VISTA MURRIETA HIGH SCHOOL
SELF-STUDY REPORT

28251 Clinton Keith Road
Murrieta, CA 92563

Murrieta Valley Unified School District

March 10th-13th, 2019

Accrediting Commission for Schools
Western Association of Schools and Colleges

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- Celeste Scallion, Assistant Principal
- Steve Rausa, Assistant Principal/Dean of Students
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- Tamara Le, English
- Ed Diaz, Science
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- Gabby Sosa, World Language
- Donald Wade/Cory Finch, Performing Arts
- Jason Bowen, Visual Arts
- Rick Hansen, Physical Education/Health
- Gevin Harrison, JROTC
- Mike Ruiz, CTE
- John Files, Special Education
- Greg Dowden, Leadership

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- Organization Writer- Josiah Wallace
- Instruction Writer- Jessica Cheslar
- Curriculum Writer- Gabby Sosa
- Assessment Writer- Chris Shoults
- Culture & Support Writer- Barbie Bley

Organization FOL Blue Team

Acevedo-Johnson	Alicia	Science	FOL Leader
Hyde	Bob	SPED	FOL Leader
Stanford	Christy	Aide	Member
Page	Jen	Perf Arts	Member
Llerenas	Leticia	WLD	Member
Nguyen	Hien	Math	Member
Bissonette	Everett	Science	Member
Cheslar	Nicole	English	Member
Carrillo	Liz	English	Member
Davis	Ashley	Soc Sc	Member
Gainer	Will	Soc Sc	Member
Harrison	Gevin	JROTC	Member
Rucker	Andy	ICT	Member
Perdue (Vincent)	Emilia	SPED	Member
Byrd	Tony	SPED	Member
Gagnon	Kim	Aide	Member
Whitaker	Catherine	Counseling Sec	Member
Held	Mary Kay	Athletic Clerk	Member
Candaele	Karen	Counselor	Member
Tyler	Monica	Guidance Tech	Member
Hansen	Courtney	Receptionist	Member

Organization FOL Gold Team

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Wager	Mick	Admin	FOL Leader	
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Cox	Janell	Site Secretary	Assistant Writer	
Bowen	Jason	Visual Arts	Member	
Fitzpatrick	Mark	Math	Member	
Witzak	Kathleen	WLD	Member	
Kosters	Scott	Science	Member	
Hipp	Sunny	English	Member	
Haefer	Ross	English	Member	
Olson	Dave	Soc Sc	Member	
Hansen	Rick	PE	Member	
Spear	Paul	JROTC	Member	
Mosiello	Matt	SPED	Member	
Rottino	Mario	SPED	Member	
Daniels	Julie	Aide	Member	
Monterosso	Barney	Library Tech	Member	
Lindemeyer	Jolie	Bookkeeper	Member	
Morse	Cathy	Secretary	Member	
Padilla	Aurora	Counselor	Member	
Paulson	Paulina	Secretary	Member	
Weber	Renee	Guidance Tech	Member	
Morris	Michelle	Clerk	Member	
Castle	Diane	Clerk	Member	
Finch	Cara	Assistant Bookeeper	Member	

Curriculum FOL Blue Team

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Vaez	Karianne	WLD	Member
Pew	Jenny	Math	Member
Carrillo	Kelly	Science	Member
Pence	Carrie	Science	Member
Linden	Jen	Science	Member
Rhine	Susan	English	Member
Martinelli	Matt	Math	Member
Faddis	Spencer	Soc Sc	Member
Garcia Olson	Theresa	PE	Member
MacLeod	Julie	ICT	Member
Hamilton	Carrie	SPED	Member
Duncan	Keri	Aide	Member
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Curriculum FOL Gold Team

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Ulmer	Armine	WLD	Member
Tupaj	Alan	Math	Member
Blaske	Guia	Math CTE	Member
Searl	Leslie	Science	Member
Ojeda	Stephanie	English	Member
Filar	Ellen	English	Member
Olson	Kurt	English	Member
Paterson	Zack	Soc Sc	Member
Barrett	Aaron	PE	Member
Wilkinson	Joanne	CTE	Member
Seipp	Jason	CTE	Member
Smith (Quan)	John	SPED	Member
Cagigas	Bonnie	Library Clerk	Member

Instruction FOL Blue Team

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Romo	Betty	WLD	Member
Cheslar	Jessica	WLD	Writer
Garnett	Rachel	Math	Member
O'Connor	Anna	Math	Member
Willard	Matt	Science	Member
Le	Tamara	English	Member
Flores	Adrianna	Soc Sc	Member
Papciak	Michael	Soc Sc	Member
Mueller	Kay	CTE	Member
Ramer	Joe	SPED	Member
Kidd	Paula	Aide	Member
McGranahan	Mia	Aide	Member
Dunham	Elizabeth	Aide	Member
Montague	Ron	Aide	Member

Instruction FOL Gold Team

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Reece	Bobbie	Math	Member
Kreutzer	Angela	Aide	Member
Wade	Donald	Perf Arts	Member
Truax	Billy	Math	Member
Diaz	Ed	Science	Member
Choe	Betty	Science	Member
Terrazas	Katie	English	Member
Quinn	Cory	Soc Sc	Member
Cooke	Kristen	PE	Member
Flores	David	ICT	Member
Voyles	Jeff	SPED	Member
Leoni	Zack	Aide	Member
Valloza	Leighlani	Speech	Member

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Matlock	Gary	Math	Member
Sather	Vance	Math	Member
Murray	Joe	Science	Member
Anderson	Shane	English	Member
Hanson	John	Soc Sc	Member
Sammon	Cherissa	Health	Member
Thompson	Andrea	CTE	Member
Ravenni	Nancy	SPED	Member
Knauer	Nina	Aide	Member
Marquez	Laura	Clerk	Member
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Assessment FOL Gold Team

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Dominguez	Jose	WLD	Member
Chenard	Mark	Math	Member
Nelson	Howie	Math	Member
Kuelbs	Amanda	Science	Member
White	Josh	Science	Member
Mayfield	Lauren	English	Assistant writer
Bley	Barbie	English	Member
Carlin	Daniel	Soc Sc	Member
Burgos	Jeffrey	JROTC	Member
Owen	Anne	Aide	Member
Ford	Lonnie	Aide	Member
Pickrahn	Karen	Secretary	Member
Tyler	Dione	Counselor	Member
Bennett	Will	Psychologist	Member

Culture FOL Blue Team

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Burrus	Shonda	Counselor	Member
Candaele	Coley	PE	Member
Carney	Pam	Aide	Member
Clanton	Brandon	SPED	Member
Daarstad	Even	Soc Sc	Member
Conley	Darci	Locker Room Attendant	Member
Dowden	Greg	Leadership	Member
Fagen	Eric	Soc Sc	Member
Files	John	SPED	Member
Finch	Cory	Perf Arts	Member
Freitag	Lorie	Aide	Member
Galloway	Carl	Athletic Director	Member
Gempeler	Char	English	Member
Rodriguez	Gerald	Locker Room Attendant	Member
Good	Keith	CTE	Member
Heise	Ryan	Science	Member
Hill	Claudia	Counselor	Member
Koke	Joe	Aide	Member
Knogge	Tammy	SPED	Member
McClelland	Charles	Science	Member
Olsen	Megan	RSP Teacher	Member
Peterson	Eric	Counselor/Athletics	Member
Rausa	Debbie	Guidance Tech	Member
Rugari	Fran	Aide	Member
Salgado Adams	Maria	Clerk	Member

Stanley	Jeff	Health	Member
Stuppy	Marissa	Health Tech	Member
Santelices	Susana	Aide	Member
Walsh	Luke	English	Member
Warren	Shannon	WLD	Member
Yup	Kaylyn	Math	Member

Culture FOL Gold Team

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Krug	Chris	CTE	Member
Robbins	Michele	English	Note Taker
Rausa	Steve	Admin	Member
Harkless	Leola	WLD	Member
Cipres	Caroline	WLD	Member
Wilson	Jan	Math	Member
Jarrett	Jeremy	Science	Member
Mendez	Kristen	Science	Member
Hubarth	Joe	Math	Member
Myers	Kathy	English	Member
Mason	Patrick	Soc Sc	Member
Ruth	Kurt	PE	Member
Moran	Jackie	Secretary	Member
Keys	Scott	SPED	Member
Harper	Ashley	SPED	Member
Weaver	Lorie	Aide	Member
MacInnes	Karen	Aide	Member
McCarthy	Lucie	Nurse	Member
Eisen	Marisa	Aide	Member
Hayes	Linda	Visual Arts	Member
Madrid	Yvette	Secretary	Member
Howard	Kaylee	Security	Member
Howe	Sue	Aide	Member
Gildersleeve	Jodi	Math	Member
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Ortiz	Robert	Aide	Member

Preface

Vista Murrieta High School

Timeline Overview of the Self-Study Process at VMHS:

A WASC leadership team was established and met for the first time in October of 2014 to discuss our progress on our Critical Areas Follow Up. During the Fall of 2015, our staff met in departments and were surveyed to examine our progress on these areas. In December of 2015, the WASC leadership team met to begin analyzing this data and writing our mid-cycle progress report. We submitted our report in February 2016, and the visiting team conducted their examination on April 12, 2016.

At the beginning of the 2017 school year, Vista Murrieta High School continued the WASC self-study process. The process became an integral part of our professional development, PLC and PSG work. It has included all stakeholders in multiple capacities throughout the duration of the process. As many of our staff were new to the WASC process, we began with providing basic information about the process, procedures and an explanation of the importance of and process involved with earning accreditation. We also reflected on and documented the changes and developments made since our last full self-study and mid-cycle visit. The process continued into the current 2018-2019 school year with time spent on various WASC assignments and tasks during staff meetings, site leadership meetings, department meetings, PLC time, staff development sessions and PSG meetings and in other various focus group sessions. We focused on the examination of data, reflection and revision of the current school documents and policies, development of our School Plan for Student Achievement and LCAP aligned expenditures as well as various aspects of the five chapters of the self-study.

August 2017: Introduction to the WASC Accreditation Process, discussion at multiple staff meetings.

August-December 2017: Preliminary work began on the school profile and progress report. WASC FOL groups assigned to incorporate both classified and certificated staff across all departments and grade levels.

January 2018: AP overseeing our WASC process attended a training offered by RCOE and followed up with planning meeting held with administrative team.

February 2018: Multiple meetings with administrative team, WASC plan put into place and data collection started.

March 2018: Training at a staff meeting, defining WASC, setting forth the timeline and discussing the roles and responsibilities of staff members. WASC This Way PPT

March-April 2018: AP overseeing our WASC process served on a visiting committee for a local school district. After that visit the AP led a school-wide professional development on the WASC Accreditation process and individual responsibilities. Further meetings with administrative team, coordinator selected, next steps and persons responsible agreed upon and data collection continued. Work on the school profile and progress report continues.

April 2018: AP overseeing the WASC process trained the staff at a staff meeting then met with and trained all the classified staff about the WASC process and their roles and expectations for participation. WASC Training Part 2

April-June 2018: Further schoolwide professional development, assignment of FOL groups, selection of FOL group leaders and writers & training of leaders. Reminders for Leaders Continued planning meetings with administrative team,

site leadership team and WASC coordinator. WASC FOL Group Assignments Alphabetical FOL Groups

July 2018: Several days were dedicated over the summer for AP and coordinator to plan for the new school year to include developing a Yearly Meeting Calendar and build in WASC FOL meeting times. Administrative team and WASC coordinator brainstormed and assigned task list a due dates. WASC Task List

August 2018: WASC leadership team gave an update at a staff meeting**.** WASC Update Aug. 2018

September 2018: Coordinator selected and began working with writing team. FOL leaders worked in conjunction with home team leaders to gather and consolidate input and data. Staff given a WASC feedback survey WASC Staff Survey

August-December 2018: WASC FOL meetings, professional development and work time provided throughout the first semester to include two half days, one PLC session and four after school FOL work sessions. Monthly meetings held with principal, AP, coordinator and site secretary for planning and next steps. Regular WASC updates were provided at PTSA, SSC, Principal's Advisory, Site Leadership and Staff Meetings. Yearly Meeting Calendar

November 2018: Professional development round robin sessions on SPSA/LCAP, the ABCs of WASC, Vista 101 & Credit Recovery, intervention and support options. The ABCs of WASC , WASC FOL Umbrella , Why WASC Doc, The Bronco Way , What is CLASS, Intervention powerpoint , LCAP/SPSA expenditures

January 2019: Shared strengths and areas for growth that were developed by each FOL group. Discussed at staff meeting and collectively gathered ideas and next steps for our action plan. Staff Input Shared and discussed the working draft with lead teachers, PTSA, School Site Council, Principal's Advisory, district office staff and staff at large. Site Leadership Mtg.1.23.19 (1).docx

February-March 2019: Further preparation for the visit to include campus wide beautification led by our JROTC program leaders and cadets. Staff, student body, parents and community preparation for the visit including professional development, BNN public service announcements and reminders. Our CTE Foods and Hospitality pathway students will be planning and preparing the welcome barbeque for the initial day of the on-site visit.

Chapter I: Progress Report

Following the recommendations set forth by the Western Association of Schools and Colleges (WASC) visiting committee from 2013, Vista Murrieta High School has made progress in each of our critical areas of focus, though we also realize there continues to be work that needs to be done. We have dedicated time and resources to improve our PLC process, develop systematic approaches to the utilization of data, incorporate common core standards, increase rigor and student assessment proficiency rates, implement intervention and differentiation strategies, ensure a smooth transition from the middle schools, increase access to technology and increase parent, student and community involvement in the ongoing FOL process. Since the last full self-study and mid-cycle visit review, we have implemented several action steps to address the critical areas of need. The critical areas of need are detailed in connection with where each is represented currently in our school-wide action plan. The following measures are still currently in place to address each critical area:

Critical Area of Need #1:

Every PLC will utilize all components of the PLC model (essential learning outcomes, collaboration, development and use of common formative/summative assessments, data analysis, re-teaching, and intervention).

