

SELF-STUDY VISITING COMMITTEE REPORT

**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

HERCULES HIGH/MIDDLE SCHOOL

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

West Contra Costa County Unified School District

April 10-13, 2011

Visiting Committee Members

Mr. Michael Arredondo
Principal, San Lorenzo Valley High School

Ms. Tanya Bringuel
School Counselor, Del Campo High School

Mr. Clark Conover
Athletic Director, Granada High School

Mr. Andy Crane
Special Education Teacher, Qunicy Jr.-Sr. High School

Mrs. Sandra Garvin
Teacher, Modesto High School

Ms. Amy McNamara
Principal, James Logan High School

Chapter I: Student/Community Profile

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. 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.

Demographically 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%.

HMHS is in a unique position within WCCUSD serving 6th through 12th grade, compared to other secondary schools in our district which serve only 9th through 12th grade students. 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).

STATUS OF SCHOOL

In the year following the last full self study Guy Zakervsky became principal of HH/MS with a district mandate to improve campus safety. To accomplish this several changes in school policy were implemented including students and staff wearing photo IDs on lanyards every day and double lunches on both campuses. Students and staff report that HH/MS is a very safe school.

The most significant change in school culture since the last full WASC self study has been the staff leadership vacuum. This resulted when the Instructional Leadership Team ceased to exist after the 2007-2008 school year. The staff was left with no formal teacher leadership group for input on school policy or decision making. The positive impact of this was that the school site council became a greater voice for school improvement. SSC

with input from parents, students, and teacher representatives has become the site leadership team. They've provided much needed financial support for teacher conferences and staff development. However this has also resulted in a feeling of disenfranchisement on the part of many teachers. Rightly or wrongly the perception for some teachers is that the administration is not responsive to their needs.

Student Performance Data MS API

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

Student Performance Data HS API

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

**Hercules Middle School ELA (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

[X] 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 [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						

**Hercules Middle School MATH (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

[X] 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 [X] Area of concern						

CST (AYP) Performance by Subgroup - Latino

[X] 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 [X] Area of concern						

CAHSEE (AYP) ELA Performance - School Wide (3-Year Comparison)

	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

[X] 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 [X] Area of concern						

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

[X] 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 proficient students.						
[] Area of strength [X] Area of concern						

**Hercules High School MATH (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

[X] 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 [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						

High School SAT, AP and ACT

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
District: (West Contra Co)	2,088	769	36.83	456	464	455	252	32.77
County: (Contra Costa)	12,668	5,468	43.16	528	545	530	3,402	62.22
Statewide:	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
District: (West Contra Co)	1,832	791	43.18	455	465	458	268	33.88
County: (Contra Costa)	12,779	5,591	43.75	525	545	527	3,458	61.85
Statewide:	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
District (West Contra Cos)	2,088	4,338	1,108	728	483	334	186	89
County: (Contra Costa)	12,668	25,426	6,552	1611	1857	2401	2627	2579
Statewide	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
District (WEST CONTRA COS)	1,832	4,039	985	640	442	312	185	81
County: (Contra Costa)	12,779	25,768	6,126	1,736	1,789	2,319	2,366	2,219
Statewide	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
District: (West Contra Cos)	2,088	284	13.6	19.59	109	38.38
County: (Contra Costa)	12,668	2,219	17.52	23.94	1,611	72.6
Statewide:	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
District: (West Contra Cos)	1,832	284	15.5	19.35	104	36.62
County: (Contra Costa)	12,779	2,041	15.97	23.68	1,495	73.25
Statewide:	465,901	55,086	11.82	22.0	32,388	58.8

High School SAT, AP and ACT
SAT 2008-09

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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 Avg	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
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<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</u>	1,832	284	15.5	19.35	104	36.62

<u>Cos)</u>						
<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

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 EAP Scores

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

WASC/CDE Visiting Committee Report

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%	
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%	

Data Analysis

HMHS is not a Title 1, Program Improvement, nor an II USP school. 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.

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.

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.
2. Improve all students' standardized tests performance and reduce the achievement gap among under-performing students within specific significant sub-group populations.

Chapter II: Progress Report (2 pages)

Since the last self-study

HH/MS had nine areas for growth on their previous WASC Action Plan.

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.

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)
 - i) Hercules Middle/High School WASC/CDE Self-Study Report 71
 - 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. Hercules Middle/High School WASC/CDE Self-Study Report 72
- 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 Hercules Middle/High School WASC/CDE Self-Study Report 73
 - 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

Since the mid-term review participation in the voluntary ILT diminished due to contentious issues and severe budget cuts depleting teacher in-service and work days. To ensure ongoing progress toward the critical areas of follow-up, monitoring and progress of the school wide action plan was transferred to the School Site 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.

Chapter III: Self-Study Process

EXPECTED SCHOOLWIDE LEARNING RESULTS

<i>T I T A N R E S P E C T</i>	
R	<p style="text-align: center;"><i>Responsible Learners</i></p> <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	<p style="text-align: center;"><i>Exemplary Scholars</i></p> <ul style="list-style-type: none"> ✓ Diligently pursue understanding & meaning to the text & world around them ✓ Excel in challenging coursework
S	<p style="text-align: center;"><i>Self-Aware Healthy Individuals</i></p> <ul style="list-style-type: none"> ✓ Establish, understand, & adhere to standards of behavior
P	<p style="text-align: center;"><i>Problem Solvers</i></p> <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	<p style="text-align: center;"><i>Effective Engaged Communicators</i></p> <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	<p style="text-align: center;"><i>Citizens of the World</i></p> <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	<p style="text-align: center;"><i>Technology Integrators</i></p> <ul style="list-style-type: none"> ✓ Are technologically literate ✓ Use technology to analyze, research, solve, and complete tasks

Comment on the school’s self-study process with respect to the expected outcomes of the self-study.

1. The involvement and collaboration of all staff and other stakeholders to support student achievement

The district has provided staff development to help support teachers in their instruction of African American students. The use of Cornell notes and AVID strategies are visible in many of the classrooms. There appears to be little staff involvement in the decision making process to select any school wide staff development trainings. Staff members seek funding for conferences from the School Site Council

2. The clarification and measurement of what all students should know, understand, and be able to do through expected schoolwide learning results and academic standards (*note the selected expected schoolwide learning results examined by the school*)

The ESLRs are visible throughout the school Teachers try to incorporate them into their lesson plans. There is no formal school wide process to evaluate how well students are mastering the ESLRs. State standards are also visible throughout the school and teachers strive to include them in their lesson every day. This accomplished through the use of daily Learning Goals that are visible in many of the classrooms. These goals reference the standards being taught that day.

