficient in AYP targets for English in 2009
- 7.The African American and socioeconomically disadvantaged student populations at HHS have exceeded the state’s AYP target English proficiency goals four of the last five years
- 8.HMS has met over 70% of AYP criteria in the past five years
- 9.HMS’s mobility has remained at 95% or above in 2007 and 2008.
- 10.HHS’s mobility has remained above 95% in 2007-2009
- 11.Expulsions at HMS have accounted for less than 5% of total expulsions in the West Contra Costa Unified School District from 2007-2009
- 12.Over 90% of teachers at HMS have full teaching credentials in 2008 and 2009
- 13.The average years of educational service by teachers at HMHS are well over 10 years in 2008 and 2009, which surpasses the district average by several years
- 14.HMS students’ proficiency on the CST ELA tests has increased from 2007-2009
- 15.HMS African American students’ proficiency percentages on the CST ELA tests have gone up from 2007-2009
- 16.Over 60% of Asian students at HMS perform at a proficient level on the CST ELA tests from 2007-2009
- 17.English Learners at HMS have vastly increased testing scores on the CST ELA tests from 2007-2009
- 18.Over 55% of Filipino students at HMS perform at a proficient level on the CST ELA tests from 2007-2009

19. Approximately 50% of Asian HMS students scored at a proficient level on the CST math tests from 2007-2009
20. Approximately 60% of the HHS general education population pass the CAHSEE ELA test from 2007-2009
21. African American students at HHS have increasing passing scores on the CAHSEE ELA test from 2007-2009
22. Asian students at HHS have passing scores on the CAHSEE ELA test in the 70-80% rate from 2007-2009
23. Filipino students at HHS have passing scores on the CAHSEE ELA test in the 65-75% rate from 2007-2009
24. Over 50% of Asian and Filipino students at HHS have passing scores on the CAHSEE math test from 2007-2009
25. HHS has 30 CollegeBoard AP scholars for 2009/2010; 4 with Honor; 8 with Distinction
26. Approx 30% (annually) of special education students pass the CAHSEE
27. The administration's emphasis on equitable school policies both inside and outside of classrooms is gradually leading to greater gains

Areas of Concern/Growth

1. HHS API growth has fluctuated in the African American student subgroup, increasing in 2008 and a general decline in subsequent years
2. HHS API growth has stayed stagnant or declined in the past four years.
3. The African American and socioeconomically disadvantaged student populations at HHS have not met the state's AYP target Math proficiency goals for the past three years
4. The African American and socioeconomically disadvantaged student populations at HMS have not met the state's AYP target English or Math proficiency goals for the past three years
5. HMS Latino students' proficiency percentages on the CST ELA tests have declined from 2007-2009
6. Over 65% of socioeconomically disadvantaged students at HMS perform at a below proficient level on the CST ELA tests from 2007-2009
7. HMS students' proficiency on the CST math tests from 2007-2009 indicate that a significant increase is needed to meet target goals
8. African American HMS students need a 50% increase in CST math scores to meet target
9. Over 80% of Latino HMS students perform below proficient in 2009 CST math tests
10. Socioeconomically disadvantaged HMS students need a 50% increase in CST math scores to meet target
11. Less than 50% of socioeconomically disadvantaged students at HHS have passing scores on the CAHSEE ELA test in 2008 and 2009
12. Less than 50% of the HHS general education population have passing scores on the CAHSEE math test in 2008 and 2009
13. Over 70% of African American HHS students do not have passing scores on the CAHSEE math test from 2007-2009

14. Over 60% of socioeconomically disadvantaged students at HHS do not have passing scores on the CAHSEE math test from 2007-2009
15. Over 95% of the HHS general education population have below proficient scores in the CST Algebra I test from 2007-2009
16. The number of students prepared for College English has declined from 21% to 18% according to CSU Early Assessment Program (EAP) statistics. Better than 92% of students have participated in the EAP English assessment for 2008, 2009, and 2010.
17. Nearly 100% of students did not demonstrate College Readiness on the EAP for College Mathematics (Algebra II) over the past three years (2008, 2009, and 2010). There is a decline in participation from 55% and 56% to 41% for 2010.
18. Approximately 80% of students who took the College Readiness on the EAP for College Mathematics (Summative High School Mathematics) over the past three years (2008, 2009, and 2010) demonstrated at minimum a conditional readiness for College Mathematics. There is a decline in participation from 81% and 88% to 58% for 2010.
19. Grade 12 participation in SAT (Scholastic Aptitude Test) declined from 58% in 2009 to 55% in 2010. Of those tested Critical Reading, Math, and Writing averages are higher than WCCUSD but lower than County or State scores.
20. Number of students taking AP exams has steadily declined from 226 in 2007/2008 SY to 193 in 2008/2009 and down to 172 in 2009/2010.

During the spring of 2010, the entire HMHS school community took part in reviewing the HMHS School/Community Profile and provided feedback to the Leadership Team. After a careful review of the responses from all stakeholder groups two critical academic needs emerged.

Critical Academic Needs:

- 1. Increase the number of students prepared for College.
(Directly from student group Spring 2010)**
- 2. Improve all students' standardized tests performance and reduce the achievement gap among under-performing students within specific significant sub-group populations.**

The expected schoolwide learning results (ESLRs) correlating to our identified critical academic needs:

<i>E</i>	<p>Exemplary Scholars</p> <ul style="list-style-type: none"> ✓ Diligently pursue understanding and meaning to the text and world around them ✓ Excel in challenging coursework
<i>P</i>	<p>Problem Solvers</p> <ul style="list-style-type: none"> ✓ Analyze problems and define appropriate resources ✓ Frame clear, concise analytical questions and arguments ✓ Recognize and analyze different points of view ✓ Gather and organize information and use logic in the decision making process ✓ Transfer knowledge to new situations ✓ Analyze, reason, problem solve, and synthesize
<i>R</i>	<p>Responsible Lifelong Learners</p> <ul style="list-style-type: none"> ✓ Are responsible for their own learning and self-management ✓ Make informed choices ✓ Demonstrate curiosity and common sense ✓ Demonstrate basic academic skills

Chapter III: Progress Report

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

Upon receiving the Visiting Committee's Report in the spring of 2005 the WASC Self-Study Coordinator merged the recommendations into the two action plan goals and distributed to all stakeholder groups. Progress made toward these recommendations continues each year. The voluntary Instructional Leadership Team (ILT) continued to meet and oversee the action plan and critical areas of follow-up through the 2007-2008 school year and the mid-term review visit.

Since the mid-term review participation in the voluntary ILT diminished due to contentious issues and severe budget cuts depleting teacher inservice and work days. To ensure ongoing progress toward the critical areas of follow-up, monitoring and progress of the schoolwide action plan was transferred to the School Site Council. Additionally, site administration (despite the severe budget cuts) set aside percentage fte's for the WASC Self-Study Coordinator and technology integration each year ensuring a continual focus on improvement. The WASC Self-Study Coordinator is a voting member of the council.

The annual Single Plan for Student Achievement (SPSA) developed with input by all stakeholders (teachers, parents, students, administration, and community members) has been the vehicle utilized in assuring an ongoing focus on these recommendations. Departments give direct input into goals and monitoring of the plan, which is overseen by the School Site Council. Budgets and resources are carefully scrutinized to coordinate and connect with SPSA goals and recommendations as well as the WASC Action Plan.

Goal 1: Students at Hercules Middle/High School will improve literacy scores by statistically meaningful increments each year based on multiple measures which may include, but will not be limited to, the following: schoolwide assessments that involve reading and writing, the California High School Exit Exam (CAHSEE), Advanced Placement (AP) Exams, Scholastic Aptitude Test (SAT II), and California Content Standards Tests (CST) that involve reading and writing.

1. The need for administration and staff to address the academic achievement gap of African American students. (#9)
 - a. Read 180 classes (MS & HS)
 - b. Educational Testing Service (ETS) Keeping Learning on Track Staff Development (Pilot program; HS Math/Science Departments)
 - c. Selina Jackson Culturally Relevant Pedagogy Staff Development (Ongoing)
 - d. Administration outreach to African-American parents (Ongoing)

- e. Individual teachers invite and encourage students into their room at lunchtime (Ongoing)
 - f. MS AVID (Summer Institute 2007; Summer Institute 2008; AVID 6th grade wheel; AVID Elective; AVID/Computers Elective; Cornell Notes in many classrooms)
 - g. Hiring of African-American Assistant Principals
 - h. High School Health Services Center and Coordinator
2. Need for district and administration to address the need for technology support.
- a. PowerSchool online attendance and student information system
 - b. EduSoft training for grading and analysis
 - c. Ed1 Stop training – assignments can be differentiated for students
 - d. Expanded ROP programs that integrate technology- county provides technical support
 - e. Copiers maintained
 - f. New student server
 - g. New computers for ROP classes
 - h. Additional LCDs with Document Readers (5 SMART Boards are to be installed this school year)
 - i. Additional DVD & monitors for classrooms
 - j. Teacher Technology support for both MS and HS
3. There is a need to collect, disaggregate and disseminate student assessment data to drive instruction.
- a. Examination of EduSoft data on district and state tests by individual teachers and departments
 - b. MS/HS Math provide readiness tests, MS gives in prior year to assist w/placement
 - c. English depts. use state tests for placement in intervention
 - d. STAR, CST, & CAHSEE scores shared by the admin.

- e. SpEd share and generate curriculum
 - f. EduSoft online to all teachers
 - g. CAHSEE exam preparation
4. There is a District and Site professional development disconnect (#7)
- a. Math supported to go to national conferences such as NCTM; same w/science teachers
 - b. AP Teachers work through the college board
5. Resources such as the Teen Center and Saturday Tutoring need to be utilized more fully
- a. Teen center (The Spot) offers tutoring/computer lab for HMHS students
 - b. Hercules City Library used by many HMHS students
6. Increase time and resources for staff development school-specific (#4)
- a. See #4; AP Equity Conference
 - b. 06-07 SIMs implementation plan
 - c. SSC budgets and resources allocate for site (department) specific staff development as part of the SPSA
7. Action Plan needs to include specific strategies that address achievement gaps within the subgroups (#1)
- a. AVID Training (Summer Institute 2007; Summer Institute 2008; Up Where We Belong Atlanta Conference)
 - b. Educational Testing Service Keeping Learning On-Track (Ongoing)
 - c. Expanded CAHSEE prep support classes; Alg. I support classes at HS

Goal 2: Improve and support student achievement by creating an environment where all stakeholders are connected to a safe, clean, and orderly school community that nurtures learning.

8. Maintenance and landscaping need to continue to be a focus
- a. New parking lots
 - b. New landscaping

- c. School painted
 - d. Sidewalks and grass areas have been put in
 - e. Middle School Volleyball Court and outside eating area improvements
9. Plan needs to be in place to increase attendance
- a. Online attendance provides up-to-the-minute information to teachers
 - b. High School Health Services Center and Coordinator

Chapter IV: Self-Study Findings

Analyze the criteria in each category by responding to the prompts and documenting the supporting evidence. Refer to the suggested areas to analyze listed for each criterion to assist in this assessment.

For each category, synthesize the findings and supporting evidence in order to list prioritized strengths and areas of growth.

- A. Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
- B. Standards-based Student Learning: Curriculum
- C. Standards-based Student Learning: Instruction
- D. Standards-based Student Learning: Assessment and Accountability
- E. School Culture and Support for Student Personal and Academic Growth

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

A1. Organization Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school's purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

CRITERION A1 INDICATORS AND PROMPTS

Vision – ESLRs – Profile

Indicator: The school has established a clear, coherent vision (purpose) of what students should know and perform; it is based upon high quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn.

Prompt: *Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.*

Findings	Supporting Evidence
The school vision and ESLRs were originally developed during the initial accreditation process in the 2001-2002 school year and have been reviewed/ revised during the first self-study process, the mid-term review and in preparation for our	Principal’s Annual PowerPoint Data Review School/Community Profile 2005

current self-study. Annually disaggregated demographic and performance data are shared with the school community. This data is used to inform the school community of the status of the school and to help in the review/revision of the vision and ESLRs at regular intervals. This data informs the school/community of who are students are and how are they performing. The WASC Coordinator regularly facilitates this process.

School Community Profile 2011
 Memos
 Emails
 Review/Revision Evidence Sheets
 Titan Template

Development/Refinement of Vision/ESLRs

Indicator: The processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results are effective.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected schoolwide learning results.*

Findings	Supporting Evidence
Facilitated by the WASC Coordinator, the faculty participated in the review/revision of the vision and ESLRs over the course of several faculty meetings as did the SSC. Teachers also presented the vision and ESLRs to 2 nd period classes who had opportunities to provide feedback. After all stakeholder groups reported back revisions/refinement was incorporated and presented.	Memos Agendas Emails Review/Revision Evidence Sheets Titan Template

Understanding of Vision and ESLRs

Indicator: Students, parents, and other members of the school community demonstrate understanding of and commitment to the vision and the expected schoolwide learning results.

Prompt: *Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the purpose and expected schoolwide learning results.*

Findings	Supporting Evidence
Facilitated by the WASC Coordinator, the faculty participated in the review/revision of the vision and ESLRs over the course of several faculty meetings as did the SSC. Teachers also presented the vision and ESLRs to 2 nd period classes who had opportunities to provide feedback.	Memos Agendas Emails Review/Revision Evidence Sheets

Titan Template

Regular Review and Revision

Indicator: The school is implementing an effective process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Prompt: *Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.*

Findings	Supporting Evidence
<p>HMHS has incorporated the regular review/refinement/revision of the school vision and ESLRs into the ongoing school improvement process and cycle of accreditation.</p>	<p>Memos Agendas Emails</p>
<p>In addition to involving all stakeholders in the review/refinement/revision of the school vision and ESLRs they are also posted in classrooms. Fifty four percent of students surveyed either agreed or strongly agreed that they see the vision and ESLRs posted in classrooms. Over 80% o teachers surveyed either agreed or strongly agreed that they know the vision and ESLRs and nearly 75% agreed or strongly agreed that they teach lessons based on the vision and ESLRs.</p>	<p>Review/Revision Evidence Sheets Titan Template AdvancEd Teacher Survey AdvancEd Student Survey</p>

A1. Organization: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>This criterion is being addressed extensively. The WASC Coordinator facilitates an ongoing review/refinement/revision process that includes all stakeholders. The vision and ESLRs are posted and published in the student newspaper. Teachers incorporate the vision and ESLRs into their curriculum.</p>	<p>Memos Agendas Emails Review/Revision Evidence Sheets Titan Template AdvancEd Teacher Survey</p>

AdvancEd Student Survey

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>This criterion had a significant impact on the development of the critical academic needs. As a school community we looked at who our students are and how are they performing and measured how well they were accomplishing the expected schoolwide learning results.</p>	<p>School/Community Profile ESLRs Vision Statement Memos Emails Agendas Titan Template</p>

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a copy of the written vision and schoolwide learning results
- student/community profile data
- research-based knowledge about teaching and learning
- national and state educational issues
- what shareholders groups have been involved in the establishment of the school’s vision
- the degree of involvement of these shareholder groups
- the process for reaching consensus among the shareholder groups regarding the vision
- interviews with staff, students, parents, board and district personnel and other shareholders to determine their level of understanding and commitment to the vision
- the process for regular communication with the school community regarding review and revision of other evidence identified by the school
- memos and other written documents
- other evidence identified by the school

A2. Governance Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the governing board a) have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

CRITERION A2 INDICATORS AND PROMPTS

Governing Board

Indicator: There is clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
The WCCUSD Governing Board meets twice monthly. District policies and procedures are clearly communicated through writing, email, flyer, internet, district and site administration, etc. The duties of the governing board are mandated and the members are elected via public election. WCCUSD is a large district that encompasses multiple cities and unincorporated areas.	Governing Board Policy Public Election Results Memos Email Agendas
WCCUSD supports the HMHS vision, purpose and ESLRs through personnel and resources.	Flyers

Relationship of Governance to Vision and ESLRs

Indicator: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Prompt: *Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.*

Findings	Supporting Evidence
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Understanding Role of Governing Board

Indicator: The school community understands the governing board’s role, including how parents can participate in the school’s governance.

Prompt: *To what degree does the school community understand the governing board’s role, including how parents can participate in the school’s governance?*

Findings	Supporting Evidence
There is a high degree of understanding the governing boards role and how parent’s can participate in the school’s governance. SSC parents meet with district personnel to gain insight/information into procuring resources for identified strategies in the SPSA. Parents have also worked to form, with members of the larger community, an Education Trust to assist in helping the school to obtain additional resources for the school not covered through district resources.	Emails Agendas SSC Minutes

Governing Board’s Involvement in Review/Refinement

Indicator: The governing board is involved in the regular review and refinement of the school’s vision and purpose and expected schoolwide learning results.

Prompt: *How is the governing board involved in the regular review and refinement of the school’s vision and purpose and expected schoolwide learning results?*

Findings	Supporting Evidence
Annually, the SSC produces the SPSA. As part of the process the principal prepares a school data presentation (demographic and achievement) to the SSC. This data along with a review of the vision and ESLRs inform the council as they prepare the SPSA. The draft SPSA is sent to the district for review and comment, then returned to the SSC for refinement. Finally, the WCCUSD Governing Board approves the annual SPSA.	SPSA Email Agendas Minutes

Professional Staff and Governing Board

Indicator: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Prompt: *To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?*

Findings	Supporting Evidence
High degree of understanding about the relationship between the governing board and professional staff	Job Descriptions

responsibilities. Regular communication takes place through a clear hierarchical structure. Governing Board Policy

Board’s Evaluation/Monitoring Procedures

Indicator: There is clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.

Prompt: *Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of the school.*

Findings	Supporting Evidence
Regular district, state, and federal evaluation and monitoring procedures are in place for the district and school sites. Student performance is assessed quarterly through district assessments as well as annual state and federal mandated standardized testing.	Agendas Memos Email Budgets
The annual SPSA is monitored throughout the school year by site and district personnel and the site SSC. Budgets are managed by site administration and overseen by the SSC.	

Complaint and Conflict Resolution Procedures

Indicator: The established governing board/school’s complaint and conflict resolution procedures as they apply to the school’s shareholders are effective.

Prompt: *Examine and comment on the established governing board/school’s complaint and conflict resolution procedures as they apply to your school’s shareholders.*

Findings	Supporting Evidence
There is a uniform complaint procedure in place to assist all stakeholders with resolving issues at both the site and district level.	Governing Board Policy Letters Flyers Email

A2. Governance: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
There is a clear district and site organizational structure with appropriate policies and procedures in place to address the needs of all stakeholders.	Governing Board Policy
Prompt: <i>Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.</i>	

Findings	Supporting Evidence
Having a clear district and site organizational structure with personnel and resource support is extremely important to the integrity of the school and greatly impacts the ability of the school site to clearly identify critical academic needs.	

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the legal status and organization of the school
- parent participation in the school’s governance
- the selection, composition and specific duties of the governing board
- the alignment between the governing authority’s policies and the school’s purpose and expected schoolwide learning results
- the nature and extent of the school community’s understanding of the governing board’s role
- the relationship between the duties of the governing board and the responsibilities of the professional staff
- the evaluation and monitoring procedures carried out by the governing board, including annual reviews of student performance, academic progress and fiscal health of the school
- the frequency and regularity of board meetings
- the involvement of the school’s authorizing agency in reviewing and monitoring student progress and overall school operations
- the degree of participation of board and district personnel in the development of the vision and expected schoolwide learning results
- complaint and conflict resolution procedures

- additional evidence
- ❖ **Additional suggested evidence to examine for Charter Schools:**
 - the school's charter with respect to the governance structure, organizational charts, size, scope and composition
 - the school's policies with regard to selection of board members, conflict of interest, meeting protocols and procedures, and delineation of powers and authority with school administration
 - board policies and procedures that are clearly defined and written
 - the qualifications of board members to carry out their responsibilities
 - additional evidence

A3. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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 expected schoolwide learning results and academic standards?

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

CRITERION A3 INDICATORS AND PROMPTS

Broad-Based and Collaborative

Indicator: The school’s planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Prompt: *Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.*

Findings	Supporting Evidence
<p>The school community continues to annually consider disaggregated test data disseminated to teachers, students, parents, and community by the administration.</p> <p>After considering the disaggregated test data, the Schoolwide Plan is updated yearly by Departmental groups which meet and revise their portions of the plan each year; input from the administration, students and parents is provided via the School Site Council.</p>	<ul style="list-style-type: none"> ● Memos ● Bulletin FYI ● Faculty, Dept. and School Site Council meetings agendas and minutes ● Student Newspapers ● Correspondence to parents ● Schoolwide Plan with revisions

School Plan Correlated to Student Learning

Indicator: The school’s Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards.

Prompt: *What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?*

Findings	Supporting Evidence
<p>Departments, staff and teachers meet together annually to review and revise and provide input into the Single Plan for Student Achievement , ESLRS and academic standards</p> <p>Current research in instructional strategies is presented to</p>	<ul style="list-style-type: none"> ● SPSA ● SSC Agendas ● Memos ● Bulletin FYI

faculty, students and parents facilitated by the administration and SSC, creating a culture of continuous school improvement.

Data is used to promote reflection among departments and the SSC to identify needed areas of support for identified underserved groups of students.

The faculty collaborates (dept. meetings: district meetings; county workshops; parent community partnerships etc.) to identify resources (time, products, programs, materials, and professional development opportunities) that will assist in improving learning results for all students and to identify best instructional practices with proven research in improving student learning.

This process drives improvement of instructional practices of individual teachers in their classrooms, and raises achievement for all students

According to the AdvancEd Teacher Survey nearly 75% of teachers surveyed agreed or strongly agreed that they teach lessons based on the vision and ESLRs.

- Charts and Graphs
- Faculty, Dept. and School Site Council meetings agendas and minutes
- Student Newspapers
- Correspondence to parents
- Parent Meetings and Workshops, Articles
- Handouts
- AdvancEd Teacher Survey
- CAT6, CST, CAHSEE and API Data

Correlation between All Resources, ESLRs and Plan

Indicator: There is correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan.

Prompt: *What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the improvement schoolwide action plan?*

Findings	Supporting Evidence
<p>The Faculty Meets monthly, as does the School Site council and most departments in order to make decisions about allocations of resources to support the ESLRs and the Schoolwide Action Plan</p> <p>Requests for fiscal, personnel or material resources are submitted by teachers to the School Site Council which takes into account the ESLRs and Action Plan to inform their decisions</p> <p>The faculty collaborates to identify and acquire resources that will assist in improving learning results for all students and to identify instructional practices with proven research</p>	<ul style="list-style-type: none"> ●Faculty Meeting Agendas ●SSC minutes ●Departmental Meeting minutes ●Site Council Minutes ●AdvancEd Teacher Survey

in improving student learning.

According to the AdvancEd Teacher Survey nearly 75% of teachers surveyed agreed or strongly agreed that they teach lessons based on the vision and ESLRs.

A3. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
This criterion is of primary concern in Departmental and School Site Council decisions	<ul style="list-style-type: none"> ● Departmental Meetings Minutes
Since the Spring of 2009 the Instructional Leadership Team has not been convened	<ul style="list-style-type: none"> ● School Site Council minutes
It would be desirable to reconvene the Instructional Leadership Team so that more staff and faculty could be involved in decisions about allocations of resources	

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Through these processes, resources are procured which have a direct impact on addressing the achievement gap for all low performing students. This is one of the critical academic needs identified through the current self-study process.	<ul style="list-style-type: none"> ● School/Community Profile ● Reading Renaissance program ● Read 180 ● Prentice Hall ● Everyday Math ● Invoices for technology

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- rosters, minutes of meetings, interview/survey data or other indicators of inclusion showing that the school planning process is broad-based, collaborative and has commitment of the stakeholders
- the degree of correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, the expected schoolwide learning results, and academic standards

- the degree of correlation between allocation of time/fiscal/personnel resources, improvement plans, and learning results
- the specific benchmarks and accountability tools used in the monitoring process
- indications of the number of staff involved in school action plans
- evidence of student involvement in developing action plans
- other evidence identified by the school

A4. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

CRITERION A4 INDICATORS AND PROMPTS

Employment Policies/Practices

Indicator: The school has clear employment policies/practices related to qualification requirements of staff.

Prompt: *Evaluate the clarity of the employment policies/ practices related to qualification/statutory requirements of staff.*

Findings	Supporting Evidence
<p>The staff at HMHS is highly qualified. They use ESLRs and staff development and current research to inform instruction.</p> <p>Leadership and staff at HMHS are involved in ongoing professional development which focuses on student learning needs.</p> <p>WCCUSD provides clear employment policies/practices to ensure a highly qualified administration, faculty, and staff</p>	<ul style="list-style-type: none"> ●WCCUSD Personnel Policy ●HMHS Credentialed Teacher Statistics ●NCLB Statistics ●School/Community Profile

Qualifications of Staff

Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training and preparation.

Prompt: *Evaluate the procedures to ensure that staff are qualified based on staff background, training and preparation.*

Findings	Supporting Evidence
<p>HMHS complies with California State and WCCUSD hiring policies for teachers, classified, and administrative staff</p>	<ul style="list-style-type: none"> ●WCCUSD Personnel Policy ●HMHS Credentialed Teacher Statistics ●NCLB Statistics ●School/Community Profile

Maximum Use of Staff Expertise

Indicator: The process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning is effective.

Prompt: *How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?*

Findings	Supporting Evidence
Staff are hired and assigned to maximize use of their expertise (college major, teaching experience, credentials held)	<ul style="list-style-type: none"> ●WCCUSD Personnel Policy ●HMHS Credentialed Teacher Statistics ●NCLB Statistics ●School/Community Profile

Defining and Understanding Practices/Relationships

Indicator: The school has clear administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Prompt: *Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Faculty and staff written handbooks, charts and policies clearly define responsibilities, operational practices, decision making processes and relationships of leadership and staff.	<ul style="list-style-type: none"> ●HMHS Staff Handbooks ●Charts of Organization ●Email
Information that is not included in the HMHS Faculty Handbook are provided via district email.	

Internal Communication and Planning

Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Prompt: *How effective are the existing structures for internal communication, planning, and resolving differences?*

Findings	Supporting Evidence
Internal communications are disseminated via district email, announcements, phone messages in the automated system and memos	<ul style="list-style-type: none"> ●Email ●Announcements ●Memos
Planning is conducted via monthly School Site Council, Departmental and Faculty Meetings	<ul style="list-style-type: none"> ●School Site Council minutes ●Departmental Meeting

Differences are resolved by means of discussion in meetings with advocates speaking for each side, or in private through consultation with the administration

minutes

- Faculty Meeting Agendas

Staff Actions/Accountability to Support Learning

Indicator: The school evaluates the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning. This includes an evaluation of the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations.

Prompt: *How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning? Include comments on the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations?*

Findings	Supporting Evidence
<p>Department structure and the monthly faculty meeting is the primary vehicle for sharing responsibility, actions, and accountability in supporting student learning.</p> <p>Departments are not as effective as they could be due to four different lunch schedules (two for middle and two for high school) and other scheduling conflicts that make it difficult for a common meeting time. The monthly faculty meeting schedule has had to be altered due to the change in union meeting dates. This also affects the scheduling of professional development activities.</p> <p>Collegial strategies such as BTSA and Intern Programs are used to implement innovations and encourage improvements</p> <p>Common Planning time and a modified school day schedule enable high school staff to meet and assess student learning and strategies to improve Instruction for all students.</p> <p>Teachers obtain release time or give up their planning time to observe one another and meet for one on one coaching or mentoring.</p>	<ul style="list-style-type: none"> ●BTSA ●Intern Program ●Department Descriptions ●Faculty Meeting Agendas ●Departmental Meting Agendas ●Observational Data sheets

Evaluation of Existing Processes

Indicator: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning.

Prompt: *To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?*

Findings	Supporting Evidence
<p>The school leadership meets yearly with the school community and stakeholders to review schoolwide plans</p> <p>The School Site Council meets monthly and evaluates existing procedures for efficacy and impact on student learning. Presentations and suggestions are made at these meetings by each department at least once throughout the school year.</p> <p>Schoolwide systems are utilized to support ongoing school improvement and student achievement</p>	<ul style="list-style-type: none"> ●Community Meeting Agenda ●SSC Meeting Minutes ●Specialized Schoolwide Plans(professional Development, HMHS Technology Plan, Site Level Plan, ●Safety Plan)

A4. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The school leadership currently directs and supports measures to ensure qualifications of staff, support accountability and professional development. The creation of a Teaching Leadership Council to advise and receive feedback from the site council would improve the communication between the faculty and the school site council and encourage staff members to work together to set priorities. Such a council would additionally benefit the school by providing another venue for shared responsibility and decision making impacting student learning.</p>	<ul style="list-style-type: none"> ●SSC Minutes ●SSC by laws ●Interviews

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Shared decision making and ongoing communication between the school leadership and the school community</p>	

facilitates addressing the needs of underperforming subgroups. Teachers are on the front lines and they know what their students need. Their communications with the leadership have a direct correlative relationship. School leadership is responsive and continues to support relevant staff development.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which the actions of the leadership are directly linked to student achievement of the academic standards and the expected schoolwide learning results; cite examples
- administrator and faculty written policies, charts, and handbooks that define responsibilities and relationships
- strategies for team building used at the school
- the structures for internal communications and resolving differences
- the leadership's processes and procedures for involving staff in shared responsibilities and actions to support student learning
- the level of actual staff involvement in actions focusing on successful student learning; obtained through interviews with staff and administration
- descriptions of collaboration across the school
- employment policies/practices related to qualification/statutory requirements
- information on staff background, training and preparation
- staff assignments to maximize use of their expertise
- the kinds of collegial strategies used to implement innovations and encourage improvement, such as shadowing, coaching, observation, mentors, group presentations
- other evidence identified by the school

A5. Leadership and Staff Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs?

CRITERION A5 INDICATORS AND PROMPTS

Support of Professional Development

Indicator: The school effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>WCCUSD sets the priorities for staff development related to specific content areas, provides release time, personnel, materials and fiscal resources for professional development to facilitate all students achieving the academic standards and the ESLRs</p> <p>The School Site Council sets aside a portion of the discretionary budget for professional development opportunities</p>	<ul style="list-style-type: none"> ●Prentice Hall Training ●Culturally Relevant Pedagogy ●Site Council Minutes ●Site Council Budget

Supervision and Evaluation

Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Prompt: *How effective is the school’s supervision and evaluation procedures in order to promote professional growth of staff?*

Findings	Supporting Evidence
<p>The school utilizes WCCUSD policies to direct supervision and evaluation in order to promote professional growth of staff. The system is a product of the existing union contract. One of the options for evaluation is “Critical Friends,” which promotes professional growth between colleagues.</p>	<p>WCCUSD Policies</p>

Measurable Effect of Professional Development

Indicator: There are effective operating processes that determine the measurable effect of professional development on student performance.

