

**West Contra Costa Unified School District  
Hercules High School  
1900 Refugio Valley Road, Hercules, CA 94547  
Phone (510) 231-1429 Fax (510) 231-1089**

<b>Bruce Harter Ph.D., Superintendent</b>	<b>Paul Mansingh, Principal</b>
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# **School Site Council Meeting**

## **November 25, 2014**

**Hercules High School**  
**1900 Refugio Valley Road, Hercules, CA 94547**  
**Phone (510) 231-1429 Fax (510) 231-1089**

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**School Site Council**  
**November 25, 2014**  
**2:00 pm to 3:30 pm**

**AGENDA**

Board Members			
1. Paul Mansingh, Principal	x	7. Lenson Wong, parent	x
2. Catherine Floresca, other	x	8. Jennifer Vance, parent	
3. Linda Coleman, teacher	x	9. Madeline Yuen, parent	x
4. Maricris Cruzat, teacher	x	10. Kirsten Rose Kho, student	x
5. Baener Lucas, teacher		11. Marc Pugada, student	x
6. Joanne Whitlock, teacher		12. Thomas Wright, student	

**1. Call to order /Welcome**

**2. Roll call**

**3. Approval of Agenda**

**4. Review of last minutes**

**5. Reports**

- a. Principal's report
- b. Student's report

**6. Agenda Items (old business)**

- a. SPSA
- b. WASC progress

**7. Agenda Items (new business)**

- a. **Department reports:** (1) Library; (2) ELD; (3) Social Science

**8. Next agenda:** discussion and action items for next meeting

**9. Adjournment**

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**SSC Meeting Minutes**  
**November 25, 2014**

Board Members			
1. Paul Mansingh, Principal	x	7. Lenson Wong, parent	x
2. Catherine Floresca, other	x	8. Jennifer Vance, parent	
3. Linda Coleman, teacher	x	9. Madeline Yuen, parent	x
4. Maricris Cruzat, teacher	x	10. Kirsten Rose Kho, student	x
5. Baener Lucas, teacher		11. Marc Pugada, student	x
6. Joanne Whitlock, teacher		12. Thomas Wright, student	

**1. Meeting was called to Order at 2:15 pm**

**2. Roll Call**

**3. Approval of Agenda**

**4. Review of Minutes** (Date): October 21, 2014 Approved x Amended       

**5. Reports**

**a) Principal's report:**

Since our last meeting, we have been working with our parent group to develop the parent survey and purchased Survey Monkey (Golden Account) to enable the school to be more elaborate on the surveys for WASC and parent involvement. This type of account will allow for more than ten (10) questions per survey to better serve our needs, as opposed to the current introductory account which only provides for 10 questions.

The Academic Awards Night in recognition of 537 students with a 3.0+ GPA had a good turn-out. We are in the mode now of starting Rising Scholars, focusing on African American students with a 2.8 GPA or higher to qualify into college and working with our College and Career Center. We had a full day last Thursday of college applications for students to apply to various colleges on-line with counselors' assistance in the Library from periods 2-7, as well as after school, that also carried over to the following day due to student interest.

We are starting our response to the intervention program where we will have a staff meeting on December 1 that will line up the interventions at different tier levels in how we intervene with struggling students. We already are recognizing our students with D's and F's, but how are we, as teachers, counselors, and administrators, doing interventions to enhance the success rates. At this

time, there are 537 students with a 3.0+ GPA and 165 that may be a 2.0 or below, and the rest fall in the middle. The population of our school is approximately 960, which indicates a wide disparity. Touching upon 10% of the 165 would make a huge difference for our school. Intervention plans include an *Academic Success Pathway Night* to motivate and encourage parents and students to build a partnership with the school to bridge a communication link so that parents can be supported, as well as the students and help them to achieve a little higher academically, in whatever needs there may be – if it is parenting, student support, tutorials – we need to find out how we can help them. The plan we hope to create will allow parents and students to sign up for PowerSchool in an inspirational night on the pathway to success with tips on characteristics of successful students. Within the group of individuals who decide to be a part of the evening will include the counselors, technology, Ms. Perkins, myself, and we will offer different ways to improve and try to find the reasons for struggling and how we can intervene to assist the parents.