3. The gathering and analyzing of data about students and student achievement

Student Benchmark data is missing in analysis of student needs assessment. The data reviewed school wide appears to be prior year's data only. This results in a summative autopsy of achievement data. There is a need for staff development in the creation and use of formative assessments to drive instruction and increase student learning.

4. The assessment of the entire school program and its impact on student learning in relation to expected schoolwide learning results, academic standards and WASC/CDE criteria

Standards based end of year data is examined annually no ESLR based data was seen. The Self Study process lacked serious participation from all members of site administration and this resulted to an initial report that was poorly written and required rewriting during the site visit.

5. The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan

The action plan is well thought out and addresses the needs of all students. The committee believes the success of the plan relies on the creation of the new Faculty Collaboration Team and its ability to work collaboratively with the site principal for the improvement of student learning.

Chapter IV: Quality of the School's Program

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

- A1.** To what extent 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 at high levels?

To what extent is the school's purpose supported by the governing board and the central administration and further by expected schoolwide learning results and the academic standards?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Vision – ESLRs – Profile: 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.

Development/Refinement of Vision/ESLRs: 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.

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

Regular Review and Revision: 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.

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 the 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 and community about the students and how are they performing. The WASC Coordinator regularly facilitates this process.

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. This process was begun in 2008 and continued in 2009-2010. Teachers also presented the vision and ESLRs to second period classes who had opportunities to provide feedback. After all stakeholder groups reported back revisions/refinement was incorporated and presented.

Facilitated by the WASC Coordinator and as evidenced by SSC and staff meeting minutes, the faculty participated in the review/revision of the vision and ESLRs. Teachers also presented the vision and ESLRs to 2nd period classes, so students were provided opportunities to give feedback.

HMHS has incorporated the regular review/refinement/revision of the school vision and ESLRs into the ongoing school improvement process and cycle of accreditation. 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% of 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.

A1. Organization: Additional Findings

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. The school community examined student performance and how students were accomplishing the expected schoolwide learning results and this helped develop the critical academic needs.

A2. To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school?

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

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Educational Agency (LEA) plan?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Governing Board: 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.

Relationship of Governance to Vision and ESLRs: The governing board's policies are directly connected to the school's vision and purpose and expected schoolwide learning results.

Understanding Role of Governing Board: The school community understands the governing board's role, including how parents can participate in the school's governance.

Governing Board's Involvement in Review/Refinement: The governing board is involved in the regular review and refinement of the school's vision and purpose and expected schoolwide learning results.

Professional Staff and Governing Board: There is clear understanding about the relationship between the governing board and the responsibilities of the professional staff.

Board's Evaluation/Monitoring Procedures: 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.

Complaint and Conflict Resolution Procedures: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's shareholders are effective.

The WCCUSD Governing Board meets twice monthly. District policies and procedures are clearly communicated through writing, email, flyer, internet, and district resources.

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.

There is an understanding about the relationship between the governing board and professional staff responsibilities. Communication takes place through a clear hierarchical structure.

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. 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.

There is a uniform complaint procedure in place to assist all stakeholders with resolving issues at both the site and district level. 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. WCCUSD supports the HMHS vision, purpose and ESLRs through personnel and resources.

There is a high degree of understanding the governing board's role and how parents 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 obtain additional resources for the school not covered through district

A2. Governance: Additional Findings

There is a district and site organizational structure with appropriate policies and procedures in place to address the needs of all stakeholders. Having a 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.

While there is an executive director to provide support for the site principal, there is evidence that communication regarding professional development could greatly be improved. Staff feels they have little input or flexibility regarding the district focus, decisions about school structure (academies) and procedures.

A3. 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Broad-Based and Collaborative: The school's planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

School Plan Correlated to Student Learning: 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.

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

The school community continues to annually consider disaggregated test data disseminated to teachers, students, parents, and community by the administration. 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.

Departments, staff and teachers meet together annually to review, revise, and provide input into the Single Plan for Student Achievement, ESLRS, and academic standards. Current research in instructional strategies is presented to faculty, students, and parents facilitated by the administration and SSC. Data is used to promote reflection among departments and the SSC to identify needed areas of support for identified underserved groups of students. Some of 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.

The Faculty meets monthly, as does the School Site council and some departments in order to make decisions about allocations of resources to support the ESLRs and the Schoolwide Action Plan. 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.

A3. Leadership and Staff: Additional Findings

This criterion is of primary concern in Departmental and School Site Council decisions. Since the Spring of 2009 the Instructional Leadership Team has not been convened. The reformation of the ILT (called in the action plan the Collaboration team) is necessary for the school to carry out the action plan. So communication can be improved with staff and a supportive, focused professional development plan can be created and executed. School Site Council will monitor the plan and ensure accountability.

While some members of the faculty collaborate to identify and acquire resources that will assist in improving learning results for all students and to identify instructional practices, this does not happen with regularity or with all departments.

- A4.** To what extent does a qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

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

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

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

Defining and Understanding Practices/Relationships: 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.

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

Staff Actions/Accountability to Support Learning: 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.

Evaluation of Existing Processes: The school leadership regularly reviews the existing processes to determine the degree to which actions of the leadership and staff focuses on successful student learning.

The staff at HMHS is highly qualified. They use ESLRs and staff development and current research to inform instruction. Leadership and some staff at HMHS are involved in ongoing professional development which focuses on student learning needs. WCCUSD uses employment policies/practices to ensure a highly qualified administration, faculty, and staff.

HMHS complies with California State and WCCUSD hiring policies for teachers, classified, and administrative staff.

Staff are hired and assigned to maximize use of their expertise (college major, teaching experience, credentials held).

Faculty and staff written handbooks, charts and policies clearly define responsibilities, operational practices, decision making processes and relationships of leadership and staff. Information that is not included in the HMHS Faculty handbook is provided via district email.

Internal communications are disseminated via district email, announcements, phone messages in the automated system and memos. Planning is conducted via monthly School Site Council, Departmental and Faculty Meetings. Differences are resolved by means of discussion in meetings with advocates speaking for each side, or in private through consultation with the administration.

Communication in decision making does need to be improved, as many staff report being surprised by some decisions and not feeling involved in the process.

Department structure and the monthly faculty meeting is the primary vehicle for sharing responsibility, actions, and accountability in supporting student learning. 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. Collegial strategies such as BTSA and Intern Programs are used to implement innovations and encourage improvements. A modified school day schedule have enabled interested high school staff to meet and assess student learning and strategies to improve Instruction for all students, but that changed after 2010 due to union meetings on Wednesdays. Teachers obtain release time or give up their planning time to observe one another and meet for one on one coaching or mentoring.

The school leadership meets yearly with the school community and stakeholders to review schoolwide plans. 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. Schoolwide systems are utilized to support ongoing school improvement and student achievement

A4. Leadership and Staff: Additional Findings

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.