Prompt: *Comment on the processes and their effectiveness in determining the measurable effect of professional development on student performance.*

Findings	Supporting Evidence
Processes include administrative and peer review models and measurable impact on student performance is analyzed in test data	<ul style="list-style-type: none"> ●Sample review ●Test data

A5. Leadership and Staff: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Overall the staff is benefitting from the variety of staff development opportunities. These opportunities are growing, and the current focuses on differentiating instruction and ongoing assessment for learning are appropriate to the size and experience levels of the staff.	<ul style="list-style-type: none"> ●SSC Minutes ●Faculty Memos ●Announcements
There is no coordinated professional development plan for departments, grade levels, or schoolwide.	

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Time for staff development is compensated by the School Site council and the district. Adequate personnel, material and fiscal resources are provided for planning and professional development. Most all of the current faculty have participated in some professional development, and many have attended staff development at their own expense. Professional development is evaluated formally according to district policies. Staff development has measurable positive impact on the achievement of underperforming subgroups.	<ul style="list-style-type: none"> ●Copy of Professional Development Plan by SSC, including description and priorities ●Written follow up to Professional Development ●Interviews with students and teachers ●Test data
Teachers recognize how important ongoing professional development is to improving student performance and	

achievement of the ESLRs. This criterion is critical to the identified critical academic needs. Although most all faculty members are actively engaged in ongoing professional development it is not coordinated by department, grade level, or schoolwide.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which staff is supported by time, personnel, material and fiscal resources for planning and professional development to facilitate all students achieving the academic standards and the expected schoolwide learning results
- the evaluation procedures utilized and their effectiveness in promoting professional growth
- occurrence and extent of monitoring
- written professional development plan and follow-up to professional development activities
- description of how plan was developed and how priorities are set
- interviews with staff members to learn their perceptions of the purpose and effectiveness of professional development
- the extent to which staff members have taken advantage of professional development options available
- written and verbal assessment of how professional development has impacted student learning and accomplishment of the expected schoolwide learning results
- other evidence identified by the school

A6. Resources Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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) to support students in accomplishing the academic standards and the expected schoolwide learning results?

CRITERION A6 INDICATORS AND PROMPTS

Allocation Decisions

Indicator: There is a relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. The school leadership and staff are involved in the resource allocation decisions.

Prompt: *Evaluate the relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.*

Findings	Supporting Evidence
Resource allocations are determined by the SSC with direct input from the site administration, departments, and individual teachers. The allocations are made based on the annual SPSA (which is aligned with the WASC Action Plan including the school vision and ESLRs). The WASC Coordinator participates on the SSC and provides ongoing information regarding the WASC Action Plan in the development of the SPSA.	SSC Budgets SSC Agendas SSC Minutes Email WASC Action Plan & ESLRs

Practices

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

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

Findings	Supporting Evidence
All school allocations and budgets are approved by the WCCUSD who participates in state and federal audits.	District Policies

State/Federal Mandates

Facilities

Indicator: The school’s facilities are adequate to meet the school’s vision and purpose and are safe, functional, and well maintained.

Prompt: *Determine if the facilities are adequate to meet the school’s vision and purpose and are safe, functional, and well-maintained.*

Findings	Supporting Evidence
<p>The school facilities are now ten years old. The exterior of the school has been painted at least once and exterior facility improvements have been made yearly.</p> <p>Interior wear and tear is showing with some rooms/portables needing drywall repair and most rooms needing fresh paint.</p>	<p>Physical inspection</p>

Instructional Materials and Equipment

Indicator: The procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Prompt: *Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.*

Findings	Supporting Evidence
<p>Textbooks and resource materials are supplied through our school library in an orderly manner. The Williams Act insures adequate textbook resources for students.</p> <p>Teachers are in need of updated computers (most are still using computers procured at the opening of the school in 2001).</p> <p>Document readers, LCD Projectors, and Promethean SmartBoards are becoming more available.</p>	<p>The Williams Act</p> <p>Purchase Orders</p> <p>SSC Budgets</p>

Well-Qualified Staff

Indicator: Resources are available to enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Prompt: *Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.*

Findings	Supporting Evidence
HMHS has a highly qualified faculty and staff. However, diminishing revenues have decreased the FTE allocations district-wide resulting in larger class sizes over the past several years. Despite these challenges the faculty remains committed to improving student achievement and look for ways through district and private resources to obtain ongoing professional development.	Master Schedule

Long-Range Planning

Indicator: The district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results are effective and are regularly evaluated.

Prompt: *Evaluate the district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected schoolwide learning results.*

Findings	Supporting Evidence
District and site administration provide ongoing processes for long-term planning through the SSC SPSA and WASC Self-Study Process. Since the last full self-study site administration has provided a .2 FTE for the WASC Coordinator to ensure a continual focus on long-range planning and a constant focus on the critical elements of the identified critical academic needs and the Schoolwide Action Plan.	Master Schedule SSC Minutes/Agendas Faculty Meeting Agendas Email

A6. Resources: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The teacher survey taken in the Spring of 2010 provides an	AdvancEd Teacher Survey

indication of the extent to which this criterion is being addressed. Seventy one percent of teachers surveyed agreed or strongly agreed that the school has a clear mission and goals that provide our staff with a common purpose and sense of direction. Sixty-four percent believe that there is a culture of accountability evident at our school.

Approximately 50% agree or strongly agree that there is a positive working relationship between teachers and site administration through mutual respect and effective communication and adequate support. Forty percent agree or strongly agree that teachers are involved in important decision making impacting the quality of the teaching and learning process and those expenditures are aligned with our school's goals and priorities.

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings

Supporting Evidence

Knowing that the school has a clear vision and goals that is reflected in the allocation of resources is a vitally important element in addressing our critical academic needs.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- description of the resources which are considered crucial to the operation of the school and its focus on academic standards and expected schoolwide learning results
- availability of materials, space, and equipment to support student learning
- number of staff members and level of professional expertise
- the adequacy of the facilities to meet the purpose of the school, i.e., safe, functional, and well-maintained
- the procedures for maintaining the physical facilities
- the procedures for hiring and nurturing a well-qualified staff
- the procedures for acquiring and maintaining adequate instructional materials, such as textbooks, other printed material, audio-visuals, support technology, manipulative, laboratory materials
- the school plan which describes how resources will be utilized
- how resources are being coordinated to support all students accomplishing the academic standards and the expected schoolwide learning results

- how district resources are being applied to students accomplishing the academic standards and the expected schoolwide learning results
- the procedures for regular examination of the master or long-range plan to ensure all students are achieving the academic standards and the expected schoolwide learning results
- the involvement of the school's shareholders in long-range planning
- other evidence identified by the school

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. There are number of opportunities for parents and community members to be involved.
2. Most decisions are data driven and approved by the SSC to improve instruction within the school.
3. Our faculty is highly qualified and experienced.
4. HMHS principal is a consistent leader who facilitates a common vision among the faculty (TitanRESPECT and Scholars).

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

1. More students as key stakeholders need to be included in decision-making processes.
2. The turnover in AP's is still high and detrimental to the functioning of the school.
3. A communication structure needs to be put in place between SSC teacher members and faculty.
4. Identify and communicate an equitable means to allocate professional development and technology resources.
5. The need for a body to replace the now defunct ILT is imperative to eliciting faculty feedback into identifying and prioritizing schoolwide instructional strategies (e.g. Bridge Program).
6. Professional development opportunities need to be of high caliber and coordinated to support a community of collaboration schoolwide and prioritized instructional strategies.
7. There is a need for a professional development coordinator.
8. Strengthen and improve department structure to promote collegiality and collaboration.
9. Need for communication and collaboration across departments and across the school- teachers need time and venue to discuss and agree on requirements of each grade level and standards for middle school students to master before they go to the HS.
10. Need for team building exercises at the beginning of the year when new staff come on board.
11. WCCUSD has drastically reduced district provided staff development to a bare minimum.
12. Furlough days have taken away from our time needed for collaboration and staff development.

Category B: Standards-based Student Learning: Curriculum

B1. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

CRITERION B1 INDICATORS AND PROMPTS

Current Educational Research and Thinking

Indicator: The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Prompt: *Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
<p>Culturally Responsive Pedagogy initially provided district-wide to all teachers at all grade levels during buy-back days in Aug 2008; subsequent site specific training with the same facilitator for any interested teachers 2008 through the present school year (ongoing)</p> <p>SCIOP - 1 teacher/department</p>	<p>Agendas</p> <p>Training materials</p> <p>Department curriculum</p> <p>Grant applications/award letters/notifications</p>
<p>Educational Testing Service Keeping Learning onTrack (KLT) two-year training piloted by HMHS and one other school in WCCUSD in 2007-2008 and then offered to all high school math and science teachers in 2008-2009 (ongoing)</p>	<p>SPSA</p>
<p>A.V.I.D. training has been provided to middle school teachers in 2006, 2007, and 2008. Two teachers attended the “Up Where We Belong” conference in Atlanta, GA focusing on achievement of African-American males stressing the philosophy emphasis of acceleration versus remediation. A.V.I.D. strategies and principles are being utilized in non-A.V.I.D. classes also.</p>	
<p>CollegeBoard Advanced Placement (AP) teacher training (ongoing)</p>	

Piloting of textbook and curriculum resources as part of the district textbook adoption process (ongoing)

Department specific workshops/conferences (ongoing)

Teaching American History (TAH) grant (2011 through 2013)

Individual teachers apply for/awarded grants and technology based on the use of current educational research and use of technology in the classroom (ongoing)

School Site Council annually collaborates with departments through the administration and faculty meetings to identify strategies, conferences, etc. that form the basis of the annual school plan for student achievement (SPSA)

Academic Standards for Each Area

Indicator: The school has defined academic standards for each subject area, course, and/or program.

Prompt: *To what extent are there defined academic standards for each subject area, course, and/or program?*

Findings	Supporting Evidence
All students receive a thinking, meaning-centered academic foundation that is aligned to district and state standards.	AdvancED Teacher and Student Surveys
All high school classes meet U.C. A through G requirements	Standards-based district textbook adoptions with supporting curriculum resources
All middle and high school classes use standards-based textbooks and curriculum resources aligned to district and state standards.	CollegeBoard A through G Course Descriptions
According to the AdvancEdTeacher survey there is strong agreement that teachers know, teach and integrate standards-based lessons based on the HMHS ESLRs. There is also strong agreement indicated in the AdvancedEd Student survey that supports student knowledge of the HMHS ESLRs and the belief that students are provided with a standards-based high quality education.	Site Course Syllabus Template Peer/classroom observations (posted standards and ESLRs)

Congruence

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Prompt: *To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>According to the AdvancedEdTeacher survey there is strong agreement that teachers know, teach and integrate standards-based lessons based on the HMHS ESLRs. There is also strong agreement indicated in the AdvancedEd Student survey that supports student knowledge of the HMHS ESLRs and the belief that students are provided with a high quality education.</p> <p>By using state and district aligned standards based textbooks and curriculum resources, there is congruence.</p> <p>Students cited a strong ROP program as reason to select “All students have access to a variety of curricular choices that will enable them to meet the graduation requirements. Integrated programs are designed to meet college entrance requirements, while also providing students with career-related technical and practical skills.” from level 4 in the same Criterion.</p>	<p>AdvancED Teacher and Student Surveys</p> <p>Peer/classroom observations (posted standards and ESLRs)</p> <p>State/district aligned standards-based textbooks and curriculum resources</p> <p>Student group cited Culinary, Computers and Journalism as three classes that help them develop job skills. Teacher Cadet class deserved special acknowledgement because it gets students out into the community so they can see what is going on.</p>

Student Work — Engagement in Learning

Indicator: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Prompt: *How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?*

Findings	Supporting Evidence
<p>Any lesson in any class will be tied to state standards and HMHS ESLRs</p>	<p>Peer/classroom observations (posted standards and ESLRs)</p> <p>The ESLRs and the state standards go hand in hand to help prepare our students for life after high school.</p>

Accessibility of All Students to Curriculum

Indicator: A rigorous, relevant and coherent curriculum to all students is accessible to all students. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

Prompt: *What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students? What did you learn from examining the demographics and situation of students throughout the class offerings? How do the instructional practices and other activities facilitate access and success for special needs students?*

Findings	Supporting Evidence
<p>Access to higher level (ms advanced and pre-ap, hs honor and AP) classes are theoretically accessible to all students. However, some sub-group populations are under-represented in advanced and higher level courses.</p>	<p>Master schedule Student schedules Annual student choice sheets</p>
<p>District policy requires that all 8th grade students take Algebra 1 resulting in accessibility to a rigorous curriculum, however is also results in the need for many students to repeat Algebra 1 in the 9th grade.</p>	<p>WCCUSD policy CST and CAHSEE scores</p>
<p>District policty requires mandatory mainstreaming of Special Education students. There is strong evidence of Special Education students participating in a rigorous curriculum because of high numbers of Special Education students passing the CAHSEE.</p>	
<p>District eliminated all basic classes such as Chem Intro, Earth Science, etc. to ensure all courses meet the U.C. A through G requirements.</p>	

Integration Among Disciplines

Indicator: There is integration among disciplines at the school.

Prompt: *To what extent is there integration among disciplines?*

Findings	Supporting Evidence
<p>Nothing formal. Some teachers still collaborate to do projects.</p>	<p>Mr. Taylor had computer students seek out other teachers to make their websites.</p>
<p>Planning for 2011-2012 implementation of two career academies.</p>	<p>Expository Writing class’ nutrition unit provided students with real world</p>
<p>Students generally agreed that students do have access to a rigorous curriculum regardless of the class, but they admit “it</p>	

depends on what you put into it.” Some student groups placed this indicator at a strong 2 because they view the basics as being pretty solid, but there is not strong cross-disciplinary collaboration amongst staff and for some students, the bulk of their academic experience DOES come from textbooks depending on the teachers they have.

reading in “Fast Food Nation.” Students could make a connection between the reading and their lives.

2010-2011 HMHS SPSA

Career Academy planning

To encourage collaboration within departments, interdisciplinary integration between departments, and vertical alignment between middle and high school departments, this year the School Site Council through the Single Plan for Student Achievement (SPSA) set aside monies to time-card teachers for professional development and collaboration time.

Curricular Development, Evaluation, and Revisions

Indicator: The school assesses its curriculum review, evaluation, and review processes for each program area, including graduation requirements, credits, grading policies, and homework policy regarding the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Prompt: *Comment on the curriculum review, evaluation, and review processes for your program area, including graduation requirements, credits, grading policies, and homework policy. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.*

Findings	Supporting Evidence
<p>WCCUSD-wide curriculum review of textbooks and resource materials and technology occurs on a rotating basis. Departments are represented at district-wide textbook adoption meetings. Most site department representatives as well as other department members participate in piloting potential publishers. Departments meet to review, and evaluate findings. Site representatives then report back to the district-wide textbook adoption meetings. This districe-wide curriculum review process is the backbone of providing a challenging, coherent, and relevant curriculum for all students.</p>	<p>WCCUSD Memos/Emails/Agendas Site Course Syllabus Template Individual Teachers Syllabi</p>
<p>Some departmental calibration, but nothing schoolwide.</p>	
<p>The school requires all teachers to submit a syllabus for each course that they teach, which demonstrates the similarities and differences between teacher expectations.</p>	

Grading and homework policies vary by teacher/department.

Policies-Rigorous, Relevant, Coherent Curriculum

Indicator: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings, e.g., master class schedule and class enrollments?*

Findings	Supporting Evidence
<p>Access to higher level (ms advanced and pre-ap, hs honor and AP) classes are theoretically accessible to all students. However, some sub-group populations are under-represented in advanced and higher level courses.</p>	<p>Master schedule Student schedules Annual student choice sheets</p>
<p>District policy requires that all 8th grade students take Algebra 1 resulting in accessibility to a rigorous curriculum, however is also results in improper placement of students and the need for repeating Algebra 1 in the 9th grade.</p>	<p>WCCUSD policy CST and CAHSEE scores</p>
<p>Students self select courses but with lower-level courses being cut, not all needs are being met. Pre-Ap (gone now) was balanced between gender and ethnicity.</p>	
<p>High school counselors make sure that the students are on the track to graduate, and place students into adult or continuation school if they fall too far behind.</p>	
<p>Students generally agreed that students do have access to a rigorous curriculum regardless of the class, but they admit “it depends on what you put into it.”</p>	

Articulation and Follow-up Studies

Indicator: The school articulates regularly with feeder schools and local colleges and universities. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Prompt: *Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence. What has been revealed through the follow-up studies of graduates and others regarding the effectiveness of the curricular program?*

Findings	Supporting Evidence
<p>There is annual articulation communication between HMHS middle school counselors and city elementary schools</p>	<p>Emails</p>

administration.

There is regular articulation between site middle and high school counselors to facilitate middle school students taking advanced courses on the high school side (geometry, Spanish, Music, etc.) and annual movement of 8th grade students to 9th grade.

Up to the 2009 school year HMHS had a Career Center Technician who regularly worked with site high school counselors to facilitate community colleges, state and U.C. universities as well as private colleges visits to our campus. Funding for this position was cut by the district at the beginning of the 2008 school year but the position continued to be paid for the following school year through School Site Council funds. This current school year there is a parent volunteer continuing to facilitate as much as possible.

HS counselors bring in colleges and university speakers and admissions counselors.

Ivy League Connection

Students generally agreed that the school is strong in this area. Students are clear on the basic requirements for graduation and generally move through a discipline sequence without trouble. They acknowledge community connections, but say that not ALL students have access to programs within or supported by the community. Furthermore, they said to their knowledge there is no concerted effort on the part of the school to poll alumni to find ways to improve college and career readiness, but suggested that would be a great idea.

B1. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
The degree to which HMHS is meeting this criterion is good. AdvancED Student (3.56) and Teacher (3.74) surveys confirm strong agreement that the education (instructional program) offered to students is of high quality.	AdvancED Student and Teacher surveys Master Schedule

Memos

Annual Student Choice Sheets and Course Descriptions

District School-to-Career Annual Surveys

The career center and the high school counselors keep track of how many of our graduates continue their education and where they go.

Graduation hats are hung in HS cafeteria each year.

Approximately 90% of graduates go to college, university, 2-year communication college or career colleges.

While access to a rigorous curriculum is the desire of both the WCCUSD and HMHS and policies have been put in place to address this, the impact of large class sizes negatively affects this desired outcome. First, larger class sizes diminish the ability of teachers to conduct formative assessment effectively to ensure attainment of course standards. Second, larger class sizes decrease FTEs and course offerings resulting in less flexibility for necessary student schedule changes. These factors make accessibility to a rigorous curriculum difficult in actual practice.

CST and CAHSEE scores

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>This criterion highlights the goal of a rigorous, relevant, and coherent standards-based curriculum to all students and has a high degree of impact on HMHS identified critical academic need of improving all students' standardized tests performance and reducing the achievement gap among under-performing students within specific significant sub-group populations and increasing the number of students prepared for college.</p>	<p>Even though some teachers have up-to-date technology, most don't. Most of our computers still run on Windows 98.</p>
<p>Lack of materials, technology, collaboration time/money</p>	<p>Evolving use of technology to improve instruction and academic achievement including document readers, smartboards, web pages, etc.</p> <p>Peer-to-peer staff development</p>

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- how current educational research and thinking documents such as the California *Frameworks* and other related publications are used to assist schools in work with academic standards and expected schoolwide learning results
- the academic standards for each subject area, course and/or program; the intra- and the inter-relationships of these
- the degree of congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results
- student work and student engagement in learning demonstrating the implementation of a curriculum defined by current research
- master schedule
- the extent to which there is integration among disciplines

- process which exist for articulation among and between levels, departments or clusters
- efforts being made to articulate with K-8 feeders schools and local colleges and universities in developing a strong foundation
- demographics and distribution of students throughout the class offerings (to include gender, ethnicity, primary language and students with special needs) (e.g., class enrollment lists)
- how the instructional practices and other activities facilitate access and successful educational outcomes for students who are learning English, economically disadvantaged, underachieving, gifted and talented, average ability; and students receiving educational services
- the procedures used for curriculum development, evaluation and revisions, the curricular organization of the school, including graduation requirements, credits, grading policies, homework policy
- follow-up studies of graduates
- other evidence identified by the school

B2. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

Do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

CRITERION B2 INDICATORS AND PROMPTS

Variety of Programs — Full Range of Choices

Indicator: All students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options. The school provides for career exploration, preparation for postsecondary education and pre-technical training for all students.

Prompt: *What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?*

Findings	Supporting Evidence
Anually students are provided choice sheets and course descriptions in designated classes to facilitate course selection for articulation to the next grade.	Student Choice Sheets and Course Description Booklet
Middle school advanced and pre-ap and high school pre-ap, honors, and AP courses are open to all students.	HS AP Classes are open to all students
The HMHS Career Center utilizes a parent volunteer to facilitate career exploration.	Development of two career academies planned for 2011-2012 implementation
Career Day (annually) for all high school students brings professionals from a wide variety of careers (50+). Students select two careers of interest to them and attend related presentations.	Career Center logs Career Day Choice Sheets and Presenter List
Individual teachers and departments invite special speakers to classes from related career fields.	College information in the career center is available, but students claim this is more parent-focused than it used to be.
College/university admissions counselors provide site visits	
Regional Occupational Program courses include Journalism, Culinary Arts, Teacher Cadet, Web Page Design/Computers, Creative Writing, and BioTechnology.	There used to be more individual college presentations on campus, but now sessions are grouped together (i.e. all
Communication of U.C. A through G requirements and college admission information to students through	

counselors, teachers, AP classes, athletics, etc.

UCs are represented in one presentation).

WCCUSD Special Education career-to-work specialist one day per week

Students gave the school a mixed rating here. Generally, they found the school to be ranked a strong 2 on the rubric, but said it had elements from both category 3 and category 1. They agreed that requirements for graduation are clear and if a student knows to get help from a counselor, there is also assistance for college and career planning. They said that students, especially those who will be first generation college attendees, do not always know to go to the counselors for help. Since the counselors have such a large caseload, they do not necessarily seek out students for services, BUT if a student goes to them, the student will get help. Students are obligated to stick with their schedules each year once they get into classes, so if the classes are too easy or too difficult, it is problematic if a student wishes to move. This lack of movement within the schedule can cause other problems with gaining access to courses students wish to take.

Student-Parent-Staff Collaboration

Indicator: Parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals.

Prompt: *To what extent do parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon a student's learning style and career and educational goals?*

Findings	Supporting Evidence
<p>The high school is set up so that all students that graduate have met the A through G requirements for acceptance to a UC school.</p>	<p>IEPs 504 Plans</p>
<p>IEPs for Sp. Ed students</p>	<p>District and site A through G Course Descriptions</p>
<p>504 Plans</p>	
<p>SST's are constantly being held and ongoing to monitor and remedy achievement issues. Parents and teachers collaborate solutions.</p>	
<p>Some graduation planning with counselors.</p>	
<p>Occasional parent/teacher conferences</p>	

Monitoring/Changing Student Plans

Indicator: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

Prompt: *What processes are utilized for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs)? How effective are these?*

Findings	Supporting Evidence
<p>IEPs, class lists passed around departments to see if students are placed in the correct placement (Advanced, AP, etc.)</p> <p>9th grade Bridge Program (8th grade students who had 3 or more F's in the Spring semester)</p> <p>Students gave the school a mixed rating here. Generally, they found the school to be ranked a strong 2 on the rubric, but said it had elements from both category 3 and category 1. They agreed that requirements for graduation are clear and if a student knows to get help from a counselor, there is also assistance for college and career planning. They said that students, especially those who will be first generation college attendees, do not always know to go to the counselors for help. Since the counselors have such a large caseload, they do not necessarily seek out students for services, BUT if a student goes to them, the student will get help. Students are obligated to stick with their schedules each year once they get into classes, so if the classes are too easy or too difficult, it is problematic if a student wishes to move. This lack of movement within the schedule can cause other problems with gaining access to courses students wish to take.</p>	<p>Even with class lists passed around, students still end up in classes that are not at their correct level. High number of students failing 8th grade Algebra and 9th grade Biology.</p>

Post High School Transitions

Indicator: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Prompt: *How effective are strategies and programs to facilitate transitions to post high school options?*

Findings	Supporting Evidence
<p>Budget cuts and staffing at the district level (district School-to-Career) has eliminated post-high school surveys that had been in place previously. No post high-school follow-up at the site level.</p>	<p>WCCUSD Governing Board Agendas and Minutes</p>

B2. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>HMHS students have equal access to the school's entire program. While equal access is available to all students to create and be assisted with a personal learning plan, not all students (or their parents) are aware of HOW to make use of that access. HMHS provides many avenues for career and college exploration but there is no mechanism in place to poll or survey graduates to gain greater insights into possible school program improvement.</p> <p>Currently development is in the beginning stages for two academies starting next year</p>	<p>Master Schedule</p> <p>Student Schedules</p> <p>Student Choice Sheets</p> <p>Course Description Booklets</p> <p>Counselor Appointment Calendars</p> <p>Career Day Choice Sheets</p> <p>Career Day Presenter Lists</p> <p>Evidence from other schools in our district support the introduction of academies at our school.</p>

Prompt: *Comment on the degree to which this criterion impacts the school's addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>The Spring 2010 Student Group felt very strongly that although there was a high percentage of students surveyed who are planning to attend college (89.5%) the EAP statistics don't support that students are prepared to take basic college English and Math courses. This was a driving force in the decision to select this as a critical academic need.</p>	<p>EAP scores</p> <p>AdvancED Student Survey</p> <p>Spring 2010 Student Group</p>

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- a description of the variety of programs available to all students
- the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options
- the extent to which parents, students and staff collaborate in the development and monitoring of a student's personal learning plan, based upon students' learning styles and career and educational goals

- the extent to which the student population and surrounding community influences curriculum offerings and choice and how the curriculum builds on the cultural and linguistic characteristics of the students and community
- the extent to which the school program provides for career exploration, preparation for postsecondary education and pre-technical training for all students
- processes for monitoring students and their plans
- processes for making changes in classes, programs
- strategies for smooth transitions to post high school options (e.g., plans and programs in place which facilitate these transitions)
- follow-up studies of a wide variety of graduates and/or exit surveys
- other evidence identified by the school

B3. Curriculum Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

CRITERION B3 INDICATORS AND PROMPTS

Real World Applications — Curriculum

Indicator: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

Prompt: *To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?*

Findings	Supporting Evidence
All of our programs are standards based, most including real world applications in each chapter. Study trips, writing articles for publication, ROP classes, empowerment through knowledge of history	State standards.

Meeting Graduation Requirements

Indicator: The school implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Prompt: *How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?*

Findings	Supporting Evidence
Students generally agreed that the school is strong in this area. Students are clear on the basic requirements for graduation and generally move through a discipline sequence without trouble. They acknowledge community connections, but say that not ALL students have access to programs within or supported by the community. Furthermore, they said to their knowledge there is no concerted effort on the part of the school to poll alumni to find ways to improve college and career readiness, but suggested that would be a great idea.	HHS Graduation Rate Based on NCES Definition CAHSEE prep classes have increased the number of students who pass the test.

B3. Curriculum: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The school is doing well making sure students are able to meet all the requirements for graduation. R.O.P. courses as well as standards-based curriculum that includes connections to real-world applications provide strong evidence of the extent to which this criterion is being addressed. The school is in the development stages of implementing two career academies to better meet the need for real-world application of their education interests.</p>	<p>AdvancEd Student Survey Student Focus Group HHS Graduation Rate Based on NCES Definition</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>This criterion is a very significant aspect of the identified critical academic needs especially in relationship to improving student performance in significant sub-groups.</p>	

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which all students have access to a rigorous, standards-based curriculum as well as opportunities to explore real world applications of their educational interests
- academic support program to ensure students are meeting all requirements
- process for regular review of student data that provides information on students meeting the graduation requirements, including CAHSEE
- the extent to which the school’s educational program maintains the flexibility to accommodate changes in student interests and areas of career exploration
- other evidence identified by the school

WASC Category B. Standards-based Student Learning: Curriculum: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

Though there is a budgetary lack of funds teachers find resourceful ways to improve meaningful instructional programs for students through grants and other avenues (e.g., Peer-to-peer professional development and collaboration).

HMHS has a high functioning School Site Council who take an active role in the development of the single plan for student achievement (SPSA) working with departments to identify strategies and other resources to increase academic rigor for all students.

HMHS teachers consistently utilize curriculum and related resources that are directly aligned with state standards and the HMHS ESLRs (Titan RESPECT). Additionally, they effectively communicate these standards to students. Student perceptions through surveys and student groups indicate that there is equal access to a strong standards-based curriculum. There is a high percentage of Special Education students who pass the CAHSEE

Regional Occupational Program courses (ROP), Advanced Placement (AP) courses, Ivy League Connection, and events such as Career Day provide real-world connections to the strong standards-based curriculum.

The school provides clear information about graduation requirements and offers strong ROP courses (e.g. Culinary, Computers, Journalism, Creative Writing, BioTech, Yearbook, Teacher Cadet).

Counselors are knowledgeable and college information is available to students and parents. Academically challenging courses are available to most students and community-supported programs are common.

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

Some sub-groups are under-represented in higher level courses (ms advanced, hs honors & AP)

Departmental and interdisciplinary collaboration needs to be facilitated.

The Career Center is under-utilized and should be coordinated with counseling services.

There are no coordinated career-planning efforts for middle school students. Start with younger students, talk about post-secondary education, utilize one-on-one settings.

Lack of personnel and large caseloads make it difficult for counselors to reach out to all students.

An impacted Master Schedule makes it difficult for students to change courses based on need

even if they are failing. Also, some students ended up with holes in their schedules, though most of that was remedied by the end of first quarter.

There is no graduate follow-up information to provide insights in to possible school program improvements.

Category C: Standards-based Student Learning: Instruction

C1. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

CRITERION C1 INDICATORS AND PROMPTS

Results of Student Observations and Examining Work

Indicator: The school’s observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results. The school, particularly, has evaluated the degree of involvement in the learning of students with diverse backgrounds and abilities and modified approaches based on findings.

Prompt: *To what extent did the observations of student working and the examining of student work provide information on the degree to which all students are involved in learning to assist them in achieving the academic standards and the expected schoolwide learning results? Particularly, comment on the degree of involvement in the learning of students with diverse backgrounds and abilities.*

Findings	Supporting Evidence
Based on observations and WASC Rubric discussions the MS Grade Level scoring fours. All driven from content standard with multiple learning strategies in mind. Use of technology with LCD and document readers. Web sites are used. All teachers were acting as both coaches and content area leaders	Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)
A variety of strategies are used to facilitate involvement and engagement in the learning process including Culturally Relevant Pedagogy, Keeping Learning on Track (KLT), such as popsicle sticks, voice levels, etc. and A.V.I.D.	Student interviews Student work examples
Lessons were socratic as opposed to sage on the stage. Visually impaired students have work pre-scanned into larger text. Zoom Text. Lessons in both Spanish and English.	AdvancED Student and Teachers Surveys
According to the AdvancED Student Survey 2/3rds of the respondents agreed or strongly agreed that teachers use a variety of teaching strategies and learning activities to help them learn. Eighty seven percent of Teachers also	

responded in their survey that they agreed or strongly agreed that they use of a variety of teaching strategies to help students learn.