- We have designated weekly late start Mondays which are utilized for teachers to hold regular and meaningful PLCs.
- We have created a shared digital notebook in which PLC groups can log their SMART goals, norms, agendas, minutes and notes. The shared digital notebook gives each PLC group an opportunity to share with each department administrator any questions, concerns or need for support that they have.
- The agenda template leads the teachers to examine and reflect on current data and then address the following PLC essential questions: What do students need to know or be able to do? How will we know if they learned it? What will we do when they haven't learned it? What will we do when they already know it?
- When given a recent staff survey, about half of our current PLC groups are examining D/F data to determine needed supports for individual students. Over 70% of our PLC's are discussing vertical alignment across both course levels and grade levels.
- PLC Training was provided for all administrators in several summer sessions and then presented to the staff at large at the beginning of the school year. These trainings were reinforced with further professional development concerning the importance of and process for effective PLCs which was facilitated by one of our veteran teachers.
- PLCs across subject areas have agreed on essential standards for their content area and grade level. Building from these essential standards departments have designed common formative and summative assessments. They work together in their PLC groups to review and analyze student performance from common assessments. History has created common DBQs (Document based questions) and common essays. Science has created several common assessments and labs and there are samples of these in our shared evidence folder.
- We have a variety of universal screening tools that are used schoolwide and this data is reviewed and discussed throughout the PLC process. Our universal screening tools include district benchmarks, Interim Assessment Blocks (IABs), Reading Inventory (RI), Think Through Math (TTM), various common performance tasks and the district writing assessment.
- We have recently introduced two new support positions on campus. The Data and Standards Specialists (DASS) positions are assisting PLCs in gathering and disaggregating data both schoolwide and within individual departments and grade levels.
- Based on individual student data, PLCs are discussing individual re-teaching and intervention supports for students. Interventions include TTM, Read 180 Universal, homeroom intervention sections, academic seminar and credit recovery.
- PLCs have worked diligently to create common syllabi, align grading practices, agree on consistent categories, weighting and alignment with essential standards.
- PLC time is also used for sharing resources and lesson unit planning especially as we implement the new common core standards, integrated math, Next Generation Science Standards (NGSS) and pilot textbooks in math.

Critical Area of Need #2, #9 & #10:

Provide professional development that will lead to the implementation of instructional strategies in the classroom that focus on intervention and differentiation of instruction, equity and student engagement and develop, implement and evaluate a plan to increase rigor across the curriculum to promote high levels of student achievement and increase student proficiency rates on school-wide assessments. We attacked these three areas of critical need together because we believe an increase in rigor paired with intervention, differentiation, equity and student engagement will ultimately result in an increase in our students' proficiency rates on school-wide assessments.

- Professional development has been offered to support instructional strategies that focus on intervention, differentiation, equity and student engagement. Session examples include: new teacher tricks of the trade, standards-based grading, supporting student success, ideology by Rick Wormeli, teaching with technology, Socratic seminar, higher level thinking techniques, AVID best practices, accommodating and modifying, building a positive classroom climate, cultural relevance, equity and access as well as the rotational model, and differentiation.
- In order to increase rigor across campus we have adopted and implemented common core standards and curriculum across our English, Math, History and Science departments.
- Lead teachers and administrators were trained in the rigor, relevance and engagement framework from the International Center for Leadership in Education. Following training, we developed a walk-through form, completed a series of observations and integrated rigor, relevance and engagement standards into our teacher evaluation forms.
- We have increased our rigorous course offerings significantly over the last six years. (See chart highlighting the growth in our AP, Dual and CTE offerings). Program growth chart . We have added 30 sections of AP and Dual programming and over 900 students since our last WASC visit. We have added 18 sections and 455 students to our Career Technical Education (CTE) pathways. Our JROTC program has grown 2 sections, 99 students and one instructor. Our AVID program has grown 3 sections and six teachers. In total, we have added almost 1,500 students to rigorous coursework in the last six years.
- An AP/Dual information parent night was previously held to recruit for the program though we have experienced amazing growth and no longer have the need to recruit. We now do a smaller scale presentation at our 9th and 10th grade parent nights regarding our AP and Dual course opportunities and eligibility.
- Our students also have the opportunity to attend AP Readiness support sessions once a month. This program is sponsored by the Riverside County Office of Education and we provide bussing, lunch, and teacher chaperones. The Advanced Placement Readiness (APR) program provides supplemental instructional support to current and potential AP students in the following courses: AP English Language, AP English Literature, AP Biology, AP Chemistry, AP Physics, AP Computer Science Principles, AP Calculus AB, AP Statistics, AP World History, and AP Human Geography. AP Readiness Flyer
- We sponsor an AP bootcamp the week before school starts. This allows students to meet with their AP teacher and get up to speed on what it will take to be successful in the course. Teachers cover topics such as organization, study techniques, time management, as well as content specific tips and tricks.
- Each year we send a team of staff to the AVID summer institute as well as path training. We currently have a cadre of teachers trained in AVID methodologies. These teachers have offered various professional development sessions to train up other professionals in best practices. We have increased AVID by three sections and six teachers. We currently offer three to four sections per grade level.
- Club Now is a student led club started to educate students and parents about the benefit of and opportunities for advanced course work at our school. The club's goal is to encourage every student on campus to take at least one advanced level course sometime within their four years of high school.
- To ensure our rigorous programs receive the proper time and attention, we have dedicated a single counselor to AVID, and the AP and dual enrollment programs are managed by two counselors each. We have also assigned a designated counselor to monitor and support our students in intervention and EL programming.
- Counselors complete an A-G blitz in which they do a transcript review and have a face to face meeting with each of their students twice a year. The counselors complete focused intentional course scheduling and encourage students to access rigorous coursework or place them in intervention sections when necessary.
- Intervention opportunities on campus include after school tutoring, tutoring during late start Mondays and Broncotorial Saturday school. Our special education teachers provide push in support, team teaching, collaboration, and sharing of instructional strategies for scaffolding and differentiation. Teachers provide

accommodations and modifications as required per students' IEP or 504. Our site-wide PBIS team provides behavioral supports to include counseling, Behavior Support Plans (BSPs), behavior contracts and rewards.

- We have created several targeted intervention sections to address the academic needs of students who are struggling. Intervention sections include English, Read 180 Universal, Science, Math, History, Homeroom Intervention, face to face credit recovery, and APEX credit recovery. We have dedicated support classes for our EL and special education populations. We have provided college tutors in EL and AVID classes for additional academic support. The EL class also includes a bilingual aide. Freshman who struggle academically are placed into Academic Seminar which clusters their core classes and provides them with a dedicated support period within their schedule.
- Our California state assessment scores have remained consistent over time though we recently had a decrease in our English scores. See chart below:

2012-13	% Adv./ Prof.	2014-15	% met or exceeded	2015-16	% met or exceeded	2016-17	% met or exceeded	2017-18	% met or exceeded
CST ELA	61	CAASPP ELA	76	CAASPP ELA	79	CAASPP ELA	77	CAASPP ELA	61
CST Math	31	CAASPP Math	38	CAASPP Math	41	CAASPP Math	36	CAASPP Math	39

- In response to the fifteen point drop in our ELA scores last year, we have added Interim Assessment Blocks (IABs) in both English and Math for our ninth through eleventh grade students. The IABs are short standards-aligned formative assessments which will better prepare our students to be successful on the CAASPP during their Junior year. Our administrative team and lead teachers are planning a school wide push to improve our testing culture in order to increase student and teacher buy-in and excitement. We are committed to do a better job of explaining why the test is important and create more of a "celebratory atmosphere" surrounding testing. We are working on a consolidated schedule so that we can get all hands-on deck and finish testing within four days. 2019 Testing Schedule Math has agreed to award grade bumps based on positive CAASPP performance in math and this has had a motivating impact on the students' performance. Our administrative team would like to see the practice of grade bumps or other incentives for CAASPP applied school wide across each content area tested.

Critical Area of Need #3:

Building a system to incorporate Common Core, collaboration, student awareness of standards, articulation with the middle schools, refining the Senior Exit Interview process, and furthering technology use in instruction.

- English, Math and Science have adopted common core curriculum.
- Science has trained teachers in the Next Generation Science Standards (NGSS). The new standards have been rolling out for several years and this is our first year of full implementation.
- We have two Teachers on Special Assignment (TOSAs) which have been assigned in English and Math to support common core implementation. We have also added two Data Assessment and Standards Specialists (DASSes) to assist teachers in analyzing data and making individual decisions to supports all students.
- Many of our teachers are involved in collaboration to support the implementation of common core and articulation with the middle schools which includes PLCs, department meetings, steering committees and teacher work teams at the district level.
- We are working with our feeder middle schools to align. We are both using integrated math curriculum, Think Through Math (TTM) software, Scholastic Reading Inventory (RI), Read 180, and we both give the PSAT.
- Administrators from the middle and high school levels meet monthly to discuss, plan and align our efforts for district wide initiatives.
- Our special education administrator and case mangers meet with each eighth-grade student with an IEP and their parents to agree on course selections and IEP supports needed as they transition to the high school level.
- Student awareness of standards is encouraged through the posting of the standard or essential question in the classroom, standards-based grading practices, self-assessment based on standards and the use of common core rubrics. 72% of our PLC teams have agreed on essential standards for their subject/level and these standards are communicated to students in variety of ways to include: putting them on Haiku, Remind 101, and course

outlines/syllabi. Teachers communicate essential standards, learning goals, and/or an essential question verbally, by writing on the board, posting on their daily agenda, notes and on individual assignments. Many teachers also use standards checklists, rubrics and other self-assessment tools that are aligned to essential standards for their grade level course content.

- Our Senior Exit Interview (SEI, now called Senior Culminating Project, or SCP) process involves multiple stakeholders, community members, alumni, teachers from around the district and staff from our site. In order to refine the SCP process, we have trained our staff and panel participants in order to calibrate our expectations and foster understanding of the scoring rubric. We have worked to increase buy in across the campus to mentor students, preview their projects, give direction and feedback. We also offered after school help in the computer lab for any students needing support to complete their project. Our video pathway students created a helpful instructional video for seniors which was posted on our school website. The rubric, frequently asked questions as well as samples of successful projects were also available on the school website to support students. We have built in a ninth and tenth grade project as well as a junior reflective essay to assist students in building college career awareness over all four years of high school so thier likelihood of being successful on the SCP increases. Volunteers from our JROTC program assist with showing everyone to the proper classroom locations and gathering all completed score sheets throughout the process. With all these added supports, our first time pass rate has increased every year for the past three years. 2016 had a 92% first time pass rate, 2017 was 93% and this year was 95%.
- Technology will be addressed in more detail as we discuss our progress made in critical areas # 5 & # 7.

Critical Area of Need #4:

Incoming 9th grade students will transition successfully based on a decrease in behavioral referrals, increases in attendance, and increases in academic performance.

- In order to make the transition from eighth to ninth grade more successful, we have added several intentional interventions to include annual counselor visits to the middle schools. During these visits, counselors educate our incoming students about the course offerings, A-G requirements, CTE pathway offerings, and opportunities for extracurricular involvement at the high school.
- Counselors also host parent information nights at each of our feeder middle schools to answer any questions and ease the transition for our incoming freshmen.
- Our Assistant Principal/Dean visits each middle school and has one on one meetings with every student who has repeated behavioral infractions or attendance concerns while in middle school. The dean also meets with these students' parents during registration to frontload expectations and forge a positive relationship with student and parent.
- The administrator who oversees Special Education and the ninth-grade case carriers hold transition meetings for each incoming ninth grader who has an active IEP. During these meetings the team agrees on course selections and any needed accommodations or supports to ensure a smooth transition to the high school.
- We have added sections of AVID to support our 9th grade students specifically. These added sections have helped to support an additional 100 freshmen students.
- We hold a Freshman Welcome Rally in the last semester of our incoming freshmen's eight grade year so that our incoming 9th graders get excited, understand behavioral and academic expectations and encourage them to get involved in sports, arts, activities and/or clubs.
- Freshmen participate in all the first-week fun and informative activities to help transition to our school culture and learn more about the importance of our motto of CLASS. Freshmen also attend behavioral expectation assemblies during this first week.
- We host an Incoming Freshmen Parent Night to educate parents about the Bronco Way, get them energized about bringing their child to high school, and encourage all families to get involved.
- Link Crew is an on-campus leadership program that works with our freshman to support and mentor them through their first year on campus. They hold a freshman orientation over the summer to include campus tours as well as social events throughout the school year such as ice cream socials, movie nights, monthly luncheons, a finals review Saturday session, and a freshman BBQ held prior to our annual Back to School Dance.
- A bridge program is offered over the summer to reach out to LCAP identified students who have struggled in middle school. Students who attend learn the necessary skills for high school success such as the following: organizational skills, how to set and meet goals, learning styles, test-taking strategies, study skills, how to read a transcript, college entrance requirements, how to utilize your high school counselor, how to communicate with

teachers, how to use Aeries, how to use Office 365, how to use Haiku, and the importance of being involved in clubs/activities/athletics. Summer Bridge 2018 flyer