Shared decision making and ongoing communication does exist between the school leadership and the School Site Council supports addressing the needs of underperforming subgroups. Their communications with the leadership have a direct correlative relationship. School leadership continues to support relevant staff development.

A5. To what extent are leadership and staff are involved in ongoing professional development that focuses on identified student learning needs?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Support of Professional Development: 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.

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

Measurable Effect of Professional Development: There are effective operating processes that determine the measurable effect of professional development on student performance.

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

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.

To measure the effectiveness of staff development, there are processes of administrative and peer review models. Student performance is analyzed in test data, but there remains a need for the staff to engage in regular collaboration to examine student work and the effect of new instructional pedagogy.

A5. Leadership and Staff: Additional Findings

Overall the staff is benefitting from the variety of staff development opportunities. These opportunities are growing, and the current foci on differentiating instruction and ongoing assessment for learning are appropriate to the size and experience levels of the staff. There is no coordinated professional development plan for departments, grade levels, or schoolwide.

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. There is some evidence that staff development has measurable positive impact on the achievement of underperforming subgroups.

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 many faculty members are actively engaged in ongoing professional development it is not coordinated by department, grade level, or schoolwide.

A6. 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of Add any additional reflections based on the criteria.the criteria are addressed.

Allocation Decisions: 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.

Practices: 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.)

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

Instructional Materials and Equipment: 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.

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

Long-Range Planning: 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.

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.

All school allocations and budgets are approved by the WCCUSD who participates in state and federal audits.

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. Interior wear and tear is showing with some rooms/portables needing drywall repair and most rooms needing fresh paint.

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

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.

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.

A6. Resources: Additional Findings

The teacher survey taken in the spring of 2010 provides an indication of the extent to which this criterion is being addressed. The majority 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 and believe that there is a culture of accountability evident at the school. However, only half of staff believe there is a positive working relationship between teachers and site administration, and less than that agree that teachers are involved in important decision making. While the vision is clear and supported by nearly all teachers, communication, positive relationships and teacher leadership need more attention and nurturing.

A8.

Areas of strength for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- There are number of opportunities for parents and community members to be involved.
- The SSC is dedicated to improving instruction within the school, has provided resources for technology use, and actively monitors the site plans.
- The faculty is highly qualified and experienced.
- There is strong support for students with special needs.
- HMHS principal is a leader who has worked hard to provide a clean and safe environment for students.
- Teachers have received professional development to help develop instructional strategies and assessments for students.
- Despite a difficult schedule, teachers are collaborating outside of their work day to improve the educational experience for students.

Key issues for Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources (if any) that need to be addressed to ensure quality education for all students.

- More students as key stakeholders need to be included in decision-making processes.
- The turnover in AP's is high and detrimental to the functioning of the school.
- A communication structure needs to be put in place in several areas: between the principal and staff, and between SSC teacher members and faculty.
- Identify and communicate an equitable means to allocate professional development and technology resources.
- 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).

- Professional development opportunities need to be of high caliber and coordinated to
- support a community of collaboration schoolwide and prioritized instructional
- strategies.
- There is a need for a clear professional development plan.
- Strengthen and improve department structure to promote collegiality and collaboration.
- There is a need for communication and collaboration across departments. 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.
- There is a need for time at the beginning of the year to meet and build trust among staff and between staff and administration.
- WCCUSD has drastically reduced district provided staff development to a bare minimum.
- Furlough days have taken away from time needed for collaboration and staff.

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

Meetings with focus groups, classroom observations, meeting minutes, and focus group leader discussions validate and support the strengths and key issues mentioned above.

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. 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.

To what extent are the expected schoolwide learning results accomplished through standards-based learning (i.e., what is taught and how it is taught)?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Current Educational Research and Thinking: 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.

Academic Standards for Each Area: The school has defined academic standards for each subject area, course, and/or program.

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

Student Work — Engagement in Learning: There is congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results.

Accessibility of All Students to Curriculum: 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.

Integration Among Disciplines: There is integration among disciplines at the school.

Curricular Development, Evaluation, and Revisions: 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.

Policies-Rigorous, Relevant, Coherent Curriculum: The school assesses the curriculum and its rigor, relevancy and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

Articulation and Follow-up Studies: 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.

“Culturally Responsive Pedagogy” training was provided district-wide to some teachers at grade levels 6-12 during buy-back days in August, 2008. There were subsequent follow up site specific trainings with the same facilitator for any interested teachers from 2008 through the present school year. This training has been essential to building relationships between students and staff at HMHS and has dramatically decreased the number of disciplinary suspensions from the 2008/2009 school year to present.

“Keeping Learning on Track (KLT)” was a two-year training piloted by HMHS and one other school in WCCUSD during the 2007-2008 school year. It was then offered to all high school math and science teachers in 2008-2009. This training has provided staff with additional techniques and teaching practices to improve student engagement across the curriculum.

A.V.I.D. training has been provided to middle school teachers in during 2006, 2007, and 2008. Two teachers attended the “Up Where We Belong” conference in Atlanta, GA. The rationale for attending the training was to improve the achievement of African-American students (at-risk sub-population). The training stressed the philosophy of emphasizing acceleration versus remediation. Two academies (Health/Biotechnology & Hospitality/Recreation) are being piloted next year to help close the achievement gap for underperforming sub-group populations (African American Students & Socioeconomically Disadvantaged). A.V.I.D. strategies and principles are being utilized in non-A.V.I.D. classes also as demonstrated by the use of Cornell Notes and various test taking strategies.

CollegeBoard Advanced Placement (AP) teacher trainings are ongoing as evidenced by the high number of courses being offered and the high number of student participants. Although students are referred by teachers, the courses are open and available to all students. Despite the accessibility of these course offerings, there seems to be inadequate support to keep struggling students in these higher level courses.

Piloting of textbooks and curriculum resources are a part of the district textbook adoption process. An Algebra 1 textbook is currently being piloted by a teacher on campus for the state of California. He has been provided with a classroom set of textbooks along with a multitude of supplementary materials (Power Points, Pre-made assessments, etc). It appears the curriculum is effective and may be adopted for the following school year.

The School Site Council annually meets with representatives from HMHS and assists with identifying strategies to improve student success. They provide funding for teachers to attend conferences when there is a rationale for their participation. These interactions form the basis of the annual school plan for student achievement (SPSA).

All middle and high school teachers utilize district approved textbooks that are aligned to state teaching standards. Despite this, there was little evidence of state standards or learning objectives being posted on the walls and whiteboards on the high school side of campus. Standards should be re-written by teachers in a language that is easier for students to understand. State standards should be integrated into learning objectives and clearly presented to students at the beginning of each lesson. A consistency of teacher expectations should be evident across both sides of the campus.