HMHS has a diversity index of 71, so our overall population is quite diverse. During peer and classroom observations nearly all students are involved and engaged in learning. However, several sub-group populations (African-American and Socio-Economically Disadvantaged) consistently perform lower on standardized tests.

Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt: *To what extent do students know beforehand the standards/expected performance levels for each area of study?*

Findings	Supporting Evidence
Standards are posted. Rubrics are used liberally. Use of modeling of best cases and exemplars of minimum requirements. Students apply rubrics to each other to learn the models. All teachers required to complete a course syllabus template with expectations, standards, and schedules.	Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)
Nearly 60% of students surveyed agreed or strongly agreed that they are provided with models of student work and grading rubrics to help guide their learning.	Student interviews State Standards Rubrics Course Syllabi AdvancED student survey

Differentiation of Instruction

Indicator: The school’s instructional staff members differentiate instruction and evaluate its impact on student learning.

Prompt: *To what extent is differentiation of instruction occurring and what is the impact on student learning?*

Findings	Supporting Evidence
Differentiation IS occurring. All types of learning are	Peer and Classroom

addressed. More buy-in by students. It picks up the lower end but it slows the process down. It is "fun" assignment for all. High-level of engagement and student productivity (output) ultimately leading to better test results.

Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)

Nearly 95% of teachers surveyed cite the use of a variety of ways for students to show their learning (e.g., projects, presentations, portfolios). More than 60% of students agreed or strongly agreed with the same statement on the Student Survey.

Student interviews

Lesson plans

KLT Formative Assessment Strategies

AdvancED Student and Teacher Surveys

Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learning results. Through interviews and dialogue with students that represent the school populations, the school learns about the students’ perceptions of their learning experiences.

Prompt: *Through interviews and dialogue with students that represent the school population, comment on a) their level of understanding of the expected level of performance based on the standards and the schoolwide learning results and b) their perceptions of their learning experiences.*

Findings	Supporting Evidence
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Syllabus/Start of year procedures cover many expectations. Parents are notified and are asked to buy-in. Bar is set high and the follow-through is there.

WASC Student group interviews

Students generally agreed that students do have access to a rigorous curriculum regardless of the class, but they admit “it depends on what you put into it.” Some student groups placed this indicator at a strong 2 because they view the basics as being pretty solid, but there is not strong cross-disciplinary collaboration amongst staff and for some students, the bulk of their academic experience DOES come from textbooks depending on the teachers they have.

High school students cited a strong ROP program as reason to select “All students have access to a variety of curricular choices that will enable them to meet the graduation requirements. Integrated programs are designed to meet college entrance requirements, while also providing students with career-related technical and practical skills.” from level

4 in the same Criterion.

(Overall 3/2) Students find that all students regardless of their abilities, receive continual encouragement to meet the standards based curriculum and that many opportunities are available through the academic program, extracurricular activities, counseling/health services (4, 3). However, students also believe that students with special needs are provided special classes/programs and that only some attempt is made to reach out to and support students in a systematic way. (2) School population is NOT reflected throughout the classes (1) and students who need support in meeting rigorous courses are encouraged to take those that are less challenging.

Students believe that teachers and staff know the students who excel as well as those who are at risk.

C1. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Cornell notes are being taken in most classes aiding in the process of note-taking and summarizing. After PSATs and other tests, they come back and provide feedback that what they learned was relevant. They report that their work is improving. They are believing they can compete nationally as their test scores and classifications improve.	Student Cornell Notebooks (A.V.I.D. principles in non-A.V.I.D. classes)

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Effective instruction is a key element in determining the critical academic needs. Ongoing professional development in Culturally Relevant Pedagogy and other strategies aimed at improving engagement of low performing sub-groups continues to be needed. Differentiation, by design, should assist the sub-groups. This may take away time from the breadth of material that might be beneficial to higher level students and it needs to be carefully examined how this	Standardized Test Scores Peer-to-peer professional development is improving instructional practices

might impact them.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- observation of students working and student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and expected schoolwide learning results (examples of students working includes: oral presentations, individual and group work, discussions, investigations and experiments, performances; examples of student work include: essays, reports, project products, journals, portfolios, open-ended responses, tests)
- the extent to which students know beforehand the standard/expected performance levels for each area of study
- the extent to which differentiation of instruction is occurring and its impact on student learning
- student interviews which illustrate the extent to which students recognize the academic standards and the expected schoolwide learning results and the expected level of performance
- the degree of involvement in the learning of students with diverse backgrounds and abilities
- other evidence identified by the school

C2. Instruction Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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?

CRITERION C2 INDICATORS AND PROMPTS

Current Knowledge

Indicator: Teachers are current in the instructional content taught and research-based instructional methodology.

Prompt: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
<p>Budgetary concerns have effectively limited Professional Development. Teachers have to be more creative in obtaining funding for these types of activities. RAFT is one example meeting these needs.</p>	<p>Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)</p>
<p>Research-based instructional methodology examples:</p> <ol style="list-style-type: none"> 1.Culturally Responsive Pedagogy – voice levels. 2.SCIOP - 1 teacher/department 3.Educational Testing Service Keeping Learning onTrack (KLT) – focus on formative assessment and learning engagement, i.e. comment only marking, popsicle sticks, learning intentions 4.A.V.I.D. – Cornell Notes 5.School Site Council annually collaborates with departments through the administration and faculty meetings to identify strategies, conferences, etc. that form the basis of the annual school plan for student achievement (SPSA) 	<p>Agendas</p> <p>Training materials</p> <p>SSC Budget commitment to professional development</p>
<p>Instructional Content examples:</p> <ol style="list-style-type: none"> 1.CollegeBoard Advanced Placement (AP) teacher training 	

2. Piloting of textbook and curriculum resources as part of the district textbook adoption process
3. Department specific workshops/conferences
4. Teaching American History (TAH) grant
5. Individual teachers apply for/awarded grants and technology based on the use of current educational research and use of technology in the classroom

A range of teachers are continuing the training for Masters and Admin degrees. Peer learning is being implemented. Avid has student collaboration. Piloting math books and other books. Text book age varies but teachers often make up for this by supplementing with real world examples found on TV or the internet. Teachers are becoming less text-book oriented and more learning outcomes oriented. Multi-media projects are replacing traditional pen and paper projects.

Teachers as Coaches

Indicator: Teachers work as coaches to facilitate learning for all students.

Prompt: *To what extent do teachers work as coaches to facilitate learning for all students?*

Findings	Supporting Evidence
<p>Provide tutoring during lunch, after school, and via e-mail. Teachers are modifying content to satisfying, challenging, and rigorous. Learning is interactive - they facilitate rather than tell. Students are encouraged to use their prior knowledge to make meaningful connections with the material.</p> <p>More than 50% of students surveyed agreed or strongly agreed that teachers are willing to give them individual help outside of class time. Nearly 55% agreed or strongly agreed that teachers give them extra help in class when it is needed. More than 50% of students agreed or strongly agreed that they receive feedback from their teachers that helps them improve their learning.</p>	<p>Peer and classroom observations</p> <p>Teacher interviews</p> <p>AdvancED Student Surveys</p>

Examination of Student Work

Indicator: Representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired; b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this.

Prompt: *To what extent do the representative samples of student work demonstrate: a) structured learning so that students organize, access and apply knowledge they already have acquired? b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover and invent knowledge on their own and communicate this?*

Findings	Supporting Evidence
<p>Math classes must show work and check - this is a common example of structure. Rubrics are common and provide scaffolding for expectations and outcome. Use of technology and web site often provide instant feedback on correctness of work.</p> <p>Use of document readers give instant feedback from teacher and/or peers including the use of KLT formative assessment.</p> <p>Projects like the roller coaster demonstrate an application of knowledge. Most of our students have access to tools for research (i.e. internet) but some do not. We need to try to identify and assist these students.</p>	<p>Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)</p>

Indicator: Representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation.

Prompt: *To what extent do the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation?*

Findings	Supporting Evidence
<p>Physics doing Egg Drop. Artistic representation of an equation. Group research data summary and critical thinking weekly in History. Group presentations and experiments where they have to explain their research. Open-ended writing prompts where students must support their arguments. Foreign Language work in pairs determine what language prompts are and then present. Discovery Math Books require lots of explanation for ambiguous questions. Literary circles where they acquire a variety of skills and in the end they have to design a group project. Research</p>	<p>Peer and classroom observations</p>

something the enriches the knowledge.

Indicator: Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results.

Prompt: *To what extent do the representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
<p>Web Design, Newspaper, Creative Writing all require obvious use of technology. Blogs for history class. Movies for Chemistry. Biology using Google Maps to trace species of trees. Students e-mailing work from home. Powerpoint presentations are common. Typed papers are the norm for English Classes. The use of document cameras in classrooms. Large number of teacher web sites for work. Webquest is being used for Math. Foreign Language using CD's for audio and Youtube Clips (NOTE: This is an issue as Youtube is blocked locally)</p>	<p>Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)</p>

Indicator: Representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.

Prompt: *To what extent do the representative samples of student work demonstrate student use of materials and resources beyond the textbook, such as utilization and availability of library/multimedia resources and services; availability of and opportunities to access data based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world?*

Findings	Supporting Evidence
<p>Perseus database out of Tufts for Myths. Access oral history on internet. Advertisements and magazines used in foreign language for cultural context. Variety of online practice for mathematics and language. Internet allows access to many primary sources (EdStop and KQED Quest and LOC). Field trips are common for creating link to real world meaning. Virtual field trips and experiments are also common. Music in foreign language. Plays, both on campus and off, are common.</p>	<p>Peer and Classroom Observations (e.g., differentiated instruction, culturally relevant pedagogy, KLT use of formative assessments by teachers, A.V.I.D. strategies, blackboard configuration)</p>

Real World Experiences

Indicator: Opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students.

Prompt: *To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?*

Findings	Supporting Evidence
<p>ROP classes are all meant to train students for work. Police Explorers is a well-established group on campus. Health center has many seminars to bring in real world issue. A vibrant career center connects students to work and college. Work Experience has been a regular part of HMHS. TAs learn a great deal from the office and teacher interaction. Service learning is required of all students.</p>	

C2. Instruction: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>The school is doing well at providing an array of instructional strategies and resources to engage students.</p> <p>Prompt: <i>Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.</i></p>	

Findings	Supporting Evidence
<p>Evidence displays various learning strategies used to meet the goal of reaching the sub-groups. Uses of technology and outside sources create excitement and connections for both our college-bound students as well as those who may be marginalized. This criterion is a major factor in determining the schoolwide critical academic needs.</p>	

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the degree to which various learning approaches and learning styles of students are addressed through the instructional approaches
- the extent to which teachers work as coaches to facilitate learning for all students

- student work that provides evidence that students are, over time, becoming more adept at gathering information and presenting it in written, oral and multimedia formats
- student work that demonstrates the extent to which learning is structured so that students organize, access and apply knowledge they already have through such activities as:
 - relating the new information or learning tasks to personal experiences and knowledge
 - using concrete examples and experiences and finding analogies, metaphors and similes that deepen their understanding of the topic
 - utilizing opportunities to critique and evaluate new information in relation to what they have experienced and know
- student work that provides evidence that students are able to think, reason, and problem solve in group and individual activities, project, discussions and debates and inquiries related to investigation
- student work which shows the extent to which technology is used to assist students in achieving the academic standards and the expected schoolwide learning result
- student work which illustrates the extent to which current teaching practices provide all students with tools to gather and create knowledge and with opportunities to use those tools to research, inquire, gather, discover and invent knowledge on their own, and communicate
- student work that reflects the materials and resources beyond the textbook available to students, such as
 - utilization and availability of library/multimedia resources and services
 - availability of and opportunities to access data bases, original source documents and computer information networks
 - experiences, activities and resources which link students to the real world
- the extent to which opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications are available to all students
- other evidence identified by the school

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. There are a huge variety of teaching strategies being used.
2. Basic technology usage (e-mail, LCDs) by teachers is wide-spread.
3. Expectations are clearly communicated and students are held accountable. All classes distribute expectations and syllabi at the start of the year.
4. Strong standards-based instructional delivery facilitated by current research-based instructional methodology and instructional content

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

1. Teacher use of newer technology could be more wide-spread. Older computers will need to be replaced soon. LCDs should be standard equipment for all teachers. The use of laptops for all needs to be addressed in the future. Most of this is monetary – the majority of teachers are willing to adopt whatever tools are provided to them.
2. There are few technology resources available for student use. The library is the only true lab on campus and its aging computers are problematic. One of its rooms has been permanently converted for securing testing materials.
3. While there is evidence from both teachers and students of a strong standards-based curriculum and instructional delivery there seems to be a disconnect between the instructional strategies being effective in some significant sub-group populations and their performance on standardized tests.
4. While there is a variety of instructional strategies being investigated and used this creates a lack of concentrated focus departmentally and school-wide.

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

D1 & D2. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

CRITERION D1 AND D2 INDICATORS AND PROMPTS

Professionally Acceptable Assessment Process

Indicator: The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Prompt: *Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.*

Findings	Supporting Evidence
The faculty and staff, as well as parents and students are presented with student performance data from teachers, counselors, site administrators as well as mailings sent from WCCUSD. The principal shares a state of the school presentation at faculty meetings, SSC meetings, community presentations which are video-taped and played on local cable TV stations. A variety of assessment systems are in place, including disaggregation of data by subgroups.	Star test, CAHSEE/PSAT; results are published, mailed home, handed out, available on line or by phone. EduSoft

Basis for Determination of Performance Levels

Indicator: The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

Prompt: *Upon what basis are students' grades, their growth and performance levels determined and how is that information used?*

Findings	Supporting Evidence
Formal and informal data on student achievement, including	Testing, projects, homework,

assessment of student performance relative to state and district-adopted academic standards are routinely gathered. This data is analyzed to evaluate student performance and to identify appropriate strategies and activities to improve instruction.

lab, class work, oral reports, portfolios. This information is used for grades, growth over time, strengths, weaknesses, proficiency, evaluation tools.

Appropriate Assessment Strategies

Indicator: Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

Prompt: *To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.*

Findings	Supporting Evidence
<p>Formative and summative assessment tools are used extensively to determine acquisition of standards-based material. These include curriculum resources standards-based end of chapter/unit tests. Some teachers create their own standards-based quizzes and tests. Many teachers use essays, project-based learning, and portfolios.</p> <p>Teachers use this information to develop goals for curricular development.</p>	<p>Consistent, standard practice for most teachers.</p>

Demonstration of Student Achievement

Indicator: A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Prompt: *Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.*

Findings	Supporting Evidence
<p>A wide range of assessment is used to determine academic achievement of all students.</p>	<p>Historical blogs, data analysis, scientific origami, modified assessment, differentiating instruction, world language standards, application of technology.</p>

Curriculum Embedded Assessments

Indicator: The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Prompt: *Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.*

Findings	Supporting Evidence
Teachers use the most appropriate of a variety of assessments to analyze each students learning.	3 various writing units; accelerated reader, student created manipulatives, visual concrete learning.

Student Feedback

Indicator: Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

Prompt: *To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
Student feedback is critically important when monitoring progress over time based on academic standards.	Question and answer periods, journal writing, essays, presentations, peer feedback.

Modification of the Teaching/Learning Process

Indicator: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Prompt: *Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.*

Findings	Supporting Evidence
Evaluation of assessment data is effective in general, but many times changes in curricular and instructional approaches fall short of desired goals.	ELD/Special ED-IEP/CELD, ap testing, algebra rediness

Monitoring of Student Growth

Indicator: The school has an effective system to monitor all students’ progress toward meeting the academic standards and expected schoolwide learning results.

Prompt: *Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.*

Findings	Supporting Evidence
Progress of all students is monitored and well represented toward meeting the academic standards.	Progress reports, special reports, email to teachers, phone calls, report cards, student planners, journals, CST testing.

D1 and D2. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
By examining evidence most students are meeting the criteria being addressed.	High percentage of passing exit exam scores, graduation rate, testing out of foreign language requirements, high percentage of college acceptance.

Prompt: *Comment on the degree to which these criteria impact the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
The school addresses the critical academic needs of the nature and types of student assessment as well as to determine growth and student progress.	Edu soft/CST scores, CASEE/ subgroup evaluation/benchmarks. Expulsions, referrals, meeting minutes, suspensions. Syllabus colleted on file in office/given to students/grade books/power school.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the nature and types of student assessment
- how growth is determined and how that information is used
- the basis upon which students' grades and performance levels are determined
- examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English
- how assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- the extent to which assessment is used to improve instruction for students
- examples of progress of all students toward accomplishing the academic standards and the expected schoolwide learning results is monitored
- notes from meetings during which discussions of student progress occur, including lists of participants
- analysis of student work to determine achievement of the academic standards and expected schoolwide learning results, including those students with special needs
- other evidence identified by the school

D3 and D4. Assessment and Accountability Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

D3. 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 and the expected schoolwide learning results?

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

CRITERION D3 AND D4 INDICATORS AND PROMPTS

Assessment and Monitoring Process

Indicator: The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

Prompt: *To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?*

Findings	Supporting Evidence
The share holders have access and are able to monitor student progress in a number of ways that are available when required.	Progress reports, posting grades, online grades, special reports, phone calls, email teachers, website, edusoft.

Reporting Student Progress

Indicator: There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

Prompt: *How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?*

Findings	Supporting Evidence
The school community reports its data analysis and planning efforts to a wide variety of shareholder groups and parents.	Parents call to school, teachers email, conferences, open house, back to school night, special reports, parents mail.

Modifications Based on Assessment Results

Indicator: The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Prompt: *Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.*

Findings	Supporting Evidence
Assessment results have caused some changes in the overall school community, but there is room for growth in this area.	SIOP-target groups, workshops, at risk programs, SCC meetings, academies

D3 and D4. Assessment and Accountability: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
It has been learned that even though certain criteria are being addressed, there are still problems that need attention.	Elimination of lower level classes has not resulted in significant progress in that population.

Prompt: *Comment on the degree to which these criteria impact the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
Critical academic needs that impact the school are addressed by the district. School staff is not involved in this process.	Putting students on pending list, expelling, moving around.

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the extent to which district and board are involved in the review process
- the extent to which school staff is involved in the review process
- the extent to which students and parents are involved in the ongoing review process about student performance
- the means by which student progress toward achieving the academic standards and the expected schoolwide learning results is reported to the community (e.g., forums, newsletters)

- the extent to which parents and district and school board members are kept informed about the assessment results
- examples of responses from community members
- examples of how assessment results have caused recent change in the school's program
- examples of how professional development activities and topics have been determined by schoolwide assessment results
- examples of how all shareholder groups have been involved in a results-driven continuous planning process
- examples of how the site, district and board decisions on allocation of resources are influenced by schoolwide assessment results
- other evidence identified by the school

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

1. Teachers, Administrators, Counselors, and the SSC use CDE standardized test data to make informed decisions about schoolwide improvement.
2. Teachers use a wide range of formative assessment strategies and summative assessment data to assess student achievement of standards and ESLRs.
3. A standardized course syllabus template that includes grading and performance levels is used schoolwide.
4. The School Site Council regularly reviews student performance data to develop the SPSA (School Plan for Student Achievement).

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

1. EduSoft professional development needs to be provided again to faculty (i.e., creation of standardized tests, disaggregation of student performance data by teacher/content clusters, etc.) to improve individual teacher assessment of student achievement of standards.
2. Student mobility within the district – standardized test results are not transferred in a timely manner and lack of communication on district involuntary transfers.
3. Ongoing professional development for lower achieving students is still needed to continue to improve student performance. (KLT; Culturally Relevant Pedagogy; A.V.I.D. etc.)

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

E1. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

CRITERION E1 INDICATORS AND PROMPTS

Regular Parent Involvement

Indicator: The school implements strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. The school involves non-English speaking parents.

Prompt: *Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.*

Findings	Supporting Evidence
<p>Parent involvement follows the 80/20 rule, with a few parents highly involved and most parents minimally involved. There are many avenues of participation for parents to become involved with the support of the school and the students, but low participation in those avenues.</p> <p>There is a strong community connection with HMHS. There is the Hercules Community Partnership and an Education Trust Foundation has been established over the past several years. The public library built two years ago also works with the school. The Hercules Chamber of Commerce is assisting with the Annual Career Day for the current year.</p> <p>For non-English speaking parents, there has been many attempts to form an ELAC committee but there has been little parent involvement. ELAC does not have as much parent involvement as it could as parents want to get their students through ELD as fast as possible, so at Hercules we don't have a functioning ELAC committee. Administration is still actively trying to recruit parents for the ELAC committee.</p> <p>Overall, students agreed that the majority of parents are not</p>	<p>School site council. Connected phone system, African American parent , graduation committee, sports and music boosters, Hercules Community Partnership, Health Center, District Safety Committee. ELAC and African American committee.</p> <p>- Health Center on campus, administration primarily using newsletters for communication, 80/20 rule (same parents doing most of the volunteering/work, specifically with Boosters and athletics). No mechanism for getting parents involved. Some teachers/staff members very involved in getting support from parents and the</p>

involved and thus rated involvement at a 1. Students claim that school response is reactive rather than proactive to requests/needs as they surface (2), and that from time to time students are connected with community resources that support their physical, emotional, and social well-being or their academic achievement.

community, but overall participation low. Powerschool not accessible to parents yet.

Students claim that Hercules does have a good number of parents who participate in volunteering, however it is very dependent upon the family’s involvement as well as what the students are involved with. This data is coming from students who are very involved in the happenings of their school and are probably more aware of school events than most parents and community members.

Use of Community Resources

Indicator: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Prompt: *How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?*

Findings	Supporting Evidence
<p>The school uses the surrounding community to a high degree to benefit the education of the students. Several school service clubs partner with community service clubs. The public library has a homework center and other programs designed to assist students. There are several ROP classes that have business partners that provide equipment and other support. In the future the academies currently in development are expected to provide internships and job shadowing at community companies, hospitals, and Contra Costa College.</p> <p>There is a strong community connection with HMHS. There is the Hercules Community Partnership and an Education Trust Foundation as been established over the past several years. The public library built two years ago also works with the school. The Hercules Chamber of Commerce is assisting with the Annual Career Day for the current year.</p>	<p>Lots of community partnerships. Kiwins club, Rotary club, Hercules NAACP does a Martin Luther King, Jr. ROP programs. Culinary Arts, Biorad assisting the Biotechnology class. Teacher cadet training. Building career academies. Hercules Teen centers. Hercules Public Library.</p>

Parent/Community and Student Achievement

Indicator: The school ensures that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program.

Prompt: *How does the school ensure that the parents and school community understand student achievement of the academic standards/expected schoolwide learning results through the curricular/co-curricular program?*

Findings	Supporting Evidence
<p>The school is improving its communication with parents. Beyond the written information packets and connected phone system already in place parents can now see the student's grades through the district's PowerSchool program. Teachers are being encouraged to use this system and provide class websites with relevant information.</p> <p>SSC works with departments to identify strategies that will be used to improve student performance for low performing significant sub-populations.</p>	<p>ESLR's are in student and parent handbooks. School website has info like teacher e-mail addresses and phone numbers, could use improvement. AP night. College and career center. Interview all new enrollees, students and parents together. Powerschool now available for parents to see grades. Course syllabi with common standards of implementation.</p>

E1. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
<p>Students agree that parents are not involved enough with the school. Students occasionally feel that community resources are supporting their physical, emotional, academic, and social well-being, but would like to see more consistent support. Students feel some teachers are extremely involved with school life outside their classrooms but many are not, would like to see more teachers volunteer more and be more involved.</p>	<p>Student WASC survey</p>

Prompt: *Comment on the degree to which this criterion impacts the school’s addressing of one or more of the identified critical academic needs.*

Findings	Supporting Evidence
<p>Some parents and community members are highly involved in the school's decision making process. Efforts to communicate more effectively with parents are improving. The improved communication should help increase parent involvement in student learning, especially for the targeted subgroups that are performing below expectations as outlined in our critical academic needs.</p>	<p>School site council, PowerSchool.</p>

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- descriptions of the links with parents and community
- how local resources provided by parents and community are identified and utilized
- strategies for involving non-English speaking parents
- strategies and processes for supporting parents as active partners in the teaching/learning process
- how parents and community members are involved in the school’s decision-making process
- other evidence identified by the school

E2. School Culture and Student Support Criterion

Respond to the criterion (shown as a guide question) by answering the prompts (findings and supporting evidence).

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

CRITERION E2 INDICATORS AND PROMPTS

Safe, Clean, and Orderly Environment

Indicator: The school has existing policies, regulations and uses its resources to ensure a safe, clean and orderly place that nurtures learning.

Prompt: *Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.*

Findings	Supporting Evidence
<p>The school is a reasonably clean environment where most of the students feel safe. Teachers know what is expected of them and the students to ensure the school remains a safe place. The students are not as aware of the policies or the reasons for the policies. The cleanliness of the campus has improved due to restricting where students could eat lunch, the recycling program started by the science department that uses students to carry it out, and service clubs doing some school maintenance on a volunteer basis.</p> <p>Students rated this as a strong (2) with a few highlights in other areas. Overall, students feel safe on campus, however, they were comparing their experiences to friends who attend schools in other districts. Students claim that there is some collaboration among a select group of teachers, but overall teachers seem to be “set in their ways.” Students notice that there is no organization for collaboration to be done school-wide. Students feel that some teachers are improving learning, but this is often done in isolation. In the opinion of the students, teachers are often attempting to be proactive, while administration is reactive.</p> <p>Students believe that the campus is not always well kept and clean, but blame it on their peers. They believe that the janitorial staff does an excellent job of cleaning up,</p>	<p>Everybody wears ID at all times. Student planner has consistent policies for discipline and to ensure an academic and safe environment. Safety plan in place for entire school. Teacher handbook with policies. Resource officers. Recycling program done by students with science department support. Williams complaint document is posted in every room and staff and students have access to solving problems.</p> <p>Holding SST’s for struggling students. Teachers this year seem to be “more involved” and are “getting along.” Having fewer “new” teachers allows there to be more focus on continued improvement. Discipline, attendance, class</p>

specifically after lunch.

management generally dealt with reactively rather than proactively.

High Expectations/Concern for Students

Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Prompt: *To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?*

Findings	Supporting Evidence
<p>Everybody wears ID at all times. Student planner has consistent policies for discipline and to ensure an academic and safe environment. Safety plan in place for entire school. Teacher handbook with policies. Resource officers. Recycling program done by students with science department support. Williams complaint document is posted in every room and staff and students have access to solving problems.</p>	<p>Announcement everyday to focus on being scholars. Professional development last year was focused on equitable teaching with district support. Health center hosts lots of educational opportunities for students and parents.. Award ceremonies for academic achievement. Peer mediation program on middle school side. Counseling services. Mantalk program and . Clubs and community services. Need LGBTA.</p>

Atmosphere of Trust, Respect and Professionalism

Indicator: The school has an atmosphere of trust, respect and professionalism.

Prompt: *To what degree is there evidence of an atmosphere of trust, respect and professionalism?*

Findings	Supporting Evidence
<p>The teachers strive for impartiality and a consistent application of the rules. Equitable teaching practices are emphasized through district professional development. There are several classes and programs that are mostly student run with teachers serving mostly as advisors. Teachers are visited by administration several times a year to keep an open dialog about teaching expectations and administration support. Many teachers collaborate together on their own time to teach each other best teaching practices.</p>	<p>Rules are clear and displayed prominently so there is a clear expectation. Syllabi are individualized for each teacher. Many teachers have undergone KLT training to ensure equitable teaching practices are brought in to the classroom. Programs such as Leadership, journalism, and</p>

yearbook on high school and middle school sides are student run with teachers serving as advisors. School spirit seems to be increasing evidenced by vocal participation at rallies and the music/theater presentations having a high attendance. TITAN Expectations posters are in every room that detail what is expected of students as well as what is expected of teachers.

E2. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting this criterion.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which this criterion is being addressed?*

Findings	Supporting Evidence
Students feel safe at the school. Students feel the school could be cleaner and the fault lies with their peers. Students feel that there is not enough collaboration between teachers or that teachers are actively attempting to learn from each other. Students feel teachers are trying to improve their own teaching practices but not sharing with other teachers.	Student responses to WASC questions.

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning
- the analysis of all aspects of the school with respect to safety regulations
- the degree to which caring and high expectations for all students is demonstrated on a daily basis
- the degree to which specific strategies demonstrate an atmosphere of trust, respect and professionalism
- ways that citizenship and ethical values and behaviors are demonstrated by students
- the procedures and the extent to which current educational research and thinking is shared, discussed, implemented and reflected upon by the staff at the school site
- other evidence identified by the school

E3 and E4. School Culture and Student Support Criterion

Respond to the criteria (shown as a guide question) by answering the prompts (findings and supporting evidence).

E3. To what extent so all students receive appropriate support along with an individualized learning plan to help ensure academic success?

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

CRITERION E3 AND E4 INDICATORS AND PROMPTS

Adequate Personalized Support

Indicator: The school has available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance.

Prompt: *To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance? How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
<p>The school has a lot of extra services to help students with career and college preparation as well as supporting their academic needs and personal needs. Services like the school psychologist and the career center do an excellent job of supporting students but their hours are limited and students are not always aware they exist. Academic classes such as Read 180, the 9th grade bridge program, and CAHSEE prep are a clear assistance to students needing remediation. CAHSEE prep sometimes has students in it who have not taken the CAHSEE. Student placement in these programs is monitored by the counselors, but limited flexibility on the schedule sometimes leads to improper placement. The special education department strongly supports their students with tutorial periods for mainstreamed students, special education teachers acting as co-teachers in certain classes, and a defined special education referral system.</p>	<ol style="list-style-type: none"> 1. Health center – Lots of programs. <ol style="list-style-type: none"> a. Mantalk b. Healthy relationships for women c. Planned parenthood d. Health education e. Condom distribution 2. Career Center – Not open as much as it used to be. 3. School psychologist – Hours severely limited but they are available 4. Special ed department for academic interventions

- a. Tutorial for 504 and IEP students.
 - b. Bridge classes for incoming 9th graders who are behind on units and skills.
 - c. Suggestion is mobility between bridge and regular classes.
5. ROP classes
- a. Yearbook, journalism, biotech I and II, culinary arts
- Special ed referral systems are based on academic achievement in various classes.

Direct Connections

Indicator: The school has direct connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services.

Prompt: *How direct are the connections between academic standards and expected schoolwide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?*

Findings	Supporting Evidence
<p>Students have equal access to all services. AP classes are open to any students who wish to take them and ROP are available to any students over the age of 16. Counseling services and the career center are available to all students.</p>	<p>Every student has access to health center and the AP classes, as well as ROP classes and school counseling services. Equal access to college and career services.</p>

Strategies Used for Student Growth/Development

Indicator: Strategies are used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.

