

MUHSD PRINCIPAL'S GUIDE 2018-2019

Visual Dartboard for Achieving Our Vision

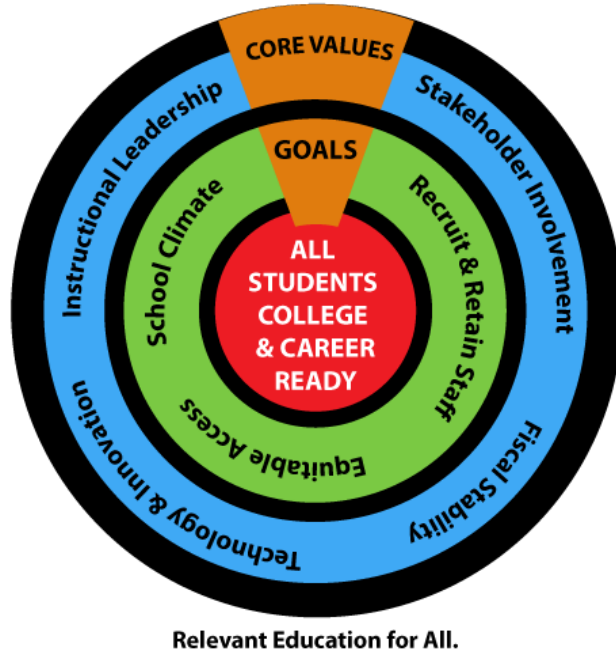


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SUPPORT DOCUMENTS

- MUHSD 2020 Checklist [16](#)
- Instructional Spectrum [19](#)
- Guidance on District Goals [22](#)

Any updates, additions, or changes from the original hand out in the binder will be noted on the last page

GOALS & INDICATORS

MUHSD/LCAP GOALS	2018-19 District Focus Areas for Sites	State Accountability & LCFF Rubrics
College & Career Ready		P4- College & Career Readiness Indicator (not on state until 2017-2018)
School Climate		P5- Graduation rates P6- Suspension rates P5- Chronic absences rates (2017-2018) P1- facilities in good repair/FIT Form P6- Healthy Kids Survey
Equitable Access		P1- teacher misassignment P1- access to standards P4- ELPAC/Reclassification Indicator
Recruit & Retain		
MUHSD CORE VALUES	2018-19 District Focus Areas	LCFF Other Local Measures
Instructional Leadership		P2- standards aligned courses P7- broad range of courses
Technology & Innovation		Site Technology Plan
Stakeholder Involvement		P3- parent involvement
Fiscal Stability	*Monitor overtime & Cornerstone *Purchase identified items in plans and big ticket items in fall semester	

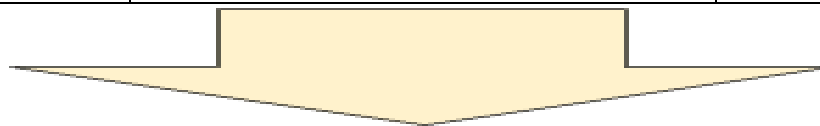
[17-18 CDE Dashboard Data Guide](#)

MUHSD 2020 PreAble

Learning & Brain Theory		
<p>Growth Mindset Carol Dweck</p> <p>End of Average Todd Rose</p> <p>-----</p> <p>Don't inhibit learning with artificial pacing and timelines.</p> <p>Teach students the cognitive skills to persevere! Teach them to embrace challenges, teach them how to think critically, teach them how to "do school"</p>	<p>Science of Expertise (Peak) Anders Ericsson</p> <p>Learning v Performance Zone Eduardo Briceno</p> <p>-----</p> <p>It takes 10,000 hours of focused learning to master something</p> <p>Students need a learning environment to progress (they don't learn when they are performing)</p> <p>What should students spend their time mastering?</p>	<p>Enhancing Strengths Yong Zhao</p> <p>Universal Learning by Design Making Sense of UDL</p> <p>-----</p> <p>Deficit thinking of "fixing" student weakness hasn't worked</p> <p>That doesn't mean you shouldn't require a baseline of common knowledge</p> <p>But providing students voice and choice allows them to access the learning and build on their strengths and interests</p>



Know Your Audience		
<p>Strengths Finder</p> <p>How will you get someone onboard who is not the same strength as you?</p> <p>-----</p> <p>Executing- focus on making things happen</p> <p>Influencing- project authority, cheerlead</p> <p>Relationship Builder- feel connected</p> <p>Strategic Thinking- analyze information</p>	<p>What Motivates People How can you tap into these themes?</p> <p>Tap into positive motivations for long term engagement</p> <p>-----</p> <p>Yu-kai Chou- Octalysis</p> <p>Achievement, Meaning, & Empowerment</p> <p>-----</p> <p>Daniel Pink- Drive</p> <p>Mastery, Purposes, & Autonomy</p>	<p>Communication</p> <p>Communication Plans:</p> <ul style="list-style-type: none"> • Regular routine communications • Post/store communications for continued ease of access • Use a variety of media to meet all stakeholder needs • DTA/CSEA meetings • Crisis communications