According to the Advance Ed Teacher surveys there is strong agreement that teachers know, teach and integrate standards-based lessons based on the HMHS ESLRs. There is also a strong agreement indicated in the Advanced Ed Student survey that supports student knowledge of the HMHS ESLRs and the belief that students are provided with a standards-based high quality education. Some classrooms had copies of ESLR's posted on the wall but the majority of students interviewed had little to no understanding of the ESLR's or the correlation between them and the lessons they were being taught in class.

Special Education students are pushed for full inclusion in the general education environment. Adequate support is provided to them in the general education environment through the use of co-teaching, tutorial periods, and Paraprofessional support. Despite the exemption of special education students from passing the CAHSEE (for the 2010/2011 school year), there is a push to have students participate and pass the exam. The special education staff appears to be a cohesive unit that is meeting the social, emotional, and academic needs of their students.

Although there is no formal systematic model for teacher collaboration, some teachers meet during free time to discuss student concerns. There is evidence that the lunch schedule has had a negative impact on teacher's overall ability to collaborate during their duty free time. The school and staff would clearly benefit from a structured forum for teachers to collaborate and look at student work. Administration has a strong emphasis on campus for security but seem to overlook the importance of collaboration regarding instruction.

The school requires all teachers to submit a syllabus for each course that they teach. This is an example of the similarities and differences between teacher expectations. Course syllabi were available in every classroom for review. It is clear that students have an understanding of individual teacher expectations and course outcomes from their syllabus.

There is regular articulation between site middle and high school counselors to facilitate middle school students taking advanced courses on the high school side. 8th grade counselors meet with students in classroom groups to sign up for classes for the following year. The counselor also discusses graduation and A through G requirements. Access to Geometry classes for 8th graders is based on the completion of Algebra during their 7th grade year. Participation in Music and Spanish class is based on parent request.

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. During our visitation there was a career counselor from the local community college assisting students with filling out applications. However, students had to sign up to meet with the career counselor. The process for signing up seemed to be vague and not communicated to all students and staff.

Students surveys indicated that the school is strong in the area of standards based teaching. 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. The difficulties expressed by students and staff in regards to class scheduling can have a negative impact on meeting graduation requirements. Parents indicated that if they "stay on top" of their students schedule that problems can be resolved quickly. However, one student indicated it can take as long as 3 weeks to get scheduled into the appropriate classes. There also seems to be an inconsistency regarding the expectations of teachers (from

Administration) to integrate ESLR'S, state standards, and learning objectives into lessons. Although there is evidence of this in some classrooms it is inconsistent across the campus.

- B2.** To what extent do all students have 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Variety of Programs — Full Range of Choices: 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.

Student-Parent-Staff Collaboration: 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.

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

Post High School Transitions: The school implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness.

Annually students are provided choice sheets and course descriptions in designated classes to facilitate course selection for articulation to the next grade. Middle school advanced and pre-AP and high school pre-AP, honors, and AP courses are open to all students.

The HMHS Career Center utilizes a parent volunteer to facilitate career exploration. 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.

Individual teachers and departments invite special speakers to classes from related career fields. 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. Communication of U.C. A through G requirements and college admission information to students takes place through counselors, teachers, AP classes, athletics, etc.

There is a WCCUSD Special Education career-to-work specialist who works one day per week

Students agree 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. Students indicate that first generation college attendees do not always know to go to the counselors for help. Counselors have a large case load and so do not necessarily seek out students for services, but are available for students if needed. 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.

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. To meet the needs of students with special needs, the school has required IEPs and monitors 504 plans. SST's are constantly being held on an ongoing basis to monitor and remedy

achievement issues, with parents and teachers collaborating on solutions. There is evidence that there is some graduation planning with counselors, and parent teacher conferences are held as necessary.

IEPs and class lists passed around departments to see if students are placed in the correct placement (Advanced, AP, etc.) There is a 9th grade Bridge Program (8th grade students who had 3 or more F's in the Spring semester)

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.

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 as to their success. Currently development is in the beginning stages for two academies starting next year. The school has identified college readiness as one of their schoolwide action steps. If this is to be accomplished, there must be a mechanism in place to track students once they leave HMHS.

B3. To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Real World Applications — Curriculum: All students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum.

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

HMHS's programs are standards based and most include real world applications in each chapter. Study trips are conducted each year by a member of the English department. In the past these trips have been to Berkeley Rep, Lescher, A.C.T. and the Best of Broadway productions. Parents also indicated the value of these trips as well as they opportunity they provide to integrate various courses of study.

The Journalism program at HMHS is extremely strong and produces a professional newspaper at both the middle and high school level each month. Students are responsible for writing articles for publication. The Culinary Arts Program is operated by the Department Chair of Special Education. Many special education students participate in the program which allows them a sense of empowerment and also builds self esteem. Students also see the computer class as good preparation for entering the world of work.

CAHSEE preparation courses are offered to students on the high school campus to assist them in passing the examination. Students understand the requirements for graduation prior to their enrollment in the high school by means of counselor meetings with 8th graders or student interviews preceding enrollment. Special education students are continually being provided with the skills needed to graduate with a diploma as represented by their high passing rate of the CAHSEE. There is currently no concerted effort on the part of HMHS to poll alumni. This process would provide data to significantly improve college and career readiness.

Counselors and teachers monitor student transcripts to identify students who are at-risk of school failure. Credit recovery is provided through access to the adult school and summer school.

In order to close the achievement gap of underperforming sub group populations, two new academies will be offered next year. 50% of the students participating in the academies will need to be identified as at-risk students. This is required in order to receive state funding for the programs. Participation in A.V.I.D. by underperforming sub group populations is also seen as a technique.

Areas of strength for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- There are a variety of programs and course offers available to all students.
- Students, staff, and parents are able to coordinate through the SSC to discuss issues and receive funding for professional development opportunities.
- Academic Academies will be implemented next year to support underperforming sub-group populations.
- There is strong evidence of special education students accessing the general education curriculum by their high rate of passing the CAHSEE.
- The adoption of new and effective curriculum is apparent through the piloting of a new Algebra 1 textbook for the state of California.
- All teachers have a course syllabus that outlines the requirements and specific components of the classes they teach.
- Credit recovery is available to students who become credit deficient through the use of adult school and summer school programs.
- 8th grade counselor meets with students in classroom groups to assist with scheduling and the transition into high school.
- There is a parent volunteer who assists with operating the Career Center.
- The Ivy League Connection allows students to visit with representatives from various Ivy League schools.
- There is an integrated skills approach between the English and history department. This is done through the reading of novels that represent the various time periods being covered in history.

Key issues for Standards-Based Student Learning: Curriculum (if any) that need to be addressed to ensure quality education for all students.