Prompt: *Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. Examples of strategies include: level of teacher involvement with all students, a curriculum that promotes inclusion, processes for regular review of student and schoolwide profiles, and processes and procedures for interventions that address retention and redirection.*

Findings	Supporting Evidence
<p>School maintains an inclusion policy for according to the least restrictive environment. Students are given an opportunity to succeed through teacher strategies such as selective seating, small group settings, and scaffolding assignments. Annual reviews for all IEP and 504 students bring parents, teachers, and the student together to talk about successes and areas of improvement.</p>	<p>Special education students are mostly in mainstream classes.</p>

Support Services and Learning

Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom, for all students, including the EL, GATE, special education and other programs.

Prompt: *To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g., within and outside the classroom? Particularly, evaluate this with respect to the EL, GATE, special education and other programs.*

Findings	Supporting Evidence
<p>GATE students don't have an official program at this time, although there are advanced classes in many core subjects and a variety of electives for students to choose from. 6 periods instead of 7 periods has limited student access to electives. ELL students have EL 1-4 for their English class based off proficiency and CELDT scores, but no sheltered classes for other core subjects. Classroom strategies for EL students include vocabulary building, visual aids, demos, hands-on activities, and small group settings. Annual</p>	<p>Many AP classes. EL 1-4. IEP and 504 programs.</p>

reviews for all IEP and 504 students bring parents, teachers, and the student together to talk about successes and areas of improvement.

Equal Access to Curriculum and Support

Indicator: All students have access to a challenging, relevant and coherent curriculum to all students. Schools regularly examine the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and the types of alternative schedules available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day).

Prompt: *What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings (e.g., master class schedule and class enrollments)? What type of alternative schedules are available for repeat or accelerated classes (e.g., summer, class periods beyond the traditional school day)?*

Findings	Supporting Evidence
<p>Students are free to take any advanced course they are interested in as long as they are not required to undergo remediation. Certain courses have a prerequisite such as an earlier course in the sequence but most courses are freely available to all students. If students want to accelerate themselves there is limited flexibility in the 6 period schedule, but students find a way to finish some requirements over the summer. Summer school is available for students who need to repeat classes. There are a few classes offered during an A period before 1st period for students interested in taking leadership or journalism.</p>	<p>Journalism, Leadership classes. 6 period day Open AP enrollment Summer school</p>

Co-Curricular Activities

Indicator: School leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results.

Prompt: *To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?*

Findings	Supporting Evidence
<p>Classes are standards based and all activities in an academic class are expected to be based off state standards. Standards and learning goals are expected to be posted and discussed with students. Co-curricular activities like clubs, sports, and rallies are designed to improved student involvement and investment in the school, and the increase</p>	<p>Clubs Standards Learning Goals Sports</p>

in attendance at rallies and in clubs suggests they are successful.

Rallies

Student Involvement in Curricular/Co-Curricular Activities

Indicator: The school has an effective process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Prompt: *Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.*

Findings	Supporting Evidence
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Student Perceptions

Indicator: The school is aware of the student view of student support services through such approaches as interviewing and dialoguing with student representatives of the school population.

Prompt: *Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.*

Findings	Supporting Evidence
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Students find that all students, regardless of their abilities, receive continual encouragement to meet the standards based curriculum and that many opportunities are available through the academic program, extracurricular activities, and counseling/health services. However, students also believe that students with special needs are provided special classes/programs and that only some attempt is made to reach out to and support students in some systemic way. School population is NOT reflected throughout the classes and students who need support in meeting rigorous courses are encouraged to take those that are less challenging. Students believe that teachers and staff know the students who excel as well as those who are at risk. Diverse student populations participate in school sponsored activities. Students assume that is simply due to the diverse student population at HMHS.

Students uninformed about counseling referral process and are not sure how to best utilize them. Tutoring of students often done by other students. Clubs seem to be along ethnic grouping lines.

E3 and E4. School Culture and Student Support: Additional Findings

Indicator: Consider other information that impacts the degree to which the school is meeting these criteria.

Prompt: *From examining additional relevant evidence, what has been learned regarding the extent to which these criteria are being addressed?*

Findings	Supporting Evidence
<p>Students feel that the school could be doing a better job of supporting all students, not just the highest achieving students or the special needs students. Students are unsure about all the support services available to them and how best to utilize them.</p> <p>(Overall 3/2) Students find that all students regardless of their abilities, receive continual encouragement to meet the standards based curriculum and that many opportunities are available through the academic program, extracurricular activities, counseling/health services (4, 3). However, students also believe that students with special needs are provided special classes/programs and that only some attempt is made to reach out to and support students in a systematic way. (2) School population is NOT reflected throughout the classes (1) and students who need support in meeting rigorous courses are encouraged to take those that are less challenging.</p> <p>Students believe that teachers and staff know the students who excel as well as those who are at risk.</p> <p>Diverse student populations participate in school sponsored activities. Students wonder if that is simply due to the diverse population at HHS.</p>	<p>Student WASC surveys.</p> <p>Students are aware of the truancy reports that go out regarding truant students. Students expressed that the tutoring they receive/experience is often done by peers, not connected to the school. Several students claimed that they do not feel supported by the school to have academic success.</p> <p>Extra curricular activities, specifically clubs, generally happen due to identification with a specified ethnic group.</p> <p>Students are uninformed about the counseling referral process and are not sure how to best utilize them.</p> <p>Bridge program (1st year at this site) is in motion.</p>
<p>Prompt: <i>Comment on the degree to which these criteria impact the school’s addressing of one or more of the identified critical academic needs.</i></p>	

Findings	Supporting Evidence
<p>Students sense that teachers need to collaborate with their colleagues in order to move the education of the school forward. They see this as critical to meeting the identified critical academic needs that have been identified.</p>	

Suggested Areas to Analyze

Suggested areas to analyze in determining the degree to which the criterion is being met:

- the support mechanisms which the school has established to include counselors and ensure access to and success within an integrated, standards-based curriculum for all students
- instructional resources available through library/media services and facilities
- strategies which promote a more personalized approach to learning
- alternative instructional options which allow access to and progress in the rigorous standards-based curriculum
- the purpose and effectiveness of the school's EL program and its relationship to the rigorous, standards-based curriculum
- a description of how all students with special needs are allowed access to a rigorous standards-based curriculum (GATE, EL, special education)
- the extent to which the master schedule reflects the school's support for all students having access to the rigorous standards-based curriculum
- demographics and distribution of students through classes (includes gender, ethnicity, primary language, students with special needs)
- evidence of availability of classes to all students, e.g., time and period schedules and the rationale for placement of courses on the schedule; the number and kinds of course offerings; alternative schedules available for repeat or accelerated classes (summer, class periods beyond the traditional school day)
- do all students have equal access to a system of personal support services, activities and opportunities at the school and within the community?
- strategies which ensure that all students are successful and connected to the school
 - level of teacher involvement with students in the classroom
 - existence of a curriculum which promotes inclusion
 - level of teacher involvement with students outside the regular classroom activity (e.g., club sponsorship as, teacher participation in extracurricular and co-curricular activities, advisorships)
 - homeroom and student advocacy programs
 - systems which connect students of different backgrounds to the school community and each other such as music, fine arts, clubs, forums, formal school activities
 - connections of co-curricular and extra-curricular activities to the school's academic standards and expected schoolwide learning results
 - processes for regular review of student and schoolwide profiles
 - processes and procedures for interventions that address retention, redirection, retrieval
- interviews with students and staff to learn the effectiveness of these strategies

- the extent to which the services, activities and opportunities for assisting students in reaching their goals are coordinated, integrated and networked to provide comprehensive support
- direct connections between academic standards and expected schoolwide learning results and allocation of resources to student support services available to students, such as
 - counseling/advisory services
 - articulation services (into high school, level to level, and post high school)
 - psychological and health services or referral services
- other evidence identified by the school

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

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

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

- 1.The community involvement is strong and will continue to get stronger as more connections are made with surrounding companies and institutions. The City of Hercules is a strong supporter of the school.
- 2.The communication with parents has improved tremendously with online grades available to parents, the phone connect system, and increased use of teacher websites.

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

- 1.Parent involvement is still low, especially with non-English speaking parents. Finding a way to get more parents involved with the school culture is a priority.
- 2.Teacher collaboration and involvement should improve. Some teachers are highly involved and collaborate with each other, but a schoolwide effort is needed to get teachers collaborating more and participating in areas outside their own classroom.

Prioritized Areas of Growth Needs from Categories A through E

Prioritize the growth areas from the five categories.

1. A communication structure needs to be put in place between SSC teacher members and faculty.
2. While there is evidence from both teachers and students of a strong standards-based curriculum and instructional delivery there seems to be a disconnect between the instructional strategies being effective in some significant sub-group populations and their performance on standardized tests.
3. Professional development opportunities need to be of high caliber and coordinated to support a community of collaboration schoolwide and identified prioritized instructional strategies. Include identifying and communicating an equitable means to allocate professional development and technology resources.
4. Some sub-groups are under-represented in higher level courses (MS advanced, HS honors & AP)
5. An impacted Master Schedule makes it difficult for students to change courses based on need even if they are failing. Also, some students ended up with holes in their schedules, though most of that was remedied by the end of first quarter.
6. The Career Center is under-utilized and should be coordinated with counseling services.
7. There are no coordinated career-planning efforts for middle school students. Start with younger students, talk about post-secondary education, utilize one-on-one settings.
8. There is no graduate follow-up information to provide insights in to possible school program improvements.
9. Parent involvement is still low, especially with non-English speaking parents. Finding a way to get more parents involved with the school culture is a priority.

Chapter V: Schoolwide Action Plan

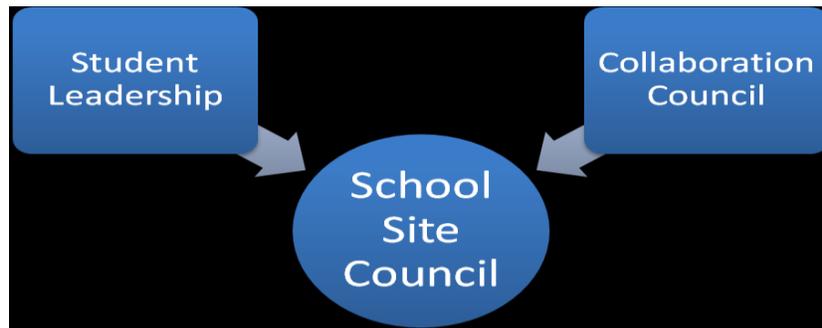
- A. **Revise the single schoolwide action plan, i.e., Single Plan for Student Achievement.**
- B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**
- C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Formal action plans from each Home Group are not necessary; the critical emphasis is the consensus and commitment from all shareholders to implementing the various sections of the schoolwide action plan.

Through the Focus on Learning Self-Study process teachers, parents/community members, students, administrators, and support staff carefully analyzed the entire school program. Three themes emerged.

1. Students need to be fully prepared for college admission and/or coursework or other post-high school continuing education.
2. Some significant sub-groups are under-represented in advanced or higher level courses and the achievement gap persists in some significant sub-groups.
3. There is a need for coordination schoolwide to select and prioritize instructional strategies at all levels to increase student achievement.

The School Site Council will act as the monitoring body of the Schoolwide Action Plan. A Collaboration Council will be created, made up of volunteer representatives from each department, to facilitate coordination of the action plan between departments and the School Site Council. HHS Leadership Class will select representatives, based on the School Site Council Bylaws, to participate on the School Site Council to guarantee student involvement in the oversight of the action plan and to act as a conduit for communication of student concerns/perspective.



In addition to the goals and timelines outlined, the WASC ongoing school improvement process will continue with review/revision of HMHS Vision and ESLRs in years two and four in the six-year cycle and an annual Action Plan Progress Report will be completed including Action Plan revision if necessary.

HMHS is a good school with dedicated faculty, staff, parents, and students who consistently strive to improve academic performance. However, in order to move from “good to great” the entire school community must unite around the identified goals. Each goal’s action steps are essential to the success of the entire Action Plan.

1. Create a college readiness school culture (The action steps of Goals 2 and 3 are essential to the success of Goal 1)

- a. **Rationale:** Students in the Spring 2010 Student Home Group and 2010-2011 Student Home Group reflected on their personal school experiences, AdvancEd Student Survey responses, WASC rubrics, and school/community profile statistics (e.g., EAP, CST, CAHSEE, SAT/ACT), and concluded that students need to be fully prepared for college admission and/or the rigor of college English/math coursework upon graduation. Approximately 90% of students' surveyed indicated agreement or strong agreement that they plan to attend college after graduation from high school.
- b. **Link to ESLRs:** "E" Exemplary Scholars and "R" Responsible Lifelong Learners
- c. **Growth Targets:** Increase EAP participation to 100%; Increase readiness to 50% for math and English
- d. **Ways of Assessing Progress:** EAP participation and progress; college acceptance; SAT or ACT participation
- e. **Who is responsible and involved:** Teachers, students, parents, counselors, administrators, SSC
- f. **Means to monitor and report progress:** Collaboration Council and Leadership Class report progress through elected representatives to SSC who will monitor progress monthly

Year	Teachers	Students	Administrators	Counselors	SSC
10-11	<ul style="list-style-type: none"> •Admin/SSC/Dept Reps investigate task-based stipends & duties (Spr 2011) 	<ul style="list-style-type: none"> •Leadership Class investigate & implement ways to increase student motivation for college preparation (Aug-Jun) 	<ul style="list-style-type: none"> •Admin/SSC/Dept Reps investigate task-based stipends & duties (Spr 2011) •Continue Ivy League Connection 	<ul style="list-style-type: none"> •Disseminate EAP Assessment information to faculty & students (S2) 	<ul style="list-style-type: none"> •Admin/SSC/Dept Reps investigate task-based stipends & duties (Spr 2011) •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff
11-12	<ul style="list-style-type: none"> •Elect teacher representatives to SSC (Aug) •Begin Collaboration Council (Sept) •Collaboration Council Investigate homeroom &/or advisory systems (S1) •Collaboration Council work w/counselors to investigate administering PSAT to 8th grade students (S2) •Collaboration Council work w/counselors to investigate college awareness & preparation program for both middle & high school (S2) •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses •Continue HHS Annual Career Day (S2) •Collaboration Council investigate MS Career Day (Aug-Jun) •Continue A.V.I.D./Culturally Relevant Pedagogy/KLT strategies (Aug-Jun) 	<ul style="list-style-type: none"> •Leadership Class elects student representatives to SSC (Sept) •Leadership Class/Clubs & Organizations investigate & implement ways to increase student motivation for college/post-HS learning preparation (Aug-Jun) •Continue Titan Top Ten •Bi-Annually Titan Template includes article on Action Plan progress (Sept-Jun) 	<ul style="list-style-type: none"> •Convene & Participate in Collaboration Council (Aug-Jun) •Investigate funding sources for 1) Career Center Tech 2) College Planning Resources 3) graduate follow-up survey (S1) •Work with UTR to determine feasibility of instituting homeroom &/or advisory system •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Continue Ivy League Connection & career academy development •Continue/expand as feasible ROP & AP courses 	<ul style="list-style-type: none"> •Participate in Collaboration Council (Aug-Jun) •Investigate possible student college plan mechanism (S1) •Investigate possible graduate follow-up survey options (S2) •Work with Collaboration Council to Investigate administering PSAT to 8th grade students (S2) •Collaboration Council work w/counselor to investigate college awareness & preparation program for both middle & high school(S2) •Create college admissions counselor visitation calendar for dissemination to faculty, students & parents (S1) •Disseminate EAP Assessment information to faculty & students (S2) •Coordinate w/Career Center Technician or volunteer 	<ul style="list-style-type: none"> •Utilize WASC Action Plan as basis for SPSA •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Email SSC Minutes to all faculty/staff

Hercules Middle/High School WASC/CDE Self-Study Report

Year	Teachers	Students	Administrators	Counselors	SSC
12-13	<ul style="list-style-type: none"> •Elect teacher representatives to SSC (Aug) •Begin Collaboration Council (Sept) •Collaboration Council/counselors report to faculty PSAT to 8th grade students recommendation (S1) •Collaboration Council/counselors report to faculty college awareness & preparation program for MS & HS findings (S1) Begin implementation (S2) •Collaboration Council present homeroom or advisory system recommendation to faculty (S1) Develop training schedule (S1) Provide training (Aug-Jun) •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses •Continue Annual Career Day (S2) •Collaboration Council report MS Career Day – implement as feasible (Aug-Jun) •Continue A.V.I.D./Culturally Relevant Pedagogy/KLT strategies (Aug-Jun) 	<ul style="list-style-type: none"> •Leadership Class elects student representatives to SSC (Sept) •Leadership Class/Clubs & Organizations investigate & implement ways to increase student motivation for college/post-HS learning preparation (Aug-Jun) •Continue Titan Top Ten •Bi-Annually Titan Template includes article on Action Plan progress (Sept-Jun) 	<ul style="list-style-type: none"> •Convene & Participate in Collaboration Council (Aug-Jun) •Work with UTR to determine feasibility of instituting homeroom &/or advisory system •Investigate funding sources for 1) Career Center Tech 2) College Planning Resources 3) graduate follow-up survey (S1) •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Continue Ivy League Connection •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses 	<ul style="list-style-type: none"> •Participate in Collaboration Council •Implement college plan mechanism for HS students •Implement graduate follow-up survey (S1) Report findings to Collaboration Council (S2) •Counselors w/Collaboration Council report to faculty PSAT to 8th grade recommendation (S1) •Counselors/Collaboration Council report to faculty college awareness & preparation program for MS & HS findings (S1) Begin implementation (S2) •Create college admissions counselor visitation calendar for dissemination to faculty, students & parents (S1) •Disseminate EAP Assessment information to faculty & students (S2) •Work with Career Center Technician or volunteer 	<ul style="list-style-type: none"> •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff
13-14	<ul style="list-style-type: none"> •Elect teacher representatives to SSC (Aug) •Begin Collaboration Council (Sept) •Continue implementation college awareness & preparation program for MS & HS (Jun-Aug) •Implement homeroom or advisory system (Aug-Jun) •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses •Continue Annual Career Day (S2) •Continue A.V.I.D./Culturally Relevant Pedagogy/KLT strategies (Aug-Jun) 	<ul style="list-style-type: none"> •Leadership Class elects student representatives to SSC (Sept) •Leadership Class/Clubs & Organizations investigate & implement ways to increase student motivation for college/post-HS learning preparation (Aug-Jun) •Continue Titan Top Ten •Bi-Annually Titan Template includes article on Action Plan progress (Sept-Jun) 	<ul style="list-style-type: none"> •Convene & Participate in Collaboration Council Meetings (Aug-Jun) •Investigate funding sources for 1) Career Center Tech 2) College Planning Resources 3) graduate follow-up survey (S1) •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Continue Ivy League Connection •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses 	<ul style="list-style-type: none"> •Participate in Collaboration Council •Implement college plan mechanism for HS students •Implement graduate follow-up survey (S1) Report findings to Collaboration Council (S2) •Continue implementation college awareness & preparation program for MS & HS (Aug-Jun) •Create college admissions counselor visitation calendar for dissemination to faculty, students & parents (S1) •Disseminate EAP Assessment information to faculty & students (S2) •Work with Career Center Technician or volunteer 	<ul style="list-style-type: none"> •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff

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Year	Teachers	Students	Administrators	Counselors	SSC
14-15	<ul style="list-style-type: none"> •Elect teacher representatives to SSC (Aug) •Begin Collaboration Council (Sept) •Continue implementation college awareness & preparation program for MS & HS (Jun-Aug) •Continue homeroom or advisory system (Aug-Jun) •Survey effectiveness of homeroom or advisory system (S1) Revise if necessary (S2) •Survey effectiveness of college awareness & preparation program (S1) Revise if necessary (S2) •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses •Continue Annual Career Day (S2) •Continue A.V.I.D./Culturally Relevant Pedagogy/KLT strategies (Aug-Jun) 	<ul style="list-style-type: none"> •Leadership Class elects student representatives to SSC (Sept) •Leadership Class/Clubs & Organizations investigate & implement ways to increase student motivation for college/post-HS learning preparation (Aug-Jun) •Continue Titan Top Ten •Bi-Annually Titan Template includes article on Action Plan progress (Sept-Jun) 	<ul style="list-style-type: none"> •Convene & Participate in Collaboration Council (Aug-Jun) •Investigate funding sources for 1) Career Center Tech 2) College Planning Resources 3) graduate follow-up survey (S1) •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Continue Ivy League Connection •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses 	<ul style="list-style-type: none"> •Participate in Collaboration Council •Continue college plan for HS •Continue Implementation graduate follow-up survey (S1) Report findings to Collaboration Council (S2) •Continue implementation college awareness & preparation program for MS & HS(Aug-Jun) •Survey effectiveness of homeroom or advisory system (S1) Revise if necessary (S2) •Survey effectiveness of graduate follow-up survey (S1) Revise if necessary (S2) •Create college admissions counselor visitation calendar for dissemination to faculty, students & parents (S1) •Disseminate EAP Assessment information to faculty & students (S2) •Work with Career Center Technician or volunteer 	<ul style="list-style-type: none"> •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff
15-16	<ul style="list-style-type: none"> •Elect teacher representatives to SSC (Aug) •Begin Collaboration Council (Sept) •Continue implementation college awareness & preparation program for MS & HS (Jun-Aug) •Continue homeroom or advisory system (Aug-Jun) •Survey effectiveness of homeroom/advisory system (S1) Revise if necessary (S2) •Survey effectiveness of college awareness & preparation program (S1) Revise if necessary (S2) •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses •Continue Annual Career Day (S2) •Continue A.V.I.D./Culturally Relevant Pedagogy/KLT strategies (Aug-Jun) 	<ul style="list-style-type: none"> •Leadership Class elects student representatives to SSC (Sept) •Leadership Class/Clubs & Organizations investigate & implement ways to increase student motivation for college/post-HS learning preparation (Aug-Jun) •Continue Titan Top Ten •Bi-Annually Titan Template includes article on Action Plan progress (Sept-Jun) 	<ul style="list-style-type: none"> •Convene & Participate in Collaboration Council (Aug-Jun) •Investigate funding sources for 1) Career Center Tech 2) College Planning Resources 3) graduate follow-up survey (S1) •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Continue Ivy League Connection •Continue career academy development •Continue/expand as feasible ROP courses •Continue/expand as feasible AP courses 	<ul style="list-style-type: none"> •Participate in Collaboration Council •Continue college plan for HS •Continue Implementation graduate follow-up survey (S1) Report findings to Collaboration Council (S2) •Continue implementation college awareness & preparation program for both MS & HS (Aug-Jun) •Create college admissions counselor visitation calendar for dissemination to faculty, students & parents (S1) •Disseminate EAP Assessment information to faculty & students (S2) •Work with Career Center Technician or volunteer 	<ul style="list-style-type: none"> •Admin/SSC/Collaboration Council Review/Revise stipend & duties •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff

2. Increase representation in advanced and higher level courses and reduce the persisting achievement gap for underperforming sub-groups (The action steps of Goals 1 and 3 are essential to the success of Goal 2)

a. Rationale: Underperforming sub-groups are under-represented in advanced and/or higher-level courses. A disparity continues to exist between schoolwide performance and significant sub-group populations on standardized tests. Strategies with connections to real-world skill development, college preparation (articulation) and support to meet all high school diploma requirements should be utilized.

b. Link to ESLRs: “E” Exemplary Scholars and “R” Responsible Lifelong Learners

c. Growth Targets: CST/CAHSEE/AYP/API Annual Data Show Diminishing Gap Between Significant Sub-Group Populations And Schoolwide Achievement – Representation In Advanced and Higher Level Courses Are Congruent With Population Percentages

d. Ways of Assessing Progress: CST/CAHSEE/AYP/API Annual Data; Course Demographics

e. Who is responsible and involved: Teachers, students, parents, counselors, administrators, SSC, ELAC

f. Means to monitor and report progress: Collaboration Council and Leadership Class report progress through elected representatives to SSC who will monitor progress monthly

Year	Teachers	Students	Administrators	Counselors	SSC
10-11	<ul style="list-style-type: none"> ●Academy leads develop academy outline, write grants to fund academies, recruit teachers to teach academy courses. Go to district sponsored trainings & CPA conference in Sacramento. Advertise to incoming 9th & 10th graders benefits of academies. ●Interested HS A.V.I.D. teachers meet w/Admin to discuss elective & content area training ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 11/12 SY ●Develop an afterschool tutoring program ●Continue to implement effective teaching strategies (as outlined I G1) 		<ul style="list-style-type: none"> ●Work with academy leads to create master schedule for upcoming year that includes new CTE courses and allows students in academies to go as a pure cohort throughout academy classes. ●Coordinate w/CCCOE HS A.V.I.D. elective & training for interested teachers ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 11/12 SY 	<ul style="list-style-type: none"> ●Advertise to incoming 9th and 10th graders the benefits of academies. Schedule academy students in pure cohorts. ●Work w/interested teachers to identify potential HS A.V.I.D. students for 11/12 ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 11/12 SY ●Encourage student participation in “AP” courses ●Host “AP”/College Information Night 	<ul style="list-style-type: none"> ●Utilize WASC Action Plan as basis for SPSA ●Email SSC Minutes to all faculty/staff ●Provide funds for teacher collaboration/staff development ●Support an afterschool tutoring program

Year	Teachers	Students	Administrators	Counselors	SSC
11-12	<ul style="list-style-type: none"> ●Collaboration Council/Admin/Counselors/SSC work with departments to develop HS health & tourism academies for 9th/10th grade ●Academy teachers collaborate with other teachers in their own academy on interdisciplinary projects, skills, and assistance to students. ●Start after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. ●Set up internships for students in their junior and senior years. ●HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training ●Collaboration Council/Admin/Counselors/SSC work with interested HS A.V.I.D. teachers to share best practices w/all interested faculty ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 12/13 SY ●Admin/Counselors/Teachers investigate using SST process for students FBB/BB in Eng/Math ●Continue to implement effective teaching strategies (as outlined I G1) 	<ul style="list-style-type: none"> ●Participate in after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. ●Participate in internships junior and senior years. ●Participate in A.V.I.D. elective 	<ul style="list-style-type: none"> ●Collaboration Council/Admin/Counselors/SSC work with departments to develop HS health & tourism academies ●Work with academy leads to create master schedule for upcoming year that includes new CTE courses and allows students in academies to go as a pure cohort throughout academy classes. ●HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 12/13 SY ●Admin/Counselors investigate student mobility issues (e.g. Student Performance Data) & report to faculty/SSC ●Admin/Counselors/Teachers investigate using SST process for students FBB/BB in Eng/Math ●Admin/Counselors conduct data analysis on sub-group representation in advanced/higher-level courses report to SSC/Faculty 	<ul style="list-style-type: none"> ●Advertise to incoming 9th graders. Schedule academy students in pure cohorts. ●Work w/interested teachers to identify potential HS A.V.I.D. students for 12/13 SY ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 12/13 SY ●Admin/Counselors investigate student mobility issues (e.g. Student Performance Data) & report to faculty/SSC ●Admin/Counselors/Teachers investigate using SST process for students FBB/BB in Eng/Math ●Admin/Counselors conduct data analysis on sub-group representation in advanced/higher-level courses report to SSC/Faculty ●Encourage student participation in “AP” courses ●Host “AP”/College Information Night 	<ul style="list-style-type: none"> ●Collaboration Council/Admin/Counselors/SSC work with departments to develop HS health & tourism academies ●Utilize WASC Action Plan as basis for SPSA ●Email SSC Minutes to all faculty/staff ●Provide funds for teacher collaboration/staff development ●Support an afterschool tutoring program

Year	Teachers	Students	Administrators	Counselors	SSC
12-13	<ul style="list-style-type: none"> ●Collaboration Council/Admin/Counselors/SSC continue to work with departments to develop hs health & tourism academies for 9th/10th grade & begin 11th grade ●Academy Teachers continue collaboration with other teachers in their own academy on interdisciplinary projects, skills, and assistance to students. ●Continue after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. ●Continue to set up internships for students in their junior and senior years. ●HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training ●Collaboration Council/Admin/Counselors/SSC work with interested HS A.V.I.D. teachers to share best practices w/all interested faculty ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 13/14 SY ●Continue to implement effective teaching strategies (as outlined I G1) 	<ul style="list-style-type: none"> ●Participate in after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. ●Participate in internships junior and senior years. ●Participate in A.V.I.D. elective 	<ul style="list-style-type: none"> ●Create master schedule for upcoming year that includes new CTE courses and allows students in academies to go as a pure cohort throughout academy classes. ●HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 13/14 SY 	<ul style="list-style-type: none"> ●Advertise to incoming 9th graders now. Schedule academy students in pure cohorts. ●Work w/interested teachers to identify potential HS A.V.I.D. students for 13/14 SY ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 13/14 SY ●Encourage student participation in "AP" courses ●Host "AP"/College Information Night 	<ul style="list-style-type: none"> ●Utilize WASC Action Plan as basis for SPSSA ●Email SSC Minutes to all faculty/staff ●Provide funds for teacher collaboration/staff development ●Support an afterschool tutoring program

Year	Teachers	Students	Administrators	Counselors	SSC
13-14	<ul style="list-style-type: none"> ●Collaboration Council/Admin/Counselors/SSC continue to work with departments to develop HS health & tourism academies for 9th/10th/11th begin 12th grade ●Academy Teachers continue collaboration with other teachers in their own academy on interdisciplinary projects, skills, and assistance to students. ●Continue after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. ●Continue to set up internships for students in their junior and senior years. ●HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training ●Collaboration Council/Admin/Counselors/SSC work with interested HS A.V.I.D. teachers to share best practices w/all interested faculty ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 14/15 SY ●Continue to implement effective teaching strategies (as outlined I G1) 	<ul style="list-style-type: none"> ●Participate in after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. ●Participate in internships junior and senior years. ●Participate in A.V.I.D. elective 	<ul style="list-style-type: none"> ●Create master schedule for upcoming year that includes new CTE courses and allows students in academies to go as a pure cohort throughout academy classes. ●HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 14/15 SY 	<ul style="list-style-type: none"> ●Advertise to incoming 9th graders now. Schedule academy students in pure cohorts. ●Work w/interested teachers to identify potential HS A.V.I.D. students for 14/15 SY ●Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 14/15 SY ●Encourage student participation in "AP" courses ●Host "AP"/College Information Night 	<ul style="list-style-type: none"> ●Utilize WASC Action Plan as basis for SPSA ●Email SSC Minutes to all faculty/staff ●Provide funds for teacher collaboration/staff development ●Support an afterschool tutoring program

