

MERCED UNION HIGH SCHOOL DISTRICT
 SITE PLANNING AND DATA REVIEW 2018-2019

			
			

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STATE DASHBOARD REVIEW

	AHS	BCHS	ECHS	GVHS	LHS	MHS
Schoolwide B/G	SUS green	SUS green	SUS green	Grad green SUS green	Grad blue EL Prog green	NA
Schoolwide Red	NA	NA	NA	NA	NA	NA
Schoolwide Orange	NA	NA	NA	NA	NA	SUS EL Progress
Orange/Red groups	NA	SpEd SUS orange EL Grad red SED Grad orange SpEd Grad red	FY SUS red HY SUS orange SpEd SUS orange	NA	HY SUS orange	FY SUS red SpEd SUS red AfrAm SUS red SED SUS orange HY Grad red SpEd Grad red
Chronic Absent MUHSD- 16.4% County- 12.8% State- 10.8%	14.4% Hispanic 15.4%	13.7% Amlnd 30.8% Filipino 20.0% Hispanic 15.1%	13.9% AfrAm 25.5% Hispanic 15.5%	14.6% AfrAm 18.8% Two 19.2% White 16.3%	10.5% White 18.3%	14.7% Amlnd 18.8% AfrAm 17.3% Hispanic 16.4%
Other notes	Yellow: EL Progress Grad Rate ALL EL Grad SED Grad SpEd Grad	Yellow: EL Progress Grad Rate ALL	Yellow: AfrAm SUS EL Progress	Yellow: SpEd SUS AfrAm SUS SpEd Grad EL Progress	Yellow: SUS All SED SUS SpEd SUS	Yellow: EL SUS HY SUS ALL Grad EL Grad SED Grad
CAASPP ELA >3	-5.2 pts (-2.3 pts)	+8.3 pts (-19.6 pts)	+19.7 pts (-0.1 pts)	+11.8 pts (+5.5 pts)	+4.3 pts (-7.1pts)	-11.8 pts (-13.5 pts)
CAASPP Math > 3	-94.4 pts (-11.4 pts)	-92.2 pts (-26.3 pts)	-84 pts (-25.8 pts)	-94.1 pts (-17 pts)	-69.3 pts (-12.3pts)	-74.4 pts (-15.5pts)

NOTE: College & Career Readiness Indicator data not clean enough to use at this point.

NOTE: CAASPP is measured by how far the average of scores is above or below the level 3 cutpoint and by change in points from the previous year

NOTE: Sites do not have a way access to Free/Reduced lunch information to review student progress by SED

NOTE: Blue is highest performance, followed by green, then yellow, orange and red is lowest (color comines actual number with growth/decline)

NOTE: SUS = suspension rate, SED = socio-economically disadvantaged, FY = foster youth, HY = homeless youth, EL = English Learner

MUHSD 2020 AREAS OF FOCUS (Site Identified)

	AHS	BCHS	ECHS	GVHS	LHS	MHS
Encourage	9th Grade Summer Bridge monitor involve	Monitor non-Academic support 9th graders	Strengthen Link Crew monitor frosh progress	Begin frosh cohort (60 at risk)		Summer Bridge with 9th graders
Identify	Explore AfrAm data Office Hours	Attendance interv. Whole child interv.	Organize services Identify students	Expand 90% attendance pilot		ELD support Acad Support
Develop	Online 6 Yr plan Counselors in classrooms	Frosh Seminar curriculum	6 Yr Plan College & Career		Grad plan on e-portfolio Pathways into WP9 wheel	Parent Involve
Master	Implement Growth Mindset Implement UDL	Review content standards Continue Growth Mindset & UDL	Plan Math A/B & IM 2 UDL	Review content standards in all subjects. Continue Growth Mindset	UDL for all teachers PD for UDL, PBL and CTE Relevant content	UDL & Growth Mindset
Demonstrate	Design plan- IC/TL work with rubrics		Rubrics Authentic Asses	Expand PBL		Calendar of showcase events
Interact	Train staff 2020		Support and expand pilots	Train more PBL	SLO focus on 4Cs	New teachers train in PBL
Communicate	Include with demonstrate		Literacy in CTE 4 Cs Focus		Parent input on 6Yr Plan- and inform	Student reflection
Engage	Student organization for each pathway	Business & FCS pathways need student organization	Pathways- student organizations Showcase events	Weekly parent engagement meetings	PBL showcase Nite Each CTE club attend one event	Working with industry partners

NOTE: Row headings are from the MUHSD 2020 overview (page 4). Site detailed checklists are at the end of this document.