- There is no graduate follow-up information to provide insights into possible school program improvements.
- No formal opportunities are provided for staff to collaborate regarding instruction.
- 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 which can take up to three weeks.
- Some sub-groups are under-represented in higher level courses (AP & Honors).
- The Career Center is under-utilized and should be coordinated with counseling services through the use of effective communication with students and parents.

- There needs to be a clear connection between state standards, expected schoolwide learning results (ESLR'S) and learning objectives in all lesson planning across the curriculum.
- Large class sizes have a negative impact on teacher's overall ability to ensure attainment of course standards.
- Computer technology is significantly outdated on campus. There is no computer lab available for student use on campus.

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

Classroom visitations, student/staff interviews, and campus observations provide evidence to support the key issues and areas of strength outlined in this report.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

- C1.** To what extent are all students are involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Results of Student Observations and Examining Work: 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.

Student Understanding of Performance Levels: The students know beforehand the standards/expected performance levels for each area of study.

Differentiation of Instruction: The school's instructional staff members differentiate instruction and evaluate its impact on student learning.

Student Perceptions: 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.

It is evident from teacher interviews and observations that some Hercules High and Middle School teachers are using a variety of strategies to engage students in the learning process. Teachers are committed to teaching standards based lessons and are using a variety of methods to insure that all learners' needs are being met. Teachers are using a variety of technology in some classrooms. Some teachers are using LCD cameras and document readers and some classrooms have been provided with Smartboards. This January teachers began using PowerSchool to update student grades and there is some evidence that some teachers are using PowerSchool to inform parents of current homework assignments and classroom activities. Teachers are qualified to teach in their content area.

According to the self study, teachers are using a variety of strategies to facilitate involvement and engagement in the learning process. While some teachers were observed using a variety of strategies to facilitate involvement and engagement in the learning process by students of divergent ethnicities and learning abilities, classroom observations indicate that many lessons are being taught using traditional methods. The report indicates that some teachers have been trained in Culturally Relevant Pedagogy, Keeping Learning on Track (KLT), and A.V.I.D. teaching strategies and most teachers who were

interviewed were familiar with what these methods involve. There appears to be no schoolwide, formalized method of collaboration in sharing acquired teaching strategies, although teachers do meet in informal settings and on their own time to share strategies and to discuss ways to help all students excel. There is no method in place to regularly analyze data that supports how many teachers are using and/or sharing strategies and whether or not those strategies have improved student test scores. There is effort by teachers to meet the needs of students with various learning disabilities including strategies for visually impaired students that include having classroom and homework pre-scanned into larger text. Some teachers have been trained in strategies to increase student achievement, especially by those students in their significant sub group areas and teacher observation and interviews indicate that the staff is committed to improving achievement for these subgroups. Those methods and strategies include AVID strategies and methods designed to close the achievement gap among their African American populations and special education students who have been mainstreamed into academic classes. Teachers also report that there is some correlation of class requirements and activities between academic teachers that is done on a voluntary basis and on their own time. Classroom observations showed that teachers are making an effort to engage all students in learning. Teachers were observed using questioning methods that encouraged student response. Some teacher encouraged choral responses and allowed call out answers by individual students. Although many teachers were observed using traditional questioning strategies, some teachers were observed using popsicle sticks and computerized applications that allowed for randomization. Observations of classrooms provided evidence that students of varying ability levels appeared engaged in the learning process and were comfortable interacting with teachers.

All teachers provide a syllabus and course outline so that students know what is expected of them throughout the course of study. The syllabus includes course expectations, standards, and schedules and a parent notification/verification form to be returned to the classroom teacher. The use of a school wide common course syllabus template provides continuity throughout the school regarding expectations for student learning.

In some classrooms standards were clearly posted. Some teachers indicated that they do post daily learning goals in student friendly language and this was observed in some classrooms. Many teachers had their day's agenda clearly visible so that students knew what was to be accomplished during that class period. There was some evidence of the ESLRs in some classrooms. Most classrooms had student work posted and displayed.

According to their report, some teachers use rubrics to help students understand the grades they have earned and what they could have done to earn a better grade. During classroom observation of student work some teachers provided evidence of rubric analysis of work on student essays and projects.

Teachers in focus groups and in the school WASC report indicate that differentiated instruction is being used and were sure that it was occurring in some classrooms. Observations indicated that differentiation in lesson presentation does not appear to be a schoolwide emphasis. They are fully aware of the need to reach students who represent their lower achieving subgroups. Teachers indicated that in their attempts to address all learning styles and modalities, the learning process became slower for some students; however, there was consensus that slowing down does result in more buy-in and better learning results. There is no formal procedure in process for ongoing analysis of test data and common assessments to determine if those goals are being achieved through the application of the various strategies that are being utilized. There appears to be little relationship between teacher professional development that has been provided and recognition of current professional development

needs that can continue to grow instructional capacity at the site. Staff does indicate the need for a professional development coordinator.

Students generally agreed that students do have access to a rigorous curriculum regardless of the class. However in student interviews, it was shared that they also believe the rigorous nature of the course depends on the teacher. Many students believe there is very little cross-disciplinary collaboration among staff, except in the more advanced courses. For many students most of their classroom academic experience is textbook based, depending on the teachers they have.

Students did agree that they have access to a broad range of classes and that regardless of their abilities, they receive continual encouragement to meet the standards based curriculum. They believe that many opportunities are available through the academic program, extracurricular activities, and counseling, and career counseling. However, many students shared that extracurricular activities and counseling must be sought out. Once initiated by the student, those interviewed believed the services provided were very good. Students believe that their peers with special needs are provided special classes and programs but that only some attempt is made to reach out to and support students in a systematic way. Some students indicate that the school population is not reflected throughout courses 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

Although there has been an emphasis in the past on teacher training and professional development there appears to be no site policies or procedures in place for teachers to analyze the extent to which this criterion is being addressed. Focus group discussions did indicate that many teachers are using AVID strategies, including Cornell note taking to increase student comprehension, as well as a variety of strategies to engage students in the learning process. During observation, some teachers were observed using a variety of strategies such as asking students to summarize and synthesize classroom information. Many students' activities were designed so that students had to analyze the information. All of these strategies indicate an emphasis on developing higher level thinking skills for all students.

While teachers and students shared that they believe classroom instructional strategies are being used by most teachers and that these strategies are crucial in preparing them for college, the data provided in the report does not support this conclusion. The EAP data for college readiness in English indicates that 82% of students tested did not demonstrate readiness on this assessment. EAP data for college readiness in Algebra II indicated that 97% of students tested did not demonstrate readiness on this assessment. The data for students tested for college readiness in Summative High School Mathematics shows that 67% of students tested in this subject were conditionally ready for college. While the EAP measures only two areas in which students are prepared for college, collaboration is necessary to identify college readiness, measure it accurately, and improve instruction based on the data.