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Year	Teachers	Students	Administrators	Counselors	SSC
14-15	<ul style="list-style-type: none"> •Collaboration Council /Admin /Counselors /SSC cont. work w/depts to develop HS health & tourism academies 9th-12th grade •Academy Teachers cont collaboration w/other teachers in own academy on inter disciplinary projects, skills, & assist to students. •Continue after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. •Continue to set up internships for students in their junior and senior years. •HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training •Collaboration Council /Admin /Counselors/SSC work with interested HS A.V.I.D. teachers to share best practices w/all interested faculty •Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 15/16 SY •Continue to implement effective teaching strategies (as outlined I G1) 	<ul style="list-style-type: none"> •Participate in after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. •Participate in internships junior and senior years. •Participate in A.V.I.D. elective 	<ul style="list-style-type: none"> •Create master schedule for upcoming year that includes new CTE courses and allows students in academies to go as a pure cohort throughout academy classes. •HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training •Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 15/16 SY 	<ul style="list-style-type: none"> •Advertise to incoming 9th graders now. Schedule academy students in pure cohorts. •Work w/interested teachers to identify potential HS A.V.I.D. students for 15/16 SY •Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 15/16 SY •Encourage student participation in "AP" courses •Host "AP"/College Information Night 	<ul style="list-style-type: none"> •Utilize WASC Action Plan as basis for SPSSA •Email SSC Minutes to all faculty/staff •Provide funds for teacher collaboration/staff development •Support an afterschool tutoring program
15-16	<ul style="list-style-type: none"> •Collaboration Council/Admin/Counselors /SSC continue to work w/depts to develop HS health & tourism academies 9th-12th •Academy Teachers continue collaboration with other teachers in their own academy on interdisciplinary projects, skills, and assistance to students. •Continue after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. •Continue to set up internships for students in their junior and senior years. •HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training •Collaboration Council/ Admin/Counselors /SSC work w/interested HS AVID. teachers to share best practices w/all interested faculty •Continue to implement effective teaching strategies (as outlined in G1) 	<ul style="list-style-type: none"> •Participate in after school tutorial program for all students, not just academy students, with teachers from core subject areas in attendance as well as peer tutors. •Participate in internships junior and senior years. •Participate in A.V.I.D. elective 	<ul style="list-style-type: none"> •Create master schedule for upcoming year that includes new CTE courses and allows students in academies to go as a pure cohort throughout academy classes. •HS A.V.I.D. teachers meet w/Admin/CCCOE for data analysis & to discuss elective & content area training •Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 15/16 SY 	<ul style="list-style-type: none"> •Advertise to incoming 9th graders now. Schedule academy students in pure cohorts. •Work w/interested teachers to identify potential HS A.V.I.D. students for 14/15 SY •Read 180/CAHSEE Prep Course teachers work w/Admin/Counselors to address student placement for 14/15 SY •Encourage student participation in "AP" courses •Host "AP"/College Information Night 	<ul style="list-style-type: none"> •Utilize WASC Action Plan as basis for SPSSA •Email SSC Minutes to all faculty/staff •Provide funds for teacher collaboration/staff development •Support an afterschool tutoring program

3. Create a culture of professional collaboration and community (The action steps of Goals 1 and 2 are essential to the success of Goal 3)

- a. **Rationale:** A Weakness Identified In Multiple Focus Group Reports As Impacting Student Achievement. There is a need to develop and foster a sense of professional collaboration, community and collegiality among the faculty.
- b. **Link to ESLRs:** “E” Exemplary Scholars and “R” Responsible Lifelong Learners
- c. **Growth Targets:** CST/CAHSEE/AYP/API Annual Data; Course Demographics
- d. **Ways of Assessing Progress:** Collaboration Council/SSC/AdvancEd Student and Teacher Surveys
- e. **Who is responsible and involved:** Teachers, administrators, counselor’s; SSC
- f. **Means to monitor and report progress:** Collaboration Council and Leadership Class report progress through elected representatives to SSC who will monitor progress monthly

Year	Teachers	Students	Administrators	Counselors	SSC
10-11	<ul style="list-style-type: none"> •Faculty/Admin/UTR develop a meeting schedule that includes monthly Faculty & Dept. Mtgs. For 11/12 SY as outlined in G1 (S2) •Admin/SSC/Dept Reps investigate task-based stipends & duties as outlined in G1 (Spr 2011) •Dept./Vertical Teams identify & prioritize selected strategies as schoolwide focus for 11/12 SY (S2) •Faculty/Admin investigate resources for Aug Faculty/Staff Retreat (S2) 		<ul style="list-style-type: none"> •Admin/UTR develop a meeting schedule that includes monthly Faculty & Dept. Mtgs. For 11/12/ SY (S2) •Admin/SSC/Dept Reps investigate task-based stipends & duties as outlined in G1 (Spr 2011) •Faculty/Admin investigate resources for Aug Faculty/Staff Retreat (S2) 		<ul style="list-style-type: none"> •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff •Admin/SSC/Dept Reps investigate task-based stipends & duties as outlined in G1 (Spr 2011) •Provide funds for teacher collaboration/staff development
11-12	<ul style="list-style-type: none"> •Collaboration Council/Admin develop Professional Development Plan that includes: (1) schedule based on prioritized schoolwide strategies (2) technology resource distribution based on prioritized schoolwide strategies (3) Building capacity from within via peer-to-peer collaboration & professional development to improve student achievement (S1) •Faculty/Admin/UTR develop a meeting schedule that includes monthly Faculty & Dept. Mtgs. For 12/13 SY (S2) •Collaboration Council/Admin/UTR explore modified day schedule options to build in time for Professional Development (Aug-Jun); Implementation for 2012-2013 SY •Dept./Vertical Teams identify & prioritize selected strategies as schoolwide focus for 12/13 SY (S2) •Faculty/Admin investigate resources for Aug Faculty/Staff Retreat (S2) 		<ul style="list-style-type: none"> •Collaboration Council/Admin develop Professional Development Plan that includes: (1) schedule based on prioritized schoolwide strategies (2) technology resource distribution based on prioritized schoolwide strategies (S1) •Collaboration Council/Admin/UTR explore modified day schedule options to build in time for Professional Development (Aug-Jun); Implementation for 2012-2013 SY •Work w/faculty/Collaboration Council to investigate funding sources for 1) Professional Development/Faculty Retreat 2) Technology 3) Staff Development Coordinator (S1) •Faculty/Admin/UTR develop a meeting schedule that includes monthly Faculty & Dept. Mtgs. For 12/13 SY (S2) •Faculty/Admin investigate resources for Aug Faculty/Staff Retreat (S2) 	<ul style="list-style-type: none"> •Participate on Collaboration Council 	<ul style="list-style-type: none"> •Utilize WASC Action Plan as basis for SPSA •Email SSC Minutes to all faculty/staff •Admin/SSC/Dept Reps investigate task-based stipends & duties as outlined in G1 (Spr 2011) •Provide funds for teacher collaboration/staff development

Hercules Middle/High School WASC/CDE Self-Study Report

Year	Teachers	Students	Administrators	Counselors	SSC
12-13	<ul style="list-style-type: none"> ●Collaboration Council/Admin develop Professional Development Plan that includes: (1) schedule based on prioritized schoolwide strategies (2) technology resource distribution based on prioritized schoolwide strategies (3) Building capacity from within via peer-to-peer collaboration & professional development to improve student achievement (S1) ●Faculty/Admin/UTR develop a meeting schedule that includes monthly Faculty & Dept. Mtgs. For 13/14 SY (S2) ●Dept./Vertical Teams identify & prioritize selected strategies as schoolwide focus for 13/14 SY (S2) ●Faculty/Admin investigate resources for Aug Faculty/Staff Retreat (S2) 		<ul style="list-style-type: none"> ●Collaboration Council/Admin develop Professional Development schedule based on prioritized schoolwide strategies (Aug) ●Collaboration Council/Admin develop technology resource distribution based on prioritized schoolwide strategies (S1) ●Work w/faculty/Collaboration Council to investigate funding sources for 1) Professional Development/Faculty Retreat 2) Technology 3) Staff Development Coordinator (S1) ●Faculty/Admin/UTR develop a meeting schedule that includes monthly Faculty & Dept. Mtgs. For 13/14 SY (S2) ●Faculty/Admin investigate resources for Aug Faculty/Staff Retreat (S2) 	<ul style="list-style-type: none"> ●Participate in Collaboration Council 	<ul style="list-style-type: none"> ●Utilize WASC Action Plan as basis for SPSSA ●Email SSC Minutes to all faculty/staff ●Admin/SSC/Dept Reps investigate task-based stipends & duties as outlined in G1 (Spr 2011) ●Provide funds for teacher collaboration/staff development
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Appendix:

- A. Results of student questionnaire/interviews**
- B. Results of parent/community questionnaire/interviews**
- C. Master schedule**
- D. School accountability report card**
- E. CBEDS school information form**
- F. Graduation requirements**
- G. Any pertinent additional data (or place in Visiting Committee work room)**
- H. Budgetary information, including budget pages from the school's action plan (i.e., the Single Plan for Student Achievement)**
- I. A list of standards-based local board adopted texts (with the year of publication) used in 9th and 10th grade English Language Arts, any reading intervention programs, texts leading up to Algebra, Algebra I, social studies, and science**

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Open Ended Items

What do you like best about your school?

I LIKE THE DIFFERENT TYPES OF SPORTS THAT ARE OPTIONAL TO JOIN.

The projects,activities,and sports.

I like the way the school colors are.

THAT ALL MY FRIENDS ARE THEY TO SUPPORT ME

THE PE ROOM

That the teachers are fair with the students.

it lunch food.

The best about the school is learning

What I like the best about our school is that the rules are fair and the teachers are really nice. They all encourage us on learning different kinds of stuff. I also like it because my friend and classmates help you whenever you needed help from them.

well i like is the people here. I made new friends

The teachers are nice and help a lot with homework.

teachers treat us fairly and are good influences

I LIKE PE AND IT IS FUN AND HELPS YOU OUT WETH YOU PROBLEMS
WETH YOUR BODY

stop violence

I like the lunch time we get to have for hanging with our friends.I like the p.e. too because we get a lot of time to talk and play games.The school is good.

the teachers trust us more in middle school than in elementary school

the most thing i like about school is P.E.

I like in math because my teather is fun and pe we have fun because bashedball and football.

i like P.E. the best

HOW IT HAS HIGH EDUCATION, THE CARRER HELP ALOT TO

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how the staff respects you and how nice they are with you.

I DONT KNOW.

My friends and the learning that my teachers give me. ALSo we have all these different club , sports,and they let the kids dance with a stereo after school.

i like the lunches but they need to be a little bigger and we need more verity

SPICY CHICKEN SANDWICH

Spicy chickens and sports.

Biology class.

What I like best about my school is my friends.

elective classes

I like the learning environment at our school. It's very quiet and we get much more done.

The fun activities and the teachers

The teachers treat all students fairly.

Its a freindly school.

I like that it's gated everywhere so we're safe and i like how there are a lot of after school activities and stuff.

the food and the kids and activity

Most of the teachers are nice

The staff members are friendly and the students get along.

the computers

Nothing... it all sucks. WELL, i like lunch to hang out with friends, other then that after school things like musicals. But, mostly nothing.

nothing

umm i dont know !!!

friends

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i like the electives they have at this school

ALL OF THE THINGS THAT WE LEARN

i like the fact that there are nice teachers at our school.also that there are fun activities to do like music class.

I like all of the electives that they offer and all the books they provide in the library.

Electives such as orchestra, culinary arts, journalism, and theatrical arts.

well we open to all have time to talk and get active during lunch

i mostly like the advanced classes that i have because they get me prepared for things in the future.

breaks

the activities and opporunities the school gives us

When you have the question,You can ask the teacher every times.They will explain all the question./Teachers.

it gives you alot of help in homework and classwork

the activities

lunch

I like my friends and my teachers bacause they support me when I need it

What I like best is that my teachers acknowledge me when I do something good.

lunch and freetime

The thing I like best about my school is that I have a strong opportunity to learn all my needs and expectations to go to the eighth grade successfully.

i like pe thats the best

the music program, PE, and half of the kids/teachers are nice

I like our teachers and how they support us.

i like the sports the most

that theres lunch

I like music.

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the best thing at the school is the teachers

What I like best about our school is that my teachers are willing to help me with work when I need help

Its close to my house

The performance and art classes provided

I like seeing my close friends and a few of my favorite classes.

i like that their is no uniform.

I like the different varities of clubs at our school.

I like that it is an open campus. The landscape is enjoyable.

Being with friends

Nothing much, its boring in general but can be fun at some times, mainly groups projects and such

i like that we have alot of choices in activities such as theatre, art, music etc

I am able to see my friend s at school, also some of my teachers i like to see at school because they can give the help that is needed for me to succeed.

What I like best about my school is that it is filled with multicultural students.

The best part about school is lunch and being able to see my friends. I can honestly say i only look forward to a couple of classes.

The teachers are all fun and make the learning process more enjoyable and easier.

select teachers, select courses offered.

I like that I get to see my friends at school. Not all but some of the teachers are actually really helpful in helping me learn.

the sports i get to particate in and being able to see my friends everyday.

I like the football program

There are many things you can do there.

I like the sports and that I get to see my friends.

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THAT ITS NOT LIKE RICHMOND.. AND THE SECURITY IS FAR BETTER. THE

ON CAMPUS POLICE KEEP MOST STUDENTS IN CHECK PLUS SIGHT
SUPERVISORS WHO MONITOR THE CAMPUS. THE TEACHERS ARE OKAY
TOO

.

learning

I like the football program!

i like the small freedom we have

I LIKE THEY SPORTS TEAMS

nothing

I like that our school is very interested in motivating us to be prepared for college.

MY ART TEACHER

The Learning Experience

I like that we have strong security at our school. But being honest that is the only
thing that I like, there is no other "things I like" because this school doesnt give
me the opprotunities I need to seccueeed as a scoholar and to achieve my goals.

The sports

i have friends that hangout with me everyday

What I like best about my school is that there are a lot of caring people around
me. Another thing I also like from our school is that we vary in ethnicity and I like
meeting new races.

That it has many extra curricular activities. such as sports, and clubs.

my english class U RoCK Ms Jones!!!!!!

MOST OF THE TEACHERS ARE NICE

Friends, because they make my days at school, without them, I would change
schools.

i like the students here they are very nice

not homework.

it as different kinds of people and different races, which doesnt make you feel
alone

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the activities

environment

that school ids fun and i learn each day

I like most about our school is that most of the people are nice and not rude.

what i like best about my school is that it has some staff that cares about the children.

I like that I can learn something new everyday.

I like how we can talk to the office about our problems. The teachers also help us when we need to talk to them. I also like how I can talk to my friends and we don't have a hallway.

What I like most about my school is how easily I can get to all my classes.

I like the teachers.

i like the we have working computers

What i like best about our school is the library. i also feel that the teachers were chosen well.

I like how our school has a very diverse community and how we have a nice assembly every once in a while

the orchestra

The way it works.

afterschool activities

I like how my school has electives such as, art, drama, music etc.

I love cheering for the school.My friends and I enjoy having classes together.The school is social when it comes to the students. It is very fun.

the sports but there is some problems.

the teacers. the students

I like best of my school is my teachers

Most teachers and people I meet.

the thing i like most is my friends.

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That we have an orchestra because not many schools have a string class.

I can learn about many things with different types of teachers.

what i like best about our school is we can always depend on people at our school if we have a problem.

being with my friends

the teachers and the students that attend to this school.

I like best in ower school is the great people.

Socializing with friends and Nice teacher

math and pe

the electives

getting to see freinds and knowing that im learning

Honestly the best thing I like about the school is to see my friends. But in educational terms I couldn't think of much other than it has basic learning.

i like the basketaball team. the girls league./ inncluding all of the sports.

I like the people in it like my friends and some of the teachers.

the girls middle school basketball team since i play on it thats really all i can relate to besides coming to school and just having to learn.

School colors.

The diversity

The diversity in our school helps make everyone feel more at ease. Most of the classes provided offer a variety of choices that gives each student somewhat of a ideal plan for their education.

The school itself.

the courses given.

What I like most about the school is the size and closeness of the people in the school. It is a decent size school but small enough so most people know each other will enough.

Some of the teachers care, such as Ms.Janet Headington, Mr.Micheal Taylor, and Ms. Natasha Mar

All of the different classes for electives.

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What I like most about my school is that I am able to take all the classes I want in order to get a good education. I also receive assistance from SOME of my teacher to help me improve.

Sports activities.

The dance room, and teacher

I like the fact that most of the people that I attend classes with, I know from previous years at Hercules.

Rallies

that is there somebody to talk to when you are in need of help and when you got family trouble.

I like that my school is diverse and you have a good amount of opportunities

What I like best about our school is the competitive atmosphere in AP classes and the overall average safe friendly environment in the socialness of the school, as well as the staff.

The thing I like best about my school is the quality of the education. I'm proud to say that academically, we have the best school in the district.

I like that the buildings are outdoors and we can get fresh air between classes and are not stuck in a building all day. I have some very supportive teachers

The fact that it is very easy to get a club going, and the only challenge is to get it going

That I get out at 3:21 so I can go home.

Seeing my friends and having a few great teachers.

What I like best about my school is the learning opportunities that it provides for me and also the friends that I made here in Hercules Middle/High school.

In my school I like the fact that my counselors are most of the time there, when I needed to switch my schedule they gave me good advice about what I should do.

I also like that we have pretty good resources book wise.

honestly, I only like about 6 teachers at this entire school. Every other staff or teacher play favorites or literally over reacts about everything. Nothing about this school is that great.

Nothing

EDUCATION.

i like the gym teachers who teach here

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I like how there are opportunities given to those who want it. There are a few, although not many, AP courses offered to us. Certain groups of people here are also very friendly.

The PE teachers

there are so much to learn the right things

there is barely fights, foods, some teachers are really understanding and caringg.

we have some great activities

the surroudnings

what i like most at this school is the sports and P.E.

NOTHIN

My three favorite staff members, Mr.McAdams, Ms.Williams, and Ms.Krystic.

my cafeteria

freinds

There are good teachers and the cafeteria food is pretty good.

What I like best about my school is that some teachers help me after school. Also some teachers give me extra credit or help me review my work if I am failing.

nothing.

The Government/Econ class

I like the AP courses at our school and the teachers who teach them. They really apply us to do our best. I also like the extracurricular activities around here.

The outside eating place

What i like best about my school is the hight quality ap courses that i take.

student-friendly teachers

Our school is diverse and very up to date on most things.

The thing I like best about my school is the fact that everything is fair and sustained amongst students. Our school is aimed at success, the school has done that for us. The only difficult concept that give to us is that they fail to motivate us in any unique kind of way that will benefit our futures.

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i like that at my school i can get a good education, without worrying about things that i shouldnt worry about at school

The camaraderie I have with some of my teachers.

What that I like the best of my school is that the Teachers (well my Teachers) help me with work that I sometimes dont understand or that I really dont understand.

Want I like best about my school is are the AP classes that they offer to prepare us for college.

I like some of the teacher I've had, the activities we have, and the environment.

I like how our school population is very diverse. We have students of all different races. Another advantage about our school is having the middle and high schools connected to each other. Because of this, I was able to take Geometry in the 8th grade simply by walking over to the high school side. This improved the quality of my education.

Certain teachers at the school are people who have helped me improve in my academic life.

The sports programs are appreciated and everyone supports us.

Most of the school staff are friendly and share interests with the students. There is a good sense of connection between them.

My teachers are nice and they teach me everything im required to learn.

The counselors

Its a diverse school where students are encouraged to learn and grow to an adult

lunch

The diversity. Many great teachers who work well with students.

i dont really like my school. i dont enjoy being here and i look forward to not having to be a student anymore.

The campus

the football games

i like that they have teacher cadet classes here

I like the ROP classes because they help one expand their learning beyond books and history, they use their knowledge to reach goals.

The teachers give a positive attitude towards students and encourage us to do better.

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My teachers

i like te music

Its Really Open To Breathe Fresh Air , Instead of Indoors School dance production?

My history teacher Mr. corray.

FRIENDS. The time we have to hang out and stuff, like passing period and lunch. When we do activities that are in groups with friends and some stuff where the students actually have a somewhat a good time.

i like how the teacher teach us fairly and how they each us alot in just 45 or an hour

My friends and familys help me out through situations and problems when i get stuck.

I like best about my school is that the kids that go here and the sitesupervisers my friends cool and some of the site supervisor are cool to talk to the way teachers care about us and try to make our school safe

It helps keep me safe, teaches new stuff to me everyday, and gives me a big part of my life nd my educationsl life on what to do with the rest of it.

The teachers are good and the library provides many books.

The out-door environment and its library with books and art.

I like that we have a music program.. I also like that we have advanced classes so that we can learn more since were inn advanced classes we go faster.. I also like that we have some teachers that are like friends to us.. They actually listen to us so that makes us feel more comfortable with themm...

Physical Education

that it is an open ground school. and CERTAIN teachers that actually put effort into their jobs and make students feel comfortable.

I like how students can get help when needed. I also like the activities, such as Dance, Theatre, and others.

I like most of the things that we get to do at are school like the library,P.E.,and fun things like that at this school.

I like that we could wear free dress.There is huge libary that I could study and learn about new things.The teachers are awesome they always help you and always keep you postive about your school work.For your classes I like it when

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the students could choose the kind of class they want.This school is never a problem with me,there are always fun things going around in the school.When you eat at the lunch room there are always good things there and it is awesome.No affense but the elemantry is little bit nasty.ALso you could pick any elective that you would like.

my friends and maybe some of the teachers but some are realllly bad and no one likes them also like the dance classs but now its gone so i really cant like it now can I?also when we do volley ball its very fun

I like the safety we are offered with lanyards. I espeically like the teachers and their way of letting students be a part of the schoolwork. Teachers are very supportive. More supportive than the administration.

I like how all the teachers treat all students fairly.

ummm. the spirit

The skate spots.

honestly ii kiinda dont liike iit that much

Teacher cadet and calculus

I really enjoy the diversity that Hercules High provides. I've met students of various different races, ethnicities, and religions.

I like some of the teachers, most that I have had in the past & the theatre.

I like the social aspect of school the most. In fact, it is the main reason why I like going to school. Otherwise, I don't believe I would look forward to it.

What I like about my school is the education we are able to recieve & how we always have somebody to talk to at school about anything & how the teachers & staff be concerned about us!!

well I like the Library most about our school

that i like to be with friends and play sports like soccer,football and basketball

what i like the best is the libary

playing sports

I like that it is a nice environment to learn in. They make kids feel safe at school.

the fact that we have electives

wht i like the best aout our school is the inviroment

What I like best about my school is how our teachers treat every student the way they are suppose to instead of letting them off the hook and giving them a good grade or letting them to not to do anything.

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The only thing I like about my school is the fact that it's a place where you get to hang with your friends. Since you attend school five days a week, you're subjected to a positive environment and surrounded by friends most of the time. In my experience, I don't like coming to school overall, but seeing friends is enough to cancel all that out. I'm not a drug addict or anything but for some who are, they are able to seek help at my school's student services office. The

teachers are also helpful and kind to every student equally, but sometimes a little over the edge when it comes to punishments.

The classes that they offer at the school. There are some fun classes but also some boring ones. We have guitar classes.

The one thing i like most at our school is we have sports teams and the student can hangout at the games, But recently our freshman team was cut and the coaches are always doing favorites just like the teachers. I like the clubs that we have at this school and SOME of the staff is cool

i like the athletics department at hercules high. they have a highly dedicated athletics director that is willing to set high expectations for his players. another thing i would like to add is that the dances and school activities held by our peers are doing a great job. we just need to have a more organized core.

three of my teachers and my friends

I like best in our school is the electives.

I like the elective classes best.

The thing I like best at school is that i have a chance to meet new people, and see new things and learn-so that i am able to attend a good college and make good money.

We get to play learning games with other students. We also have a long lunchtime. Some nice teachers like Ms. Bernhardt they have some teachers that actually care about the students needs and what students should do about their lives and some teachers/staff members help with students.

What do you like least about your school?

I DISLIKE SOME OF THE TACHERS AND STAFF MEMBERS.

Gum on the floor(ew.. nasty). Sitting on the floor in the gym(put covers on the floor).

I like least about the school is the lunch room

HOW WE HAVE SUCH LTTLE TIME TO TALK TO OUR FRIENDS

SOME TEACHERS

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That people steal steal from student's lockers.

It does not have a roof to cover us from rain.

is help me learn what i need to learn

What I don't like about our school is that we don't get to pick what elective class we want to go to. Also, I don't like it when we have to have a past whenever we have to go out of class. Lastly, I don' really like it when we all can't eat outside.

some of the teachers. i dislike my science teacher

we don't have any field trips to learn more about what we are learning about.

Waking up early in the morning

THE WAY THE TEACHERS TREAT US

books are not in good shape

I don't like the math teacher I have because he is always picks on me.he always blame the noises on me when another person makes them.The school is good.

the teachers that waist there time dealing with the distrutive students rather than the students that actually want to learn

i dont like scince.

I least in history beacause he is not cool with me I one to go to toghter class teather?

i like science the least

SOME OF THE RULES

how we dont have a roof so wen it rains we get wet nd all our stuff does to.

some of the teachers don't teach good.

how sometimes you can get in trouble by going to the middleschool side after shool is over.

the teachers because they dont grade fairly

EVERYTHING

some teachers,lunch food,the fact that they dont have hall ways;everything is open.

The Bathroom's

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People who think they are cool but not really but that annoys me.

nothing

The only thing I dislike about the school is the bathroom. It can be sometimes really filthy in there.

How it is all outdoors and it is very strict.

The lockers are too far from most of students' classes.

Classes get a little boring sometimes. Teachers make us do a little busy work sometimes.

I don't like how there are some bad kids, and some of the teachers are not very nice.

the messy lunch room

The computers are outdated, Some parts of the school are dirty and vandalized
Sometimes I don't feel safe at the school.

the messy lunch room

EVERYTHING! Homework, teachers, staff, principal.

drama

people behave

strict rules

having to take booktests

that there's no soda dispenser. the bathrooms smell horrible. the pizza is burnt
and messed up. many teachers are very mean. there are fights at the school
verbally and physically. the food is overpriced like
water, gatorade, chips, brownies, and the main meal

I dislike how you can't eat or drink outside of the cafeteria or else you would get
in trouble.

What I like the least about this school is students who bully other kids and
thinking that it is ok when it is unacceptable. Also, teachers that grade students
unfairly and that accuses other students.

our teacher are mean and we deserve better and the bathroom stink so it is impossible to use. and we need more healthy and lean food in the cafeteria not the same old greasy stuff from the day before and that unhealthy stuff is way overpriced also there drink. they are good but they cost to much. we need higher quality food

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The think i like least would be the big classes full of students.

history teacher

the rules

After every class's times is too short,just only five minutes.Sometimes we can't make sure about the knowledge.Just only like that.

Food.

that we can not eat outside and use electronics in class

homework and the lunch

the homework

I don't like that sometimes my school can't afford things that we need for our education

What I do not like about my school is that some place are really dirty.

that you can't go to the highschool side

The least thing I don't like about my school is the time limit we have during passing period because I always seem to be a little tardie to some classes.

nothing

there are alot of fights and bullies and some of the teachers dont like certain periods

I hate the racism.

i do not know

the bathrooms

I don't like how passing period is only 5 minutes.

the cold class rooms

What I least like about our school is the climate outside

Everything

The administration

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I dislike the unsanitary restrooms and eating area. I also dislike some of the rude students, and also the unhelpful teachers that don't really teach students thoroughly.

i don't like that we have separate lunches and i don't like some of my teachers. i also don't like that we don't have off campus lunch.

I don't like how sometimes the faculty make the decisions on some events that are for the students.

The unclear policies and administrators.

Our activities aren't as fun compared with other schools. Our Administrations don't really listen or pay that much attention with our Dance Production group.

The hours, the small amount of time for lunch

i don't like that some of the teachers are unfair

i do not like the lack of communication at our school between the staff and student body. There have been incidents where not everybody cooperated in an orderly conduct due to this problem. It should be improved.

What I like least about my school is the way counselors or vice principal keep switching. Some students never get to know the counselor or vice principal.

I hate our administration. They don't care about the student body, but what they don't realize is without the student body, they wouldn't be here nor they wouldn't have a job. Recently we were told a lie that our school rally's were traditionally done in a field. But every senior, and teachers said every year it's been done in the gymnasium. And because of us raising our voice, the rally got canceled. The administration is awful.

The gym locker rooms for both the boys and girls is too small. I want enough room to be able to not accidentally hit someone else when I'm changing. Also i

would like there to be halls so when i have to get from one class to another, i wont get wet. At least some overhangs that guides a student to their class dryly. And i also dont want to lockers to be behind a gate and locked, as well as the lockers being in the halls as well. So the lockers and the stuff in them would remain dry.

noticeable minor hostility with administrators, and teachers. some teachers do not create friendly environments for their students, and some pile on work as if their class was more important than all the others, a student is taking, therefore burdening the student.

A lot of the teachers are unprepared. I think that the school hires teachers that know the material but DON'T know how to get it across to students. Then they expect you to know the material. This makes it somewhat impossible to get an "A" or the grades you want when you have to teach yourself. Aside from the learning environment, we have very little school spirit or school activities. If we do they are very unorganized.

That this school is all open. There is no where to go when its raining besides the cafeteria which is usually always crowded or a teachers class which is always crowded too.

the rules they are to strick for us

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It's underfunded and has limited programs.

I don't like that its outdoors. We should have hallways. That would help a lot for rainy days.

I DONT LIKE THE HOW THE TEACHERS DONT NECCESARILY TRY THERE BEST TO HELP INDIVIDUALLY THEY SORTA JUST TEACH GIVE WORK AND YOU DONT WANT TO ASK FOR HELP BECAUSE YOU KNOW YOU WONT GET WHAT UR ASKING FOR. AND HOW YOU CANT USE ELECTRONICS DURING LUNCH OR PASSING PERIOD. ITS NOT HURTING ANYBODY.

Some of the rules.

equipments

I don't like the fact that there isn't enough African Americans at Hercules Middle/High School

it being outside

ITS BORING SOMETIMES

id's you should be able to put it where ever you want as long as you have it i

don't like things around my neck

THERE ARE NO FUN ACTIVITIES

Some of the staff members can be hard to deal with, like principals, and some teachers, and security

I don't like the fact that it's overprotective.

What I don't like about this school is that they only focus on certain students. If they think that if you are a great student then they will help you achieve in everything, but if not then they don't help you become a better student all together.

expierd milk!!!! (like seriously)

smokin drugs bullies and lunch ladies

What I like least about my school is that the teachers and staff members can sometimes be ruse. I completely understand that they are only trying to help us but there are some teachers that are very unfair and they don't listen to anything we, as a student, have to say.

that some teachers just tell you to do something but they don't show you how to do it.

the grimy lunches

I DO NOT REACH MY FULL POTENTIAL HERE

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Math teachers, like Algebra, it's hard to learn, they go too fast. They need to teach us slower, and go over it with us. Also counselors, I don't feel like I can go to them. Like they can't be trusted.

the drama

homework

how its not that clean and there is not health lunches

some classes.

education

I don't like the fact that sometimes the bathrooms can get really disgusting

I least likely to hate at my school is rude and "cool" people at school.

it is very messy and filthy. It needs new principals and vice principals and counselors.

I don't like how some people at our school trash everything and ruin thing like text books and other school supplies even though they know it's wrong.

You have to turn in a slip to talk to your counsler. You have to wait a really long time to talk to the counsler too. Sometimes they never accept you. Also our lunch is very short. It is only forty minutes.

What I like least about my school is the problems at the lockers. Sometimes they aren't open before school and other times they aren't open long enough at lunch.