- We monitor individual student involvement and connectedness using annual results from our California Healthy Kids Survey (CHKS) and our participation data as tracked by our 5-Star Students program.
- Our leadership program holds a Club Rush two times per year. Club Rush gives all students, particularly freshmen and new students, an opportunity to visit each club table and gather information about how to join and get involved.
- Within their 9th grade ICT Careers class and with the support of their guidance counselor, students complete grade level tasks and milestones using the California Colleges Guidance Initiative (CCGI) website. Freshmen complete the Interest Profiler (a career assessment based on their interests) which matches them to possible careers as well as a four-year academic plan which helps them to understand A-G and graduation requirements. CCGI is also completed in the 6th-8th grades where they complete similar milestones. 6th graders complete the Interest Profiler so students will be able to see if their interests and/or possible careers have changed in the 9th grade. The addition of middle school career guidance through CCGI helps with the transition to ninth grade. By completing their middle school CCGI tasks, we hope to reinforce the connection to academics, interests, and future related careers. CCGI Grade Milestones.docx
- Freshmen can access REACH counseling support groups when needed. Examples of REACH topics covered in group include mindset, grief, drug & alcohol addiction, self-esteem/self-confidence, anxiety/stress, and emotional management. REACH Flyer 2018-2019.docx
- Our absenteeism is monitored daily by our attendance clerks who initiate phone calls and emails to parents if students are missing from class. Our absenteeism is further monitored by a program called Attention2Attendance (A2A) and is overseen by an assistant principal and our dean of students. The program alerts us if students are experiencing attendance issues and then the Dean/AP send attendance letters, hold parent meetings, and begin the SART (School Attendance Review Team) or SARB (School Attendance Review Board) process when necessary.
- Currently 7.17% of our 9th graders are chronically absent which is unfortunately an increase. Our Freshman percentage for chronic absenteeism has increased every year for the last three years. (2016-17 was 5.08%, 2017-18 was 6.91% and this year to date is 7.17%) Chronic Absenteeism 9th grade graph
- Our suspension rate for 9th graders has also increased this year. In 2015-2016 we had 4 freshmen suspended; 2016-2017 we had zero freshmen suspended. During the 2017-2018 school year we had one 9th grader suspended and so far during the 2018-2019 year we are at seven total freshmen suspended.
- We currently have 242 of our 964 current freshmen who have 2 or more D's or F's at the semester mark. This is 25% of our Freshman class. During the 2017-2018 school year 23.9% of our Freshmen had 2 or more D's or F's in first semester and 27.35% in the second semester.

Critical Area of Need #5 & #7:

Increase student and teacher access to educational technology. There is a need for the development and implementation of a long-range, site-level technology acquisition and maintenance plan that will promote higher levels of student achievement.

- In November 2014 our community approved bond BB which provides funding for needed infrastructure and technology upgrades throughout our district. We are currently on the third year of fund distribution. The initial impact of BB funding on our campus includes the upgrade of every instructional space on campus with upgraded computer towers and monitors, as well as built in amplification and projection capabilities. Surface Pros were purchased in order to help the special education teachers be more mobile and our math teachers to infuse technology in the classroom. Funds were also used to purchase graphing calculators for math, iPad Pro tablets for Art and Smart Music microphones and tuners for our music department.
- Our lead teachers confer with their departments and our Instructional Technology Leader (ITL) then integrates department requests into our technology plan which then drives our purchasing. All plans for purchasing are approved through our site leadership team and communicated to the staff at large.
- We made the move to Microsoft Office 365 four years ago. We have been training in Microsoft Office 365 for three years and encouraging teachers and students to make the move. Because of the new state laws and student security and privacy, we need to use that platform for all school district business moving forward.
- Technological means of communication for students, parents and community include Blackboard (to include phone calls, emails, texts and push notifications through the MVUSD app.), Remind 101 and Group Me,

- We have sponsored multiple session of technology specific professional development to include: AERIES gradebook, Office 365, One Drive, Haiku, One Note, Teaching with Technology, Windows 10, Class Notebook with Teams, Zipgrade, Social Media Usage, Turnitin.com, Adobe In Design, Adobe Illustrator, and ELLevation (program used to support our EL students).
- Our technology on campus has increased significantly. We currently have twenty-eight Chromebook carts that have 36 Chromebooks per cart. Every single department on campus has at least one Chromebook cart and some up to eight carts. We also have approximately 450 individual Chromebooks for a total of almost 1,500 Chromebooks on campus. We have a total of ten full computer labs which include three for our ICT classes, one for graphic design, one for photography, one for computer science, one for AVID, one for our world language department and two for school wide use.
- Technology is observed in instruction every day in almost every classroom setting. Examples of the use of technology in instruction includes the use of various applications, websites, educational games, Haiku, Quizlet, Kahoot, Read 180 Universal, and TTM just to name a few. Most if not all our students own smart phones and phones are often used for instructional purposes in classrooms. Each classroom has been recently updated to include built in amplification and projection capabilities.
- According to a recent teacher survey, we use the following school wide resources to further technology use in the classroom: Albert IO, Power Point, One Note/digital notes, Quizzez, google presentation, Google docs, Haiku, AERIES, Remind 101, Groupme, Khan academy, Kahoots, Quizlet, Microsoft Office 365, You Tube, Teachertube, Wolframalpha.com, Discovery education.com, 5-Star Students, CAASPP digital library, Playposit, EBSCO, Zipgrade, Turnitin.com, Turning point polling, sign up genius, HUDL, Team snap, Splashtop, Goformative.com, Socrative.org, TED Talks, SORA audio books app, and California Colleges.edu.
- Our math department reports using Think Through Math (TTM), Imagine Math, Daily Math, Mathia, and the DESMOS graphing calculator website and application.
- English uses Read 180, Commonlit, Electric typewriter (for non-fiction texts), News ELA, School wires, Snap Judgements podcasts and Expository Reading and Writing Course (ERWC) websites.
- Science uses the EPA website, energy.gov, PHET.colorado.edu Chemistry simulations, Gizmos, Stemcopes, Vernier probeware, explore learning.com, and Physics classroom.com.
- The World Language department uses Duolingo, Conjuguemos, Learn Spanish, Quia, ASL That, Signing savvy, ASL Pro, ASL teacher share, AP Spanish Language Communication.
- Our CTE and visual performing arts pathways use the Adobe suite products, CAD modeling inventor, 3D scanning and printing, CNC router and scanner, Stress analysis tests, Simulation of electric circuits, bridge design software, innovation portal, PLTW.org, and Smart Music.
- Our advanced video production pathway students create a daily television show called the Bronco News Network (BNN) to communicate information and upcoming events to students, staff, parents and community members.
- https://www.facebook.com/vmhsbroncos https://www.youtube.com/watch?v=h2gFOLB5dXw
- Each department, sports team, club, activity, class etc. Maintains a section on our school website as well as various social media outlets to inform students, staff and community. These include Twitter, Facebook, and Instagram.
- If staff experiences technical difficulties, they enter a Helpdesk request and our on-site technology support person comes to the rescue.
- Our new CTE building is state of the art and has added pathways in high wage, high skill, high demand career areas such as engineering, computer science, digital film production, audio technology, sports medicine, and law enforcement.
- Our programs are outfitted with professional level industry grade equipment for audio, video, foods and hospitality, drama, choir, dance and band productions and special events.
- Our CTE pathways produce such a high-level industry standard product that they are often hired to do outside jobs. Our video and audio programs, for example are often hired by the district office or other schools in the district to complete various projects. They are paid for their services through the audio and video clubs and are then able to buy more equipment to further enhance the program. We call this the “Bronco economy”. Other examples include our homecoming dance, Winterfest dance, Prom and other large campus wide events. The audio, video and food/hospitality pathway students were hired and paid to help set up and run various events.

Critical Area of Need #6.

There is a need for further professional development that will foster systematic approaches to the disaggregation of data beyond CAASPP results, with an emphasis on the analysis of local common assessments and the implementation of Smarter Balance.

- We have provided professional development in the use of EADOMS/ IO Assessments for the disaggregation of data to both the English and math departments.
- Our assistant principal who oversees assessment meets with both English and math to go over CAASPP scores and the implications of scores and trends.
- We have recently added two Data and Standards Specialists (DASS) for English and math to assist our PLC leaders and staff to run and break down the data in order to make individual decisions to support students.
- Our PLCs examine results from common assessments to determine trends and needs. Examples of common assessments include: the district writing assessment, Interim Assessment Blocks (IABs), finals, formative assessments, labs, department wide benchmarks, and performance tasks.
- We complete universal screenings several times per year to monitor students' growth to include the Scholastic Reading Inventory (RI) & Think Through Math (TTM). These scores are loaded into AERIES for teachers to see and are also communicated to teachers through the DASSes.
- Our district has recently introduced a data management website called Schoolzilla/ Mosaic. We have trained the staff on how to access the website, but we are still learning all the possibilities with this program.
- Our Teachers on Special Assignment (TOSAs) and our DASSes participate in district level steering and advisory committees and are then available to train and coach staff in the application of ERWC modules, the use of the digital library, standards-based grading, administration of IABs, the location of data/reports and the disaggregation of data which should lead to next steps towards student success.

Critical Area of Need #8.

There is a need to increase parent, student and community involvement in the on-going FOL process at the site.

- In order to increase parent, student, and community involvement we maintain an updated school website, a weekly parent newsletter (Pony Express), maintain various social media pages (Instagram, Facebook, Twitter), send auto dialers with text and email reminders, use Remind 101and broadcast daily BNN shows through You Tube and Facebook.
- There is a district app that pushes out upcoming events, opportunities to get involved and important reminders for parents and community members.
- Coaches hold multiple parent meetings so that parents and athletes know what to expect and how to support the program.
- Our large and extremely successful band and color guard programs could not run without the countless hours put in by our band parents. From preparing props, sewing costumes, feeding the band members and transporting to competitions they are always dedicated and continually available to support the program.
- There are many opportunities for parents to get engaged on our campus to include: Back to School Night (BSN), PTSA meetings/events, and School Site Council (SSC).
- We advertise and host multiple parent education nights (incoming freshmen, AVID, 9th & 10th grade parent night, 11 & 12th grade parent night, FASFA (including a Spanish night), and EL parent education.
- Parents are invited to campus to discuss the needs of their students during Student Success Team meetings (SST) with counselors, attendance meetings with the dean (SART), at risk meetings with Seniors, and annual IEP meetings with case carriers.
- Our PTSA sponsors "Coffee with..." sessions when parents interact with various staff. We have had a coffee with...the principal, the assistant principals, the dean of students, security staff and our School Resource Officer (SRO).
- Parents can also engage in the FOL process through participating in the Latino Parent Advisory Committee (LPAC), African American Parent Advisory Committee (AAPAC) or the Special Education Parent Advisory Committee (SEPAC). These are district sponsored opportunities, but the district office staff works in conjunction with site administration to address any specific needs or concerns of the parents. One example of the power of the various parent advisory committees is that parents shared their desire for further parent training. This led to a district wide event entitled Step Up which provided parents training in the areas of what to expect in high school,

math programs, components of college career readiness, EL, social emotional awareness and supports, alternative education, technology and literacy.

- Our students are engaged in the ongoing FOL process through participation in our various leadership groups on campus (ASB, Senate, PLUS, Link Crew, BBC & Renaissance). We also hold a monthly Principal's Advisory in which representatives from various groups, sports, grade levels and activities discuss concerns and ideas for school improvement with the administrative team.
- The Local Control Accountability Plan (LCAP) Student Advisory meets five times a year and is comprised of approximately 20 students from unduplicated, targeted student groups. Site and district personnel discuss the LCAP and district goals with advisory student members. LCAP Advisory meetings provide an opportunity for students to give feedback about the effectiveness of the LCAP, as it was written to support the students in our district. Students are provided the opportunity to give input on student surveys that are conducted across the district. Additionally, student advisories from each secondary site are encouraged to express any concerns they have regarding the support and services provided at their schools. The purpose of the LCAP Advisory is to ensure that student access, support, and achievement remain at the forefront of the plan set forth by the district.
- Students and parents are also engaged in the ongoing school improvement process through their participation in annual surveys to include the LCAP and CHK surveys. These survey results help guide administration in next steps of need and focus.
- Our 5-Star Students app tracks student engagement and involvement so that we can strategically target students who are not involved in anything. Our goal is to have 100% of our students plugged in and engaged with at least one club, sport, or activity.
- Young Gentleman's Club (YGLC), Black Coal and Roses Society (BCRS), and our Black Student Union (BSU) are cultural groups on campus that support students and our parents and community members are heavily involved through mentoring, speaking and coming along side to guide our students.
- Our CTE pathways have partnerships with professionals and businesses in the community. These connections offer our students real-world hands-on experience, job shadowing and internships. Our Sports Medicine pathway has connections with my I Care urgent care, Tri Valley Chiropractic, Rancho Physical Therapy and All-Star Physical Therapy. The law enforcement pathway works with Murrieta PD, Riverside County Sheriff's department, Border Patrol, and the CA Highway Patrol (CHP).
- CTE administrators, instructors, students and parents participate in a CTE advisory board in conjunction with city leaders, district personnel and local business leaders. CTE Advisory Board Agenda/Minutes
- Vista school-wide FOL process visual

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

General Background and History

Community

Vista Murrieta High School opened its doors to a freshman and sophomore class in 2003 and in its brief 15-year history has gained numerous accolades and a reputation for outstanding Academics, Athletics, Activities, and Arts. Vista Murrieta was named a 2017 Gold Ribbon School, 2009 California Distinguished School, selected three times as the Most Spirited High School in the Nation, and is a CIF Champion School of Character among other awards. We offer an excellent and diverse academic program, award-winning student activities program, outstanding interscholastic athletic and performing arts programs, as well as many other social and academic enrichment opportunities. Vista Murrieta is one of three comprehensive high schools in the Murrieta Valley Unified School District, which was named in 2018 as a California Exemplary District, one of only 22 in the state and the only district in Riverside County.