WASC FOCUS AREAS

AHS	BCHS	ECHS	GVHS	LHS	MHS
Math systems and supports	Use 7pd day to provide support, tutoring and mentoring	Expand A-G and CTE opportunities and credits	Consistent curriculum CCSS & NGSS	Include all stakeholders and routine review of action plan	Increase stakeholder involvement
EL & Special Ed achievement (tests)	Refine & create personalized education plans for students	Support EL & SpEd	Solicit more input from all stakeholders	Data based effort for interventions for subgroups	Design, implement and assess system of supports
Promote literacy standards across curricular areas	Implementation of Instructional Norms Revise SLOs	Parent Involvement	Explore ways to find and retain highly qualified staff	Long term comprehensive PD plan including impact, accountability and basis for PLC	Promote equity of access to all programs- student centered instruction and assessments
Increase College & Career Readiness %	Soft Skills & CTE anchor standards	Increase Student Voice	Schedule options for CTE & A-G	Parent input in student course/6Yr Plan	Restorative Justice
	Staff handbook, and stakeholder input		Examine effectiveness of collaboration	Examine collaboration- create PLC	
STUDENT LEARNING OUTCOMES (SLOs)					
<p>We make our community strong by working together</p> <p>We celebrate our diverse cultures and perspectives</p> <p>We use our imaginations to pursue our own paths</p> <p>We create change by sharing innovative solutions</p>	<p>Productivity</p> <p>Respect</p> <p>Integrity</p> <p>Determination</p> <p>Equity</p>	<p>demonstrate integrity, honor, and compassion</p> <p>achieve academic and technical excellence through innovation and critical thinking.</p> <p>reach their college and career goals and become responsible and productive digital natives.</p>	<p>Effective Communicator</p> <p>Self Directed Learner</p> <p>Creative & Innovative Learner</p> <p>Adaptable Problem Solver</p>	<p>Communication</p> <p>Collaboration</p> <p>Creativity</p> <p>Critical Thinking</p>	<ul style="list-style-type: none"> ● Successful ● Trustworthy ● Respect ● Optimistic ● Never Give Up ● Goal Orientated

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.

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.

Options for College & Career Readiness for State Accountability

Option 1: (E on State Report)

- 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: (B, C & D on State Report)

- Met graduation requirements
- Met A-G OR 3 or higher on either EAP
- Completed pathway sequence

Option 3: (A on State Report)

- Met graduation requirements
- Completed pathway sequence including articulated capstone (which earns college credit)

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

GVHS 2020 CHECKLIST

	Actions/Programs	Yes/No	Comments
Encourage	Do you have an effective 9th grade transition program (summer through 1st quarter at least)?	yes/no	<ul style="list-style-type: none"> • Implementing Program that includes classes and meetings prior to the school year • Counselors go to middle schools to register • Middle schools visit GV for CTE pathway presentations • Ag Teachers visit middle schools • Possible summer bridge - Team building. Involve Link.
	Do you monitor 9th grade data early/frequently, including participation in school activities?	yes	<ul style="list-style-type: none"> • Counselors constantly monitor academics and meet with students and parents • Freshman counselors meet with all 9th graders twice a year, to initiate 6-year plan • Freshman present 6 Year plan to LINK crew spring each year • 90% attendance for class of 2021. • Need to improve tracking through 5-star
Identify	Do you monitor student grades and have an intervention program (prior to credit recovery)?	yes	<ul style="list-style-type: none"> • RTI was this program, losing it next year • Counselors monitor grades, send home grade reports, call and met with parents • Screening • Academic support classes • CAP program on campus everyday 1st and 2nd period all year • Office hours 1 time per week in 18-19
	Do you have a plan if the intervention doesn't work?	yes	<ul style="list-style-type: none"> • Meetings with parents • Parent phone calls • CAP classes during the day on the schedule • After school CAP classes • Assets after school tutoring
	Do you monitor student attendance and have an intervention program?	yes	<ul style="list-style-type: none"> • Freshman 90% pilot • Punctuality Presentations • Attendance incentives • Regular monitoring • Student meetings • Parent meetings