I don't like how it is an outdoor school.

what i like least about this school is that they dont have anyone who really listens to you teachers get to upset that one of our bathroom stalls is missing a door that it is so dirty that the soap in the bathroom doesnt work so how do i know that the staff has clean hands

what i like least about the school is the lunches and rules. some rules are unreasonable.

I feel like our school is missing out on G.A.T.E. programs. I've heard schools in other districts have a lot of special G.A.T.E. programs.

the teachers

That its a outside school

not having enough money to buy the new things the school needs

I don't like how my school is modeled. I would like my school a little bit better, if it were an inside school.

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The bathrooms and the food quality. No offense, but it sucks! The students should have more activities, though.

that middle schoolers cant play sports.

you cant eat outside of the cafeteria

the least about my school is that i have to study math

Those odors in the air.

the school lunches are horrible.

That you are not able to eat outside and our passing period time.

I would have to say the gates because why do we have them?

what i lest like is the teachers are ok.

no skateboards

short passing period, can't eat outside, and harsh rules.

I hate the school lunch.

Short passing periods and lots of homework

ids

the class sizes

theres not much variety in the cafeteria food and thers toomany students in a classroom

The school's lack of teachers and equipment. For example up-to-date computers or lab tools like hot plates or microscopes. Basically it's the school's budget.

i do not like most of my teachers. they can be very rude and unfair. but at times they can be nice. and the girls locker room. we need way more space. and we also need bigger lockers.

I dislike how the school looks it makes me feel like im in jail,especially the gated locker room;because they dont open them when you want to.

the way they treat people the counslers are mean they just handle decisions without even thinking about them first half the people at this school get referrals for no reason then they get suspended or detention thats crazy to me.

The jail-like feel to the school.

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The beyond dirty bathrooms

Student opinions are not always taken in by the school staff and admin. Also, students that make accomplishments in certain fields do not get as much recognition as they deserve.

Its school.

Some of the food taste old.

What I like least about my school is some of the students who do not care about school. They force some of the teachers to take some time with them thus depriving time for people that actually care and need the teachers' time.

The way the rest of the teacher's treat us (the students).

When they locked up the bathrooms and they don't open the lockers all the time.

A lot of the teachers are unfair in their grading system, also that students are not always provided with the necessary tools to learn. (For example updated books)

The 2 different lunch periods.

The teachers and people

I am strongly dissatisfied with the administration at Hercules. The administration here does not appreciate the opinion, rights, or ideas of anyone that does not hold a position of power.

taking test

that is not safe at all any students can come on the campus from any school and they would not know.

I dislike how some of the administration can be a tad bit hostile about the concerns of students and they look for easy solutions that affect the whole student body in a negative way instead of handling problems correctly

What I hate about our school lies within our AP courses. One teacher of mine is not apparent and to the ideal best teacher who can prepare us for the AP US History Exam. She doesn't provide a solid basis of learning for the actual test at the end. This is mostly what I dislike about our school. Another big problem is the atmosphere. We are not allowed to go beyond what the student body wants

to perform, such as student events and we do not have a sense of pride at HHS, only just rules and regulations. Pride lacks at HHS as well as a solid counseling structure. At other schools, counselors actually check up on students to see how they're doing in their classes and they actually care. Though our counselors are average, i wish for them to do more.

What I like least about this school is that there is no student voice. Students are not motivated by just teachers and peers. Sometimes it takes student events and fun things to give them an extra push. Since students have no voice, these events can not be planned and are shut down when tried for.

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there is a lot of drama and i can sense some tension between leadership and our admin

The fact that students opinions are often oppressed

The students.

The administration are unjust and they don't care about the students.

i dont like, the fact that they never open the lockers anymore ! i dont like the fact that most of my teachers dont care. i am more willing to do my work when a teacher acts like they care if i pass.

Everything. I hate how staff thinks they are helping when they aren't. I hate how they let people slide because they like the student. I hate how there is gates around school when they DON'T do anything. I hate how we can't wear leggings because staff and everyone else sees us wearing it all the time outside of school. If a student is distracted; it is NOT because of how people dress. If a student is dumb, dressing a certain way won't make someone smarter. Lanyards are hella dumb. i dont get why we always have to wear it. IF WE DONT GO HERE, then why would we be here?! seriously, staff takes that way to seriously for no reason. Common sense people. The police that they have on campus? what is that for? not like people bring guns and stuff. Just wasting your money on stupid stuff that we dont need.

Everything for example: we have to different lunch periods, were not allowed to wear hats, and classes are very long.

A LOT OF THINGS. TOO MANY TO COUNT.

i least like the reason why we can't use phones

What I least like about my school is during my lunch period, there are many sea gulls all around campus.

I dislike certain teachers and students at this school. Sometimes I feel like some teachers don't even know the material they are trying to teach, although this is a small minority. Many teachers here are great at doing what they do more than just assign classwork and homework, such as giving up their weekends to lecture us on a subject. I dislike how the staff handles things, especially with the new budget cuts. Some of our teachers don't even have the book that matches with the tests. I also dislike how the staff close the bathrooms. Although this is out of necessity because of drug abuse and other prohibited activity, it is frustrating that the majority of the students must suffer for the wrongdoing of a small minority. We also have pointless rules that the school enact, such as the banishment of sweatpants because they are apparently detrimental to our education. Also, if other schools can use iPods and cell phones during lunch, why can't we? In our planner it states that schools EXCEPT HMHS can use their electronical devices during lunchtime. Although it's definetely getting better here at HMHS since our new principle came, there is still more that can be improved.

Some non caring teachers and the pincipals

it was great

some teachers dont care about you, they wont switch you out with a different teacher.. hard to switch out of your classes, rallys are sometimes boring.

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That there's not enough activities. the staff keeps the lockers closed there ALWAYS late opening the lockers. The BATHROOMS ARE VERY DIRTY with no enough supplies

that we have 2 separate lunches. some people here
what i hate most about this school is english and the food.

EVERY1

That it's in the middle of nowhere and that its an outside school.

our basketball court

homework

I'm not sure if the adults have noticed, but about 90% of the people in the school
curse and make inappropriate jokes. It gets annoying.

I think some teachers are mean, unfair to students and yell at them angrily.

everything. ESPECIALLY THE DISEASE RIDDEN, FILTHY BATHROOMS.

The lack of good teachers

The administration is sometimes a little difficult to communicate with. Teachers
and students often find it hard to get their opinions/thoughts/feedback through the
admin.

The school gate that surrounds the entire school

What i like least about my school is the fact that the student voice is rarely heard
and some students receive unequal treatment. For example, some students get
away with things that others don't get away with on a daily basis.

supervisors unaware/uncaring of some school rules

Lack of area, overcrowded classrooms, small locker rooms, split lunches, needs
better food, needs more teachers

The thing I like least about my school is the fact the administration is unfair and
hardly considers the choice of the students. We give our voice, and we are often
ignored. The only difficult concept that give to us is that they fail to motivate us in
any unique kind of way that will benefit our futures. We need inspiration of some
sort, and they fail to give it to the students that don't want to learn.

The rules at the school, for an example, people cant not wear hats.

The main administration is not very good at listening to students' needs or
opinions.

Well I like everything about my school so far, I dont see anything wrong with my

school.

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What I like least about are school is that sometimes students do not have a say on some events.

I don't like that it's outdoors.

The least thing that I like are the school activities such as rallies and the school admin. for not listening to what the student/leadership class want out of the experience or activity that is being approved. Also the restrictions on certain activities such as Prom etc.

I dislike the fact that even though the school is strongly oppose people cutting class, that I see a lot of people outside and the security people aren't doing anything.

There is no spirit, the teachers/(sometimes) staff treat us differently than we treat them, drug use/alcohol is a problem, academics aren't taken seriously.

Sometimes teachers do not have enough command over their students. There are students who try to cooperate with such rowdy students, but are unable to because the teacher does very little to control the other section of the class.

Some of the administration. They don't listen to what we have to say.

The lack of school supplies

The long periods and the food.

homework

Students' opinions are considered, however we feel we have no power affecting the choices made.

the office.

The lack of electives

the lunches

i hate how the staff and administration discriminates against us student and even some teachers students favor

The administration is very strict about school events such as dances and rallies

which makes it difficult to show school spirit. Some of the dress codes are unnecessary. Before, straps on tops had to be two fingers thick, now, we cannot show our shoulders at all. With the raising heat in the summer, having our shoulders covered and having to wear shorts that cover our knees are unnecessary rules. Shorts and skirts should reach one's finger tips and tube tops aren't appropriate, but extending the dress code isn't fair and isn't what rules were three years ago.

The strict security measures and over the top rules and codes of conduct.

there are too many students in my classes

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bullies

i don't like some of the food here

The Gum's on the floor, The Chip bags on the floor, and the dog poo

What i dont like least about are school is that the food tastes old and nasty

Some of the projects my teachers give dont make much sense, or sometimes i

need more time on them that i dont get. Another thing is that my history teacher is SO

boring. i cant handle it and i think she hates me because of the way she treats me sometimes.

maybe its for my own good, but i greatly doubt that. i also dont like how some teachers can have favorites in my opinion or when they are hating on a certain student. i just dont think its fair for that particular student.

what i hate is how we get detention and how some teachers dont beleive some students lost thier paper

There are drug addictions and sex occured in our school. People pop pills and get high and also people bring weapons. Its kindof scary but we have cops and it looks even worst.

I like the least is the teachers because they get mad at us just because they had a bad day

i hate how the teachers are so unorganized many of my teachers play sides.

Some of my teachers talk way to much. Some teachers dont every give us good learning skills. I dont like the vp's or consulers because of the bad rules they give

us and they never take their time to offer us with help. I also do not liek the way this school was structurly designed.

the bullies and threats and drugs

That their food doesnt hold alot of vitamins, and that they need more fruits and vegetables at lunch. And in breakfst i think they need something like oatmeal or quacker. And most importantly, they need to stop these young kids from drugs,smoking,robbing,stealing,bad behavior,and harrasment or sexually abuse younger kids.

Some kids who mess with other people's property or life and when it is raining or cold and windy outside, the P.E. Suits make me feel cold when out-side.

In middle school we should have more sports like soccer and volleyball. They have a lot of sports in high school and I think that we should have sports in middle school. We do have basketball but since I dont like basketball, I dont play.. We should have sports have sports that everyone likes so that we can stay fit and also have fun.. Sports also look good on college applications and thats why we should have more sports.. Some teacher dont treat us all fairly.. They have favorites and I think that its not really fair to the other people..

Homework

students are barely allowed to choose activities to participate in. Our middle school side do not have many sports or teams that we can sign up for. The yard duties aren't being fair because they let the lockers open for only about 3 minutes and then kick us out for no reason, and because we aren't doing anything wrong

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at all. The principle and others think students are not allowed to hug or do anything, i think students should at least be able to do some things. students are not even allowed to drink water on campus, and we have to step into the cafeteria to drink water. water does not attract birds or seagulls. so we should have approval to drink at least water outside.

I kind of don't like how some students don't follow the rules and it leadgets

people in trouble.

What I like the least is the kids that are bullies to the little kids.

I don't really like that sometimes there are projects almost every month. About you can't wear beanie hats or hoods. What if there is a cold day and you want to wear a beanie on your head to keep your ears warm and other things.

The teachers—some of the workers in the office are very mean to you and sometimes to your parents and also you can be failing in our classes and teachers don't say anything.

I don't like how some of our administration does not allow us to follow through with school activities. I feel as if sometimes the administration just backs out on activities just to save the trouble of doing them in the first place.

I do not like how the school bathrooms are small and there is only two bathrooms for the students. I also do not like how there is no hallways.

the RULES!!

That don't let you skate in or to school and some teachers don't do anything.

I think it doesn't have a GSA support group for gays and lesbians.

English

Our administration is quite disorganized and, to a large extent, is unwilling to cooperate with students. The administration has caused huge amounts of frustration among the student body. They seem to be indifferent to our opinions, and when we decide to speak out about it, I feel that they retaliate by threatening us. Once, for example, one of the staff members (I will not be specific as to who it is) almost canceled future senior events because we held a schoolwide silent protest. I felt disrespected because he/she never listened to us, and once we took action, he was angered.

I hate the huge brown fence all around the entire school. First, you guys "beautified" it and painted it and everything, then you slapped a huge fence making it look just like it used to look. LIKE A PRISON.

I don't care for the way our student body has absolutely no school spirit due to the strict rules and regulations set by the administration. We never get a chance to wiggle freely or breathe deep. It seems like nowadays there are restrictions for

everything at our school.

The least thing I like about my school is how sometimes things (like rules) aren't fair; & how sometimes we ask our counselors to switch out of our classes to go to a better one or to a one that we won't have as many difficulties with & they just ignore it!!! Also how no matter what the teachers or the staff are always RIGHT they don't care to REALLY listen to us the students!!

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Well I don't like some of our teachers in our school because it's not their attitude or personality it's that some are just not teaching us the materials that we need during our life or on some basic need on test like SAT or final exam also I don't like how teachers don't know how to grade our stuff and some teachers grade by how you look and stuff.

the least thing I like about my school is bullies

nothing

getting a referral

I least like is that they don't have any middle school sports. Such as soccer, many kids on the middle school side play soccer.

the fact that we can't eat outside

activities, opportunities, being sent home for little things,

The insanitary restrooms and the fact that some students even do inappropriate activities in there, so primarily the restroom isn't a very clean place to be. For example, the stalls that should be separating the boy's urinals are gone and it's just awkward doing your business in there. The door that leads to the cubicle with the sit-down toilet can't lock for some reason. The students sometimes walk in on each other in that toilet not knowing someone is in there and the fact that it just can't lock. There are also tags and human waste all over the walls at times, but rare.

What I like least about my school is the lack of staff members there are not walking around campus or in the lockers (inside and outside) to prevent stealing,

ditching, and the use of drugs. What I also don't like about the school is that the counslers are NEVER available to see the students when we are in the office; they are either too busy, at lunch, or out. But when I'm there, my counsler-MS.KRYSTEK- always tells me to come during lunch or after school, and when I do come she's never there!!

The way they set up the class periods and the way the lunches are seperated. How you cant listen to music and drink while in class. Having to wear and ID around your neck and not having the ability to put it in your pocket. Teachers doing favorite. Having to carry heavy books around in our backpacks. Having nothing to do if we forget our books.

I hate how not flexably the school staff IS. Also i dislike the way the yard supervisor have to have a rude attitude, and the levels of gossip thats have inprisined our school. The school colors and the "HUGE" fences make is seem as if i am a convict in prison.

i don't like some of the facilty because they use the act of favoritism. i dislike favoritism because they treat other students better than the rest. its highly unreasonable. everyone should be treated as an equal. for example the saying "treat others the way you want to be treated". that rule is not enforced enough. just the fact that teachers would be so devious and telling us to do whats right. but yet they disobey the rules. i thought both students and teachers were supposed to follow the rules. another thing is that teachers enforce the rule that students may not "cross dress". meaning that a female student can not come to school dressed like a male and that a male can not dress like a female. but what if that is the way the gender has been dressin for years in his/her life that would be disrespectful. if a male were gay, you wouldn't say go home and come back straight. students are treated unfairly. the rules say that we should all be treated as equals. but then the teachers do not show the equality.

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everything else

I like how it looks safe

I think this school has to much violence

I don't really like how there is drama going around, because sometime people get really involved in that, then you loose some of your closes friends. And then more drama will be created because you guy aren't friends anymore. And the other thing that I am concerned about is how we get in trouble because we come late, and won't be prepared for the next day. I am aware that it is highly suggested, but it isn't our fault. The lockers should be open at all times so we will become prepared for class the next day. So that we won't get detention or anything like that.

Sometimes the staff does not open the lockers or give little time to use them. Some teachers will not let us use the bathrooms when its an emergency. Also some teachers yell at students angrily and tell them to shut up. Teachers also seem to be racist to kids. Some teachers keep lexuring kids about how they act and not teach the subject they are supposed to and pretends to make fun of them.

well I really want to switch schools because of the nonsense that goes on at my school.some of the principals are very rude and mean.

What is one suggestion that you would like to offer to improve your school?

I WOULD LIKE TO OFFER THE IDEA OF BETTER SECURITY.

More supervisors and cameras around the school.

That we have more school activity's

MYBE THEY CAN HAVE 6TH GRADERS AND EIGHTH GRADERS AR THE SAME RECESS

SOME TEACHERS

Put up security cameras.

have a roof

i just want to learn must if i can

I would like to offer that we all can pick elective classes and can all pick teachers.

Last, I want to offer if we can go and eat outside not only inside.

The teachers to give more information to there students.

We should pick our classes.

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more security guards in our school if there is any problem in campus or off campus

TO HAVE TEACHERS THAT ARE NICE

more activities

I would like to get vending machines and a better lunch. I would like to be able to eat in class. If the lunch gets better than I will be happy more times at this school. The school is good.

letting us at least drink water outside. I mean you sell us the stuff, and the only time you want us to drink it is when we are in the cafeteria, sitting down.

more free time between classes.

I DON'T KNOW what to say

I would get tutoring or get help from my teacher

I DON'T KNOW

to make the school indoors.

better teachers

nothing

BETTER TEACHERS

BETTER COOKING

to have hallways, and better sports equipment.

Better food.

Have more teachers and classrooms.

nothing

One suggestion I would make is that our floors in our classrooms need to be rid of gum because it is disgusting.

Lockers to be better, Make it an indoor school because when it's the winter time it is going to be really cold. Not to have any portables.

To make my classes less boring.

I don't know.

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art classes

Less overcrowded classrooms.

more activitis

GLEE CLUB! better principals, to not put down different races and let theres get away with everything.

dont have messy people

always recycel and kip are campus clean

not make the rules very harsh

have more electives

THE CLASS SIZES

we could have better lunches,cheaper meals, cleaner bathrooms, and nice teachers.

One suggestion I would like to give to the school is to trust the students a little bit more and give them some more priveleges at school.

If our school board wants suggestions to make this school a better learning facility. Then i suggest that our school grounds are to be cleaned and to create a better learning strategies for the teachers.

we could have lunger lunches and nice teachers. and dances on Thursday instead of Fridays(the worlds most busiest day). and our music department cold have middle school singers too, and play newer music

They need more teachers so classes are not so full.

some better teachers

get better teachers

better study projects.

more electronics

more school lunches, minimum day on mondays, and more breaks

make better clubs and extra activities

school supplies like pencils,paper,notebooks etc.

I think if there was more cleanliness.

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can go to the highschoolside

I have a suggestion about the food I think they should serve something different every friday because sometimes the food they serve get tiring of having.

free play

more lunches, and tables, least bullies, more suspensions, more money for the 6th grade music boosters, no ests every 3 days, and a bigger library. ESPECIALLY: LESS STUDENTS IN THE CLASSROOMS BECAUSE ALL OF US CANT LEARN ALL AT ONCE sorry for putting more than 1 but my opinion counts too

I think more security.

have a middle school football team

clean bathrooms

I would add more minutes to passing period.

a bigger lockerroom

One suggestion that I would like to offer to improve this school is a larger locker room and less students in each class

Fire All Incompetent Teachers

I would suggest cleaner restrooms and facilities, and new activities.

to allow off campus lunch, combining lunches, letting us use electronics, and to let us have more rallies more school activities.

I think that we should have an equal say in school events.

More classes available so there will be no overflow in the beginning of the year.

More supplies for teachers because they constantly complain about how much they don't have. Printers and ink are needed.

Listen to what our students have to say. Get more involved and have more fun activities and events here at HHS

More activities. We haven't had a single field trip since the 4th grade

i suggest that some of the teachers loosen up and make it more fun for students

to learn

i would like to improve the way all the student body and staff interact with each other. Plenty of students do have issues with the staff and also other parts of the student body so this would be benefit everybody.

One suggestion that I would like to offer to improve my school is to clean the enitre school ground to make it more clean and representable.

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For administration to listen and be understanding, and caring. Every time I walk into the office its more of a mission to try and get me out rather than to help. Most of it is number 42. I also would like to have another gym, even if it has to be a small of. Just an extra gym that is as big as a average sized basketball court with not beachers.

ask for student input A LOT more than you do. School is for students, therefore it makes sense that their input should be included, if not emphasized.

I think that teachers should be more prepared and better teachers should be hired. Aside from that the admisistration should support the school activities more.

hallways, and having more security on campus

let kids listen to ipods in class only when we are taking test and doing group projects

More ways to raise money.

I would suggest that we could have off campus lunch.

ELECTRONIC DEVICES ARE NOT THAT BAD. MOSTLY THE PROBLEM IS THAT THEY ARE GETTING STOLEN OR THEY'RE INTERFERING WITH WORK. BUT IN PASSING PERIOD ITS NOT BOTHERING ANYONE. AND REALLY MOST PEOPLE USE IPODS AND TEXT ETC. DURING LUNCH ANY WAY AND ITS OBVIOUSLY NOT A PROBLEM. HERCULES HIGH SCHOOL GIVES STUDENTS BARELY ANY RIGHTS JUST TO LEARN AND PEOPLE ARENT EVEN TRYING TO LEARN IN THE FIRST PLACE IF THEY GET AT

LEAST ONE THING THEY MIGHT LIKE THEN WELL PROBABLY BE MORE INTERESTED IN GOING TO SCHOOL AND ENJOYING LEARNING NOT BEING IN A BORING CLASS. ITS '10 AND A LOT OF THINGS NEED TO CHANGE .

.

none

Get a lacross team, more Black students, and better teachers.

a block schduale

I DONT KNOW YET

nothing

MORE ACTIVITIES

Bring Newer Technology, because right now we have crap, let students walk without bein harassed by a teach,or etc

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One suggestion i would give to improve this school is to make us more motivated to achieve.

I think this school could improve alot if they had some better classes if they had clsses that were appealing to the students, then they might actually want to come to school and get an education for themselves, so what im saying is that they don't have a wide range of classes and this is not good because this won't show the students what they can and cant do.This school is giving the students a limit by not having more of a variety of classes.

to have classes that want u to come to school to learn

to let everyone play sports and to have an education

One suggestion that I would like to offer to my school is that we should have more assemblies and more school activites that require a whole group of classmates to do.

That the teachers at our school should take more time to explain problems,and talk to the students more.

better lunches tell the lunch ladies to wash up before they enter the cafe.

TEACHERS PROVIDE MORE HELP

Smaller classes, its hard to pay attention when they're are 30 or more people in your class.

the drama

no homework

to have more recycling bins and have healthier lunches and more clubs or scool activities that are ope for everyone

I don't know.

renew the desks and chairs

In the English department we sometimes run out of books. Also our teacher told us that the english department had to pay out of pocket for the school dictionaries

They should put Art in the Middle School side again and make sure its a real art teacher and not a fake art teacher that makes you draw somthing she wants you to draw, also thats not letting your artistic skills coming out with the flow.

one suggestion i would give my school is to care about the students learning more and better grading ruberics.

I want my school to have supplies needed instead of having the teachers buy it for their students.

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I would like to have at least a longer lunch time. I would also like for them to let us change our classes during anytime time of the school year

I can't think of any suggestions to improve the school.

More sight supervisors.

i would suggest that we have SOAP and staff that actually want to do their jobs they also need more types of learning types a counselor that take you out of a class so that you can have someone oustide our friends and family that you can vent our feelings to like last year with sarah

one suggestion to offer improvement to our school is to involve the students in more activities that concern the school. for example we could set up a student council.

There should be a program in which the students help clean up the school in addition to the janitors. That way, we might be encouraged to make less of a mess.

smaller class sizes

The backpacks should be able to fit your lockers.

listen to kids more and do more fundraisers

The one suggestion that i would like to offer to improve my school is that we should have better classrooms, because our classes need some remodeling.

The bathrooms and the food. I think the teachers should be more open to the students. Many of my classes have to many people and it is loud.

let there be more sports for middle schoolers.

have longer passing period.

stop fighting with each other

More recreational places.

make some good lunches. and get better bball courts. do sports on middle school side. i hate how the lockers are gated.

To have more elective choices so I know what I am best at and longer passing period times.

When we need help on homework, classwork, etc., we can get the help we need. that we should be thankful every day too have a school like this.

Let people bring skateboards to school but dont let them ride it when on campus.

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longer passing period, more activities in school

have longer lunch time.

evaluate teachers better

to bealbe to have games and laptops at school in class it would lhelp a lot to do

that. i now it help a lot of kid at this school to get better grads.

a longer passing period

more variety in the cafeteria food, less people in one classroom, and we really need sustained silent reading for atleast 30 minutes

To update or purchase new and better equipment. To have more choices in the cafeteria. Have a requirement of at least 30 minutes of SSR per day.

nicer building and better education.

space in the p.e. locker rooms because their always really crowded.

we should have more sports or something that students are going to look forward to doing.

Better school lunches.

students need actually care about their education rather than come to school expecting to not learn

More organization, communication, and cooperation between students and staff would help ease some of the issues in the school.

Shorter classes.

electives to be higher class, phycology 2 we only provide phsy. 1

The school could improve in class selection. Although there is a decent amount of class choices, more and more teachers would be helpful.

Better uniforms for the school's football teqam.

Open up th lockers during passing period.

That the school tries to provide more sanitary facilities and treats ALL students the same.

More elective classes.

Get a different principle

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One suggestion I have for the improvement of the school is to have a mutual respect for all students, as our "Pillars of Respect" outline.

better books

more programs, more teachers that care about the student, we need more people to talk to when we are need for help and have family problem and more academic coueses that we really need to succed in school

That the admistration listen to the students more as far as school events

To have a better staff that appreciates our student body's decisions.

I would say that the adminstration needs to try harder to convey that they are whole-heartedly, sincerely, and seriously here for the success of all students. To Make sure that their attifudes is caring, understanding, and compromising at all times.

maybe have more school sposored clubs and suport for all sports, not just football

Top have more teachers that actually care and have staff that are all around. Also, I would like to have up to date technology throughout the school. Also, it would be nice if the students were more persuaded to take part in school sponsered events. Adding to that, there would be more intrest in our school if expelled kids from other schools weren't dragged into our school. Also, it would be nice if there were more security, to make students feel more at home in this enviroment. Also, food is a problem and the bathrooms are very often closed due to the most stupid problems. It would be nice if the school had an altogether revamp or improvement in everything.

No hoes.

Maybe a new set of administration of people who actually want to be around children and listen to student voices.

open the lockers for one. and get more computers that we can use whenever we would like, oh and stop caring if girls wear leggings.

Change the racism staff because they dont care for the intrests of the students and i'd be gladly to state my opinion in their face. because i have proof that they do play favorites.

just one lunch period

MORE OPEN-MINDED OFFICIALS.

let us use our phones

What I would suggest is that there would be a much cleaner environment around the lunch periods.

I would say that they should start listening more to the students. Although they do listen more than they used to, it's definitely something that the staff should start considering more. We even had a protest where we taped our mouths because our principle was adamant on his decision even though it only harmed the staff

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responsible for setting up the rally. He said it had to be in a location where the actors weren't used to, and that if we rejected his offer we would have no rally at all. To him, it should have made no difference where we did it.

To get better teachers

i always do my best but i work so hard

let students switch out to wherever they think is easy for them so they pass the classes.

i dont have one suggestion i have many . but one of them would be EVERYONE TREATED WITH REPECT

i would like to improve is the food.

BLOW IT UP

N/A

new history teacher

sports

What I think about improving our school is having teachers who don't yell and work things out with their students. Also I think people should ask teachers for help if they need it. If students are failing or not doing well in class the teacher should try something different or talk to the students.

I think it should have more classes to choose from, better electives, a nicer looking campus, better security, CLEANER BATHROOMS, better food because it is really gross & looks very fattening.

Better teachers

A better administration who know how and when to enforce rules and cleaner bathrooms, please.

Having better facilities

I suggest that our school puts more enthusiasm into athletics and has more assemblies on morality like past years.

wider variety of AP classes

Less overcrowded classrooms.

I would like to have more supervision to help deplete substance abuse, such as the smell of pot or weed in the bathroom.

to lighten up on rules

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A clear and fair process that allows students to be involved in knowledgeable of school decisions.

Well the computers need to be up to date like each pc at least have Windows Vista or Windows 7. And the classes they serve to the students

As an improvement for the school, I think that they should offer more elective classes to students.

One suggestion is for teachers to ask the students opinion on the assignment/project we are getting assigned to.

Have the admin. listen to the Leadership class because they're the voice for the specific class.

Have a better security staff, a better administration that actually listens to the students' voices.

To build an indoor school

Offer better class flexibility so students can adjust their schedules to get their desired schedule.

I would like the administration to start listening to us. The rules and regulations are too much.

More supplies healthier food more guidance from teachers

None

off campus lunch and a longer lunch

Students need to be able to choose their teachers. Although there are many great teachers, some others, I believe, should NOT even be qualified to teach.

change the principals.

To have more field trips

combine both lunches

i think that the administration should listen more and not worry about what they want and consider us more often

I think the administration should be more open to rallies and dances because for the seniors, especially, it is important to be able to show school spirit and enjoy one's last year. And the school should help out with expenses for dances and it shouldn't solely rely on the students.

I would like it to be less strict and more open to ideas from the students regarding student activities.

to make are classes smaller

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offer more elective classes

better food

I cant think of one right now because i think this school is already improved

To make more food for more students and make diffent kind of kind of foods

Maybe less boring teachers. Funner stuff and activities. More chances on missed or late assignments. Longer lunch and passing periods. i think this school should also make it a better looking environment because some of the stuff here is pretty strange. like this area that is all dirt and nobody knows exactly what its for. it just collects a lot of water and mud and its pretty stupid.

snack machine in the cafeteria and change the lunch to 1 50 for the lunch so its cheaper

Listen to the students when we need help or have suggestions.

I will approve the lunches they are so grease and the class rooms sometimes i feel

that im really squish up

they should just tear this school down and make a new one. They should fire the many people here and have some more logical people work here. It really doesnt matter to me though because im going to El Cerrito.

make the bullies and drugs stop

They need to talk these kids into being an intellegent person when they grow up, starting now. If they don't start now by teaching them to improve their behavior, they will be this way until there old age.

The locker rooms are small

More books in the Accelerated Reader Book Tests, because some of the books I would like to take are not on the choices.

Less students in one class. We have too many students and its hard for the teacher to have one-on-one time with us, and to help us.. We should have longer passing periods.. That way we can go drink water and use the bathroom and not get to class late.. That happens to me alot when I go from second period to third period... If i leave the class one minute late because I have to ask my teacher a question or because she keeps us a little late, then I get to my other class late... We shoulkd also have more after school things like sports or clubs or things that would get us more together and helping each other..

Have more electives to choose from. Make a longer passing peirods longer so we dont have to rush to class

GIVE STUDENTS MORE FREEDOM, have some rules but dont overdo them. only have rules that are reasonable and that students will understand and follow We need better books because some of the class books look really old or bad.

We also need better school lunches, we need healthier food.

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to have people watch over the people who have been suspended the most.

That you could wear beenies when it is cold and keeping your ears warm.

for the teachers to be smarter and see when students are high right in front of

there face also for them to put sports in the middle school like volleyball not just girlsbasket ball all the time and also dont be really stupid when kids are texting right in class and teacheres dont do any thing

I suggest more communication with staff and students. Without communication, there's no way for us to grow as a school.