- C2.** 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

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

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

Examination of Student Work: 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.

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

Examination of Student Work: 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.

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

During focus group discussions and meeting with representatives from the SSC, it appears that School and District budgetary concerns have limited Professional Development and teacher training. As a result, teachers at HHS and HMS have had to be more creative in obtaining funding for various teacher training. Although there is evidence that many teachers have been provided with a variety of training, it is apparent that it may be necessary to find innovate ways to insure ongoing teacher in-services and professional development. With the purchase of new textbooks, teachers in the academic areas have been provided with training by the textbook companies. Teachers at both HMS and HHS are proficient and qualified to teach their subject matter. It was apparent through observations that teachers are comfortable with their subject matter and demonstrate high levels of expertise in their areas. The School Site Council annually collaborates with departments through the administration and faculty meetings to identify strategies, conferences, and in-services that form the basis for the school plan for student achievement.

Teachers indicated that training has occurred in the following strategies:

1. Culturally Responsive Pedagogy.
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.

In addition, teachers have had the following trainings:

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
6. Many teachers are also continuing to increase their levels of expertise by working on their master's degrees and administrative credentials.
7. New teachers are provided BTSA support and mentoring.

Although teachers are using a variety of other methods including peer observation to enhance teaching skills, there is little time provided for dissemination and collaboration of what has been learned by those teachers who have been provided training. There is informal collaboration of information and this appears to be widespread among teachers both at the HS and MS level. Many teachers voluntarily attend in-services provided by their peers, but there is a lack of formal time provided by the school or District for teacher collaboration.

Site teachers were asked to participate in textbook selection that would reflect a District wide emphasis on standards based teaching. Although teachers participated in this process, the decision ultimately was made by the District and a text was chosen that did not reflect teacher input. Teachers are not required to use the textbook on a regular basis and the decision to what degree emphasis is placed on the text is done by individual teachers. In focus group meetings and in classroom observations it was apparent that teachers supplemented textbook information with relevant examples and by using multi-media.

Teachers at HHS and HMS provide tutoring during lunch, after school, and via e-mail. Teachers indicate they get a wide range of student ability levels during tutoring sessions and that tutoring is popular among students. Students that were interviewed were fully aware that teachers at HHS often give up their own lunch time, arrive before school, and stay late to provide extra help for students who want or need it.

Teachers indicate that in all subject areas there is a wide range of student work that requires the development of problem solving skills and the ability of students to use a variety of methods to demonstrate learning. However, there is no formal mechanism in place that encourages teachers to analyze test data and how improvement in student learning and achievement correlates to the strategies in place. Teachers should be provided the time and training to develop methods that can be used throughout all academic areas and departments. Common assessments such as benchmarks and common finals, projects, and assignments within academic subject areas would prove a valuable tool in initiating collaboration of student activities, projects, and problem solving strategies that will increase measurable learning.

During classroom observations all teachers shared to some degree samples of student work. Classes such as Web Design and Journalism are technology based. In classes, teachers also have students create blogs, movies, power points, and use web based applications to help them. Typed papers are the norm for English Classes. In addition, teachers are using technology to assist them in the delivery of content, using document cameras, smart boards, and websites to assist students.

Student work demonstrates a high degree of creativity. There is a schoolwide emphasis on drama and music. Student plays are performed twice a year and many students participate in field trips that include professional performances.

HHS provides extensive opportunities for real world involvement by students. There is a career center that is open to all high school students and although due to budget constraints the full time staff person in the center was eliminated, a parent volunteer continues to make this center accessible to students. The school also offers other programs that provide real world experiences such as their ROP program and their Police Explorers program. There is a work experience class that allows students to earn school credit while working. Service learning is required of all students.

C2. Instruction: Additional Findings

Some teachers provide a variety of instructional strategies designed to increase student learning. Opportunities for ongoing training and professional development have become more difficult due to budgetary constraints. Many of the teachers at both HMS and HHS who have been trained in various strategies have provided onsite in services and opportunities for other teachers to voluntarily participate in peer training. Scheduled collaboration time would enable teachers to coordinate departmental and cross curricular projects and activities. An emphasis on discipline at the site has led to fewer classroom and schoolwide problems and teachers believe this allows better instruction to take place. During observation it was apparent that teachers at HMS and HHS engage students in a bell to bell learning environment.

Areas of strength for Standards-Based Student Learning: Instruction (if any) that needs to be addressed to ensure quality education for all students.

1. Teachers are using a wide variety of instructional strategies to facilitate student learning and achievement.
2. Teachers seem committed to providing an academic environment that meets the academic needs of a diverse student body.
3. Teachers are using a wide range of technological resources.
4. Expectations for learning are communicated through syllabi and course outlines to both students and parents. Teachers hold students accountable for learning and provide an environment to encourage student learning. All classes distribute expectations and syllabi at the start of the academic year.
5. Teachers are competent in their subject matter and qualified to teach.
6. A wide range of academic classes, clubs, career related activities and vocational courses are offered that meet the needs of both college bound and career oriented students.
7. Teachers have access to broad community support and a strong site council has shown support for teacher training and resources.
8. All teachers are CLAD certified and many use SDAIE techniques.
9. New teachers work with site mentors to develop teaching strategies that demonstrate differentiation of instruction.
10. Many teachers participate in informal collaboration. Techniques to increase student learning, areas of concern, student placement in appropriate courses are all areas that are regularly discussed between staff members in their academic areas and cross curricular.
11. There are a huge variety of teaching strategies being used.
12. Basic technology usage (e-mail, LCDs) by teachers is wide-spread.
13. Expectations are clearly communicated and students are held accountable. All classes distribute expectations and syllabi at the start of the year.
14. Strong standards-based instructional delivery facilitated by current research-based instructional methodology and instructional content

Key issues for Standards-Based Student Learning: Instruction (if any) that need to be addressed to ensure quality education for all students.

1. Teacher use of technology throughout all academic courses should be emphasized and access to technology by all students should be a priority. Although there are budget constraints, older computers may need to be replaced soon. Access to technology should be a site and district priority and innovative ways to accomplish this may have to be considered.
2. There are few technology resources available for student use. The library is the only true computer 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 for some significant subgroup populations and their performance on standardized tests. Analysis of test data and other assessments should provide insight into what strategies are improving student achievement.
4. There is a variety of instructional strategies being investigated by teachers being and implemented, this creates a lack of concentrated focus departmentally and school-wide.
5. District and site administrators should work to provide an educational focus that emphasizes student achievement of all students. Teachers and students both expressed that they do not feel they “have a voice” in decisions that effect the school and learning. Effort should be made by administration to provide avenues for teachers to pursue schoolwide and departmental standardization of assessments and analysis of data without mandating or micromanaging their efforts.
6. Effort should be made to present standards in student friendly language and in daily objective or learning goal format so that all students are aware of how class instruction relates to their achievement and success.