Vista Murrieta is located approximately 60 miles from San Diego, Orange County, and Los Angeles. The city of Murrieta is a middle-class suburb, which officially became a city on July 1, 1991, with a population of 24,000 residents. By 2010, the population had boomed to over 104,000, making it one of the fastest growing cities in the state. The population has continued to rise and is currently over 117,000. Largely residential in character, Murrieta, in Riverside County, is mostly a commuter-town, with many of its residents commuting to jobs in San Diego and Orange counties, and to the more commercialized neighboring city of Temecula to the south, and Camp Pendleton Marine Base in Oceanside. Our district of approximately 23,000 students is the largest employer in the city.

The student-centered educational program emphasizes a standards-based curriculum and a commitment to the academic success of every student. With one of the highest graduation rates of high schools of over 1000 students in the state, few suspensions, and excellent average daily attendance, students show their connection to the school and commitment to learning and success. Our highly qualified teachers and staff are dedicated to serving students and encourage active parent and community involvement, placing Vista Murrieta in the upper echelon of high schools. Vista Murrieta High School consists of 145 teachers, 13.5 administrators (one principal, four assistant principals, seven point five counselors, and one athletic director), 95 classified staff members, one school resource officer, one school nurse, on school psychologist, one speech therapist, and two athletic trainers. Four of our teachers are National Board Certified.

VMHS has formed an excellent relationship with Mt. San Jacinto College. This partnership has allowed us to create over time one of the largest Dual Enrollment programs in the state. This program allows students to earn an array of college credits along with what they can already earn via Advanced Placement courses. We have also created concurrent and articulated courses with MSJC in math, English, and history, allowing students to meet college prerequisite coursework before graduating high school. To further bridge the gap between high school and college, an MSJC College Transition Counselor visits our campus once per week to speak to Vista Murrieta students about attending MSJC, helping with the application and assessment process.

VMHS strongly values the participation of parents and community members in all academic and extracurricular programs. Parents are highly active in school support groups such as PTSA, Band Boosters, and Athletics. Furthermore, parents demonstrate involvement through strong attendance at evening educational events such as Dual Enrollment Night, College and College-Bound Athlete Presentations, Open Houses, Sports Information Nights, and Financial Aid Information Nights. Parents also show school spirit by their attendance and assistance at numerous student activities, such as athletic events, performances, and family-oriented activities. For many families, our outstanding staff, programs, and reputation make Vista Murrieta a school of choice as evidenced by the 17% of our student body who have chosen to be Broncos by transferring from within and from outside our district.

Vista Murrieta's climate, culture, and student involvement is second to none. It's motto of CLASS--Character, Leadership, Attitude, Scholarship, and Service--permeates classrooms, extracurricular activities, athletic competitions, and the interaction among students, staff, and community; it is the foundation on which the school is built. Students take pride in being Broncos. They hold themselves and each other accountable while doing things with CLASS, the Bronco way!

ACS WASC Accreditation History

During the inaugural school year 2003-2004, a WASC team visited VMHS on February 24, 2004 and gave a series of recommendations and commendations. Since then, VMHS is proud to have received the following WASC accreditations:

- 2007—six year clear with no review
- 2014—six year clear with a three-year written review and one-day visit

LCAP Identified Needs, Goals, Actions, and Services

Our School Plan for Student Achievement (SPSA) is aligned to our four LCAP goals, which are identical to the district's LCAP goals. The following are the district's LCAP goals along with our site's goal statements, subsequent to each goal:

LCAP Goal 1: Student Achievement. Ensure all students learn through access to high quality actions and services that increase school readiness, academic achievement, and civic/career/college readiness.

VMHS Goal 1 Statement: Increase the achievement of all students in language arts and math and exposure to rigorous coursework as indicated by the grade-level metrics listed below. Particular attention will be directed toward CAASPP results, A-G course completion, AVID and AP/DE participation.

LCAP Goal 2: Prevention/Intervention/Acceleration. Provide high quality prevention/intervention/acceleration actions and services to eliminate barriers to student required and desired areas.

VMHS Goal 2 Statement: Through prevention/intervention/acceleration instructional practices and school-wide systems, students will be provided with differentiated opportunities to meet their academic, emotional, and social needs. Particular attention will be directed to students earning two or Ds and/or Fs on their semester grade reports.

LCAP Goal 3: Professional Learning and Development. Ensure classroom teachers, instructional support staff, and school administrators are trained in state standards, the standards aligned curriculums, proven researched-based instructional strategies, effective instructional technologies, instructional resources/assessments, and the collection and use of data in professional discussions to inform instruction and enhance student learning and teaching effectiveness.

VMHS Goal 3 Statement: Provide ongoing, need-based professional development to all staff in order to assist in the implementation and understanding of the California State Standards and other current initiatives. Particular attention will be directed to teachers collaborating on standards-based grading; equity and access concerns, including access to education technology, common teaching and assessments, and AVID; and English Learners.

LCAP Goal 4: Engagement. Ensure all school sites have safe, welcoming, inspiring and inclusive climates for all students and their families, so that students are behaviorally and academically engaged in school and ready to learn.

VMHS Goal 4 Statement: Create a safe and proactive school environment so that all students achieve academic success. Particular attention will be given to average daily attendance rates, chronic absenteeism, suspension rates, student participation, and parent/student/staff satisfaction surveys.

These goals and ongoing priorities are discussed, and input is gathered from stakeholders, particularly our teacher, student, parent and community groups. Through such advisory councils as Local Control and Accountability Council, African-American Parent Advisory Council, Latino Parent Advisory Council and Teachers Breakout Advisory, we routinely engage the varied voices in our district to hear of their needs, ideas, and perceptions as it relates to our school and district's service to them.

Our SPSA is developed and approved by our School Site Council. The Site Leadership Team (which consists of department lead teachers, administrators, lead counselor, AVID and EL coordinators) gives input into the plan. Aspects of the plan are also discussed with the Principal's Advisory Group, which consists of student representatives and administrators, as well with our Parent Teacher Student Association (PTSA).

School Program Data

All students are encouraged and guided to pursue a rigorous course of study that meets graduation requirements and prepares them for their future college and career experience. Counselors meet with all students at least twice per year, where they review transcripts and grades with students and help students in their course selection, four-year plan, and other academic counseling needs. Our general goal is to guide as many students as possible in completing their A-G coursework. With an array of Advanced Placement and Dual Enrollment courses, students have plenty of opportunity to challenge themselves in college-level coursework and gain college credit as well. Students also have a wide choice of

CTE Pathways from which to choose, in addition to a multitude of electives and co-curricular courses. With a seven-period block scheduled day, students are afforded flexibility in their schedules to choose courses which meet their academic needs and personal interests.

We work to ensure all students are prepared for college and careers beyond high school. In addition to individual conferences with students, counselors conduct CCGI (California Colleges Guidance Initiative) lessons for students twice per year for 9th-11th grades and one time per year for seniors. These lessons focus on student tasks to investigate areas such as a multiple intelligences inventory, academic planner, college search, college major search, and how to apply to California State Universities and community colleges. We also hold various parent nights to help assist families in making college a reality for students and to help them navigate the pathway to college.

In the interest of improving and maintaining educational equity and access, particularly in our more rigorous courses, we have emphasized providing opportunities and support for students in Advanced Placement and Dual Enrollment classes. Research shows students who experience success in AP and DE courses will challenge themselves and gain confidence, which leads to success in college. Students are invited to attend, free of charge, Saturday AP study classes in various subjects held at UC Riverside and hosted by Riverside County Office of Education. Club Now is a student club on campus with a mission to find ways to encourage underrepresented student groups to sign up for rigorous coursework, identify obstacles to success, and remove those obstacles. Our AP teachers are encouraged to hold Saturday study sessions for students, and they are compensated for doing so using LCAP funds. Our teachers' and counselors' philosophy have also shifted regarding registering students for AP and DE courses since our last WASC visit; where they used to act as "gatekeepers," making sure that students met certain criteria before being "allowed" to sign up for the course, they now encourage students to challenge themselves to take these classes and assure them there is help for them to succeed.

We have several activities and programs to help encourage and prepare students for college and career after high school. All junior students research and compose a Junior Reflective Essay regarding future career plans and the pathway to get there. As one of their high school graduation requirements, seniors further research their chosen career and prepare and present their senior culminating projects to a panel of staff and community members. Academic programs such as AVID (Advancement Via Individual Determination), Dual Enrollment, and Advanced Placement all help students particularly prepare for the rigors of college. Our array of CTE (Career and Technical Education) pathways help students develop "real world" experience and practical skills that can be applied directly after high school in the workforce or as additional experience for those entering college. Our counseling team provides parent nights and workshops for families to bridge the transition to college, such as a series of FAFSA workshops and other grade-level specific informative evening presentations to raise awareness and prepare for college. A Mount San Jacinto College counselor is on our site once per week to help students transition to community college and create educational plans. We also devote an entire day in October to College & Career Kick-Off, where students attend seminars and panel discussions including alumni and local industry professionals who give their best advice and answer questions about college and what is needed to prepare for success in the world of work. Students are also given various guidance lessons, and all sophomores take the PSAT.

We offer limited online courses for students. At any given time, we have up to 100 students enrolled in a credit recovery online learning system called APEX. Approximately two-thirds of the students are enrolled in APEX during the school day, and the other one-third work on the program independently. All students take assessments in the presence of the teacher overseeing the program. We also offer our ICT (Computer/Careers) and Health classes, which are required for graduation, to our students online. These semester courses are normally taken during the student's freshmen year. Generally, students who choose to take these courses online instead of in the traditional setting do so to create space in their schedule for AVID or another co-curricular elective option.

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We work to provide tier I, II, and III academic interventions for students across all groups. Our English Learners are provided with a range of options to support their learning and language acquisition such, EL I and II, English I SDAIE, and EL support class. EL students are also clustered into specific teacher sections who collaborate with our EL coordinator. We also have a specific EL counselor who works with the EL coordinator, teachers, and students. Our district is also training teachers in the EL standards. According to our recent LCAP student survey, 68-71% of students surveyed feel

that our school gives adequate instruction, tutoring, instructional materials, and encouragement to our English Language Learners.

Our Special Education students are also provided with a continuum of services, from Severely Handicapped and Behavioral classes to SDC and RSP pull-out classes. We also have push in collaborative services in all core content areas. Students are clustered in their core content classes so that their case carrier and paraprofessional can help support them. We also have a designated administrator who works with the case carriers to hand-schedule students into classes to best meet each student's academic and socio-emotional needs.

Our general education students who are struggling to succeed academically are scheduled into appropriate support courses. Students needing extra support in reading are enrolled in our Read 180 course. This course meets the English graduation and A-G requirement. Freshmen entering our school (incoming Freshmen with multiple F's in middle school) are scheduled into Academic Seminar, and 10th-12th grade students with multiple Ds and Fs are given Homeroom Intervention, which provides these students extra guidance and support. Some students who have failed the first semester of a course are scheduled into a Face to Face credit recovery class, which gives the student both the opportunity to improve his or her grade from the Fall semester and provides the student extra support in the current semester. Students are also encouraged to attend Broncotorials (Saturday tutorials sessions) and after school tutoring. After school tutoring, which is supported by classroom teachers and NHS and AVID tutors, is reflected in our SPSA and funded by our LCAP budget.

Demographic Data

Our student enrollment this year is 3553, and it has been very stable over last six years. There is only a variance of 131 students between the highest enrollment of 3457 students in 2014 and 3588 students in 2016.

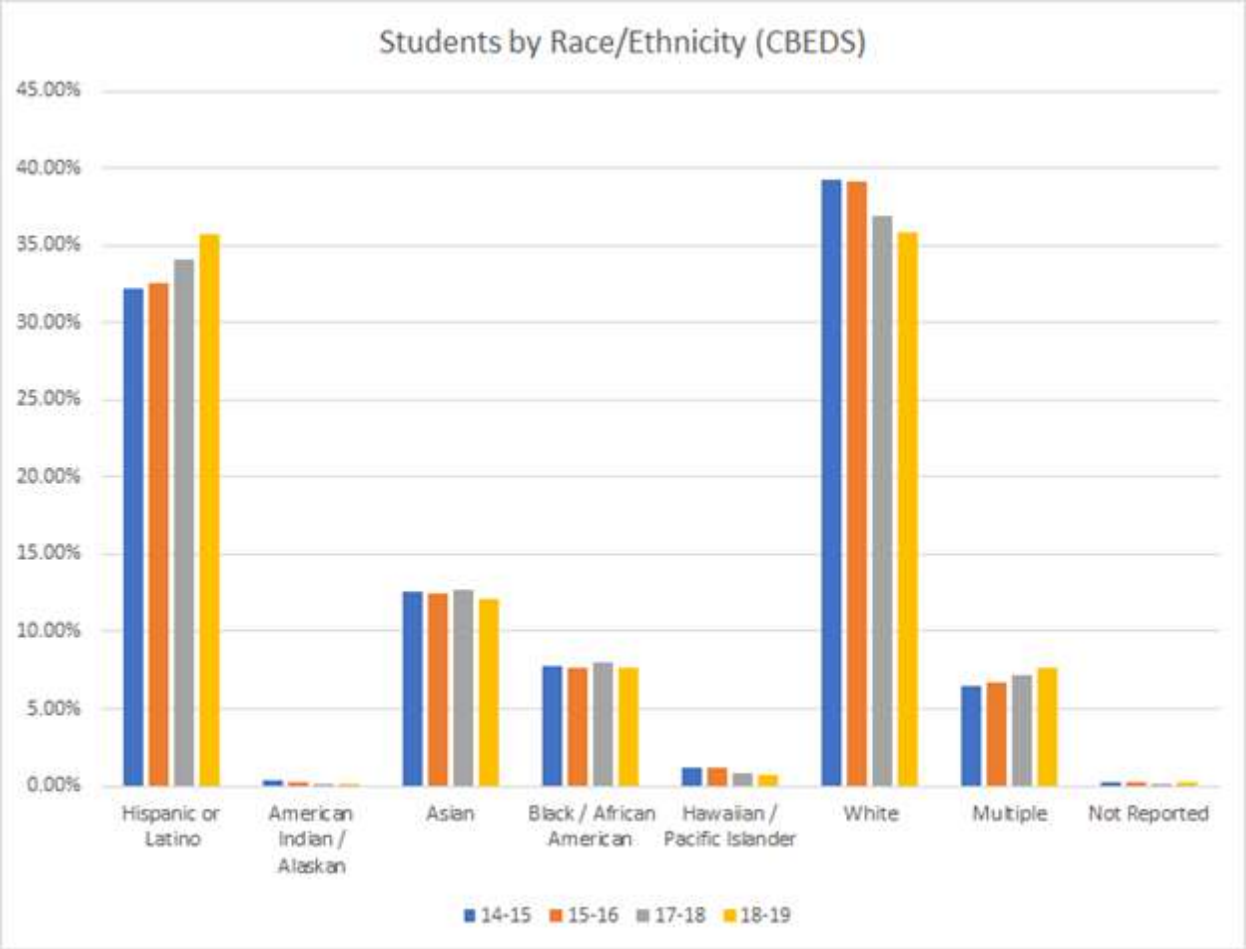
School Year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Student Enrollment	3458	3457	3448	3588	3476	3553

Vista Murrieta is a middle-class community with a household income of approximately $74,000. 29.5% of our students are classified as receiving Free and Reduced Lunch and 13% of them receiving services under Special Education.