MERCED UNION HIGH SCHOOL DISTRICT 2020

Students Transition to High School (9th Grade Year):

Encourage students to actively participate in the high school experience through transition programs and monitor student progress.	Identify student needs, academic, behavioral and social-emotional and provide supports that address the needs of the whole student.	Develop individual goals and an academic plan to meet their career needs based on systematic exposure to industry options.
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All Students Receive Instruction That Requires Them To:

Master basic content and skills required for their pathway- individualized to meet their learning needs. (both core & CTE)	Demonstrate that mastery to someone other than their teachers.	Interact with the content on a deeper level that requires creativity, critical thinking and collaboration.	Communicate the learning from that interaction and what it means for their future plans and goals.	Engage in school activities or student organizations and have learned citizenship and financial literacy.
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Options for College & Career Readiness for State Accountability

Option 1: <ul style="list-style-type: none"> ● Met graduation requirements (which includes 2 CTE courses) ● Met A-G ● 3 or higher on either EAP or an AP score of 3 or higher or 1 semester of transferable college credit 	Option 2: <ul style="list-style-type: none"> ● Met graduation requirements ● Met A-G OR 3 or higher on either EAP ● Completed pathway sequence 	Option 3: <ul style="list-style-type: none"> ● Met graduation requirements ● Completed pathway sequence including articulated capstone (which earns college credit)
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Graduating Seniors Have Selected Post-High School Option Based On Their Career Goals

4 Year University (UC) Research- Post B.A. focus	4 Year University (CSU) B.A. and Masters focused on professional	2 Year College Pursue A.A. with focus on transfer	2 Year College Certification and fast track programs	Internships Industry sponsored training programs	Military Service or other service programs
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MUHSD 2020 TIMELINE

By End of:	District	Sites
Completed Prior Years	<ul style="list-style-type: none"> • Align course/CTE standards • Initial 4Cs rubric- how to measure them • PBL training & InnovatED PBL course • Understanding Our Students, UDL, Growth Mindset IE Courses • Support Napa & High Tech visits/PD 	<ul style="list-style-type: none"> • Initial pilot teachers (P1) • 7 Period day schedules • Identify pathways- register students • Identify linked/focused core courses (UCCI) • Identify new pilot teachers (P2)
Summer 18	<ul style="list-style-type: none"> • Support PBL World PD • MUHSD 2020 in Summer Institute • Admin session- 30 min IE courses- 1 on Puzzle Pieces, 1 on MUHSD 2020, 1 on Instructional Spectrum: Admin can use these at sites • Tier 2 IE course on 4Cs Rubric Overview • Align Mini WASC to MUHSD 2020 	<ul style="list-style-type: none"> • Based on a review of data, insure you have a tiered academic, behavioral, and social-emotional support plan that addresses the whole child. • Ensure you have programs that identify incoming 9th graders for support • Align WASC, SPSA & MUHSD 2020
2018-2019 Fall	<ul style="list-style-type: none"> • Tier 2 IE course- Collaboration. How to use rubric, sample lessons by dept on how to teach collaboration, how to find resources/lessons. • Tier 2 IE course- Communication. How to use rubric, sample lessons by dept on how to teach collaboration, how to find resources/lessons. 	<ul style="list-style-type: none"> • Create student organizations for each pathway focused on leadership, field trips, and activities/competitions • Encourage the use of Discovery in math & science courses • Showcase PBL activities and promote deeper learning- make it visible
2018-2019 Spring	<ul style="list-style-type: none"> • Tier 2 IE course- Creativity. How to use rubric, sample lessons by dept on how to teach collaboration, how to find resources/lessons. • Tier 2 IE course- Critical Thinking. How to use rubric, sample lessons by dept on how to teach collaboration, how to find resources/lessons. • Support Napa & High Tech visits/PD 	<ul style="list-style-type: none"> • Refine/update 6 Year Plans- how do students select pathways, register for classes, stay involved? • Align Walk-throughs to MUHSD 2020 • All staff needs to be exposed to UDL, Growth Mindset & MUHSD 2020 • Support pilot teachers (P1 & P2)- encourage them to use and provide input on 4Cs rubric
Summer 19	<ul style="list-style-type: none"> • Support PBL World PD • MUHSD 2020 in Summer Institute 	<ul style="list-style-type: none"> • TBD
2019-2020	<ul style="list-style-type: none"> • TBD 	<ul style="list-style-type: none"> • TBD