			<ul style="list-style-type: none"> • SART • SARB • Home visits
	Do you monitor student discipline and have an intervention program (not just progressive disc.)?	yes	<ul style="list-style-type: none"> • Progressive Character Reflections per ICP • CAVE • Counseling referrals • SST • COPE/UDA • Creative alternatives to suspension <ul style="list-style-type: none"> ○ Presentations ○ Community service ○ Behavior Plans & contracts ○ CICO
	Do you have a plan if the intervention doesn't work?	yes	<ul style="list-style-type: none"> • Consider Alt Ed setting • Recommendation for Expulsion
	Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?	yes/no	<ul style="list-style-type: none"> • Would like to implement a new program on campus where we monitor and improve student behavior prior to exiting the student from campus. • Student Assistance Review Team (START) • Mental Health Counseling
	Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?	Yes/no	<ul style="list-style-type: none"> • Students work 5th period with Para • Acad. Support offers classes one Friday a month with Mental Health Counselor • Math is taking a more PBL approach next year
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?	Yes	<ul style="list-style-type: none"> • Plans are developed and fine tuned in FS and ELA classes • CTE Walks each year are run through FS • Club Walks each year are run through FS • Teachers lessons have clubs, CTE, 6-year plan embedded
	Does every student create a plan and is it in writing/online where they, their parents, and counselors can constantly refer back to it?	Yes	<ul style="list-style-type: none"> • 6-Year Plan Action Plan Created • Google classroom for student and parent access/counselor lead

	Is this plan a guiding document for the student that is constantly revised and updated rather than an exercise the do once a year?	Yes	<ul style="list-style-type: none"> • Crew Review for Frosh • Soph / Senior Chats • Jr. ELA Review • Senior Exit Exams
Master	Do your teachers know their content standards?	Yes	
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?	Yes/No	<ul style="list-style-type: none"> • Growth mindset has been introduced and discussed multiple times. • UDL introduced on May 24th
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?	yes	<ul style="list-style-type: none"> • Walk-through feedback • Trainings
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?	yes	<ul style="list-style-type: none"> • Twitter • Facebook
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?	No	<ul style="list-style-type: none"> • Will continue moving staff towards PBL over the next 2 school years.
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?	yes	<ul style="list-style-type: none"> • Ag has EA projects and portfolio interviews • Lessons in soft skills • Class level interviews through 6 year plan
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?	yes	<ul style="list-style-type: none"> • CTE advisory Dinner annually-industry leaders must attend as well as a student leaders from their pathway • Ag CTE dinner quarterly • FFCLA competitions
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?	Yes	<ul style="list-style-type: none"> • Vigil's after school class • Letters sent home to parents each semester • Parent phone calls • Counselor calls in each student • Schedule changes, CAP classes, academic support
	Does your admin team and counselors know the different ways to meet the CCI for state dashboard?	Yes	

	Do your student plans include how they will meet one of these ways to meet the CCI?	Yes	
	Do you have strong AVID, AP, and Dual Enrollment offerings on your site?	Yes	<ul style="list-style-type: none"> • Two adjunct counselors on staff, AVID demonstration school, AP classes driven by numbers, contract to sign as well.
	Do you have pathways with capstone classes articulated with Merced College or MJC?	Yes	<ul style="list-style-type: none"> • Pathways are articulated and have internships

El Capitan 2020 CHECKLIST

	Actions/Programs	Yes/No	Comments
Encourage	Do you have an effective 9th grade transition program (summer through 1st quarter at least)?	Yes	Link Crew orientation. All frosh in a 5th period frosh specific class
	Do you monitor 9th grade data early/frequently, including participation in school activities?	No	We do with grade distribution, but need to initiate the other items
Identify	Do you monitor student grades and have an intervention program (prior to credit recovery)?	Yes	5th period program provides for addressing student needs in a systematic manner
	Do you have a plan if the intervention doesn't work?	Yes	Academic Support/CAP & IS
	Do you monitor student attendance and have an intervention program?	Yes	Attendance supervision, SART/SARB(this is, however, for the extreme cases)
	Do you have a plan if the intervention doesn't work?	No	
	Do you monitor student discipline and have an intervention program (not just progressive disc.)?	No	We do not have a specific intervention program. We do have RTE program, UE 101, & IC
	Do you have a plan if the intervention doesn't work?	No	
	Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?	Yes	We are able to identify these students but we do not have a Whole Child program/intervention
	Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?	Yes/No	Our Math A/B doesn't (except for one teacher), our other areas (IC, AS, ELD) are approaching this
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?	Yes	We need to reboot our 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?	No	
	Is this plan a guiding document for the student that is constantly revised and updated rather than an	No	