I would like to suggest opening up more bathrooms, or making hallways so people do not have to bundle in small areas to keep dry.

dont be so hard on us

Get better teachers and let people skate to and in school.

be more active get a gsa

Havea orginized office

Staff behavior is far beyond my control. I just wish there could be a way for the administration to be a lot more organized.

Please keep the bathrooms open ALL DAY.

The only suggestion I can think to give is allow the students to have the activities that they want, as long as they are not dangerous, thus increasing student morale.

Well I would like some teachers that are really good and know what they are doing and teaching to the students from this school.

no bulllys

need more lockers

getting grades

I would offer, to probably put more counslers and to put sports on middle school side.

to offer more electives

more activities,spirit days,contest fun days

Clean or fix the restrooms because students are vandalizing the stalls, sinks, toilets in there all the time.

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One suggestion that I would like to offer to improve my school is to get more staff members out and about during class and not during class to catch some students who are doing some of the stuff that is listed above because at my school alot of that happens, along with PDA- which I think is totally unacceptable because we are here to learn and not to have relationships! So I think that MORE staff members are NEEDED to cover the campus so none of drugs or stealing goes on!!

Longer lunch and breaks in class. You should be allowed to drink and listen to music in class as long as it doesnt bother other students. We should be allowed to put are ID's in our pockets. We should have more school spirit things to do. We should be allowed to walk though the middle school side to get into and out of school. We should have vending machines to use during passing period. The prices of the food and drinks should be lower now that the economy is down and people dont have that much money. We should get rid of the seagulls that are flying around in our campus. We should have bigger lockers for our books. We should have class sets textbooks in all classes so we don't have to carry big books around in our backpacks and hurt our backs. We should have extra materials in class just incase we forget something for a day. This school should have some extra credit work incase yoru having a hard time in class. We should not be punished if we forget somethingi becuase we are humans and we make mistakes.

I think the school should approve every thing that i wrote on the question where it states" What do you least like about your school." And why does the question state YOUR SCHOOL this is not my school if it was we woud have more freedom more activity and not just the same boring things to do EVERY SINGLE DAY! one suggestion i would like to offer to improve our school is better food in the cafeteria. i think we all come to an agreement when it comes to the daily food. we get tired of the same varieties one a weekly basis. lets change it up a little. bring back the sub sandwichs. gives us back smoothies. bring back the delicious clam chowder. bring more variety to our food nutrition.

the staff

Improve some of the learning

I think our school needs more supplies to help students learn such as better quality books.

The thing i'd like the staff to improve on is keeping the lockers open in case anyone needs to go in there. Even if they are late an other stuff. I think it's important for students to get an education, especially myself. Sometimes i am late because i have all these other activities and i come home kind of late, so i don't have enough time to get the full eight hours of sleep i need. I sometimes finish homework at my schools library when i know i have some kind of activity i have to do.

One suggestion is to do a better job at treating students nicely

To get new staff members and stop hiring teachers that dont know how to teach.

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Open Ended Items

What do you like best about your school?

The diverse population.

The collection of highly experienced, dedicated professionals.

Students and families

We have great students.

Its diversity, students, supportive parents, certain departments that subscribe to a cross-curricular approach, support for the arts (thanks Zak & parents), location, pleasant, helpful clerical staff...

the secretaries, power school

The school has many wonderful students

the student mix

Students and fellow teachers.

most students are polite and care about their work

It is a school of excellence. Teachers are very dedicated in helping students succeed in every aspect of their education. There is a culture of respect between the students and teachers, and between administrators and teachers.

The use of lanyards and identification for all, that keeps the campus safe;

The autonomy I am allowed

The teachers are fabulous, supportive people. The parents care and the students respect most teachers.

Teachers are committed to helping the students.

The student body and the faculty.

The students' motivation

Environment respectful of the mission and idea of "school"

The students and the teachers that I work with.

Student participation in my classes.

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The diversity of students and teachers.

There are a critical mass of students who want to take advantage of the education being offered them. As a result only a few outliers tend to be a problem and can be dealt with as individuals.

All teachers share a common goal of bringing out the best in every child.

Our administrative staff is very supportive

majority of the students are willing to learn and respect their teachers and fellow students. Teachers are really teaching and implementing school rules and policies

It is a safe environment and there has been much beautification of our campus over the past several years to make it a more positive place to be and learn.

The students are respectful and friendly.

The advanced classes do a good job of preparing students for college coursework.

ID policy

There are so many teachers that truly care about how well our students do in life and at school.

The school feels safe and orderly. We don't have a lot of students fighting and there doesn't seem to be much bullying.

The students, staff and surrounding nature.

I like the diversity of the students. I enjoy teaching my elective credit class. I love our theater arts and music programs, along with creative writing.

We have some teachers who are providing their students with exciting, innovative programs and learning opportunities.

Focus on teaching and learning. Few interruptions within the class period by office/ administration. Teachers serious about their subject matter and willing to share materials. Parents generally supportive.

The diversity of our student population.

The faculty are working together and there is no discrimination.

Hercules Middle/High School provides plenty of support of new teachers.

The diverse students of various cultures make teaching and learning fascinating.
the environment, the professionalism of the teachers and administration

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I like that our school has a college-going culture, that it is new, and that we have great teachers and students. Compared to the last school that I was at, it wasn't apparent that all teachers were there for the good of the students.

the various course offerings and electives that the school provides, in general the environment is safe and students are willing to learn and respectful

Modern facilities, some very good assistant principals
principal and vp

The diversity of the student body.

The demographics and ethnicity.

The cultural diversity of our school makes it more interesting. Teachers and student from different cultures get along well and learn from each others.

Teachers and administrators are supportive.

Collaborative working relationships with other members of my department;
opportunities to interact with students in classroom.

Ethic mix of the students and staff. Parent support and involvement.

It seems to be safer than I can remember in years past, and, I feel appreciated by the administration.

The abundance of student diversity and teacher accountability that enable our school to better prepare our students for college and the real world.

THE QUALITY OF STUDENTS

Campus is a safe environment
students

What do you like least about your school?

Lack of support by administration, especially in discipline. The number of students in our classes are unacceptable, not equal throughout the day.

Inadequate space.

The lack of School Crossing Guards to monitor and control student's jaywalking and drivers running red lights in the morning.

Huge classes

Communication is still an issue. It is not effective, nor is it generally supportive. An attitude of "I can't" or "It was her responsibility" seems to permeate the environment.

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Lack of school spirit (not enough assemblies, get-togethers to bolster school pride/morale, no mascot, no spirit bus); lack of professionalism practiced by some administrators who repeatedly send out inappropriate emails and slander topnotch, caring, vocal teachers...even when grievances are won, (because such administrators are proven to be unethical), they do not have the common decency to apologize for their blatant transgressions; not being able to discuss freely concerns (e.g. safety issues) for fear of repercussions (UTR calls it being "done dirty"); inane practices (e.g. locker pavilion is locked throughout the day and late to be opened, causing students to be late, break their backs with inordinately heavy backpacks, clutter the classrooms of compassionate, accommodating teachers, who see the hassle they're being put through); lack of security; lack of cleanliness; lack of response time when teachers report broken heaters, floods in front of their room, which lead to slipping/sliding/falling; no longer receiving invitations for professional development (now, only certain teachers, the same teachers, are approached to take advantage of such worthwhile opportunities)

administration

Administration and district attitudes.

the principal and his dismiss ways, sexist attitudes and top down management

Lack of communication. Finding out about things from the students rather than the administration.

lack of communication from office to teachers about assemblies, testing in a

timely manner (not the day before!!)the textbooks we use have been dummed down. The former textbook has better explanations, more exercises and more challenging readings

There are very few students who do not respect school property. They write obscene things on the pages of class sets and on desks. There is little or no appreciation for the taxpayers' contribution to their education.

class sizes impact learning in hands-on labs and activities in science!

assessments take more time away from lessons in general and individualized instruction for needy students is diminished

The district we are part of.

The Administration has no respect for teachers. They do everything possible to make the job of teaching harder. There are no clear policies and procedures, everything changes from year to year. The principal actually yells at teachers and parents who try to speak up.

The lack of support the administration gives teachers. The lack of respect that the administration gives teachers.

The large class sizes.

the disconnect between teachers and the administration

Not enough A period classes offered

The top down administration that display animosity towards teachers.

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Lack of funding; large class sizes; ignorance of the most important issues by admin. and faculty.

The crowded classes.

While the students want to take advantage of the educational process, they are too often willing to cut corners by copying homework and not putting in a consistently best effort.

DISCIPLINE ISSUES are not properly addressed for example: a)Drug problems like use of marijuana in school premisesb)Bullying of studentsc)Bullying of administrators to teachers, Excessive use of admin powers by Ms.Scott & Ms.Ishmaeld)Unsupportive Counselors - counselors don't address the discipline issues, instead they empower the kids to go against their

teachers esp. Mr.Morgane)Safety Issues - kids hit one another and all some kids have tried to poison Ms.Jorgensen and some kids are still here, giving the notion that these rowdy and dangerous kids not including marijuana smoking kids are WELCOME to stay in HMHS and admin/police do not do anything about it...

Not all classrooms are adequately equipped with up to date techonology

Their are now laboratory facilities and vocation and technology courses are not at all being offered

The design of the campus is so spread out that teachers have more difficulty connecting with one another and the result is that we are not a close or cohesive faculty.

Th library has not been functioning this year and it seems that nothing has been done about it. By this I mean, we need a librarian!

There is less and less contact between faculty members. Teachers are in a vacuum and mostly interact with their students.

Culture of individualism - little collaboration - lack of technology - different lunch schedules impact the ability to collaborate within departments

Not having enough resource materials and old computers for all our classes.

There are some wonderful staff members at this school, but as a whole we are not a unified team. The positive aspects are primarily done by the sheer will of an individual instead of us pulling together.

NA

The overcrowding that is going to occur with class size increase next year has already begun to impact us. The district imposes benchmark exams that are not appropriate for our students.

The lack of motivation in many of our students. It is a shared problem between teachers, administration, parents and the students themselves. Students are being forced to take math and science classes they are not ready for, and being tested incessantly. Without the opportunity to be successful and have their educational needs met, I feel that many students that are not at the top of their class are giving up or not giving their best effort.

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Teachers hardly see each other because of the physical lay-out of the school. No real time or place to discuss worries. Administration looking to blame teachers who question the way issues are handled, rather than thinking about the issues themselves.

Lack of support from administration for both students and teachers sometimes.

The actions on referrals are not properly managed.

The school needs more computer labs for students to use in research and academic projects.

the school district does not have much money and therefore, cannot provide student personal necessities such as tissue (kleenex) or paper towels for the classroom

There seems to be a disconnect sometimes between administration and teachers. Sometimes our faculty meetings and morning announcements seem a bit trite when they should really be used for more important business matters. I am also really peeved that we don't have some sort of recycling program...I mean, c'mon!

Not having a website for each teacher and a web-based grade accessible to parents and students

Litter, student accountability, isolation of more severe special ed. students
counselors

The number of students per teacher.

Some old structures

Discipline issues are not always addressed.

The discipline consistency is a problem. Most of the time teachers do not get any response when they send students a referral for behavior issues inside the classroom.

Administration gives lip service to providing information and support needed by teachers but usually does not follow through.

Lack of science facilities. Trying to do biology in a portable classroom, without adequate lab tables, cabinets and sinks complicates labs. We also need storage

space for lab materials.

Administration

Large classes

The lack of opportunities for cross curriculum collaboration.

UNCERTAIN

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Lack of school community spirit

district

What is one suggestion that you would like to offer to improve your school?

Be consistent with the policies and expectations for our students regardless of ethnicity.

Get School Crossing Guards to improve student safety.

Balance the classes.

Be a true family/team...listen actively and value the gifts that everyone brings to the table - no powerplays, more reciprocity, more recognition of the 3 major stakeholders: STUDENTS, parents and teachers.

if everyone did their job all jobs would get done. no micromanagement, more decision making for teachers.

Get a head administrator who is a collaborator and is truly interested in all aspects of student life.

We should have a staff room that is big enough to accommodate teachers from both the middle and high school.

more computer labs, more electives, smaller class sizes.

There should be school-wide effort to teach "study skills" to our students. For most of our students, note taking is a chore. It should not be so. Again, basic manners should be built into our curriculum because many students are not getting it at home.

honor and uphold the class sizes so that learning can be at its best for our students

More parent involvement via staff outreach programs.

Get a new administration who will work with the staff instead of against them

More support from the administration.

Have students aware of the diversity with in the school and respect the diversity.

More A period classes offered

Remove Principal Zakrevsky.

Citizenship training for all.

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Counselors need to follow up with teachers and students when students have discipline issues. Counselors need to be held accountable by the administration, to show up for parent meetings and support teachers who have repeated discipline problems with the same students over and over again.

Mandatory contracts for all freshman who receive below a certain GPA during their first QUARTER! Set the tone early that failure is not an option.

I say, we need to have someone like Mr. Crossley who is fair and balanced and has an iron-fist with regards to discipline issues. IF the kids know that they will be accountable for their actions, then, we would have a safe and equitable school environment which is conducive to excellent academic learning.

Provide teachers' website link to our school website for easy access to both parents, students and teachers. Build a laboratory/Science building to promote science and technology learning

More opportunities for teachers and staff to connect with one another to generate more support and a feeling of family; it is currently a very separated and splintered staff.

Get a on-the-job librarian.

Faculty need a morale boost and the teachers need to be more congenial with administrative staff.

If we are going to have different lunches then have common prep periods for departments

Better cooperation and collaboration between our teachers.

Creating a team will take new experienced leadership. Most of our faculty are happy to be left alone and do their thing. It will be an up-hill battle to gain trust and have the faculty feel like their effort on behalf of the school as a whole is worth the trouble.

Schedule dramatic events and music events during the year at school during the lunches and afternoon.

Allow more teacher input in decision making processes.

Better communication/cooperation between administration and staff to improve morale and promote a more positive atmosphere where there is a shared sense of purpose.

Quicker responses to referrals when students sent out of class.

Open communication lines between administration and teachers, in which teachers do not feel inhibited to voice their opinions and/or feel invalidated when they do. Feedback from administration for disciplinary referrals in terms of consequences assigned for offending students.

Consequences to referrals should be given priority.

Please hire teachers before the school year begins.

Teacher Opinion Inventory

Total Number of Respondents: 62

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offer curriculum gearing to vocational education and livelihood so that students will be able earn money from them.

need smaller classrooms. The amount of students in one class is too many but that is a district policy

More transparency at faculty meetings, more options for discussion and to be proactive as opposed to administrators speaking the entire time. Other people have ideas and opinions, too.

To provide more opportunities for teachers to attend faculty development

Smaller class size

less turn over of counselors

I would like to see the student body more involved with the spirit of the school.

We continue to work together as a team

I would like the school to offer elective classes geared towards vocational courses.

There should be a consistent implementation of rules pertaining to discipline between teachers and administration.

Get rid of Guy Zakrevsky.

We need a science classrooms with adequate facilities for labs and storage of lab supplies.

Quick delivery of consequences for all misbehavior

Provide teachers with up to date supplies

STRICTER RULE ENFORCEMENT

Homeroom at start of day for attendance, notices, passing out of papers, id check, explanation of on going activities, etc. A place that each student knows there is one teacher that has the time each morning to check in with them to make sure the day will run smoothly for them.

improved janitorial work

Oct 2010 Master Schedule									
Teacher	Rm#	0	1	2	3	4	5	6	7
Allen	M/H		Bio/605	Bio/605	Conf	Sci 7/M301	L	Sci 7 Adv/M301	Sci 7 Adv/M301
Amajioy	M106		Conf	Sci 6	Sci 6	Sci 6	L	Sci 6	Sci 6
Benham	H617	NSH	Eng/Read	W. Hist	Hist/Found	Conf	L	Found	Eng/Read
Bernhardt	M506		Conf	Eng 7	Ind Proj	Eng 7	L	Eng 7	Eng 7
Berrington	H307/H514		Elec Wh.H514	A capell H514	HS Sym B H307	L	Conf	MS Beg Bn H307	Mslnt Bn H307
Bruns	H506	80%	Span 1	Span 3	Span 3	Span 1			
Calonico	H514/H307		Orch(HS)H307	Ens(HS)H307	conf	L	Adv Or(MS) H514	Beg Or(MS)H514	Int Or(MS) H514
Cartwright	M104		WASC	AVID	AVID	L	US Hist 8A	US Hist 8A	Wk. Exp.
Chabot	M303	80%	Sci 8 Adv	Sci 8 Adv	Sci 8 Adv	L	Sci 8		
Chan-Law	H621	120%	Math CAHSEE	Geom	Geom	Alg 1	L	Geom	Geom
Coleman	MS/HS		PE 7	PE 8	PE 8	L		PE 10	PE 9
Clopp	H103		Dept chair	Gov/world	Gov/Tut	Foods/H101	L	Tutorial	co US hist/H618
Colliver	M401		Conf	PE 7	PE 7	PE 7	L	PE 7	PE 7
Cordova	H605	RSP	Co-Teach	Co-Teach	Conf	Alg 1	L	Alg 1	Tutorial
Crosby	H508		Conf	Bio	Physio	L	Bio	Bio	Bio
Cruzat	H505		Alg 2	Alg 1	Alg 2	L	Conf	Alg 1	Alg 1
Dirk	M508		Eng 8	Journ	Eng 8 Adv	L	Conf	Eng 8	Eng 8 Adv
Dominguez	M107	SH	Rec Liv Skills	Voc Ed	Care skills	Care Skills	L	Daily Liv Skills	Daily Liv Skills
Faraon	H501		Conf	PhysicsH	Chem	Chem	L	Chem	Physics H
Foster	M505		Alg 1	Pre Alg	Alg I	L	Alg 1	Conf	Pre-Alg
Franz	H507		GovAP/Econ	Gov/Econ	Gov/Econ	Gov/Econ	L	Conf	GovAP/Econ
Gardenhire	M509		Co-Teach	Alg 1	Co -Teach	L	Tutorial	Conf	Co-Teach
Gatchalian	H503		Chem	Chem	Conf	L	Chem	Chem	Bio
Genna	H609		Eng 3H	Eng 3H	Eng 3	Creative	L	Eng 3	Conf
Giusto	M510		Eng 7 Adv	Conf	Eng 7 Adv	Eng 7 adv	L	Eng 8	Eng 8

Hercules Middle/High School WASC/CDE Self-Study Report

Oct 2010 Master Schedule									
Teacher	Rm#	0	1	2	3	4	5	6	7
Gomes	M401		PE 6	PE 6	Conf	PE 6	L	PE 6	PE 6
Goodman	M101		Alg 1	Comp Apps	Comp Apps	L	Conf	Comp Apps	Comp Apps
Goss	M503		Pre-Alg	Math 6 Adv	Pre- Alg	Math 6 Adv	L	Pre- Alg	Conf
Haralson	H301		Alg 2/Trig	Alg 2/Trig	Conf	L	Pre Calc	Pre Calc	Pre Calc
Harbour	M504		Conf	Math 6	Math 6 Adv	Math 6	L	Math 6	Math 6
Harris	H504		Alg 1	Geom	Alg 1	Alg 1	L	conf	Alg 2
Headington	H602		Eng 1 Adv	Eng 1 Adv	Tch Cadet	Tch Cadet	L	Tch Cadet	Conf
Hemminger	M509		Tutorial	Co-Teach	Tutorial	L	Conf	Co-Teach	Co-Teach
Hernandez	H612		Span 2	Span 2	Span 2	L	Span 4/AP 5	Span 2	Conf
Hickok	H607		W Hist AP	W Hist	W Hist	US History	L	Found	W Hist AP
Hudson	H502		BioT 1/BioS lab	AP Bio	AP Bio	L	BioT 1	Conf	Bio
Ivey	M514	NSH	Math 7	Sc 8	Math	L	Math	Life Sci	Conf
Jones	H622		Conf	Eng/Read	Eng 1	L	Eng 3	Afr Am Lit	Eng 3
Karay	M105		W Hist 7	Us Hist 8	W Hist 7	W Hist 7	L	Conf	W Hist 7
Kidder	M512		Elective Wheel	W Hist 7 adv	Wld Hist 6 Adv	W Hist 7 adv	L	Conf	Wld Hist 7
Leeper	M515		ELD 1,2,3	Eng 6 Adv	Eng 6	L	Conf	ELD 1,2,3	Eng 6 Adv
Linsey	H603	NSH	Conf	Bio Sci	Alg 1	L	Bio Sci	Phy Sci	Alg 1
Lipscomb	M308	120%	Sci 7	Sci 8	Sci 8	L	Ind Proj	Sci 7	Sci 8
Litvin	H613		Eng 2	Eng 2	Eng Lang AP	Eng 2	L	Eng 2A	Eng 2A
Lombardi	M307	NSH	Eng Skills	W Hist 7	US Hist	Eng Skills	L	Eng Skills	Conf
Loy	M516		Skills for Success	Skills for Success	Daily Liv Skills	Skills Vis Imp	L	Daily Liv Skills	Skills Vis Imp
Lucas	H623	80%	ELD 1,2,3	ELD 1,2,3	Eld 4	CAHSEE Prep			
Manglona	M501		Elec Wheel 6	W Hist 6	W Hist 6	W Hist 6 Adv	L	Conf	Wld Hist 6 Adv
Mar	H611		Span 1 (MS)	Span 1	Span 1	L	Span 1	Span 1	Conf

Hercules Middle/High School WASC/CDE Self-Study Report

Oct 2010 Master Schedule									
Teacher	Rm#	0	1	2	3	4	5	6	7
McAdams	H618		Gov/Econ	Found	Found	Found	L	Conf	Econ/Gov
Moreland	H616		Eng 2	Eng 2	Conf	Eng 2	L	Eng 1	Eng 1
Morsony	H610	Eng Lit AP	Eng Lit AP	German 1	Conf	German 2	L	Germ 3/4	
Nguyen	H305		Geom (MS)	Pre Calc	Calc AB/BC	Calc AB/BC	L	conf	Alg 2/Trig
Ochs	H414/401		Ind Sports	Ind Sports	Ind Sports	L	Conf	Ind Sports	Ind Sports
Palis	H306		AP Stat (H106)	Conf	Alg 2/Trig	L	Alg 2/Trig	Alg 2/Trig	Prob/Stats
Parks	M/H		CORE/H401	Conf	PE 8	L	PE 8	PE 8	PE 8
Phillips	H604		Bio	Chem	Bio	L	Conf	Bio	Chem
Remy	H601	Eng 4	Exp Rdg/Wrt	conf	Eng 4	L	Eng 4	Exp Rdg/Writ	
Richardson	H615		Psychology	Psychology	Found	L	Found	Found	conf
Roeber	H101	SH	Skills for Success	Skills for Success	Skills for Success	L	Skills for Success	Skills for Success	Skills for Success
Rose	M502		Pre Alg	Alg 1	Alg 1	L	Conf	Alg I	Alg 1
Schrampf	H513		Beg Art	Conf	Adv Vis Arts	L	AP Studio Art	Beg Art	Adv Vis Arts
Scott	H608		French 1	French 1	Eng 4	French 2	L	French 3/4	Conf
Smith	H619		US Hist	W Hist	Conf	W Hist	L	W Hist	W Hist
Steinberg	MS/HS	Lead./HS H102	Read180/HS H102	Eng 1/HS H102	Conf		L	Read 180/MS M102	Read 180/MS M102
Strickland	M/H		PE Core	PE Core	PE Core	L	PE Core	PE Core	AD
Subramanian	H512		Eng 1	Eng 1	Eng 1 Adv	Eng 1	L	Conf	Latin Culture(MS)
Tamosunas	M511		US Hist 8	W Hist 6	W Hist 6	L	Found	Found	Conf
Taylor	H106		Conf	Web Design	Geom	L	Comp Aps	Geom	Geom
Thibault	M302		Conf	Sci 6 Adv	Sci 6 Adv	Sci 7	L	Sci 7 Adv	Bio (HS)
Thrift	H212		Elective Wh 6	Drama (MS)	Drama(MS)	L	Conf	Theater I	Theatre I/Adv.
Torres	M513	80%	Hist 8Adv	Conf	US Hist	L	Hist 8	Hist 8	

Hercules Middle/High School WASC/CDE Self-Study Report

Oct 2010 Master Schedule									
Teacher	Rm#	0	1	2	3	4	5	6	7
Whitlock	H606		US Hist AP	Conf	US Hist	US Hist AP	L	US History	US Hist AP
Wojinski	H105	Journ 2	Yearb/Journ	Journ 2	Conf	L			
Young	M507		Eng 6	Eng 8 Adv	Conf	Eng 6	L	Eng 6	Eng 6

School Accountability Report Card
Reported for School Year 2008-09
Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Hercules Middle School	District Name	West Contra Costa Unified School District
Street	1900 Refugio Valley Rd	Phone Number	(510) 231-1100
City, State, Zip	Hercules, CA 94547	Web Site	www.wccusd.k12.ca.us
Phone Number	(510) 231-1429	Superintendent	Dr. Bruce Harter
Principal	Dr. Guy Zakrevsky	E-mail Address	bharter@wccusd.net

School		District	
E-mail Address	gzakrevsky@wccusd.net	CDS Code	07-61796-6119515

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

HMHS' greatest strength is our inclusive environment providing each student with a challenging curriculum focused on achievement through academic success, interpersonal growth, and community involvement. RESPECT for each individual drives the instructional strategies and learning opportunities ensuring educational equity for all.

Our school is further characterized with a Safe and Orderly learning environment. High expectations are held for staff and students regarding 2-way respect between staff and students.

One of the advantages of having a Middle School on the same campus as the High School is to better prepare students for the expectations and rigors of the next level (Grades 9-12). Our Middle School students are able to take courses taught by very qualified teachers in: music, drama, dance, foreign languages, as well as, being able to take HS math courses while still in middle school.

We have advanced courses (Middle School students taking High School classes) for our top students: Spanish, Geometry & Advance Math. There are also Pre-Advanced Placement Language Arts classes for 8th Grade Students.

Some of the keynotes about our High School:

Our school has over 20 Advanced Placement courses, with approximately 21% of our students take AP courses. Additionally approximately 45% of students taking the AP tests have an average score of 3 or above on these nationally-level tests.

We also have a unique program called the Ivy League Connection, as our top students attend prestigious schools (e.g. Dartmouth, Cornell, Brown, Columbia) in the summer (all-expense paid and college credit granted).

HMHS is a school where all students are/can be successful as high-achieving students excel, middle-achieving students go on to 4-year colleges/universities, and low-achieving students are attending Junior colleges (many as 1st generation college-goers).

Our school's diversity of both ethnicity and socio-economic demographics is a model for social interactions - where we all function and "get along" in a diverse environment. Approximately 31 languages are spoken at the homes of students.

Hercules Middle/High School is a community thriving on RESPECT (a goal of the school's ESRLs - Expected Schoolwide Learning Results) for all. At the end of the 2004-05 school year, the school received a 6-year WASC accreditation.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

VOLUNTEER PROGRAM: Hercules Middle/High School offers opportunities to parents and other community members to volunteer as aides in many school programs. There are other opportunities for parent involvement through groups such as: Sports Boosters, Music Boosters, Safety Committee, GATE Committee (talented and gifted), the African-American Parent Association, and the HCP (our version of a PTA).

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school has a School Site Council composed of parents, community members, the principal, teachers, and students (Education Code Section 52852) .

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 6	227
Grade 7	265
Grade 8	275
Total Enrollment	767

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	26.34	White (not Hispanic)	9.26
American Indian or Alaska Native	0.26	Multiple or No Response	11.86
Asian	16.30	Socioeconomically Disadvantaged	34.00
Filipino	20.99	English Learners	9.00
Hispanic or Latino	14.60	Students with Disabilities	11.00
Pacific Islander	0.39		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	28.6	7	17	10	26.3	8	23	1	27.4	5	13	1
Mathematics	33.3		5	16	30.7	3	4	15	30.4	3	11	13
Science	31.2		14	9	28.4	3	17	6	30.9		21	4
Social Science	30.7	3	4	13	32.4	2	5	18	30.3	3	8	11

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Hercules Middle/High School has a coordinated safety plan that is defined by the SEMS state policies. The schools staff, as well as, parents, community members, and other stakeholders participate as members on the District SEMS team. The school has a clearly defined discipline policy that is contained in the Student Agenda/Planners. Students obtain these at the beginning of the school year.

Each year our suspension rate goes down, and our campus is a very safe learning environment.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	25.8	39.5	61.3	29.1	30.2	34.8
Expulsions	0.8	0.7	0.7	0.6	0.5	0.4

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Hercules Middle/High School rests on approximately 75 acres of land. The collection of gray block buildings runs nearly 1.25 miles along Refugio Valley Road. The middle-level and high school-level sides of the campus are separated by the Administration and Library complex.

The high school has eight "pods," which house twenty-two classrooms. (Pods are buildings with four classrooms and a utility area in the center.) There are also twenty portable classrooms. Classrooms are equipped with a phone, TV, and a VCR/DVD. Every teacher has access to a computer (with Internet access). The high school facility includes: a gym (with lockers), multi-purpose room, (which is also the cafeteria), a 100-seat Theatre, music rooms, two computer labs, a severely handicapped special education classroom, a visually impaired special education classroom, and a faculty lounge. Athletic fields include: a football field with stands, baseball diamond, outdoor basketball courts. An elevator, located at the high school level parking lot provides handicap access to the campus.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Interior: Interior Surfaces	[]	[]	[X]	[]	Walls need repair and paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Electrical cover plates need replacement. Several lights need lamps.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Toilets need repair.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	26	26	27	1422
Without Full Credential	3	2	1	181
Teaching Outside Subject Area of Competence	0	0		---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	83.5	16.5
All Schools in District	84.3	15.7
High-Poverty Schools in District	81.5	18.5
Low-Poverty Schools in District	93.1	6.9

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	767
Library Media Teacher (Librarian)		---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Prentice Hall Literature: Timeless Voices, Timeless Themes (Grades 6-8) ELD and Intervention: High Point Reading Intervention:Read 180	0%

Mathematics	Everyday Mathematics Wright Group/Macmillan-McGraw Hill (Grade 6); Prentice Hall-Pre-Algebra, CA Edition (Grade 7); Prentice Hall Algebra 1 CA Edition and McDougal Littell Algebra 1 (Grade 8)	0%
Science	Prentice Hall Earth Science (Grade 6); Life Science (Grade 7); Physical Science (Grade 8)	0%
History-Social Science	TCI History Alive Ancient History TCI History Alive US History TCI History Alive European History	0%
Foreign Language	Glencoe, McGraw-Hill: French 1: Bon Voyage Glencoe: French 2: A Bord Glencoe: French 3: En Voyage Prentice-Hall Spanish 1: Realidades McDougal-Littell: Spanish. 2 Bravo!2 McDougal-Littell: Spanish 3. Bravo! 3	0%
Health		
Visual and Performing Arts		

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$3,886	\$811	\$3,075	\$55,968
District	---	---	\$4,536	\$53,642
Percent Difference: School Site and District	---	---	-32.2%	4.3%
State	---	---	\$5,512	\$67,049
Percent Difference: School Site and State	---	---	-44.2%	-16.5%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Programs and services available at Hercules Middle School include:

Special
Arts
LEP
Gifted and Talented Ed

and

Music

Block

Ed
Grant

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,929	\$42,065
Mid-Range Teacher Salary	\$56,915	\$67,109
Highest Teacher Salary	\$76,298	\$86,293
Average Principal Salary (Elementary)	\$93,450	\$107,115
Average Principal Salary (Middle)	\$99,057	\$112,279
Average Principal Salary (High)	\$110,627	\$122,532
Superintendent Salary	\$227,250	\$216,356
Percent of Budget for Teacher Salaries	34.3	39.4
Percent of Budget for Administrative Salaries	5	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	44	45	50	33	35	38	43	46	50
Mathematics	32	35	30	31	32	33	40	43	46
Science	43	50	48	27	32	36	38	46	50
History-Social Science	39	40	43	22	21	25	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	31	12	26	27
American Indian or Alaska Native	*	*	*	*
Asian	66	50	67	60
Filipino	63	41	72	60
Hispanic or Latino	35	17	26	20
Pacific Islander	*	*	*	*
White (not Hispanic)	55	33	58	62
Male	45	33	49	42
Female	55	27	47	45
Economically Disadvantaged	35	15	31	22
English Learners	8	6	9	4
Students with Disabilities	9	4	8	8
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	11.7	29.4	46.4

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	5	5
Similar Schools	2	2	1

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	-1	-2	-4	738
African American	28	-23	18	639
American Indian or Alaska Native				
Asian	-13	18	-20	813
Filipino	0	13	-5	812
Hispanic or Latino	-22	-8	-44	654
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	18	4	-13	641
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in ELA and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	No	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	27.7

XI. Instructional Planning and Scheduling**Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

XII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics

Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

School Accountability Report Card
Reported for School Year 2008-09
Published During 2009-10

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

This section provides the school's contact information.