We are in the 15<sup>th</sup> week of school, and we have had climate concerns over students' electronic devices and have broadcasted to parents to encourage involvement with their students' social media by being aware of texts and data stored that might include cyber bullying or indecent photos or videos. If there are inappropriate behaviors exhibited by our students, we want to ensure that we can help them by teaching learned behaviors now to enable a better outcome as adults.

#### **b) Student's report:**

The Academic Awards Night was a worthwhile activity to recognize the students for their achievement in the first quarter of the school year and demonstrates that students can continue to move forward in academic achievement. Sophomore Ryan Cutter, who finished 11<sup>th</sup> overall at the NCS Cross County Championship, is Hercules High's first cross-country athlete in our school's history to represent Hercules High at the upcoming CIF State Championship. A *Winterfest* rally is in development that will take place prior to the holiday recess and will include a dance competition involving the freshman/sophomores vs. the juniors and seniors.

### **6. Agenda Items (old business)**

#### **a) SPSA**

##### **Discussion:**

**Data Analysis:** We will receive the first benchmarks in January for all departments. At that point, we can begin producing the resulting data to analyze and monitor.

##### **Areas selected for academic data:**

**CAHSEE (area of strength):** The current data for CAHSEE in 2013-14, 85% of 10<sup>th</sup> graders passed the CAHSEE Math and 84% of 10<sup>th</sup> graders passed the CAHSEE English. The three-year findings (2011-14) have a success rate among 10<sup>th</sup> graders at 81% for CAHSEE Math and 82% for CAHSEE English.

**Grade Count (area of concern):** At the end of the Quarter 1, School Year ("SY") 2014-15, we had 304 recorded grades of "D" or "F".

Freshman class @ 60 students in Algebra 1 receiving a D or an F, and 45 students receiving a D or an F in English 1.

Sophomore class @ 49 students receiving a D or an F in Algebra 1 and 50 students receiving a D or an

F in English 2.

In Biology, we have 100 combined freshman and sophomore students receiving a D or an F. With interventions put in place, there will be measurable outcomes as we move forward.

GPA (area of strength): At the end of Quarter 1, SY 2014-15, we had 537 students above a 3.0 GPA.  
115 freshman students representing 52% of the class  
145 sophomore students, representing 52% of 10<sup>th</sup> grade students  
150 juniors, representing 65% of 11<sup>th</sup> grade students  
127 seniors, representing 61% of 12<sup>th</sup> grade students

### **Areas selected for Student Support Data:**

Attendance (area of strength): ADA for the school since 2008 has been above 92%. The three-year average is 95.7% (2011-14). The goal for school attendance is 100%, governed by law.

Suspension (area of strength): 151 suspensions for 2011-12. Reduced to 69 in 2012-13, a decrease of 56%. Data indicates a concerted effort to offer alternatives to suspension and the shift of what a "suspendable" offense is has worked to decrease suspensions and amount of class time missed by students.

Although suspensions were reduced last year, however, this year, suspension numbers may increase as a result of more inappropriate behaviors that we cannot ignore, including cyber bullying, drug use, and the sharing of inappropriate videos among students. We are utilizing more corrective actions, and after going through mini-assemblies, learned behaviors and instructions, and interventions, there are certain behaviors that students need to understand will not be tolerated on campus.

Healthy Kids Survey (area of concern): Our overall student connectedness data shows that our students, and in particular our current seniors (the juniors when surveyed last year), do not feel connected to school. As we move the school through professional development, the sensitivity on how the students and teachers feel in bridging the gaps will be reflected in the surveys this year. We will focus on both ends -- teachers will be involved with struggling students, as well as students who are succeeding.

### **Action Plans:**

English Language Arts: Students scored an average of 2.7 out of a possible 4 points measured by the district writing benchmark.

*Goal*: By May 2015, the goal for students will be 3.5 points using the same benchmark measure.