Of our approximately 3500 students, 78 (2.2%) of them are English Learners, and 70 of them are redesignated Fluent. Last year, 23 of our EL students were redesignated as fluent. We have 35 students considered as Long-Term English Learners (LTEL) and 39 who are at risk of becoming LTEL. The chief language spoken at home other than English is Spanish (59%), Vietnamese (9.3%), Tagalog (6.98%), and Arabic (4.65%).

Our parents' educational attainment levels are above the state average with 40% of our parents holding a bachelor's degree, 15% with a graduate degree, and 28% with some college. Only 2.9% did not graduate high school.

The gender split has consistently over the years been approximately 50.5% female students to 49.5% male. The following is the racial/ethnic makeup of our student body since the 2014-2015 school year:



Eight State Priorities

LCFF Priority 1--*Compliance with Williams requirements: appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.*

Ninety-three percent of our teachers are teaching within their credentialed areas. Those who are not are doing so because they are teaching in a specialized area or teaching levels above their authorization. However, they have enough college units in these areas to qualify them under Education Code 44263. Three teachers have short-term or provisional instructional permits and two are interns. Our VMHS teachers are nearly equally split by gender with 51% male and 49% female. The ethnicity of our staff is made up of 80% White, 14% Hispanic, 3% African-American, 1% Asian, and 1% two or more.

To ensure all students receive standard-aligned materials and to make certain that school facilities and classrooms are in good repair per the Williams Act, our library technicians query a report showing any student who has not checked out books and follow up with them, and teachers are surveyed regarding the physical status of their rooms. Also, we are required as a site to inspect our physical plant four times per year for any safety concerns.

LCFF Priority 2--*Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the common core academic content standards and the English Language Development standard*s.

Particular emphasis has been placed on common standards in English, math, and science. District “work teams” in each

of these core academic areas have been formed and meet periodically throughout the year. The teams are made up of teacher representatives from each school site. Each of these core areas also has a Teacher on Special Assignment (TOSA) who helps to coordinate the work of these teams and communicate with the school sites. The district has also provided each of the high school sites with a Data and Standards Specialist (DASS) in both math and English to support teachers' efforts in focusing on content standards, analyzing data, and developing common standards-based assessments.

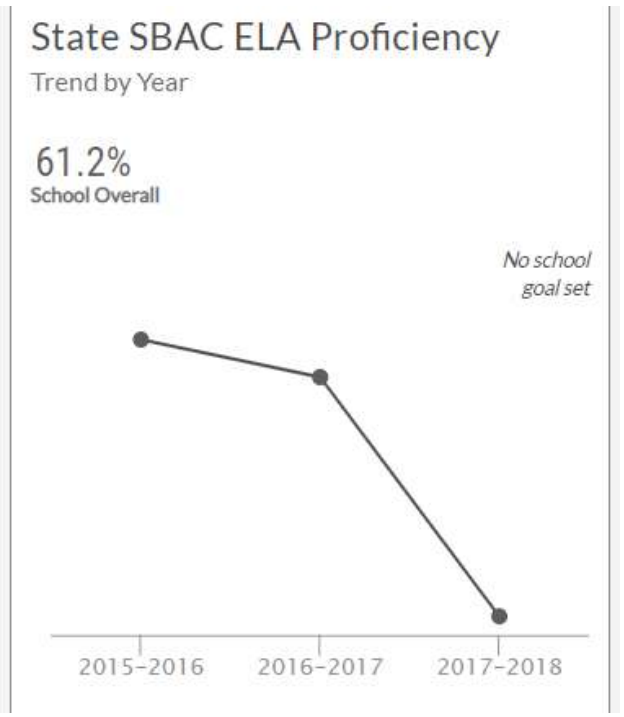
LCFF Priority 3--*Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, homeless youth, underrepresented ethnic youth, and individuals with exceptional needs.*

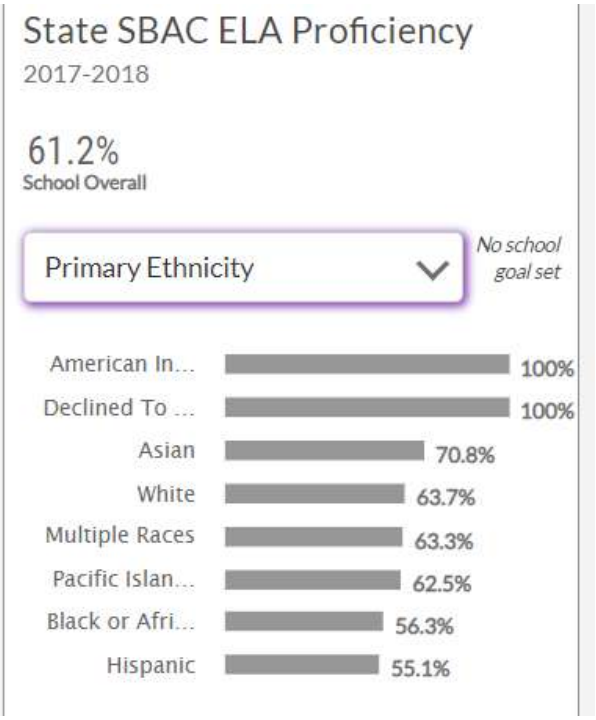
Our site and the district seek parent input regarding programs and practices concerning English Learners, under-performing ethnic student groups, individual with exceptional needs, and social-economically disadvantaged students. At the site level we meet regularly with our PTSA and School Site Council to discuss student progress and educational needs of students. Our School Site Council is apprised of student achievement data, such as CAASPP results and D/F data, and it gives final approval on our SPSA. We also send parent representatives to the district-wide Latino Parent Advisory Committee, African American Parent Advisory Committee, Special Education Parent Advisory Committee, where information such as curriculum, student assessment data, district policy is shared with parents, and where parents share their concerns or needs. Parental input is also garnered through surveys such as the annual LCAP survey.

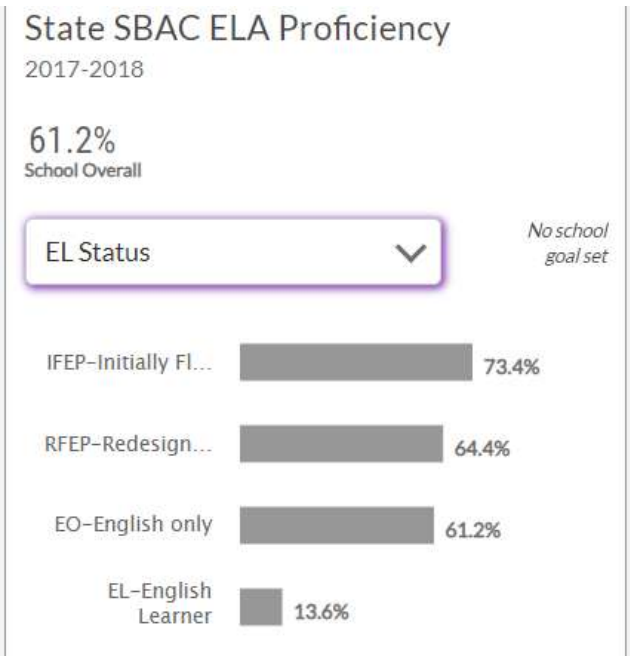
LCFF Priority 4--*Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.*

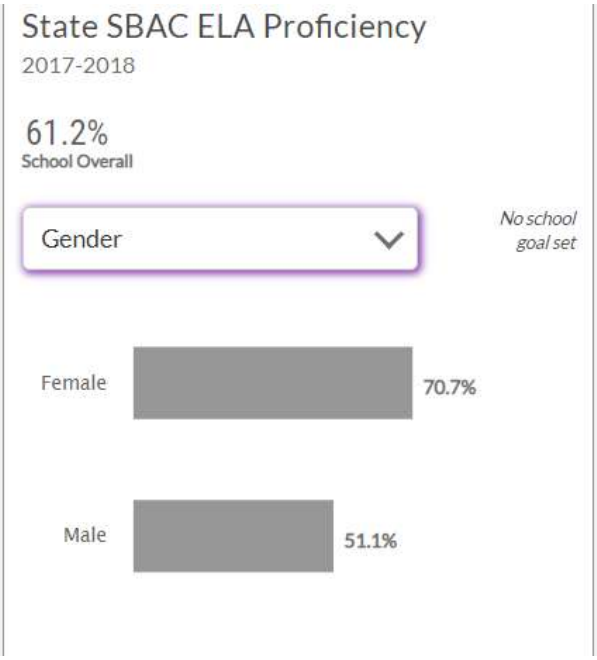
We monitor multiple indicators such as statewide assessment data, reading and math proficiency, college readiness data, and graduation rates via a data management system called Schoolzilla, to which our district subscribes.

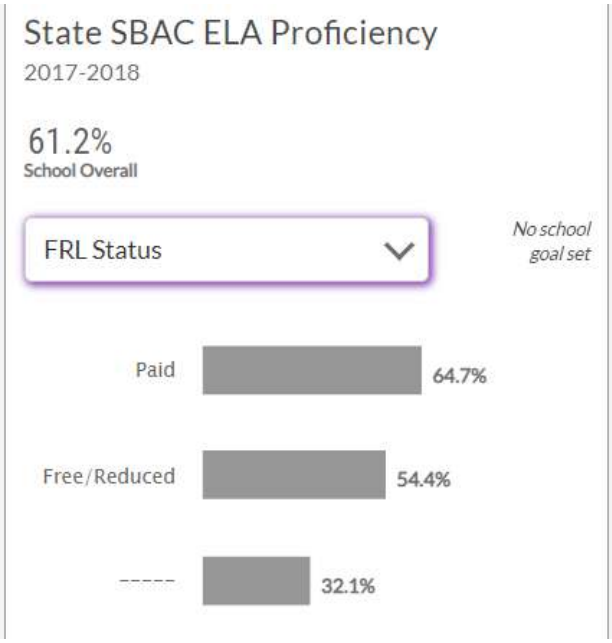
The CAASPP last year showed our students as 61.2% proficient in English Language Arts. Previously, our students were 76.5% proficient in 2017 and 78.9% proficient in 2016. Below are ELA proficiency rates by ethnicity, EL status, gender, students with free or reduced lunch, and special education:

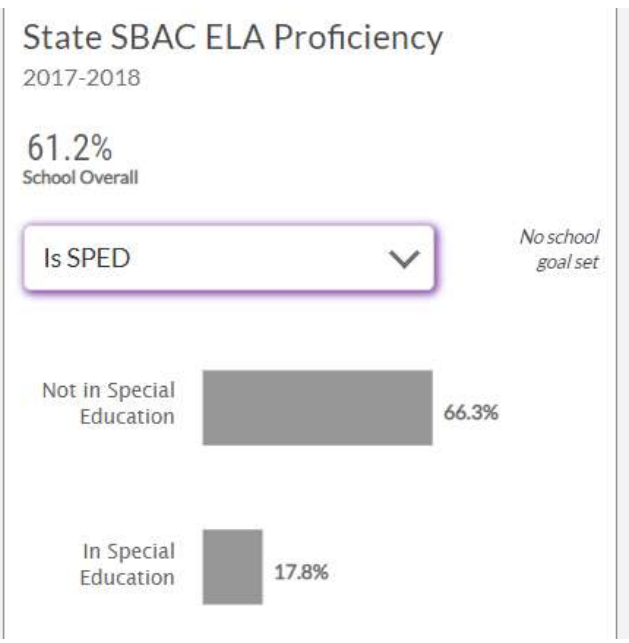




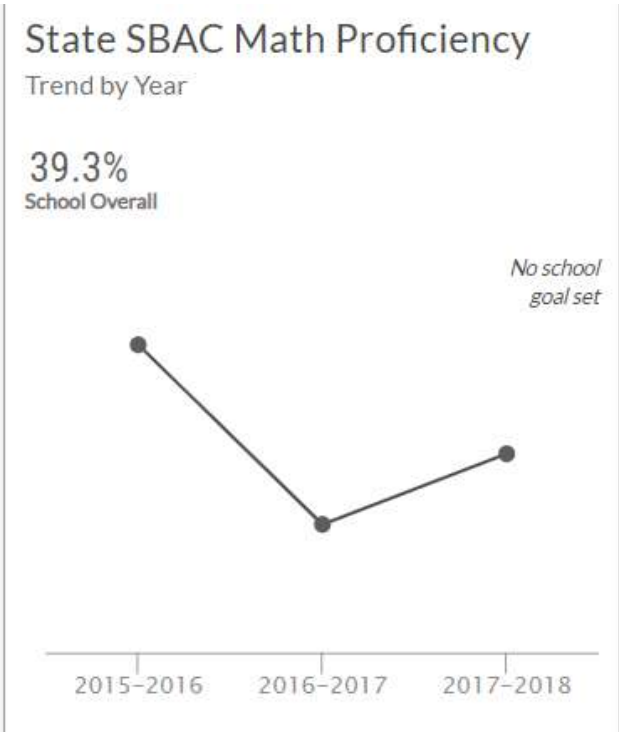


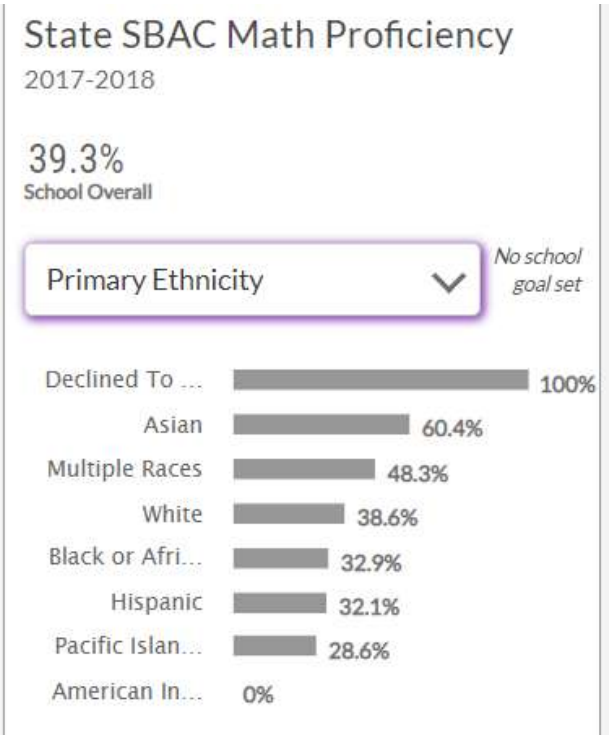


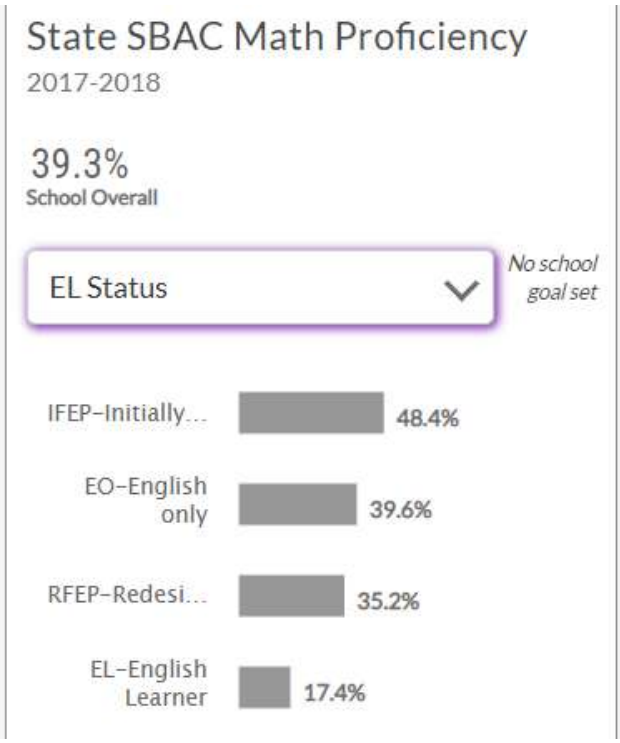


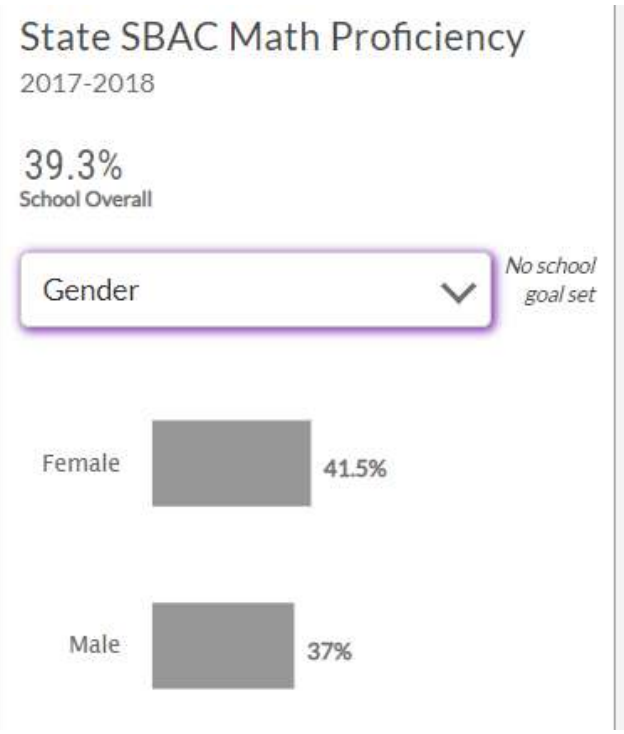


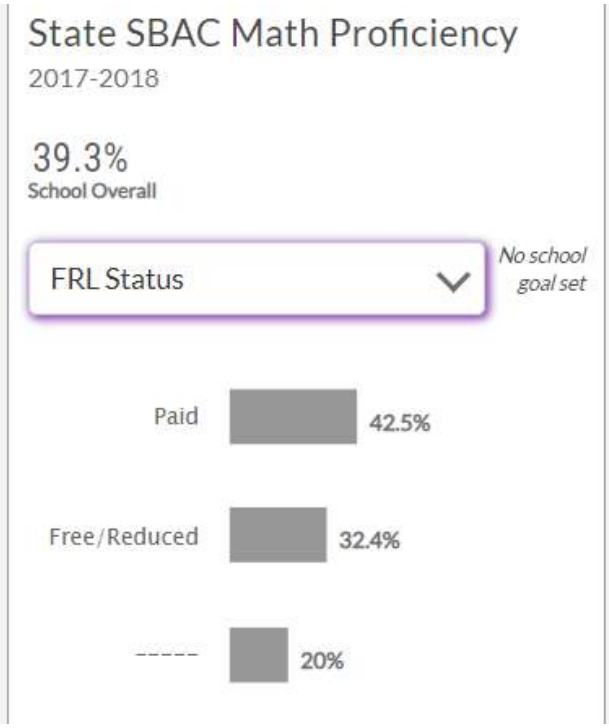
According to the 2018 CAASPP, 39.3% of our students are proficient in math. Students were 36% proficient in 2017 and 44.4% proficient in 2016. Below are math proficiency rates by ethnicity, EL status, gender, students with free or reduced lunch, and special education:

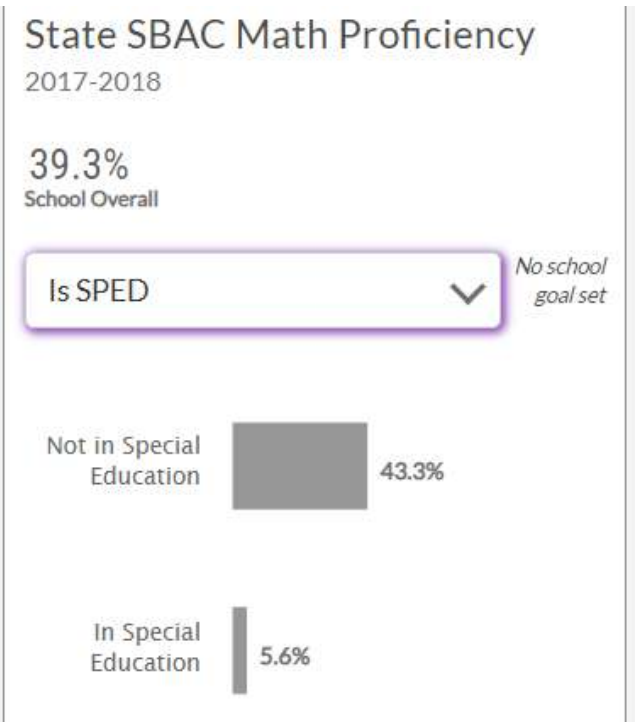

State SBAC Math Proficiency
Trend by Year
39.3%
School Overall
No school goal set
2015–2016
2016–2017
2017–2018


State SBAC Math Proficiency
2017-2018
39.3%
School Overall
Primary Ethnicity
No school goal set
Declined To ... 100%
Asian 60.4%
Multiple Races 48.3%
White 38.6%
Black or Afri... 32.9%
Hispanic 32.1%
Pacific Islan... 28.6%
American In... 0%


State SBAC Math Proficiency
2017-2018
39.3%
School Overall
EL Status
No school goal set
IFEP–Initially... 48.4%
EO–English only 39.6%
RFEP–Redesi... 35.2%
EL–English Learner 17.4%


State SBAC Math Proficiency
2017-2018
39.3%
School Overall
Gender
No school goal set
Female 41.5%
Male 37%



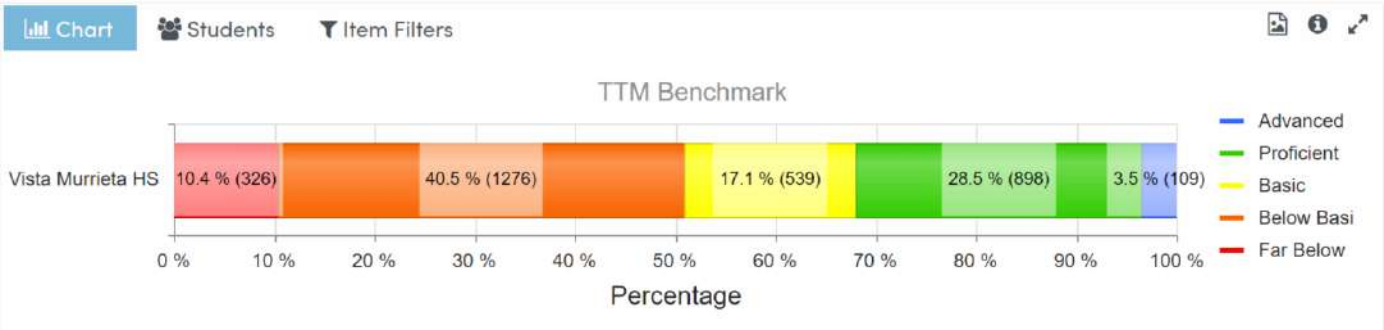


The 2018 administration of the CAASPP also resulted in 27% of our students deemed EAP "college ready" in English, and 21% college ready in math.

The following are the rates of students receiving two or more Ds and Fs by groups of students addressed in the LCAP for the last three years:

	2015-16 1st Semester D/F Rates	2015-16 2nd Semester D/F Rates	2016-17 1st Semester D/F Rates	2016-17 2nd Semester D/F Rates	2017-18 1st Semester D/F Rates	2017-18 2nd Semester D/F Rates
Vista Murrieta HS Overall	16.30%	15.20%	17.21%	16.59%	**17.50%**	**16.50%**
SED	25.60%	19.80%	23.79%	20.90%	**23.70%**	**23.80%**
EL	27%	34%	35.00%	25.00%	**31.30%**	**23.20%**
Foster	37.5% (8 students)	16.70%	62.5% (8)	66.70%	**28.60%**	**33.30%**
African Am	26.20%	15.80%	25.94%	23.68%	**24.00%**	**22.80%**
Hispanic	21%	19.10%	20.44%	19.32%	**23.80%**	**21.60%**
Am Indian	37.5% (8 students)	11%	28.57%	50.00%	**20.00%**	**20.00%**
SWD	26%	20.30%	36.34%	25.30%	**24.20%**	**28.50%**
Multi-Race			15.44%	14.93%	**12.90%**	**15.00%**

The Think Through Math quantile inventory measures math concept readiness. This data is from the beginning of the 2018-2019 school year:



We administer a reading inventory periodically during the year to determine students' Lexile scores and grade level proficiency for each grade. We utilize these scores to measure student readiness for grade level curriculum in all subjects. These rates below are taken from the beginning of the 2018-2019 school year and reflect the proficiency rates for each grade level.

Freshmen—33% proficient

Sophomore—30% proficient

Juniors—26% proficient

Seniors—30% proficient

LCFF Priority 5--*Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.*

Our Average Daily Attendance is consistently the highest of the three comprehensive high schools in the district and above the district's goal of 96%. We also consistently keep our Chronic Attendance at low rates throughout the year overall. Our graduation rate was a high 98.2% in 2017 and 97.8% in 2018. Our dropout rate for 2018 was .6%.