MUHSD 2020 CHECKLIST

	Actions/Programs	Yes/No	Comments
Encourage	Do you have an effective 9th grade transition program (summer through 1st quarter at least)?		
	Do you monitor 9th grade data early/frequently, including participation in school activities?		
Identify	Do you monitor student grades and have an intervention program (prior to credit recovery)?		
	Do you have a plan if the intervention doesn't work?		
	Do you monitor student attendance and have an intervention program?		
	Do you have a plan if the intervention doesn't work?		
	Do you monitor student discipline and have an intervention program (not just progressive disc.)?		
	Do you have a plan if the intervention doesn't work?		
	Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?		
	Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?		
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?		
	Does every student create a plan and is it in writing/online where they, their parents, and counselors can constantly refer back to it?		
	Is this plan a guiding document for the student that is constantly revised and updated rather than an		

	exercise the do once a year?		
Master	Do your teachers know their content standards?		
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?		
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?		
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?		
Interact	Are you on pace to have more than half of your staff trained and attempting deeper learning/PBL by the 2020-2021 school year?		
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?		
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?		
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?		
	Does your admin team and counselors know the different ways to meet the CCI for state dashboard?		
	Do your student plans include how they will meet one of these ways to mee the CCI?		
	Do you have strong AVID, AP, and Dual Enrollment offerings on your site?		
	Do you have pathways with capstone classes articulated with Merced College or MJC?		

SITE DATA REVIEW

Based on your review of the **MUHSD 2020** Overview, Timelines, and Checklist (17-18 binder), what are the areas of focus for 2018-2019. Only list the areas that **need improvement** or implementation to reach the 2020 standards and expectations (do not list solutions/actions here- just identify needs) in each area:

<p><u>Encourage-</u> (transition, monitor progress)-</p> <ul style="list-style-type: none"> • . • . 	<p><u>Identify-</u> (identify needs, provide support)-</p> <ul style="list-style-type: none"> • . • .
<p><u>Develop-</u> (introduce options & individual goals/plans)-</p> <ul style="list-style-type: none"> • . • . 	<p><u>Master-</u> (basics of core academics and CTE pathway)-</p> <ul style="list-style-type: none"> • . • .
<p><u>Demonstrate-</u> (mastery to others)-</p> <ul style="list-style-type: none"> • . • . 	<p><u>Interact-</u> (w/content through deeper learning/4Cs)-</p> <ul style="list-style-type: none"> • . • .
<p><u>Communicate-</u> (what learning means to student)-</p> <ul style="list-style-type: none"> • . • . 	<p><u>Engage-</u> (engagement and pathway student clubs)-</p> <ul style="list-style-type: none"> • . • .

WASC

<p>List your Student Learning Outcomes (SLOs) below:</p>	<p>List your areas of focus from your WASC report:</p>
<ul style="list-style-type: none"> • . • . • . • . • . 	<ul style="list-style-type: none"> • . • . • . • . • .

STATE DASHBOARD

- Review your dashboard (use the Equity Report tba) information [HERE](#)
- For Chronic Absences, click on the up arrow next to Chronic Absenteeism on the Equity Report tab
- For your College & Career Readiness Indicator, click [HERE](#)
- For your student groups, go to the dashboard and click the student groups tab

Identify areas from your state dashboard as noted below. Only identify the area here, do not explain or list solutions.

School-wide areas in red, orange or had significant decline-

- .
- .
- .
- .

Identify any area that is blue, green, or yellow school-wide but has groups of students that are orange or red-

- .
- .
- .
- .
- .
- .
- .

Remember when looking at groups and gaps, you want to identify the underlying causes that can be addressed. For example, if a group has a low graduation rate at 82%, that might mean a 10% gap between them and the school average, but it also means that 82% are meeting the standards- what is the difference between the 82% of that group meeting standards and the 18% that are not? How can you address that difference?

Based on the above information, identify areas of focus and actions the site will take in 18-19 to address these areas. Complete the following and identify how site Title 1 and LCAP funds will be used to address the identified areas. Professional Development (Recruit & Retain) should be included with the area that the PD actually addresses. You should include programs that are currently working that use Title 1 or LCAP funds along with identified areas of focus.

COLLEGE & CAREER READINESS FOR SPSA/SITE LCAP

Identified Areas Based on Review of the State Dashboard Data (note specific data to address)

- Current CCI (not yet on State Dashboard)- [click here](#)

To meet ESSA requirements, the state will start including a 5 x 5 grid for SBAC scores in addition to the 5 x 5 grid for the CCI.