*Action*: Academic Intervention Program (extended learning for all students receiving D or F); purchase materials and supplies to provide effective instructional supplies for students; focus on writing development; collaborative teaching; implement professional development focused on cross-curricular writing strategies.

Mathematics: 52% of students scored proficient/advanced on the CAHSEE Math over the last four (4) years.

*Goal*: This year for assessments, we will be assessed by the sophomore CAHSEE and the junior CSTs. The new assessment form, the CAHSEE, CST, and PSAT will all be measures on proficiency and not necessarily on district benchmarks. PSAT is an aptitude test, not an achievement test, and based on the norm of the flow of college-bound students, which is the goal for students in the 21<sup>st</sup> Century to be college and career ready and also the goal of the Common Core; the PSAT is a moveable measure that,

according to the nation, we can say our students are within the goal of college and career readiness.  
*Action:* Academic Intervention Program (extended learning for all students with D and F grades in Algebra I or II); departmental collaboration to analyze curriculum embedded assessments and examine lesson plans to coordinate pacing guides; research benefits of peer observations and walk-through observation practices throughout the year.

English Language Development: EL students have five (5) years to advance through various EL levels. 42% of ELL advanced one or more CELDT levels between Fall of 2013 and Fall of 2014.

*Goal:* By the end of SY 2015-16, increase number of ELL advancing one or more CELDT levels to 50%.

*Action:* Academic Intervention Program (three tutorials after school encompassing all areas of study); grad tutoring to support instructor with translations and assist students; translation services.

Science: 60% of 9<sup>th</sup> grade and 40% of 10<sup>th</sup> grade students successfully completed Biology with a C grade or better.

*Goal:* By the end of June 2015, increase percentage to 75% of all 9<sup>th</sup> and 10<sup>th</sup> grade students to complete Biology with a C grade or better.

*Action:* Academic Intervention Program (Bio tutorial offered four (4) days/week, before and after school); develop a common rubric for grading lab reports; develop common assessments –formative and summative; develop pacing guide; share lesson and unit plans, and exams; continually monitor student scores and performance, peer observation.

History and Social Sciences:

*Goal:* Increase proficiency to 80%, measured by the CST's.

*Action:* Collaboration to analyze student work; develop common rubrics; primary sources for group; close reading/academic text, together with primary sources; academic study of maps; analyzing graphs and political cartoons.

Attendance: There is currently a 40% reduction in incidents of tardy attendance, as opposed to approximately 46%, measured the previous year. In Quarter 1, tardies have dropped approximately half per period, from 74 students who were tardy four (4) or more times per week to periods 2-7 last year, to 34 students during the same time this year.

*Goal:* By June 2015, reduce tardiness to all periods by 35% -- reduction of tardiness to period 1 by determining how we alleviate the traffic and how we handle parents who are dropping off students late that may possibly involve other issues at home, and reduction of tardiness to periods 2-7 which is more on the climate of the school in the students' feeling the need to get to and from their classes (eg, habits/acquired pattern of tardiness to class).

*Action:* Security Clearance by Site Supervisors; teachers requiring all tardy students to have a pink pass prior to entering the classroom; phone calls made to students on unverified absences; letters sent home to students with more than 15 period absences (equates to three days); parent conferences with students who have more than 30 period absences (equates to six days) with site administrator.

For reporting purposes, absences are measured by a missed period. For budget, an absence of a full day would be applicable to the ADA (Average Daily Attendance) that allots funds for a student who attends more than four (4) periods in a day. Truancy is calculated by periods; ADA is measured by full days.

School Climate: In 2013-14, there were 39 documented incidents of fighting on campus.

*Goal:* By June 2015, there will be a decrease of 20%.

*Action:* Health Center presentations on bullying and harassment (*No Place for Hate* campaign);

cognitive behavior modification classes/workshops after school that correlate the discipline referral; re-entry conference with parents to formulate agreements to rebuild and minimize incident repeats; school-wide prevention via regular community building practices in the classroom; student recognition and events.

Parent Involvement: In 2013-14, parents involved in supporting student achievement activities, assisting with SSC, and WASC were minimal.