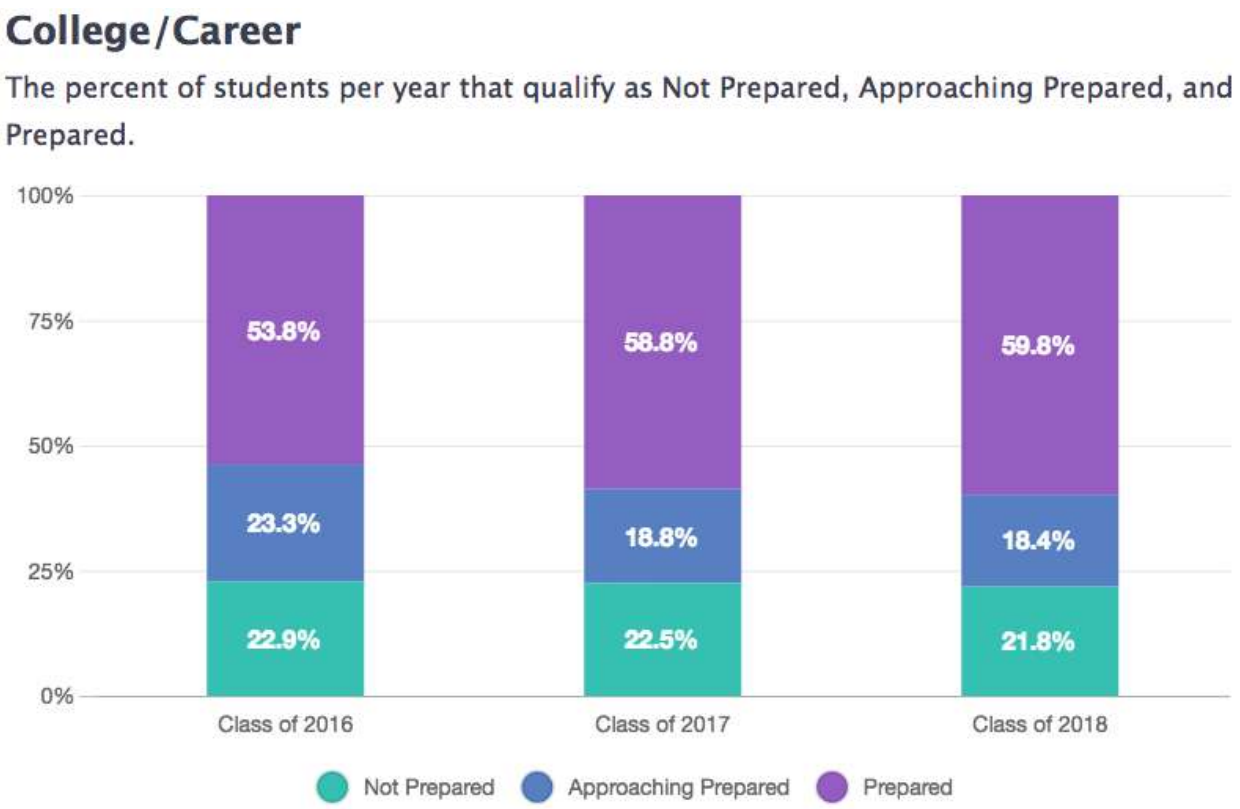
LCFF Priority 6--*School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.*

We are very proud of our school climate at VMHS. Our students led the 2015 effort to once again be selected as the Most Spirited High School in the Nation for the third time in our school's short history. Our suspension rate is one of the lowest in the county. During the 2017-2018 school year we had a .6% suspension rate (20 suspensions of 3,596 students receiving at least one suspension) and a .3% suspension rate so far for the 2018-2019 school year. We have not had an expulsion for a student at VMHS for the last six years. We believe that a key component of our excellent campus culture is because of the high level of student involvement in school activities. Some evidence of this is the high number of students involved in athletics, arts, activities, leadership opportunities, and extracurricular activities. In an LCAP survey conducted on behalf of the Murrieta Unified School District by Hanover Research, 78% of our students reported that they participate in school activities outside the school day, 75% report these are "high quality" activities, and 85% report there is "a wide variety" of extracurricular activities. In addition, on that same survey 99% of our staff responded that there is a wide variety of extracurricular activities available to students at our school and 90-92% of our parents agree that there are a wide variety of high-quality extracurricular activities available for their child.

LCFF Priority 7--*The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, homeless youth, underrepresented youth and individuals with exceptional needs.*

According to the California School Dashboard, 59.8% are "Prepared" on the College/Career indicator and 18.4% are "Approaching Prepared." The number of prepared students has risen since 2016 as indicated by the graph below taken

from the dashboard:



In order to give as many opportunities as possible to our students upon graduation, we encourage them to complete the University of California's A-G subject requirements. For the graduating class of 2018, our A-G completion rate was 64%. This was an increase from 48% in 2013, and a 3% increase year from 2017. We also encourage students to challenge themselves to more rigorous coursework, such as Advanced Placement and Dual Enrollment courses, to build their confidence in tackling college-level coursework and give them a "leg up" upon entering college.

School Year	2013	2014	2015	2016	2017	2018
A-G %	48%	54%	56%	56%	61%	64%

LCFF Priority 8--*Pupil outcomes, if available, in the subject areas comprising a broad course of study.*

Our district funds our high school site at a rate of $57 per student in addition to an academic stipend allocation of $73,842, which has been the same for at least the last six years. For the 2018-2019 school year, based on a CBEDs enrollment of 3554, our discretionary budget is $276,420. In addition, our non-duplicated per student funding for the purposes of LCAP funding is $75 per student, resulting in an LCAP allocation of $79,725 for the 2018-2019 school year, based on 1063 students. LCAP budgeting and spending is primarily targeted toward Foster Youth, Socio-Economically Disadvantaged, and English Learners.

Summary of Findings and Implications of Data

Our strengths as a school are clear: extremely strong school climate and culture; a skilled and caring staff; huge gains in the number of students accessing rigorous coursework such as Advanced Placement and Dual Enrollment courses; an array of CTE pathway offerings; and successful athletic, arts, and activities programs. It is also clear we have areas to address. Our CAASPP proficiency rates are have been in the mid to high-30% range for years, despite great effort by the

math department to improve and adapt to the common core curriculum. Our ELA results, though consistently in the 70% range, took a dip this past year and has caused us to take a closer look at how we teach the curriculum and how we go about administering the test itself. In examining the CAASPP results as well as D/F grade data, it is clear we have disparities with levels of success among some student groups which need to be addressed. Though there has been much work to increase the diversity of students in our rigorous courses, it appears our work in this regard needs to continue as well.

Chapter III: Self-Study Findings

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

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

Indicators with Prompts

Vision – Mission – Schoolwide Learner Outcomes – Profile
A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.
A1.1. Prompt: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
The mission of Vista Murrieta High School is to inspire every student to think, learn, achieve, care and live through C.L.A.S.S. (Character, Leadership, Attitude, Scholarship and Service). This mission was developed subsequent to the WASC visit in 2004 and has undergone periodic review with all stakeholders but has essentially remained unchanged since its inception. With some shifts in our student population and needs each year, the statements continue to reflect our community profile data, effectively meet the needs of our student population, and promote student growth. Our district Local Control Accountability Plan (LCAP) directly aligns with our mission statement through support for AP, AVID, EL, academic support classes, after school tutoring and our various leadership programs. Additionally, LCAP funding provides staff professional development to support standards-based grading, equity, disability awareness and Organic World Language acquisition. This funding also helps increase parent engagement through student success team meetings, IEP meetings, parent education nights and EL parent engagement activities. According to recent LCAP survey data, 80% of our staff reports being aware of our school's mission and goals. To ensure all our students are college and career ready we host an annual College Career kick-off day, focus and encourage A-G completion, offer various CTE pathways, and hold college tours/fairs. Our College and Career Center organizes visits from potential universities, to expose students to opportunities in higher education. Our college career guidance technician assists students in registering for and completing any necessary college entrance assessments (PSAT, SAT, ACT, ASVAB, and Accuplacer). 98% of all students recently surveyed reported they had participated in the PSAT, SAT, or SAT. Each Senior presents a Senior Culminating Project (SCP) to encourage them to begin thinking of their future. We have worked diligently to improve the SCP process and ensure students are clear about the expectations and have adequate mentoring	Mission printed in our student handbook. CLASS acronym printed in our student handbook as well as on posters in the classrooms. CLASS Poster SPSA Budget 18-19 LCAP MVUSD LCAP 2018 CCKO Flyer CCKO slide for BNN 2018.pptx SCP Rubric SCP Template College career center schedule LCAP staff survey data A-G Poster

and assistance to do well. In the last two years 94% and 95% of all seniors have passed their SCP on the first attempt, respectively.	

Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes
A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.
A1.2. Prompt: *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
Our VMHS mission directly reflects the district's mission and direction of the School Board. The mission is aligned with district goals and provides a system of checks and balances between the district and our school site. Staff, students and community buy into the ideals of CLASS as a way of life, and many alumni reflect on the impact the tenets of CLASS have had on their life even after the close of their high school career. Dedication to the Bronco way is so engrained that nine of our current staff members are alumni and have chosen to come back to us and pass the Bronco Way onto their students. The mission is revisited with staff periodically and commitment and implementation are discussed. We begin each of our school years signing and/or discussing our staff "essential agreement," recommitting to acting with CLASS. We have opened each new school year with an instructional video, activities and behavioral assemblies further reinforcing CLASS and our school wide expectations. Teachers and administration consistently incorporate the components of CLASS into classroom lessons and daily interactions with students. We have a theme of the week generated from the tenets of CLASS that is communicated to staff and students through a weekly Remind 101 message. The theme of the week is reinforced through our principal's daily words of wisdom on our Bronco News Network (BNN) television show, and Renaissance rewards students who demonstrate the theme of the week. The theme of the week is also communicated to parents through our weekly Pony Express newsletter. We recognize the need for vigilance regarding the relevancy of our mission statement as our population and needs evolve.	Mission statement in our student handbook Schoolwide learner outcomes connected to CLASS and in the student handbook; displayed in classrooms. Making measurable data points to CLASS Character- Discipline & Attendance data Leadership- 5-star data Attitude- AP/Dual/Adv., Renaissance data PLUS Forum Results Scholarship- D/F data, A-G, Grad. Rate, CAASPP data, AP readiness, Broncotorials, Schoolwide tutoring Tutoring Flyer Service - service cords, total service hours, canned food drive, blood drive, relief efforts, adopt foster youth CLASS staff agreements VMHS Staff agreement.docx Themes of the week PBIS Themes of the Week 2018 - 2019 (1).docx

Understanding of Vision, Mission, and Schoolwide Learner Outcomes, District LCAP
A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.
A1.3. Prompt: *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
We are fully committed to ensuring that all VMHS stakeholders are aware of our school's vision for students. Communication is a key component to student success, and we frequently utilize the auto-dialer system, email, as well as our weekly newsletter, *The Pony Express*, and our website to provide information on upcoming activities, safety measures, site-wide assessments, workshop opportunities, student and staff accomplishments, our vision and learning outcomes, and other general information. According to recent survey data, 67% of our parents are satisfied with the communication concerning their child's education that they get from the school and district level (to include our school website). 79% of VMHS parents report being able to communicate with teachers and staff when they need to. The Principal's Advisory meeting is a student forum that discusses a wide range of school related topics to include standardized testing, general school culture, school-wide events, tutoring, co-curricular and extra-curricular activities. These discussions provide crucial information to helping staff and administration better understand the point of view of the students and determine how we can better support them. Additionally, School Site Council, which includes representatives from all VMHS stakeholder groups, meets monthly to address and resolve school issues. VMHS holds multiple workshops and parent-nights to provide helpful information with college applications, FAFSA, and schoolwide success. Behavior Expectation Assemblies reinforce our mission statement and schoolwide expectations for students. These assemblies are held bi-annually and are designed to foster consistency and clear direction for students. According to our most recent LCAP student survey, 80% of students surveyed reported that they understand what the school expects of them. We host the College and Career Kick-Off every October providing the opportunity for students to research and apply for colleges and explore career options through classroom activities and a Q & A with industry professionals. Overall, our vision, mission and learning outcomes are readily available and consistently communicated to the VMHS community.	Auto-dialers Pony Express Parent Newsletter School website https://www.murrieta.k12.ca.us/Domain/1674 Principal's Advisory Committee minutes Principal's Advisory Notes Remind 101 School Site Council agendas and minutes Behavior Expectation Assemblies Grade Level Parent Education Nights Junior_Senior_Parent_NIght_2018 9th 10th Parent_Night_2018 FAFSA Workshop FAFSA Power Point LCAP student & parent survey results College Career Kick Off

A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Indicators with Prompts

Governing Board and District Administration

A2.1. Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

A2.1. Prompt: *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress,*

engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.