Districtwide Areas:

- Need for clean, reportable data. Verify capstone and Dual Credit codes in Aeries for Measures A, C, & E

State Dashboard	District Role	Site Actions	Site Funds Allocated
<p>Testing Focus- *Score of 3 or higher on both ELA and math CAASPP OR *Score of 3 or higher on two AP exams</p>	<p>*Establish 8th grade placement guide *Provide standards aligned textbooks. *Pay for up to two AP exams for every student *Facilitate AP collaboration</p>		
<p>Dual Enrollment- 2 sem in academic/CTE with a C or better that earns college credit</p>	<p>*Facilitate 2+2 agreements *Offer AB?? Courses *Acceptable course list</p>		
<p>A-G completion plus one of: *1 CAASPP of 3 or higher *1 sem Dual Enrollment *1 AP exam with 3 or better *Completion of CTE pathway</p>	<p>*UC Doorways and NCAA Portal accounts *Curriculum Council *A-G Aeries reporting *College Counselors/Techs</p>		
<p>CTE Pathway plus one of: *1 CAASPP of 3 or higher *1 sem Dual Enrollment</p>	<p>*Perkins, CTEIG, CTE grants *CTE Aeries reporting *CASTLE center *Off campus transportation</p>		

Local Focus: more opportunities and individual learning plans			
This table outlines district and site plans that establish the baseline programs open to all students. Programs to close achievement gaps are listed under the Equitable Access Goal.			

Link to AP Master Plan
 Link to [CTE Master Plan](#)

SCHOOL CLIMATE FOR SPSA/SITE LCAP

<p>Identified Areas Based on Review of the State Dashboard Data (note specific data to address)</p> <ul style="list-style-type: none"> ● State Dashboard- click here ● Use DataQuest for current Chronic Absenteeism Rate- click here
<p>Districtwide Areas:</p> <ul style="list-style-type: none"> ● Graduation Rate and Suspension Rate are both green. Chronic Absenteeism is higher than the state average. The district will investigate to ensure data quality and then initiate a detailed data analysis. The district will continue its focus on ensuring safe campuses.

State Dashboard	District Role	Site Actions	Site Funds Allocated
<u>Graduation Rate</u> 4 year cohort method	*Independent Studies & Summer School credit recovery *Screening		
<u>Suspension Rate</u> % of unique students	*COPE & UDA		
<u>Chronic Absence Rate</u> Unique students enrolled more than 30 days and absent more than 10% of enrolled time	*UC Doorways and NCAA Portal accounts *Curriculum Council *A-G Aeries reporting		

Facility Inspection Tool & School Accountability Report Card	*Perkins, CTEIG, CTE grants *CTE Aeries reporting *CASTLE center *Off campus transportation		
Administer & Review Healthy Kids Survey	*Schedule HKS		
Local Focus: Student Involvement	*See budget for district supports		
Local Focus: School Safety	*SRO MOUs *Knowledge Saves Lives training & Drug dogs *Unannounced drills		
This table outlines district and site plans that establish the baseline programs open to all students. Programs to close achievement gaps are listed under the Equitable Access Goal.			

EQUITABLE ACCESS FOR SPSA/LCAP

State Dashboard	District Role	Site Actions	Site Funds Allocated
English Learner Progress *Advance on CELDT/ELPAC *Reclassification Rate	*DELAC & Update EL Master Plan, including reclassification process in light of ELPAC implementation- understanding that SB-463 would require the state to provide reclassification guidance by Jan 1, 2019.		

Identified Areas Based on Review of the State Dashboard Data (note specific data to address)

- State Dashboard- [click here](#)
- Use DataQuest for current Chronic Absenteeism Rate- [click here](#)

Note- state data is usually at least a year behind and may not reflect the efforts of the most recent interventions but need to remain a focus until improvements are reflected on the State Dashboard.

Districtwide Areas:

- GRADUATION RATE: Foster Youth, English Learners, and Students with Disabilities are low. African American is medium, but also declined. Work with sites to monitor progress toward graduation early with these students and identify students for interventions and support.
- SUSPENSION RATE: Foster Youth and African American are Very High, American Indian and Students with Disabilities are High. Work with sites to investigate the root causes for these issues and study potential interventions.
- CHRONIC ABSENTEEISM: The district is higher than the state average, and African American and American Indian are significantly higher than other student groups.

Site Areas of Focus:		
Indicator & Group	Program or Intervention	Site Funding Source/Resources

SITE EXPECTATIONS

In addition to sites creating plans to address issues from the MUHSD 2020 checklist:

<p>Visitations-</p> <ul style="list-style-type: none"> ● Unannounced lockdown/fire drill visit each semester ● Equity/Accountability visits (FY, HY, postings) ● Mini-WASC visits ● T & L walk-throughs (pilots/Frosh Sem/CTE literacy) ● Board walks ● Superintendent visits (staff) ● Superintendent and LCAP visits (students) <p>Communication-</p> <ul style="list-style-type: none"> ● Monthly DTA, CSEA meetings ● Regular/Weekly staff communication ● Regular parent/community meetings/communication ● Events/activities that require substitutes need to be on the Master Calendar ● Use the Communications Department (Jamie & Sheryl) to help tell your story as noted on the MUHSD 2020 Checklist- create your portfolio! ● Include Jamie Dyra & Sheryl Garman on all regular communication with staff and community- they will use this to pull information for the Pulse and Quarterly Newsletter ● Make sure to contact Leslie if the principal will be off campus (other than for regularly scheduled meetings) or emergency vehicles are called to campus. ● Develop a site LCAP plan and communicate it to all stakeholders- tell your story! 	<p>Fiscal-</p> <ul style="list-style-type: none"> ● Know your expenses, create a budget for all funds by the end of Sept. ● Keep a short term and long term planning list ● SPSA approved by end of Sept. ● Items pre-identified in written plans like Perkins, SPSA and CTE grants purchased by Nov 1. ● Use the new Travel/Conference form to track PD expenses and implementation by Board Goal. ● Confirming Purchase letters will be required for all reqs entered after the purchase was made- including Out of Pocket expenses for travel. ● Pay for Service contracts for year long or first semester must go to cabinet by Oct 1 (prior to start of work), those for second semester only by Feb 1- include cover sheet. ● Track approval of overtime/extra hours <hr/> <p>InnovatED- completed by ALL ADMIN (paid)</p> <ul style="list-style-type: none"> ● Infusing Innovation- over summer ● Storytelling- during fall ● TBA- spring <p>DATA</p> <ul style="list-style-type: none"> ● Suspension, transfers, and student engagement will be run quarterly, make sure your data is in and clean
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*Other items may be added by cabinet as needed

Topics for Principal Evaluations with the Superintendent

- **College & Career Ready:**
 - How are you supporting your AP & A-G students? Who is monitoring enrollment in these courses?
 - How are you using Freshman Seminar, 6 Year Plan and registration to implement your pathways?
 - Do your pathways have articulated courses, student organizations, and industry involvement?
 - Are you ready for a 7 period day?
 - How are you communicating your plan?
- **School Climate:**
 - How do your suspension rates compare? Transfer rates? Attendance? Chronic absences?
 - Are you visibly addressing safety concerns? Does every staff member know what to do for a fire drill, lockdown drill, and evacuation? Is your safety plan up to date- does your staff know what to do?
 - How are your academic, behavior and social-emotional supports coordinated and working together? Are they getting to the root causes and addressing the whole child?
 - How do your support classes (Ac Sup, ELD, Math A/B, Strat) focus on relevance and supporting the whole student?
 - How often do you walk your campus facilities? With whom?
- **Equitable Access:**
 - How are you addressing the needs of your Long Term English Learners?
 - Has your entire staff been introduced to Growth Mindset and addressing the needs of all students? How many have taken the Growth Mindset (released Summer 2017) and Understanding Our Students InnovatED courses?
 - Does your leadership team understand Universal Design for Learning? How many have taken the Designing for Equity InnovatED course (released mid-June 2017)?
 - How many of your admin and leadership team have shadowed a student? How did that go?
- **Recruit & Retain Staff:**
 - What is your instructional focus?
 - How are you supporting your new teachers?
 - What PD are you offering? How are you monitoring the effectiveness of your site PD, conference/travel, and InnovatED?
 - How are you using your Instructional Coach and Teacher Librarian to move your staff forward in instruction and technology?
 - How are you implementing your learning from the Merced College Leadership Series?

- **Instructional Leadership:**
 - Do you have a systematic plan for administrators to be out in classrooms frequently?
 - Is your Math A/B course focused on relevance and supporting the student? Do you have a new IM2 course?
 - How are you addressing DOK: How are your deeper learning/authentic assessment pilots going? How will you scale up next year?
 - How are you addressing DOK: How have you introduced literacy into your CTE courses? How are you monitoring the progress?
 - What district resources have you accessed?
- **Technology & Innovation**
 - How is technology being used to support the changes above?
 - How are you ensuring teachers are receiving professional development, in addition to InnovatED, with regard to technology?
- **Stakeholder Involvement:**
 - Have you developed a Site LCAP? How did you involve all of your stakeholder groups in the plan development?
 - What does your parent engagement look like?
 - Back to School Night: Did you outline expectations/vision for all?
 - Are you telling your story?
- **Fiscal Stability:**
 - Do you have the appropriate knowledge in terms of your budgets and strategic planning?
 - What are your needs?