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

Classroom observations, focus group meetings, student group meetings, and the evidence provided in the self study report.

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

- D1.** 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

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

Basis for Determination of Performance Levels: 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.

Appropriate Assessment Strategies: 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.

Demonstration of Student Achievement: 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.

Hercules High School pays close attention to assessment. Formal standardized assessment, STAR, PSAT etc., is shared with stakeholders in a wide variety of ways. These methods include public meetings, telephone access, online access and local cable broadcasts. Their methods allow for parents to receive the information regardless of technology access. Site level assessment of student performance incorporates a wide range of assessment types, both formal and informal. Teachers use textbook created tests in conjunction with projects, essays and technology based assignments. Parents can access the results of these assessments with their online grading system.

The district enabled the online grading elements of Powerschool in January. Some teachers are using this tool to disseminate assignment and assessment results to parents and students. However, the mandate from administration requires only that term grades are posted. Many teachers limit their grading entries to these term grades.

District wide benchmarks have been used in the past, but are currently under revision by WCCUSD. The middle school math department is piloting the new district benchmarks. Other common assessments, formative or summative, are not in evidence.

Common assessments exist in some areas. High school Science and History use the textbook provided test generators which provides some commonality. All middle school English students write four common essays at each grade level. Some departments share classroom level assessment results, but the process is not organized schoolwide and varies widely.

D2. To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use assessment results to enhance the educational progress of every student?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Curriculum Embedded Assessments: 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.

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

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

Teachers at Hercules High School use a wide variety of assessment strategies with all student populations. These assessments are used to measure student growth through the traditional methods of grades and CST testing. The staff uses the yearly data (CST for example) to identify issues within the school.

Teachers use a variety of methods to get student feedback on assessment. High school science teachers use exit tickets and an online message board to determine which topics need re-teaching. Math teachers use quiz scores and written student responses to determine what needs adjustments. Several teachers

learned and implemented formative “check for understanding” techniques from the Culturally and Linguistically Responsive training.

Course imbedded assessments are shared and discussed at some department meetings and at informal teacher gatherings. How this impacts instruction varies by department.

Teachers align assessment with the standards and by extension the ELSRs. However, HMHS lacks a formalized process to calibrate student work to the standards.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

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

Reporting Student Progress: 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.

The assessment system in place at Hercules Middle and High School is the system used by the state and the Collegeboard. The staff at HMHS uses the STAR and PSAT results to monitor student growth.

Hercules Middle and High School uses a variety of tools to assist stakeholders in monitoring annual student progress towards the achievement of state standards and schoolwide ELSRS. The principal shares CST data with the staff and parents. The presentation is broadcast on the local cable channel. The school has online tools with Edusoft for assessment and Powerschool for grading. The staff is just beginning to use them in their practice.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criteria are addressed. Add any additional reflections based on the criteria.

Modifications Based on Assessment Results: The school use assessment results to make changes in the school program, professional development activities and resource, and allocations, demonstrating a results-driven continuous process.

The school has implemented some changes based on assessment results, creating target groups for intervention and discussing results in school site council. The low performance of African American students is a strong concern amongst the staff.

The departments who meet regularly to evaluate assessment use it to alter instruction, many indicating they look at student work and use it as a basis for evaluating and refining instruction. Many departments review CST data at the start of the year and use it as a basis for setting areas of emphasis in instruction.

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- Hercules High School utilizes a system for communicating disaggregated assessment results to its community yearly.
- Teachers use a wide variety of professionally acceptable tools to assess student progress.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any) that need to be addressed to ensure quality education for all students.

- While there is evidence that staff use a variety of tools to assess student progress, additional professional development related to common formative and summative assessment would provide useful data to drive instruction and improve student learning.
- Developing a structured schoolwide assessment system, including common course level assessments and regular collaborative review of results, will inform instruction and ensure high level achievement for all subgroups.
- Regular collaboration surrounding assessment development and results provides feedback on instructional initiatives.

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

- Student work, focus group discussions, standard assessments

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

E1. 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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Regular Parent Involvement: 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.

Use of Community Resources: The school uses community resources to support students, such as professional services, business partnerships, and speakers.

Parent/Community and Student Achievement: 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.

According to focus groups, parent involvement follows the 80/20 rule, with a few parents highly involved and many parents who choose not to get involved. There are many avenues of participation for parents to become involved with. These organizations include the School Site Council, the sports boosters and the music boosters.

As noted by the staff, the School Site Council is very active and involved. This group has been given the ability to make decisions and has some budgetary authority. The ELAC committee has been folded into the School Site Council.

There is evidence that Hercules Middle/High 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. These include the Kiwanis, rotary club, and the Hercules NAACP. 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. The Hercules Community Partnership and an Education Trust Foundation has been established over the past several years. The Hercules Chamber of Commerce has assisted with the Annual Career Day. Academies currently in development are expected to provide internships and job shadowing at community companies, hospitals, and Contra Costa College.

E2. To what extent is the school a safe, clean, and orderly place that nurtures learning?

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

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

Atmosphere of Trust, Respect and Professionalism: The school has an atmosphere of trust, respect and professionalism.

The school has a clean environment, and students indicate they feel safe. Discussions with teachers demonstrate that both teachers and students know what is expected of them to ensure the school remains a safe place. According to the staff, the cleanliness of the campus has improved due to restricting where students can 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. However, the rigidity of these rules has students feeling frustrated and overly controlled. There is a safety plan in place for entire school. Based upon conversations with staff, as a part of the safety plan, staff and students wear their ID on lanyards at all times. The student planner and teacher handbook has policies for discipline and to ensure an academic and safe environment. Two resource officers are on campus and three site supervisors help to enforce these policies. The Williams complaint document is posted in every room.

According to staff and students, there is no formal vehicle for staff and students to have access in solving problems. Students would like greater voice in decision making.

Through discussions, teachers strive for impartiality and a consistent application of the rules. Some teachers feel that this does not always take place.

Culturally and Linguistically Responsive (CLR), Culturally Responsive Teaching (CRT), and Keeping Learning on Track (KLT) trainings have been emphasized through district professional development. There are some classes and programs that are student lead with teachers serving mostly as advisors. Teachers are visited by administration on walk through observations several times a year. Some teachers collaborate together on their own time to teach each other best teaching practices.

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

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Direct Connections: 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.

Strategies Used for Student Growth/Development: 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.

Support Services and Learning: 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.

Equal Access to Curriculum and Support: 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).