	exercise the do once a year?		
Master	Do your teachers know their content standards?	Yes	
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?	Yes	All teachers introduced to Growth Mindset. Some teachers introduced to UDL
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?	Yes	
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?	No	We do plan to implement this
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?	Yes	
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?	Yes	
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?	No	A number do (AG, IT, & Art)
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?	Yes	
	Does your admin team and counselors know the different ways to meet the CCI for state dashboard?	No	Not all know this info. It will be reviewed before end of year
	Do your student plans include how they will meet one of these ways to mee the CCI?	Yes	
	Do you have strong AVID, AP, and Dual Enrollment offerings on your site?	Yes	
	Do you have pathways with capstone classes articulated with Merced College or MJC?	Yes	

MHS 2020 CHECKLIST

Actions/Programs	Yes/No	Comments
Encourage Do you have an effective 9th grade transition program (summer through 1st quarter at least)?	Yes	Summer Bridge Freshmen Orientation 4 core teachers + Academic
Do you monitor 9th grade data early/frequently, including participation in school activities?		Discipline - Grades - Every proficiency Activities - Need to get every kid in an activity
Identify Do you monitor student grades and have an intervention program (prior to credit recovery)?	Yes	Every proficiency - Dialers to parents and data to teachers Academic Support Protocol (KK, AO, and RS) RtI?
Do you have a plan if the intervention doesn't work?	maybe	"Gateway to Yosemite" - Reduce Day/Alt Ed Realistically the protocol - better fit -schedules
Do you monitor student attendance and have an intervention program?	Yes	90% for seniors/Attendance reports Attendance incentives program Saturday Academy Attendance recognition incentives (sign-in program)
Do you have a plan if the intervention doesn't work?	Yes	SART/SARB process
Do you monitor student discipline and have an intervention program (not just progressive disc.)?	Yes	ICP, TSMP , SSMP School Intervention Plan
Do you have a plan if the intervention doesn't work?	Yes	Parent conference, Student Support Manager, Health Office, Child Welfare and Attendance Liaison, COPE, UDA
Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?	Yes	Student Support Manager, SST
Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?	Yes	Academic Support - Yes Math A/B - Collaborating ELD - Focus for 2018-19

			Intervention Center - Focus for 2018-19
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?	Yes	College and Career Action 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?	Yes, online	Need parent involvement in the process Counselors need to be a part of 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?	Yes	I don't if this will be the doc, but yes, quarterly
Master	Do your teachers know their content standards?	Yes	Dept Program Development days
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?		Minimal - a focus of T&L next year
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?	Yes	Oral presentation,, video, blog, essay, multiple multi-mediation platforms, collaborative projects
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?	Yes	Map for next year, 2018-19
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?	Yes	Pilot teachers T&L needs to continue getting teachers on board -New teachers
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?	In Progress	-Reflection is a continual focus for 2018-19 -Alice Keeler and PD
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?	In Progress	Working and waiting to hear from district on industry partners for transportation
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?	Yes	We need to increase on site credit recovery options for our students. We have CAP Lab and we began a 4th quarter Credit Recovery for English
	Does your admin team and counselors know the	Learning	CCI Model

	different ways to meet the CCI for state dashboard?		https://www.acsa.org/application/files/2214/7258/5284/College_and_Career_Composite.pdf Introduce CCI to staff and students
	Do your student plans include how they will meet one of these ways to meet the CCI?	Yes	CCI on 6 year plan and students reflect
	Do you have strong AVID, AP, and Dual Enrollment offerings on your site?	Beginning	AVID has grown to include 2 additional sections going into 2018-19. MHS has the highest number of students enrolled in CCAP courses for Spring 2018
	Do you have pathways with capstone classes articulated with Merced College or MJC?	Yes	Pathways