MERCED UNION HIGH SCHOOL DISTRICT 2020 CHECKLIST

School Climate	EduSpeak Terms	Guidelines
Encourage	Transition Programs Ex: Link Crew	<input type="checkbox"/> You have a transition program for all incoming 9th grade students that continues to meet throughout year <input type="checkbox"/> You track 9th grade involvement and encourage those who are not participating to get involved <input type="checkbox"/> Your 9th grade teachers collaborate around students
	Great Practice: Measure: grades, transfers, involvement	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation
Identify	Multi-Tiered System of Support MTSS Universal Screening Response to Instruction & Intervention RTI2 Positive Behavior Support Trauma Informed	<input type="checkbox"/> You have a tiered behavior support system that focuses on prevention, classroom management, getting to the root cause of behavior, and celebrates positive behavior <input type="checkbox"/> You have social emotional support plan <input type="checkbox"/> You have a tiered academic support system that identifies skill deficits and has frequent monitoring <input type="checkbox"/> Your Math A/B, Strat, Academic Support & ELD 3-5 courses focus on relevance and the whole student <input type="checkbox"/> You have a clear plan for your SAIs and ELD 1-2 and monitor how they support the whole student <input type="checkbox"/> You monitor all students for early warning signs <input type="checkbox"/> You understand that all of these are interrelated and focus on root causes and the whole child
	Great Practice: Measure: suspensions, ontrack, chronic abs	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation
Develop	Ex: 6 Year Plan	<input type="checkbox"/> Your Freshman Seminar course covers the material and has ties to your pathway teachers <input type="checkbox"/> Registration for 10th grade is focused on creating a coordinated plan for their high school career
	Great Practice: Measure: process, numbers in pathways	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation

Equitable Access	EduSpeak Terms	Guidelines
Master	Growth Mindset Universal Design for Learning NGSS Deficit Thinking Learning Zone v Performance Zone	<input type="checkbox"/> All staff have been introduced to Growth Mindset <input type="checkbox"/> Your site Instructional Team and pilot teachers understand UDL <input type="checkbox"/> You have a plan for Math A/B and an IM2 that integrates with your site pathways <input type="checkbox"/> You have a plan for addressing NGSS standards that includes your science dept AND pathways
	Great Practice: Measure: process- PD & courses	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation
Demonstrate	Authentic Assessments	<input type="checkbox"/> Your site Instructional Team and pilot teachers understand authentic assessment <input type="checkbox"/> You can support your teachers in the development of rubrics
	Great Practice: Measure: process- PD	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation
Interact	Deeper Learning Project Based Learning 4 Cs: Collab, Creativity, Critical Thinking DOK QUAD D	<input type="checkbox"/> You have pilot teachers, a plan to support them, and a plan to expand the number of teachers for 18-19 <input type="checkbox"/> You have visible efforts to make DOK 2+ and relevance through application/adaptation as the cultural norm on campus
	Great Practice: Measure: process- pilots & PD	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation
Communicate	4 Cs: Communicate Literacy in CTE	<input type="checkbox"/> You have a plan to introduce literacy standards into CTE CRP2&9 <input type="checkbox"/> You have identified or are exploring supports for Strat/Reading
	Great Practice: Measure: process- training & PD	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation
Engage		<input type="checkbox"/> All pathways have student organizations, events to demonstrate knowledge and interaction with industry partners
	Great Practice: Measure: track stu engage, new clubs	<input type="checkbox"/> You can and do tell your story <input type="checkbox"/> You monitor progress and collect data for evaluation

College/Career	EduSpeak Terms	Guidelines
All Options	Off Track CA College & Career Readiness Indicator Measure: grad rate, off-track	<ul style="list-style-type: none"> ___ You track your off-track rate each semester (students who need credit recovery outside the school day) ___ You offer credit recovery options and monitor student progress while they are completing the courses ___ Your students have a plan that includes graduation requirements and they review the plan every semester
A-G Option 1 & 2	A-G Transferable credit Measure: A-G completion	<ul style="list-style-type: none"> ___ Your four year college bound students know A-G requirement ___ You watch their need for fine art AND two years of world language ___ You review your A-G list to make sure it is correct ___ You record college credits on transcripts and ensure A-G requirements are counted
Option 1 A-G AND Test or college credit	EAP AVID Measure: AP, AVID, EAP	<ul style="list-style-type: none"> ___ You monitor conditional students for correct math/ELA courses ___ You use an outside assessment to track progress of advanced math/ELA students mastery of CCSS (HMH, Interim Assess) ___ You and your advanced math/ELA courses provide students with access to materials to reteach areas they have not mastered ___ You make available outside assessments/reteaching to provide support to AP students ___ You monitor your AVID program implementation
Pathways Option 2 & 3	Measure- process- plans & promote	<ul style="list-style-type: none"> ___ You have developed your pathways ___ You have a plan to inform staff, students, parents & communities about your pathways ___ You have a plan to register and track student enrollment in and progress through their pathway
Option 2 A-G/Pathway		Meet A-G option above AND Pathway option above Meet either EAP of 3 or higher AND Pathway option above
Option 3 Pathway	Articulation	___ Each pathway capstone class is articulated w/Merced College
Applicable to All	Great Practice: Measure:	<ul style="list-style-type: none"> ___ You can and do tell your story ___ You monitor progress and collect data for evaluation

GUIDANCE ON DISTRICT GOALS

College & Career Readiness

A-G : SBAC for ELA is higher than each school's A-G : Focus on raising A-G for those doing well in ELA

- Use 8th grade SBAC and HMH assessment, PSAT to identify top 40 - 45% in ELA
- Monitor course selection of top 45% of students for Art/2 years WL/Lab science or D grades- these will be where students need to really plan their schedule to meet this option and meet the MUHSD CTE graduation requirement
- Monitor top 45% for college courses that need to be recorded on transcripts (or all above 3.0)
- Increase opportunities so students don't need to choose between A-G and other goals
- Use AVID to focus on 21%-40% rank students (who makes up your AVID program?)