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. However, students say they need to make first contact in order to get these services. The counselors are especially helpful and supply much information to the students once contact is made. 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. 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.

The school maintains an inclusion policy for placement 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.

Students may take advantage of advanced classes in many core subjects and electives, including ROP. There has been a reduction in the number of electives offered during A period (Leadership and

Journalism are still offered), which has reduced the amount of flexibility for planning. ELL students have EL 1-4 for their English class based off proficiency and CELDT scores, but due to the small EL population at the school, no sheltered classes are available for other core subjects. Classroom strategies for EL students include vocabulary building, visual aids, demos, hands-on activities, and small group settings. Some teachers have received training in sheltered strategies to assist them (SIOP training). Annual reviews for all IEP and 504 students bring parents, teachers, and the student together to talk about successes and areas of improvement.

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?

INDICATORS: Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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

Student Involvement in Curricular/Co-Curricular Activities: 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.

Student Perceptions: 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.

Classes are standards based and all activities performed 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. AP classes are open to any students who wish to take them 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 their course sequences, there is limited flexibility in the 6 period schedule, but some students complete requirements over the summer. Summer school is also available for students who need to repeat classes.

Co-curricular activities like clubs, sports, and rallies are designed to improve student involvement and investment in the school, and the increase in attendance at rallies and in clubs suggests they are successful.

Many students have indicated that regardless of their abilities, they 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. They acknowledge that students with special needs are provided special classes/programs. However, they feel 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.

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- The community involvement is strong with support coming from surrounding companies and institutions. The City of Hercules is a strong supporter of the school.

- Parents that are involved in various support groups are active.
- The school is beginning to implement PowerSchool, which will help parents' access grades and records online.
- The school has a focus on getting more students ready for college and creating a college going atmosphere on campus.

Key issues for School Culture and Support for Student Personal and Academic Growth (if any) that need to be addressed to ensure quality education for all students.

- Greater teacher collaboration and involvement will help improve school climate and culture. A schoolwide effort is needed to find a way to provide time for more teachers to collaborate and discuss various ways the school can support more students in being successful.
- 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.
- Counselors and the career center should develop an outreach program to help all students plan for their post secondary future. All students should have a 4 year plan.

Important evidence about student learning from the self-study and the visit that supports these findings:

Meeting with focus groups, classroom observations, and focus group leader discussions validate and support the strength and key issues mentioned above.

Part B: Synthesis of Schoolwide Areas of Strength and Schoolwide Critical Areas for Follow-up

- There are many excellent teachers at Hercules Middle High School who are working very hard to help all students to learn. These teachers are caught in the middle between an administration and a teachers association that cannot find common ground upon which to move forward together administration

General Comments:

The school is struggling to find the means to come together as one staff united with the site and district administration for the benefit of its students. There have been intermittent gains made in the past but it is unclear if these are a result of any school wide effort. Making consistent gains especially for the underachieving subgroups and maintaining these gains is the challenge facing the administration and staff of Hercules Middle and High School

Schoolwide Areas of Strength

1. HMHS has strong community support and an active Site Council that is dedicated to improving the school through the allocations of resources and by providing oversight and monitoring of the site plan.
 2. There are a variety of programs and course offering available to all students. There are plans to implement two new academies next school year.
 3. Despite scheduling obstacles, many teachers participate in informal collaboration to share resources and discuss student achievement.
 4. The career center provides support for students seeking college and career information.
 5. Teachers have a wide variety of instructional and assessment tools to meet the needs of a diverse student population.
 6. There is strong evidence of special education students accessing the general education curriculum by their higher CAHSEE passing rate.
 7. Teachers are utilizing a wide range of technology in their classrooms.
- Synthesize schoolwide critical areas for follow-up and list numerically. *Be sure that these can be documented by other sections of the report.*
 - ✓ Areas already identified by the school in the action plan sections
 - ✓ Areas to be strengthened within the already identified areas
 - ✓ Additional areas identified by the Visiting Committee. *This includes areas related to student achievement and other profile data, the school program and operation, and the action plan.*

Schoolwide Critical Areas for Follow-Up (list numerically)

The district and administration need to support the good faith efforts of the staff in the implementation of the action plan:

1. Face to face communication needs to be improved in several areas: principal to staff, administration to staff, and administration to students.
2. Collaboration is the cornerstone of the school's action plan. For the plan to be successful and collaboration to be effective, the following are critical:
 - Active, face to face participation by the administration in collaboration training and implementation.
 - Ongoing commitment to staff development in the collaboration process.
3. There is a lack of available technology for use by students on campus. There is a need for a technology plan that addresses the issue of outdated equipment and resource availability.
4. There needs to be a schoolwide systemic method for implementing instructional strategies, developing common formative assessments (including benchmarks) and analyzing data to improve student learning.
5. There needs to be a stronger outreach effort to include parents of students in underachieving subgroups to actively participate in the school community.
6. District support is critical to the implementation of the school's action plan. Specifically, the district needs to:
 - Provide professional development training for schoolwide collaboration.
 - Monitor and support administration's active participation in the collaboration initiative.
7. All students need a 4 year plan that is monitored and updated annually.
8. The career center needs administrative support to coordinate an outreach program with counseling that begins in the 9th grade.
9. There is a need to reinstitute and nurture teacher leadership to provide a voice for all staff members. This includes the collaboration council and other leadership training opportunities for more teachers.

Chapter V: Ongoing School Improvement (1–2 pages)

- Include a brief summary of the schoolwide action plan

There are three focus points of the school' action plan they are

- The students need to be Fully prepared for college admission and/or coursework or other post-high school continuing education
- Some significant subgroups are underrepresented in advanced or higher level courses and the achievement gap persist in some significant subgroups.
- There is a need for coordination schoolwide to select and prioritize instructional strategies at all levels to increase achievement.

These are to be accomplished by the creation of a collaboration Council made up of volunteer teachers to oversee the implementation of schoolwide collaboration on student learning.

- Comments on the following school improvement issues:
 - ✓ There is evidence that some of the staff have an understanding of how to use collaboration to improve student learning. The site principal has expressed his support for increased collaboration and staff development in how to effectively collaborate.
 - ✓ This plan could be the basis of creating an atmosphere of improving and sustaining increased student learning.
 - ✓ There is cautious optimism as to the ability of the administration and staff to come together to implement the plan.
 - ✓ The fact that many teachers are finding the time and the way to collaborate in spite of all the obstacles placed in their way give the committee hope that they will find a way to make this work school wide.
 - ✓ The fact that only one representative from the district office attended any of the meetings with the visiting committee or the committees exit report raises a major concern about district support for the plan.
 - ✓ The School Site council is the only leadership team that currently exists and currently exercises oversight of the school site plan at the school. As the only existing leadership group on campus it is the best vehicle for ongoing oversight.