AHS 2020 CHECKLIST

	Actions/Programs	Yes/No	Comments
Encourage	Do you have an effective 9th grade transition program (summer through 1st quarter at least)?	No	1 day in summer for 9th graders Math A students 9th graders
	Do you monitor 9th grade data early/frequently, including participation in school activities?	No	
Identify	Do you monitor student grades and have an intervention program (prior to credit recovery)?	Yes	SST process
	Do you have a plan if the intervention doesn't work?	Yes	Increase the amount of support student is being given
	Do you monitor student attendance and have an intervention program?	Yes	Truancy policy is an intervention that works
	Do you have a plan if the intervention doesn't work?	Yes	Truancy process--ultimately SST
	Do you monitor student discipline and have an intervention program (not just progressive disc.)?	Yes	We make use of our counselors, teachers, liaisons, custodians--whoever is connected to the kid. If no one, we connect them.
	Do you have a plan if the intervention doesn't work?	Yes	We increase the level of support student is being given
	Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?	Yes	
	Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?	Yes	We are in the emerging stages on that one.
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?	Yes	
	Does every student create a plan and is it in writing/online where they, their parents, and counselors can constantly refer back to it?	Yes	Counselors have worked with 9th graders to use on online platform that keeps track of academics and student goals.
	Is this plan a guiding document for the student that is	Yes	

	constantly revised and updated rather than an exercise the do once a year?		
Master	Do your teachers know their content standards?	Yes	
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?	Yes	
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?	Yes	
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?	No	We have yet to discuss that on a broad scale. There are departments that are interested in that.
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?	?	Staff has been introduced to PBL, and it would be conjecture to guess if we are on track for 2020.
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?	Yes	
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?	No	The well established major pathways do, other are in the early stages, but we have plans to get everyone there.
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?	Yes	
	Does your admin team and counselors know the different ways to meet the CCI for state dashboard?	?	That is a great question.
	Do your student plans include how they will meet one of these ways to meet the CCI?	?	I think they plan to meet graduation requirements, not necessarily for CCI.
	Do you have strong AVID, AP, and Dual Enrollment offerings on your site?	No	
	Do you have pathways with capstone classes articulated with Merced College or MJC?	Yes	

BCHS 2020 CHECKLIST

	Actions/Programs	Yes/No	Comments
Encourage	Do you have an effective 9th grade transition program (summer through 1st quarter at least)?	Yes	Summer Bridge to Academic Support. Link leaders and support.
	Do you monitor 9th grade data early/frequently, including participation in school activities?	No	The students in our Academic Support class are very closely monitored, the rest of our freshman we need to monitor more often than Quarter grades.
Identify	Do you monitor student grades and have an intervention program (prior to credit recovery)?	Yes	RTI program is still a work in progress but we do.
	Do you have a plan if the intervention doesn't work?	Yes	If Interventions are not successful the students enter our SST process.
	Do you monitor student attendance and have an intervention program?	Yes/No	We do monitor attendance. Often attendance issues result in referrals to RTI which lead to SSTs and such.
	Do you have a plan if the intervention doesn't work?	No	Outside of the SST/SARB process, no.
	Do you monitor student discipline and have an intervention program (not just progressive disc.)?	Yes	UE101 Our Restorative Justice process continues to be a work in progress. Some teachers use it very effectively, some not so much. We will continue training staff and students
	Do you have a plan if the intervention doesn't work?	Yes	Usually referrals for SST
	Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?	No	This is what we hope the MTSS Program will allow us to put in place
	Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?	Yes	Outside of Math, yes
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?	Yes/No	Loosely. We need to do better at this.
	Does every student create a plan and is it in writing/online where they, their parents, and counselors can constantly refer back to it?	Yes	Yes. Ed plans are in google format and the students have access to them.