EAP ELA (target state average because rate already exceeds A-G rate)

- Monitor site benchmarks (HMH and/or practice SBAC) at each grade level in regular ELA courses
- Use Interim Assessment Blocks & Digital Library as PD for monitoring course rigor

CTE Pathway & Articulation/college credit

- Ensure pathway capstones have articulated credit option and focuses on preparing students to earn that credit
- Ensure students are signing up for pathway and understand requirements

EAP Math (target should match A-G or 4 year college going rate)- this is EAP for 4 year bound students

- What is your advanced path? Does it take into account feeder school offerings? What % of students are in this path?
- What % of IM3 must pass EAP (Goal-Advanced path)? IM1-IM3 must be taught at a level that high % will be able to meet EAP levels on SBAC exam while enrolled in IM3. Monitor HMH benchmarks.
- Use Interim Assessment Blocks & Digital Library as PD for monitoring course rigor

Non EAP Math

- What is the purpose of math for Math A sequence? Look for CTE focused options for IM2 for those coming out of Math B
- Math A sequence needs to focus on USING math not preparing for SBAC which includes courses they will not reach

AP > 2 (This will be updated based on AP SWOT analysis report)

- Target your strengths- what are your students or staff successful at- increase AP in that area
- Increase training and collaboration opportunities
- Does teacher set benchmark for each section of AP exam and have resources and options for students who have not mastered each section? Including tutoring options.
- What % of students are in advanced courses in 9th & 10th grade? Will that be enough to reach your goal and are they being prepared there for the rigor level of AP courses? Use AVID to increase preparation in 9-10 and AP enrollment in 11 -

NGSS

- Ensure your science and ag departments are engaged in the discussion
- Be creative and look for options- how do we meet NGSS requirements while supporting AP and CTE
- Know the instructional shifts- look for these and comment on these during walk-throughs

CTE Pathway Development

- Monitor Freshman Seminar Course to ensure students are being exposed to approved curriculum. How will you ensure teachers are teaching the appropriate curriculum? Who will monitor the course?
- Use your site CTE pathways to promote your programs during the Freshman Seminar Course. Are your Freshman Social Science teachers and CTE teachers collaborating?
- Create CA sanctioned student organizations with CTE Pathways
 - FFA (Future Farmers of America), HOSA/HSE (Health Occupations Students of America/Health Science Organization), FBLA (Future Business Leaders of America), DECA (Distributive Education Clubs of America), SKILLS USA, FHA HERO/FCCLA (Future Homemakers of America Family - Home Economics Related Occupations/Career Community Leaders of America)
- Monitor use of CTE Frameworks and Curriculum Alignment when evaluating and observing CTE courses. Who and how will you ensure CTE teachers are teaching to standards?

SCHOOL CLIMATE

Graduation Rate

- Track and monitor your D and F rate- what courses/teachers are high- what are the reasons? Focus on initial instruction!
- What is your Intervention and RTI program- how are you providing support to students before they fail?
- Off Track Rate- Offer credit recovery and get students in ASAP- don't wait until they are juniors or seniors. MONITOR progress in credit recovery- you can't just sign them up for Summer School or after school and assume they will show and progress- you must follow up!

Suspension/Expulsion Rate

- Look at your data- what is the cause of most suspensions? How can you be proactive in those areas?
- Home suspensions should not be used for minor offenses and should not be used for first offenses except for drug/alcohol or safety related issues.

Use data to be proactive in getting to the root cause of issues and finding solutions. Don't not discipline to make numbers look good!

Chronic Absence

- Monitor your numbers frequently- chronic is over 10%
- Get to the root cause- why are they absent- make referrals to the appropriate supports- discipline will not solve chronic absence issues.
- Truants are on DataQuest but not part of accountability. Make sure absences are recorded correctly and follow up!

Facilities (Facility Inspection Tool)

- Walk your site regularly with chief custodian. Include someone from off campus as a fresh set of eyes.
- Complete the Facility Inspection Tool and take care of issues.
- Talk to Business Services about needs and follow up.