*Goal:* By June 2015, we will have organized various parent groups assisting the school year in multiple areas.

*Action:* SSC parent recruitment; Back-to-School Night Social; WASC Parent Group; Academic Awards Night (student recognition and events); Rising Scholars (parent night); Academic Pathway to Success.

Other #1 (CAHSEE): In 2013-14, 70% of students (grades 10-12) passed the ELA portion. No data recorded for 21% of 10-12 grade students per Illuminate data and assessment.

*Goal:* By May 2015, 80% of students will pass the ELA portion, and 100% of students in grades 10-12 will have recorded data on CAHSEE results.

*Action:* Extra teacher hours for CAHSEE ELA and Math; provide academic intervention for students who under-perform in assigned English and math classes; prior notification to parents and students in need of passing the CAHSEE; posting CAHSEE schedule on website; reminder phone calls to parents on importance of completing the CAHSEE.

Other #2 (Professional Development): School enrollment dropped from 1015 to 933 and has been slowly increasing. Freshman class has steadily lost an average of 45 students over a four-year period.

*Goal:* By August 2015, enrollment will increase to 980 or 1,000.

*Action:* Boomerang Project Conference – establish a Link Crew to transition 8<sup>th</sup> grade students to 9<sup>th</sup> grade through positive relationships and mentoring program with juniors and seniors by creating a *pay-it-forward* standard; extra teacher hours for professional development and collaboration.

*Questions:* *Are students leaving for academic reasons or relocating?* The enrollment drop rate is difficult to track because students leave and sometimes return. Realistically, you would review the number of freshmen graduating and number of seniors graduating, but you would always have the mobility within. E.g, if you look at the freshmen coming in at 320 and seniors graduating at 250, what is the status of the remaining 70 students. It is not only the students who graduated at the end that can ultimately be used to measure the dropping rate in students, but also what is going on in the classes. Another measure is to break it down to four years – freshman start-freshman end, sophomore start- sophomore end, etc. -- to see the continuity within that period to get a segmented picture of retention of students.

*Is there a way to track students who are at risk of not graduating -- could this be juniors and seniors who either have a core class that they are failing or a class they should have been taking that they failed?* A local review called Reclassification of Students whereby anytime a student falls below the amount of credits they can successfully complete at the comprehensive, the parents are notified by letter that the student is 30-40 credits behind, and if they continue on their high school path given six (6) periods a day with an extra period, and there is a possibility of not graduating, they are given a local review to discuss available options, such as summer school or alternative education. This begins in second semester of 9<sup>th</sup> grade. The process has taken place quarterly and approximately 68 letters were sent to parents, with six (6) seniors in danger of not graduating. This metric can likewise be utilized to address the drop rate in students to gauge whether students are leaving as a result of academics or otherwise.

*Is the concern about 9<sup>th</sup> grade relations with the other classes or is it because of their course studies?* The concern appears to be more of a fear of classes rather than course studies, due to a different environment, behavioral expectations, maturity levels in communication, and possibly combined grade levels in classrooms, whereas middle school classrooms generally consist of one grade level. This is where a Link Crew would help ease the transition of middle school students into the high school environment.

### ***Overall Budget Summary:***

The budget is aligned with the SPSA with minor adjustments to the SMART goals with flexibility to adjust as needed.

Discussion on intervention: For parents who do not attend Parent Night, parent-teacher interaction is needed. The District Advisory Committee talked about some of the schools that are trying to do the at-home parent-teacher conferences. There has been discussion about a community liaison for school sites. Unless connections are made with the families, barriers to achievement will continue. The climate survey will allay perceptions and feelings, and we can measure reasons for the disconnect between the families and school. The climate survey will be out in February or March 2015. Other tools include the new survey account enabling the school to develop surveys to parents and Parent Night for failing students that will be approached in a positive, inspirational manner to understand how we can assist. We want to know how to better reach the students who have difficulty achieving by hearing what parents are saying at the Achievement Night, or Parent Night, on a Climate Survey, or other available measurable tool, in order to plan future years by the SSC on how monies can be effectively used for student achievement.