	Is this plan a guiding document for the student that is constantly revised and updated rather than an exercise the do once a year?	Yes	They are supposed to be.
Master	Do your teachers know their content standards?	Yes/No	Yes, but not as well as they should
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?	Yes/No	Yes but not as a site initiative
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?	Yes	Our ILT has done a very good job of providing training to staff to accomplish this goal.
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?	Yes	showcases
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?	Yes	Yes
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?	Yes	Yes, that is an important component of the showcases.
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?	No	Many do, but not every single one. We need to work on Business and Family and Consumer Science.
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?	Yes/No	Yes, but we need to monitor more closely and provide interventions sooner.
	Does your admin team and counselors know the different ways to meet the CCI for state dashboard?	No	Need to train Counselors
	Do your student plans include how they will meet one of these ways to mee the CCI?	Yes	It is part of the 6 year plan
	Do you have strong AVID, AP, and Dual Enrollment offerings on your site?	Yes	
	Do you have pathways with capstone classes articulated with Merced College or MJC?	Yes/No	Not all pathway capstones are articulated.

LHS 2020 CHECKLIST

	Actions/Programs	Yes/No	Comments
Encourage	Do you have an effective 9th grade transition program (summer through 1st quarter at least)?	Yes	Round Up Link Crew Orientation Leadership Sponsored Events for Freshmen WolfPack9 for at-risk freshmen
	Do you monitor 9th grade data early/frequently, including participation in school activities?	Yes	Run participation reports; admin & counselors encourage participation and monitor 5 Star Student program targets non-involved Activity events to encourage participation
Identify	Do you monitor student grades and have an intervention program (prior to credit recovery)?	Yes	Classroom based Rtl Counselor meetings - individual and group Parent Square Friday notifications Before/After School Tutoring (voluntary) CalSOAP Lunch Tutoring (voluntary)
	Do you have a plan if the intervention doesn't work?	Yes	Academic Support An area where we can improve
	Do you monitor student attendance and have an intervention program?	Yes	Perfect Attendance recognition - monthly 90% attendance meetings with seniors
	Do you have a plan if the intervention doesn't work?	Yes	Saturday Academy Attendance Make Up
	Do you monitor student discipline and have an intervention program (not just progressive disc.)?	Yes	Regular IC and AP meetings to look at support for interventions
	Do you have a plan if the intervention doesn't work?	Yes	Counseling referrals and SST; AP meetings
	Do you monitor if students fall into more than one intervention and need a whole child approach rather than several different interventions?	Yes	Growth mindset approach
	Do your Math A/B, ELD, Intervention Center and academic support classes focus on the whole student, not just specific academic content?	Yes	Growth mindset approach, could be more consistent
Develop	Is your Freshman Seminar course tied to your site pathways, registration and 6 Year Plan?	Yes	Pathway exploration; specific presentations on LHS pathways; registration workshop

	Does every student create a plan and is it in writing/online where they, their parents, and counselors can constantly refer back to it?	Yes	Web page for activities Need to publicize access
	Is this plan a guiding document for the student that is constantly revised and updated rather than an exercise the do once a year?	Yes	Multiple times a year in English and Social Studies (right now)
Master	Do your teachers know their content standards?	Yes	
	Have your teachers been introduced to Growth Mindset and Universal Design for Learning (UDL)?	Yes	Growth Mindset has been part of our focus for three years; Introduced UDL at Start Up
Demonstrate	Are you encouraging teachers to have students demonstrate their learning through means other than just traditional tests?	Yes	Impact Team pilot; PBL workshops and conferences; LHS Showcase Night
	Do you have a plan to highlight, emphasize and publicize when courses/classes have their students demonstrate their learning through projects/activities?	Yes	Right now we try to have everyone have something for Showcase Night; tweet when individual teachers have class activity
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?	Yes	2 Teachers already attended Napa; 8 new teachers going to PBL World; InnovatEd Course
Communicate	Do students have to communicate their learning from projects and activities, not just show a product? Including in CTE classes?	No	Not on a regular basis or as a concerted effort
Engage	Do each of your pathways have student organizations and events to demonstrate knowledge, encourage leadership, and interact with industry partners?	Yes	FFA, SkillsUSA, FIRST Robotics; competed in 1st FIRST Robotics competition; FFA State Championship for POA
CCI	Do you track your Off-Track rate and have credit recovery options? Do you monitor their progress?	Yes	
	Does your admin team and counselors know the different ways to meet the CCI for state dashboard?	Yes	
	Do your student plans include how they will meet one of these ways to meet the CCI?	No	Need to add to six year plan
	Do you have strong AVID, AP, and Dual Enrollment	Yes	Define strong

	offerings on your site?		
	Do you have pathways with capstone classes articulated with Merced College or MJC?	Yes	