Healthy Kids Survey

- Give the HKS as outlined by Equity & Accountability guidelines
- Have student focus groups to get input of school climate and issues on an ongoing basis

Transfers to Alt Ed

- Monitor your transfer rate after each screening- the number of students you don't serve and have leave your campus impacts your school climate.
- Do not keep students who need an alternative setting to have "good numbers" but do know how you compare to other sites and look for patterns and areas that you can provide more RTI and supports for students with needs

Safety (Have an active safety committee)

- Have your safety plan and do your drills (1 fire and lockdown per semester). Does every admin have a clipboard with instructions for fire & lockdown? Does every teacher have a map and procedure sheet? Do you have pre-recorded messages in Blackboard Connect ready to go? Did you review the different bell sounds with staff and students? Do you have a communication plan- when you have access to offices/computers and when you do not?
- Are liaisons visible? Do they have identifying clothing? Have you trained them to de-escalate situations?
- Who monitors your cameras? Are they working- what are your needs?
- Dangerous Student list

Student Involvement (realistic goal looking at current numbers is around 80%)

- Track your numbers in Aeries- ACT fields. Review quarterly to ensure they are up to date.
- Ensure counselors, admin and anyone working with At Risk students places an emphasis on students being involved in something
- Do you have clubs that match your pathways? As your students what activities they would be interested in.

EQUITABLE ACCESS

EL Progress Indicator

- Make a list of every EL students at the beginning of the year along with their CELDT level
- Reclassify those that qualify (those who met qualifications in late spring or new 9th grade students)
- Those with 4 or 5 that don't meet reclassification criteria- identify criteria that is the issue and create a plan for student targeting that area

- Those with 3, ensure ELD course is following standards, cluster students with core that will focus on literacy and student interaction
- Those with 1-2, ensure ELD course is following standards, cluster students with core that will focus on literacy and student interaction
- Review Special Education EL students who have not been making progress. Identify the areas of concern for focus- if language acquisition is not the issue use SpEd reclassification process

Newcomer Focus (students in state/country 5 years or less)

- Include primary language in schedule when possible- Span for Span, Hmong for Hmong, Punjabi for Punjabi
- Focus on literacy in content courses

Long Term EL Focus (students in state/country 5 years or more)

- Understand the difference between English Learners, Long Term English Learners, and English Learners who are also Special Education students. Each group has specific needs that are unique to their group.
- Long Term EL students often have good social language but are lacking academic language and often have gaps in their education that leads the student to a false sense of their current academic abilities. This often results in frustration and giving up or acting out as a way to deal with the situation. Look into “Growth Mindset” under resources.
- They need more than CELDT targeted ELD (which they have often scored high 3 or 4 on for several years). Ensure teachers use the new curriculum when selected to focus on these students needs and consider putting them together as small groups with teachers who are strong in introducing and using academic vocabulary in core courses.

Non ELD Course Focus

- LITERACY and MANDATORY STUDENT ENGAGEMENT
- Don’t assume these will be incorporated in Blended Learning, PBL and a DOK focus. ENSURE they are incorporated into the lessons and support EL students as you raise the rigor/DOK

Ensure to follow EL regulations

- All EL students MUST be in and ELD course- this is now being tracked by state through CALPADS- there are no waivers to not be in ELD for an EL student!!
- Update the EL Green Folders at the beginning of the year
- Update the Language Screen and all necessary and missing data at the beginning of the year

High subgroup suspension rate

- Work with your Special Education Dept Chair, School Psychologist and Director of Student Support for alternatives to suspension for non safety related issues with Special Education students.
- Identify what students get suspended for and create preventative programs that especially target the high risk groups
- Monitor your data by subgroups! Be proactive to find solutions, don’t sweep things under the rug to get good numbers

A-G/Graduation rate gap

- There is a small gap in graduation rates for the district with Black or African American and EL students. Monitor their progress in A-G and staying on-track with credits. There is a larger gap for Students With Disabilities.

Monitoring system and coordinate services for Long Term EL, Homeless Youth & Foster Youth

- WHO is monitoring these students on your campus? How often? Make sure you have a system in place for support.
- Understand the role counselors, Sierra Vista, Livingston Community Health and district HY & FY can play
- Train your staff on the needs of special populations

Growth Mindset

- Do your teachers believe all students can learn? Do your students believe? Have you signaled this message to your staff?
- Look for programs like Mindset Works or Why Try to encourage motivation in areas like Learning Skills, ELD 3 and Academic Support
- Once students and staff believe, you need to teach students how to learn- they have been left out for many years and don't necessarily know "how to do school" like those in your advanced courses

Understand our students

- Ensure your teachers know who the students are in their classes
- Provide opportunities for staff to understand/learn about the needs of Long Term EL, Foster Youth, Trauma Informed...

Special Education

- Provide training and support for Co-teaching model- both SpEd and regular Ed teachers
- Ensure teachers are following IEP requirements in their classes
- Ensure teachers are participating in IEPs