School		District	
School Name	Hercules High School	District Name	West Contra Costa Unified School District
Street	1900 Refugio Valley Road	Phone Number	(510) 231-1100
City, State, Zip	Hercules, CA 94547	Web Site	www.wccusd.net
Phone Number	(510) 231-1429	Superintendent	Dr. Bruce Harter
Principal	Dr. Guy Zakrevsky	E-mail Address	BHarter@wccusd.net

School		District	
E-mail Address	GZakrevsky@wccusd.net	CDS Code	07-61796-0730598

School Description and Mission Statement (School Year 2008-09)

This section provides information about the school, its programs and its goals.

HMHS' greatest strength is our inclusive environment providing each student with a challenging curriculum focused on achievement through academic success, interpersonal growth, and community involvement. RESPECT for each individual drives the instructional strategies and learning opportunities ensuring educational equity for all.

Our school is further characterized with a Safe and Orderly learning environment. High expectations are held for staff and students regarding 2-way respect between staff and students.

Our school is progressing rapidly in becoming a true school of excellence. Many of our students go on to higher education, with 90% of students continuing their education after graduation. Each year our top students are accepted at some of the most prestigious colleges and universities in the country.

Our school has over 20 Advanced Placement courses, with approximately 21% of our students take AP courses. Additionally approximately 45% of students taking the AP tests have an average score of 3 or above on these nationally-level tests.

We also have a unique program called the Ivy League Connection, as our top students attend prestigious schools (e.g. Dartmouth, Cornell, Brown, Columbia) in the summer (all-expense paid and college credit granted).

HMHS is a school where all students are/can be successful as high-achieving students excel, middle-achieving students go on to 4-year colleges/universities, and low-achieving students are attending Junior colleges (many as 1st generation college-goers).

Our school's diversity of both ethnicity and socio-economic demographics is a model for social interactions - where we all function and "get along" in a diverse environment. Approximately 31 languages are spoken at the homes of students.

Our school has made great strides in reducing the achievement gap among our subgroups (African-American, Asian, Filipino, Hispanic/Latino and White).

Hercules Middle/High School is a community thriving on RESPECT (a goal of the school's ESRLs - Expected Schoolwide Learning Results) for all. At the end of the 2004-05 school year, the school received a 6-year WASC accreditation.

Opportunities for Parental Involvement (School Year 2008-09)

This section provides information about opportunities for parents to become involved with school activities.

VOLUNTEER PROGRAM: Hercules Middle/High School offers opportunities to parents and other community members to volunteer as aides in many school programs. There are other opportunities for parent involvement through groups such as: Sports Boosters, Music Boosters, Safety Committee, GATE Committee (Talented and Gifted), African-American Parent Association, and the HCP (our version of a PTA).

Additionally, the School Site Council (SSC): The role of the SSC is to give parents, faculty and staff more on-site decision making ability by giving individuals the opportunity to work together in planning school program improvements. Every secondary school has a School Site Council composed of parents, community members, the principal, teachers, and students (Education Code Section 52852) .

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 9	258
Grade 10	298
Grade 11	261
Grade 12	290
Total Enrollment	1107

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
African American	26.83	White (not Hispanic)	10.12
American Indian or Alaska Native	0.18	Multiple or No Response	6.68
Asian	20.23	Socioeconomically Disadvantaged	31.00
Filipino	19.78	English Learners	9.00
Hispanic or Latino	15.72	Students with Disabilities	9.00
Pacific Islander	0.45		

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2006-07				2007-08				2008-09			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.6	16	29	5	25.2	17	24	4	25.1	15	31	1
Mathematics	31.2	5	7	26	32.5	3	9	23	28.7	8	13	18
Science	29.4	7	8	15	29.4	4	12	11	30.1	1	21	5
Social Science	30.6	4	17	20	32.9	3	8	25	29.5	6	15	16

III. School Climate

School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

Hercules Middle/High School has a coordinated safety plan that is defined by the SEMS state policies. The schools staff, as well as, parents, community members, and other stakeholders participate as members on the District SEMS team. The school has a clearly defined discipline policy that is contained in the Student Agenda/Planners. Students obtain these at the beginning of the school year.

Each year our suspension rate is reducing. Our campus is a very safe learning environment.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Suspensions	7.9	23.9	32.8	29.1	30.2	34.8
Expulsions	0.3	0.6	0.8	0.6	0.5	0.4

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Hercules Middle/High School rests on approximately 75 acres of land. The collection of gray block buildings runs nearly 1.25 miles along Refugio Valley Road. The middle-level and high school-level sides of the campus are separated by the Administration and Library complex.

The high school has eight "pods," which house twenty-two classrooms. (Pods are buildings with four classrooms and a utility area in the center.) There are also twenty portable classrooms. Classrooms are equipped with a phone, TV, and a VCR/DVD. Every teacher has access to a computer (with Internet access). The high school facility includes: a gym (with lockers), multi-purpose room, (which is also the cafeteria), a 100-seat Theatre, music rooms, two computer labs, a severely handicapped special education classroom, a visually impaired special education classroom, and a faculty lounge. Athletic fields include: a football field with stands, baseball diamond, outdoor basketball courts. An elevator, located at the high school level parking lot provides handicap access to the campus.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[X]	[]	[]	

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Interior: Interior Surfaces	[]	[]	[X]	[]	Walls need repair and paint.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	[]	
Electrical: Electrical	[]	[]	[X]	[]	Electrical cover plates need replacement. Several lights need lamps.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[X]	[]	Toilets need repair.
Safety: Fire Safety, Hazardous Materials	[]	[X]	[]	[]	
Structural: Structural Damage, Roofs	[]	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	[]	
Overall Rating	[]	[X]	[]	[]	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
With Full Credential	50	43	43	1422
Without Full Credential	4	8	9	181
Teaching Outside Subject Area of Competence	0	0		---

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). *Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.*

Indicator	2007-08	2008-09	2009-10
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	0	0	

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
This School	90.9	9.1
All Schools in District	84.3	15.7
High-Poverty Schools in District	81.5	18.5
Low-Poverty Schools in District	93.1	6.9

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	5	221
Library Media Teacher (Librarian)	1.0	---
Library Media Services Staff (paraprofessional)		---
Psychologist		---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist		---
Resource Specialist (non-teaching)		---
Other		---

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
Reading/Language Arts	Selected Novels for each grade level. Prentice Hall Literature: Timeless Voices – Gold (English 1); Prentice Hall Literature, Timeless Voices – Platinum (English 2); Prentice Hall Literature – Ruby (English 3) ELD: High Point Reading Intervention: READ 180.	0%

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Mathematics	Prentice Hall, Algebra 1 and Addison Wesley, Algebra (Algebra 1); Key Curriculum Advanced Algebra (Algebra 2); Key Curriculum Geometry, Geometry; Glencoe advanced Mathematical Concepts (Math Analysis); Prentice Hall, Calculus.	0%
Science	Cambridge Physics Outlet (CPO) High School Chemistry: Prentice Hall Chemistry High School Biology: McDougal Littell Biology Prentice Hall: Biology Pearson Ed: Biology (AP class) Prentice Hall: Exploring Physical Science (AP) Prentice Hall: Environmental Science (AP class)	0%
History-Social Science	World Geography and Cultures, Glencoe, Cultural Geography High School World History: The Modern World McDougal Littell High School US History: The Americas McDougal Littell High School Economics: McDougal Littell Economics 2007 edition Prentice Hall Magruder's American Government, American Government	0%
Foreign Language	Glencoe, McGraw-Hill: French 1: Bon Voyage Glencoe: French 2: A Bord Glencoe: French 3: En Voyage Prentice-Hall Spanish 1: Realidades McDougal-Littell: Spanish. 2 Bravo!2 McDougal-Littell: Spanish 3. Bravo! 3 Prentice-Hall: Latin: Ecce Romani Mirai, Cheng & Tsui: Japanese: Level 1 University of Hawaii: Japanese. 2 Learn Japanese University of Hawaii: Japanese. 3 Learn Japanese Holt, Rinehart: German: Komm Mit	0%
Health	Glencoe/McGraw-Hill: Teen Health Course	0%
Visual and Performing Arts		
Science Laboratory Equipment (grades 9-12)	Laboratory equipment is provided to meet the needs of all high school classes in science	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/cc/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	\$5,732	\$843	\$4,890	\$54,630
District	---	---	\$4,536	\$53,642
Percent Difference: School Site and District	---	---	7.8%	1.8%
State	---	---	\$5,512	\$67,049
Percent Difference: School Site and State	---	---	-11.3%	-18.5%

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Programs and services available at Hercules High School include:
 Special Arts & Music Block Ed-E Grant
 A/M/PE- Drama/Theatre
 A/M/PE- Dance
 LEP EIA
 Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$36,929	\$42,065
Mid-Range Teacher Salary	\$56,915	\$67,109
Highest Teacher Salary	\$76,298	\$86,293
Average Principal Salary (Elementary)	\$93,450	\$107,115
Average Principal Salary (Middle)	\$99,057	\$112,279
Average Principal Salary (High)	\$110,627	\$122,532
Superintendent Salary	\$227,250	\$216,356
Percent of Budget for Teacher Salaries	34.3	39.4
Percent of Budget for Administrative Salaries	5	5.5

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA for grades three through eight and science in grades five and eight and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	50	47	48	33	35	38	43	46	50
Mathematics	14	14	12	31	32	33	40	43	46
Science	38	33	37	27	32	36	38	46	50
History-Social Science	36	34	35	22	21	25	33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History-Social Science
African American	31	4	24	25
American Indian or Alaska Native	*	*		*
Asian	59	28	49	46
Filipino	60	10	45	37
Hispanic or Latino	44	7	17	25
Pacific Islander	*	*		*
White (not Hispanic)	48	14	50	43
Male	39	11	34	35
Female	57	13	40	36
Economically Disadvantaged	35	8	20	25
English Learners	11	6	7	11
Students with Disabilities	14	3	9	10
Students Receiving Migrant Education Services				

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

California High School Exit Examination Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	67.0	57.4	60.0	39.7	37.0	40.7	48.6	52.9	52.0
Mathematics	51.3	44.9	47.1	36.6	36.5	39.1	49.9	51.3	53.3

California High School Exit Examination Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	40.0	29.1	30.9	52.9	33.5	13.6
African American	53.8	28.2	17.9	72.4	25.0	2.6
American Indian or Alaska Native	*	*	*	*	*	*
Asian	25.5	30.9	43.6	32.7	38.2	29.1
Filipino	35.7	26.8	37.5	47.3	40.0	12.7
Hispanic or Latino	54.1	29.7	16.2	70.3	21.6	8.1
Pacific Islander	*	*	*	*	*	*
White (not Hispanic)	35.5	19.4	45.2	41.9	32.3	25.8
Male	50.0	26.5	23.5	56.7	31.3	11.9
Female	30.2	31.7	38.1	49.3	35.5	15.2
Economically Disadvantaged	55.1	23.6	21.3	69.0	26.4	4.6
English Learners	72.5	20.0	7.5	69.2	28.2	2.6
Students with Disabilities	82.6	8.7	8.7	100.0	0.0	0.0
Students Receiving Migrant Education Services	*	*	*	*	*	*

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pfi/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.7	22.3	50.0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	6	6	5
Similar Schools	4	3	2

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. *Note: "N/A" means that the student group is not numerically significant.*

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	13	0	-1	714
African American	3	70	-36	609
American Indian or Alaska Native				
Asian	28	-31	27	802
Filipino	19	-8	2	768
Hispanic or Latino	-10	6	35	679
Pacific Islander				
White (not Hispanic)				
Socioeconomically Disadvantaged	19	23	-19	639
English Learners				
Students with Disabilities				

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate: English-Language Arts	Yes	Yes
Participation Rate: Mathematics	Yes	Yes
Percent Proficient: English-Language Arts	Yes	No
Percent Proficient: Mathematics	No	No
API	Yes	Yes
Graduation Rate	Yes	Yes

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	---	18
Percent of Schools Currently in Program Improvement	---	27.7

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at

<http://www.calstate.edu/SAS/admreq.shtml>.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08	2005-06	2006-07	2007-08
Dropout Rate (1-year)		5.6	3.5	2.7	9.3	5.4	3.5	4.4	3.9
Graduation Rate	97.4	91.1	85.8	79.9	76.6	78.4	83.4	80.6	80.2

Completion of High School Graduation Requirements

Students in California public schools must pass both the ELA and mathematics portions of the CAHSEE to receive a high school diploma. For students who began the 2008-09 school year in grade twelve this table displays by student group the percent who met all state and local graduation requirements for grade twelve completion.

Group	Graduating Class of 2009		
	School	District	State
All Students			---
African American			---
American Indian or Alaska Native			---
Asian			---
Filipino			---
Hispanic or Latino			---
Pacific Islander			---
White (not Hispanic)			---
Socioeconomically Disadvantaged			---
English Learners			---
Students with Disabilities			---

Career Technical Education Programs (School Year 2008-09)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered at the school.

Computer	Applications
Journalism	
Theater	1
Theater Advanced	

Career Technical Education Participation (School Year 2008-09)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	106
% of pupils completing a CTE program and earning a high school diploma	16%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	23%

Courses for University of California and/or California State University Admission (School Year 2007-08)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	75.8
Graduates Who Completed All Courses Required for UC/CSU Admission	

Advanced Placement Courses (School Year 2008-09)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science		---
English	2	---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science	1	---
Social Science	2	---
All courses	5	4.5

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, Gifted and Talented Education (GATE), differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – All Students

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics

Results for Students with Disabilities and/or English Language Learners by Grade Level – All Students

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92

WCCUSD GRADUATION REQUIREMENTS
(Subject to CHANGE / WCCUSD School Board Approval)

WCCUSD Graduation Requirements	Class of 2008-10
English Language Arts	40
Mathematics	30 (Including 10 credits of Algebra 1 or above)
Physical Education	20
Physical Science	10
Life Science	10
Social Science	40
Fine Arts	10
Foreign Language	10
Electives	55

Required Entry Credits for Placement in Grade :Therefore, each student’s accumulated credits are re-evaluated each semester to determine their grade level and grade level changes are made accordingly at that time.

Grade 10.....	55 credits
Grade 11.....	110 credits
Grade 12.....	165 credits
Graduation.....	225 credits

*Students must take one year of a life science and one year of a physical science.

** Social Science includes Cultural Geography (9), World History (10), US History (11), American Government (12), Economics (12).

Students must also

- successfully complete the California State High School Exit Examination
 **beginning with the class of 2006
- successful completion of service learning, beginning with the class of 2008

Hercules Middle/High School WASC/CDE Self-Study Report

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE	7/1/10 - 6/30/11
Program Name	Program Period
Hercules Middle	211
School Name	School Code^^
	7090
	Resource Code^^
Guy Zakrevsky	231-1429
Principal (school budgets)	Telephone Number
Guy Zakrevskey	245-1089
Program Contact Person	Fax Number
Lyn Potter	\$28,130
Program Coordinator/Director	Total Budget Amount

All personnel costs have been confirmed with Personnel and/or the salary schedule as appropriate.

I certify that this budget is in conformity with all laws and regulations applicable to this program, and that all necessary approvals have been received from the grantor agency.

Principal (school budgets)	Date	Project Coordinator/Director	Date
Project Cabinet Member	Date		

Hercules Middle/High School WASC/CDE Self-Study Report

FOR FISCAL SERVICES USE ONLY:					
		Initial	Date		
		Initial	Date		
Personnel Costs Confirmed				Input	
Director Fiscal Services				Fund Supervisor	
Revenue Budget				Copy to Personnel	
Revenue Code				Copy to Position Control	
V Number				Finalized copy to originator	

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

SCE										211	7090
Program Name										Site	Resr
Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
1.0	EDY2			211	7090	024	5860		Consultant Contract - Selena Jackson - Equity Strategies for targeted students		8,000
				211	7090						
2.0	RLA M EDY EL			211	7090	024	1120		Extra tchr. hrs. P.D. and Collaboration - differentiation for targeted students 240 hrs. @ 29.45/hrs		7,068
				211	7090		3101		STRS	0.0825	583
				211	7090		3311		Medicare	0.0145	102
				211	7090		3501		Unemployment	0.003900	28
				211	7090		3601		Worker's Comp	0.032990	233
				211	7090						
3.0	Math			211	7090	001	2110		26.7% Upper Div. Tutor to work w/ math classes R-43, S-2, 2 hrs./day		5,777

Hercules Middle/High School WASC/CDE Self-Study Report

				211	7090		3202		PERS	0.10707	619
				211	7090		3302		Social Security	0.062	358
				211	7090		3312		Medicare	0.0145	84
				211	7090		3402		Health	12,924	
				211	7090		3502		Unemployment	0.00390	23
				211	7090		3602		Worker's Comp	0.03299	191
				211	7090		3702		Post Retirement Health Benefits	7,500	
				211	7090		3802		PERS Recapture (zero if federal)	0.01927	111
				211	7090						
4.0	RLA/M EL/ Math			211	7090	001	4300		Supplemental materials and supplies		4,954
				211	7090						
				211	7090						
				211	7090						
				211	7090						
*This column required for Consolidated Programs.									Subtotal		28,130
<div style="border: 1px solid black; display: inline-block; padding: 2px;">211 7090 072</div> 7310									Grand Total		28,130
**KEY: Y = year, XX = suffix											

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE	211	7090
Program Name	Site	Resr

Hercules Middle/High School WASC/CDE Self-Study Report

				211	7090										
				211	7090										
				211	7090										
				211	7090										
				211	7090										
*This column required for Consolidated Programs.										Subtotal	0				
<table border="1"> <tr> <td>211</td> <td>7090</td> <td>072</td> <td>7310</td> </tr> </table>										211	7090	072	7310	Grand Total	28,130
211	7090	072	7310												

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

SCE	211	7090
Program Name	Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						

Hercules Middle/High School WASC/CDE Self-Study Report

				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
*This column required for Consolidated Programs.										Subtotal	0
**KEY: Y = year, XX = suffix										Grand Total	28,130

211 7090 072 7310

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE		211	7090
Program Name		Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						

Hercules Middle/High School WASC/CDE Self-Study Report

				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
				211	7090						
*This column required for Consolidated Programs.										Subtotal	0
**KEY: Y = year, XX = suffix										Grand Total	28,130

211 7090 072 7310

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

SCE **211 7090**

Program Name										Site	Resr
Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				211	7090						
				211	7090						
				211	7090						

Hercules Middle/High School WASC/CDE Self-Study Report

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

SCE		7/1/10 - 6/30/11	
Program Name		Program Period	
Hercules High	376		7090
School Name		Resource Code^^	
School Code^^			
Guy Zakrevsky		231-1429	
Principal (school budgets)		Telephone Number	
Guy Zakrevsky		245-1089	
Program Contact Person		Fax Number	
Lyn Potter		\$31,605	
Program Coordinator/Director		Total Budget Amount	

All personnel costs have been confirmed with Personnel and/or the salary schedule as appropriate.

I certify that this budget is in conformity with all laws and regulations applicable to this program, and that all necessary approvals have been received from the grantor agency.

_____	_____	_____	_____
Principal (school budgets)	Date	Project Coordinator/Director	Date
_____	_____		
Project Cabinet Member	Date		

Hercules Middle/High School WASC/CDE Self-Study Report

FOR FISCAL SERVICES USE ONLY:					
		Initial	Date		
		Initial	Date		
Personnel Costs Confirmed				Input	
Director Fiscal Services				Fund Supervisor	
Revenue Budget				Copy to Personnel	
Revenue Code				Copy to Position Control	
V Number				Finalized copy to originator	

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE										376	7090
Program Name										Site	Resr
Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
1.0	RLA/M EL/EDY			376	7090	001	4300		Supplemental Materials and Supplies for Ramp-Up classes		7,499
				376	7090						
2.0	EDY			376	7090	024	5860		Consultan Contract for "Keep Learning on Track" from ETS		8,000
				376	7090						
3.0	EX. Day			376	7090	041	1120		Extra tchr. Hrs. for after-school tutoring 60 hrs. @ 29.45/day		1,767
				376	7090		3101		STRS	0.0825	146
				376	7090		3311		Medicare	0.0145	26
				376	7090		3501		Unemployment	0.003900	7
				376	7090		3601		Worker's Comp	0.032990	58
				376	7090						

Hercules Middle/High School WASC/CDE Self-Study Report

4.0	RLA/M EL/EDY			376 7090	024	1120		Additional Teacher Hours for PD and collaboration to address the needs of underserved students 150 hrs @ \$29.45		4,418
				376 7090		3101		STRS	0.0825	364
				376 7090		3311		Medicare	0.0145	64
				376 7090		3501		Unemployment	0.003900	17
				376 7090		3601		Worker's Comp	0.032990	146
				376 7090						
5.0	EDY			376 7090	024	1120		Subs for Collaboration time \$116.15/day 12 days		1,394
				376 7090		3101		STRS	0.0825	115
				376 7090		3311		Medicare	0.0145	20
				376 7090		3501		Unemployment	0.003900	5
				376 7090		3601		Worker's Comp	0.032990	46
				376 7090						
				376 7090						
<p>*This column required for Consolidated Programs.</p> <p>376 7090 072 7310</p> <p>**KEY: Y = year, XX = suffix</p>								Subtotal		24,092
								Grand Total		24,092

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE		376	7090
Program Name		Site	Resr

Hercules Middle/High School WASC/CDE Self-Study Report

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
6.0	RLA/M EDY/EL			376	7090	024	1120		additional teacher hrs. for data preparation \$29.45 225 hrs		6,626
				376	7090		3101		STRS	0.0825	547
				376	7090		3311		Medicare	0.0145	96
				376	7090		3501		Unemployment	0.003900	26
				376	7090		3601		Worker's Comp	0.032990	219
				376	7090						
				376	7090						
				376	7090						
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Hercules Middle/High School WASC/CDE Self-Study Report

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				376	7090						
*This column required for Consolidated Programs. <div style="border: 1px solid black; display: inline-block; padding: 2px;"> 376 7090 072 7310 </div> **KEY: Y = year, XX = suffix									Subtotal		7,513
									Grand Total		31,605

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE		376	7090
Program Name		Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7090						
				376	7090						
				376	7090						
				376	7090						
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				376	7090						
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Hercules Middle/High School WASC/CDE Self-Study Report

				376	7090										
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				376	7090										
*This column required for Consolidated Programs. <table border="1" style="display: inline-table; margin-left: 20px;"><tr><td>376</td><td>7090</td><td>072</td></tr></table> 7310 **KEY: Y = year, XX = suffix										376	7090	072	Subtotal		0
										376	7090	072			
										Grand Total		31,605			

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

SCE										376	7090
Program Name										Site	Resr
Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7090						
				376	7090						
				376	7090						
				376	7090						
				376	7090						

Hercules Middle/High School WASC/CDE Self-Study Report

				376	7090						
				376	7090						
*This column required for Consolidated Programs. 376 7090 072 7310 **KEY: Y = year, XX = suffix									Subtotal		0
									Grand Total		31,605

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

SCE	376	7090
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Program Name

Site Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7090						
				376	7090						
				376	7090						
				376	7090						
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				376	7090						

Hercules Middle/High School WASC/CDE Self-Study Report

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

LEP	7/1/10 - 6/30/11		
Program Name	Program Period		
Hercules Middle	211		7091
School Name	School Code^^		Resource Code^^
Guy Zakrevsky	231-1429		
Principal (school budgets)	Telephone Number		
Guy Zakrevsky	245-1089		
Program Contact Person	Fax Number		
Susan Dunlap	\$16,541		
Program Coordinator/Director	Total Budget Amount		

All personnel costs have been confirmed with Personnel and/or the salary schedule as appropriate.

I certify that this budget is in conformity with all laws and regulations applicable to this program, and that all necessary approvals have been received from the grantor agency.

_____	_____	_____	_____
Principal (school budgets)	Date	Project Coordinator/Director	Date
_____	_____		
Project Cabinet Member	Date		

Hercules Middle/High School WASC/CDE Self-Study Report

FOR FISCAL SERVICES USE ONLY:

	Initial	Date		Initial	Date
Personnel Costs Confirmed			Input		
Director Fiscal Services			Fund Supervisor		
Revenue Budget			Copy to Personnel		
Revenue Code			Copy to Position Control		
V Number			Finalized copy to originator		

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

PROGRAM BUDGET

FISCAL YEAR 2010-11

LEP		211	7091
Program Name		Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
1.0	EL			211	7091	001	4460		Smart boards for enhance comprehension for EL students		12,000
				211	7091						
2.0	EL			211	7091	024	5220		Conferences for teachers of EL students		3,000
				211	7091						
3.0	EL			211	7091	001	4300		Materials and Supplies for EL students		1,541
				211	7091						
				211	7091						
				211	7091						
				211	7091						
				211	7091						

Hercules Middle/High School WASC/CDE Self-Study Report

				211	7091										
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				211	7091										
*This column required for Consolidated Programs.									Subtotal	0					
<table border="1"> <tr> <td>211</td> <td>7091</td> <td>072</td> <td>7310</td> </tr> </table>									211	7091	072	7310			
211	7091	072	7310												
**KEY: Y = year, XX = suffix									Grand Total	16,541					

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

LEP	211	7091
Program Name	Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				211	7091						
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Hercules Middle/High School WASC/CDE Self-Study Report

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				211	7091						
*This column required for Consolidated Programs.										Subtotal	0
**KEY: Y = year, XX = suffix										Grand Total	16,541

211 7091 072 7310

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

LEP				211	7091
Program Name				Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				211	7091						
				211	7091						
				211	7091						
				211	7091						
				211	7091						

Hercules Middle/High School WASC/CDE Self-Study Report

				211	7091						
				211	7091						
*This column required for Consolidated Programs. **KEY: Y = year, XX = suffix									Subtotal		0
									Grand Total		16,541

211 7091 072 7310

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

LEP

211 7091

Program Name

Site Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				211	7091						
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				211	7091						

Hercules Middle/High School WASC/CDE Self-Study Report

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

LEP	7/1/10 - 6/30/11		
Program Name	Program Period		
Hercules High	376		7091
School Name	School Code^^		Resource Code^^
Guy Zakrevsky	231-1429		
Principal (school budgets)	Telephone Number		
Guy Zakrevsky	245-1089		
Program Contact Person	Fax Number		
Susan Dunlap	\$22,212		
Program Coordinator/Director	Total Budget Amount		

All personnel costs have been confirmed with Personnel and/or the salary schedule as appropriate.

I certify that this budget is in conformity with all laws and regulations applicable to this program, and that all necessary approvals have been received from the grantor agency.

_____	_____	_____	_____
Principal (school budgets)	Date	Project Coordinator/Director	Date
_____	_____		
Project Cabinet Member	Date		

Hercules Middle/High School WASC/CDE Self-Study Report

FOR FISCAL SERVICES USE ONLY:

	Initial	Date		Initial	Date
Personnel Costs Confirmed			Input		
Director Fiscal Services			Fund Supervisor		
Revenue Budget			Copy to Personnel		
Revenue Code			Copy to Position Control		
V Number			Finalized copy to originator		

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

LEP	376	7091
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Program Name										Site	Resr
Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
1.0	EL			376	7091	001	4460		smart boards to enhance understanding for EL students		12,000
				376	7091						
2.0	EL			376	7091	024	5860		Consultant to work with EL teacher		5,000
				376	7091						
3.0	EL			376	7091	001	4300		Materials and supplies to support EL strategies		5,212
				376	7091						
				376	7091						
				376	7091						
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Hercules Middle/High School WASC/CDE Self-Study Report

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*This column required for Consolidated Programs.										Subtotal	0					
<table border="1"> <tr> <td>376</td> <td>7091</td> <td>072</td> <td>7310</td> </tr> </table>										376	7091	072	7310	Grand Total		22,212
376	7091	072	7310													

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

LEP	376	7091
Program Name	Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7091						
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Hercules Middle/High School WASC/CDE Self-Study Report

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*This column required for Consolidated Programs.										Subtotal	0
**KEY: Y = year, XX = suffix										Grand Total	22,212

376 7091 072 7310

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
PROGRAM BUDGET
FISCAL YEAR 2010-11

LEP				376	7091
Program Name				Site	Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7091						
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Hercules Middle/High School WASC/CDE Self-Study Report

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*This column required for Consolidated Programs.										Subtotal	0
										Grand Total	22,212

376 7091 072 7310

**KEY: Y = year, XX = suffix

WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

LEP

376 7091

Program Name										Site	Resr
Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7091						
				376	7091						
				376	7091						

Hercules Middle/High School WASC/CDE Self-Study Report

				376	7091						
				376	7091						
*This column required for Consolidated Programs. **KEY: Y = year, XX = suffix									Subtotal		0
									Grand Total		22,212

376	7091	072	7310
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WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT
 PROGRAM BUDGET
 FISCAL YEAR 2010-11

LEP

376 7091

Program Name

Site Resr

Item	School Plan Section	Goal	Func	Site	Resr	YXX	Object	PCN No. (To be assigned by Position Ctrl)	Description	FTE & Rates	Budget \$ (whole \$)
				376	7091						
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