*Hand-outs: (1) Single Plan for Student Achievement, 2014-15; (2) Budget Line Item Summary*

**Public Comment:** There was no public comment.

**Vote: Motion to approve SPSA, carried and affirmed.**

**YES: 8**

**NO:**

**ABSTAINED:**

**N/A:**

### **b) WASC progress**

**Discussion:** WASC provided its committee report with nine areas for critical follow-up upon which the school will be assessed. By the next WASC collaboration, each critical area will be addressed, showing: (1) an indication of the steps undertaken for progress; and (2) evidence of the progress itself. Focus groups will identify and document what has been implemented, the evidence showing the implementation, as well as any resulting feedback on strengths and weaknesses in areas of growth. A concern, at this time, is that the WASC meetings are during the school day, and four focus groups should be within that time with three students and three parents within those groups.

*Hand-out: Background Information/Historical WASC Progress Report from Visiting Committee*

**Public Comment:** There was no public comment.



<b><u>Vote:</u></b>			
<b>YES:</b>	<b>NO:</b>	<b>ABSTAINED:</b>	<b>N/A: X</b>

## 7. Agenda Item (new business)

(a) Department Reports: (1) Library; (2) ELD; (3) Social Science

### **Discussion:**

- (1) Library: The district technology plan, developed March 26, 2014, includes wireless infrastructure that has been fully implemented and also involves staff technology skills with teachers provided laptops with the ability to access Illuminate, which is a data collection software. Summer training was also provided to all teachers in July which was attended by some of our teachers. The goal of the technology plan is to impact the school with teachers and students collaborating via Edmodo, a software technology for teachers and Google docs, for students to turn in assignments digitally rather than paper in the future. Teachers and students would need to be competent in typing skills to use word processing, spreadsheets, and presentations in software. Flipped classrooms -- delivery of classrooms to where teachers focus on activities in the classroom and instruction that happens on-line at home. This is a movement in the 21<sup>st</sup> century teaching and learning that technology is building. The library is providing Smart Cart training to the teachers utilizing teacher technology by assisting them with Google docs, doc cameras, and tech carts.
- (2) ELD: EL/ELD I and II students are currently learning how to compose complex sentences and are about to write an auto-biography essay, doing silent sustained reading for 15 minutes/day, learning about Cesar Chavez' life, Greek Mythology. All students are learning SAT words as a Do Now on a regular basis. Two ELD4 students and one ELD2 student were invited to the Academic Awards event on November 18. One grad tutor will be leaving at the end of the year.
- (3) Social Science:

**Public Comment: There was no public comment.**

### **Vote:**

<b>YES:</b>	<b>NO:</b>	<b>ABSTAINED:</b>	<b>N/A: X</b>

b) **Discussion:**

**Public Comment:**

**Vote:**

**8. Next Agenda** (discussion and action items for next meeting)

- a) WASC progress
- b) Department reports

**9. Meeting adjourned @ 3:55 p.m.**

10. Principal Signature \_\_\_\_\_

Date\_\_\_\_\_

**Hercules High School**  
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**Phone (510) 231-1429 Fax (510) 231-1089**

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**School Site Council (SSC)**  
**November 25, 2014**  
**2:00-3:30 pm**

**Sign In**

<b>Board Members</b>			
<b>Name</b>	<b>Signature</b>	<b>Name</b>	<b>Signature</b>
1. Paul Mansingh, Principal		7. Lenson Wong, parent	
2. Catherine Floresca, other		8. Jennifer Vance, parent	
3. Linda Coleman, teacher		9. Madeline Yuen, parent	
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5. Baener Lucas, teacher		11. Mark Pugeda, student	
6. Joanne Whitlock, teacher		12. Thomas Wright	

<b>Guests/Invitados</b>			
<b>Name/Nombre</b>	<b>Signature/Firma</b>	<b>Name/ Nombre</b>	<b>Signature/Firma</b>
Melanie Perkins, Librarian			
Mia Yuen, student			
Dingane Newson			