Findings	Supporting Evidence
Board policies and procedures provide direction and clarity for the district and our school site. District administration is present and engaged in what we do here. District support is readily available as we address needs in curriculum and instruction, assessment, special education, student support, risk management, technology, English Language Learners (ELL), Career Technical Education (CTE), and human resources. The board, district staff and school site leadership work together on an ongoing basis to reach our student learner outcomes, achieve our mission and build success. Student support at the district level assists us in implementing complaint procedures and the board has outlined Uniform Complaint Procedures (UCP) to give further direction in this area. There are many internal annual and district wide financial and attendance audits to guide our practices. These also encourage us to be more transparent and reflective about best practices. The board and district administration support the monitoring of student progress through multiple data systems to include AERIES, IO Assessments, ELLevation and Schoolzilla. Schoolzilla by Mosaic is a new district data management system, which helps us to pull data and guide next steps for students. For example, D/F data facilitates the identification of student groups in need of greater support and programming with the goal of closing the achievement gap. The district also provides disaggregated grade data each grading period to assist us in identifying students in need per student group so that we can make programmatic decisions about academic support. The School Plan for Student Achievement (SPSA) and LCAP budget are created with input from students, staff, parents, and community members and is approved by the board of education and district administration. The SPSA helps structure our LCAP expenditures and align them with the district goals and areas of focus. The LCAP/SPSA process is reviewed annually at the district level and helps us to evaluate program effectiveness. Our parents and community members participate in site governance through our School Site Council (SSC) and our Parent Teacher Student Association (PTSA). To engage in governance opportunities at the district level, parents and community members may join the African American Parent Advisory Committee (AAPAC), Latino Parent Advisory Committee (LPAC), CTE Advisory Committee, or the Special Education Parent Advisory committee (SEPAC). Our staff attends various meetings in order to continue communication and alignment with the district. These opportunities include regular collaborative meetings for assistant principals, deans, principals, counselors, AVID coordinators, athletic directors, activities directors, site secretaries, nurses, attendance clerks and guidance technicians. These district collaboration meetings ensure that we are all hearing the same information and are on the same page to support our students.	D/F data charts MVUSD Secondary D F Rates and Goals.xlsx SPSA LCAP plan Copy of SPSA Budget 18-19 LCAP (0707).xlsx SSC agendas & minutes SSC Meeting Minutes 10.17.18.docx Agendas for other district led meetings HS QUAD 12.5.188.docx AP Council Dec. 2018 Agenda.docx Agendas for parent advisory committee meetings AAPAC Flyer

A2.1. Additional Online Instruction Prompt: *Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.*

Findings	Supporting Evidence
Online-based courses offered at our school include Health, Computers, Dual-enrollment history, and APEX credit recovery. In order to take part in an online class, every student is required to follow the acceptable use policy as part of registration and must sign an online agreement. Students use their school Microsoft 365 account to sign on to devices on campus, including Chromebooks or computers in the labs or library. District-wide internet filters meets CIPA (Children's Internet Protection Act) guidelines. District efforts have resulted in upgrades and updates in the technologies on our campus. With the Measure BB funds over the last six years, every classroom has been equipped with an Elmo, screen, audio video, and amplification system.	Syllabus Class lists Tech Plan Acceptable use policy Online Agreement

Governing Board and Stakeholder Involvement

A2.2. Indicator: Parents, community members, staff and students are engaged in the governance of the school.

"I have had the opportunity to serve on the VMHS PTSA, School Site Council, and several panels for Senior Culminating Projects, and I have been very impressed with the number of community members who go out of their way to sit on the SCP board. Community members are excited to see where our young people are headed and what they have been learning. I also hear on a regular basis from community members how polite and respectful our students are at Vista Murrieta. I think this is a true testament to CLASS!"

~Wynne Shaffer, Classes of 2018 and 2020 Parent, PTSA Board Member, School Site Council Member

A2.2. Prompt: *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
Parents and students are informed about various opportunities for involvement, including the chance for parents and community members to participate in the governance of the school. Communications to all stakeholders are in the form of *The Pony Express*, auto-dialers, Remind 101 and emails. There are communications sent out via PTSA outreach during registration, parent nights, and Back to School Night (BTSN), along with information posted on the district and our school websites. Some of the opportunities for participating in the governance, guidance or direction of the school include: • SSC- School Site Council • PTSA • ELPAC & AAPAC African American & Latino parent advisory councils • LCAP Student Advisory • SEPAC- Special Education Parent Advisory Committee • Coffee with the principal • Principal's Advisory • Leadership groups • Lead Teachers • PSGs • CHKS- student & staff surveys • LCAP survey- parent, student, staff • PLUS forums One of our successful changes on campus was a direct reflection of a concern from parents who wanted to have multiple general education teachers present at	Pony Express School Website District Website Parents' Coffee with the principal Breakfast with student advisory Council Emails out to parents Dialers out to parents Step up event (as a result of parent need and input through the LPAC & AAPAC) Step Up Program

IEP meetings. We provided a roving substitute teacher, allowing all available teachers to be present for meetings. Parent Advisory committees under LCAP sparked the creation of the Step-Up event. The goal of this event was to increase parent involvement and provide parent education in a variety of areas to include understanding standards, California State assessment and showcasing current technology.	

Uniform Complaint Procedures
A2.3. Indicator: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.
A2.3. Prompt: *Evaluate the degree to which the school leadership ensures understanding and use of the district's Uniform Complaint Procedures. (Priority 1).*

Findings	Supporting Evidence
All site administrators and counselors were trained at the last administrative retreat about the Uniform Complaint Procedure (UCP). Site leadership understands and is aware of the UCP process and the timelines required within. We have access to district support and specifically have the resource of the executive director of student support if a UCP complaint arises. There are district procedural timelines that must be followed, and we adhere to these specific guidelines, including responding to filed complaints in a timely manner. Once a complaint has been filed, it is investigated within twenty-four hours. If there is any evidence to support the claim, we then reach out to the executive director of student support to help us properly complete and document the investigation and response within the UCP process.	Power point from district admin. retreat UCP process on district website https://www.murrieta.k12.ca.us/Page/28500

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Indicators with Prompts
Broad-Based and Collaborative

A3.1. Indicator: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.
A3.1. Prompt: *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
Our staff at VMHS plays a vital role in the broad- based planning of all facets of the school, working collaboratively to make school improvements and foster the commitment of stakeholders. Our school considers and assesses a wide array of data to determine how best to meet our students' needs. This includes the assessment of data such as student academic performance, attendance, and behavior. Determining student academic needs involves considering student grades, universal screening scores and standardized assessments. Standardized assessment and universal screening data include the Reading Inventory (RI). Think through Math (TTM), benchmark assessments, IABS (Interim Assessment Blocks), and the CAASPP. We also examine the number of students with Ds and Fs. Administration pulls a list of students every six weeks that are earning 2 or more D's or F's. This "Hot List" is	PLC Notebook DASS Report PSG agenda minutes template Sample intervention PSG minutes Tutoring flyer

forwarded to all teachers and coaches in the hopes that our staff will reach out to encourage, support, and mentor these students. The students are also invited to after-school tutoring via flyer and phone call home to their parents. To support our staff in gathering, disaggregating and using data to make informed decisions for our students, we have added two additional support positions on campus. Our Data Assessment Standards Specialists (DASSes) are assigned in English and math and are supporting the teachers within their PLCs to gather pertinent data, examine and support decision making for the best of students. Through collaborative work done in Professional Learning Communities (PLCs), lead teacher meetings, administrator/counselor meetings, and Professional Study Groups (PSGs), our staff has multiple opportunities to gather and analyze data, make critical decisions and implement effective strategies for school improvement. PSG's have replaced our previous committee structure and align with the four focus areas from our district LCAP and site SPSA: 1) Student Achievement 2) Intervention/Acceleration 3) Professional Development and 4) Climate and Culture. PSG's allow staff members to come together, brainstorm ideas and propose school wide solutions in the four areas listed above. These proposals are then voted on by our lead teachers and then the staff at large. This empowers staff to think outside of the box and work together to create plausible solutions for challenges on our campus. We also have two dedicated counselors for our EL and Intervention students as well as for our AVID/AP and Dual students. We have a dedicated administrator for our SPED population, and she hand schedules every student with a current IEP. This allows us to give special time and attention to monitor results and effectiveness of the programming for at-risk students. One identified area for growth that our school needs to consider is finding a better system to inform teachers of students who will need additional support in the classroom (SPED, EL, Foster, 504, or Intervention).	

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school's Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data and aligned with district LCAP.

A3.2. Prompt: *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, academic and career-readiness standards, and the California School Dashboard data are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
As documented above, our staff is continuously involved in examining data and making instructional support decisions for students. The lead teachers, administrative team and School Site Council work together with our principal to develop the SPSA plan and collaboratively agree on LCAP expenditures. Our SPSA and LCAP budget are driven by district goals in the following areas: 1) Student Achievement 2) Intervention/Acceleration 3) Professional Development and 4) Climate and Culture. Some examples of expenditures we agreed on in a collaborative fashion are school wide after school tutoring, bilingual aide support for our EL population, and a guest speaker coming to speak to our at-risk students about equity and access. Administrators complete regular LCAP/SPSA reflection worksheets and discuss at the district level to ensure we are remaining focused on the needs of our students and in alignment with the agreed upon LCAP goals and SPSA expenditures.	SPSA samples SPSA 2018 SPSA/LCAP Expenditures LCAP Goals LCAP SPSA reflection worksheet

Staff Actions/Accountability to Support Learning
A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.
A3.3. Prompt: *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
In the last six years, our teachers and staff have come together to develop additional processes and procedures to increase support of student learning throughout all programs offered by our school. In PLCs, teachers in each content area meet to discuss and reflect on common practices in the classroom. Teachers also use generated student assessment data to analyze common assessment and instructional practices and adapt instruction to meet the needs of all student learners in order to bridge the achievement gap while maintaining the rigor of the curriculum. The PLCs have allowed for self-reflection and the adjustment of instructional practices as needed to meet the needs of students. In addition to PLCs, we also meet as a staff to shape and contribute to support for student learning throughout the campus. Prior to staff meetings, teachers are encouraged to take surveys for the purpose of enhancement and development of programs such as Broncotorials or after-school tutoring. These programs have been designed and improved upon as a result of discussion on strategies to improve student learning and to address issues such as students with low or failing grades. Staff meetings are also a time for teachers to be recognized for their support of student learning and positive campus culture which indirectly impacts student learning. Approximately once a month, teachers choose a PSG (Professional Study Group) to attend. During PSG meetings, teachers share ideas, such as effective instructional practices, increased technology in classrooms, or methods of grading policies. These meetings are created and driven by teachers, not administration, showing the value of collaboration between teachers across various curriculum areas. A PSG may also discuss a campus concern and then formulate an initiative to address the concern. Their idea is then voted on by the lead teachers and the staff at large. If agreed upon the new practice is put into place. This PSG process gives the staff power to not just have concerns but work collaboratively to address them. After major events on campus, such as Career and College Kick Off Day, each department coordinates to discuss and reflect on the successes and improvements needed in order to increase student participation and impact in these programs. Over the years, this feedback has helped to shape the changes made in various programs and events. This process includes suggestions concerning communication, execution, reflection and student engagement.	Staff Mtg. Agenda Staff Survey results PSG agendas PLC notes Broncotorials

Internal Communication and Planning
A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.
A3.4. Prompt: *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
The assigned PLC administrator communicates regularly with the PLC leaders. PLC leaders are required to take notes in a form that is	Weekly Bronco Bits Daily BNN

regulated to show consistency and progress throughout the year. PLC notes are shared digitally in a shared One Note notebook. The form for submitting meeting notes is formatted in a way that invites the PLC group to seek out administrative support when needed.

Lead teacher meetings are held once a month to communicate department issues with administration. These meetings also allow the lead teacher to communicate information back to their department in monthly department meetings about future or ongoing changes to help the climate of the campus. We have also begun to share the minutes from these lead teacher meetings in order to ensure all staff is kept up to date.

Staff meetings for both certificated and classified employees are held once a month to share up-coming events, strategies, concerns, new program s, staff recognition and student data. The goal of these meetings is to establish that every staff member understands the campus-wide direction and goals. Classified staff are encouraged to attend a customer service training at the district office to ensure that we are providing the best possible customer service to our community and to help encourage positive relationships with our staff, students and parents.

Email is used to effectively communicate policy, information, events, and recognitions. These emails are generated by our administration, activities director, athletic director, lead counselor, theater director, and band director. Everyone contributes to communication which benefits campus-wide goals. Other means of electronic communication include BNN, Pony Express (our school newsletter), the Bronco Bits, and Remind 101.

Our administration has started a weekly communication to staff called Bronco Bits. The Bronco Bits often includes individual shout outs, recognition of team or program accomplishments, announcement of upcoming events, reviews of professional articles or books and a summary of what projects administration is working on. This was created to increase transparency and communication between the staff and the administrative team.

The organizational process for resolving differences starts with the lead teacher then proceeds to the administration overseeing the department, then to the principal if necessary. Administrators have an open-door policy for all concerns and issues. According to recent LCAP survey data, 73% of our staff feels that they are an informed member of their school site.

https://www.facebook.com/vmhsbroncosPony Express

PLC Groups

Remind 101

Site leadership agenda/minutes

Department meeting agendas & minutes

LCAP staff survey data

A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators with Prompts

Qualifications and Preparation of Staff

A4.1. Indicator: The school has confidence in district procedures to ensure that staff members are qualified based on background, training, and preparation. The process to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.
A4.1. Prompt: *Evaluate the effectiveness of district procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities and that the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, maximizes the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
Surveys are given to teachers at the spring semester to assess their areas of skill, expertise, and desire for specific teaching assignments. The Assistant Principal responsible for master scheduling confers with each department lead, assesses needs based on student demand for courses, and determines the best teaching assignment for each member of their department. This process is kept as transparent as possible, and teachers are informed of the master scheduling progress throughout the process. We have an in-house process for assigning teachers to special programs or teaching positions. We send an email describing the position, desired qualifications, and solicit interest. We then interview each interested teacher and select the candidate. Hiring Process - Certificated Staff: Vista Murrieta strives to have highly-qualified staff. All certificated job postings are on Edjoin.org, and applicants are screened for credentials and qualifications by our District Human Resources staff. Then, site administration screens qualified applications for open positions at their site. Screened applicants are invited to interview with a selected panel made up of administration and department representatives. MTA is notified of the interview by HR, and MTA may choose to send a representative to sit on the panel. Recommended candidates then complete a writing sample explaining how they would incorporate CLASS into their teaching, and a second interview with the principal is scheduled. Finally, after two positive reference checks are completed, the principal recommends to HR his selection. For all teachers new to the district who have not cleared their credential, the district provides a new teacher induction program where they can do so. New teachers are assigned an induction mentor, who guides them through the induction process over the following two years. After successful completion of this process, the teacher may apply to the state for clearance of their credential. We greet all new teachers to Vista Murrieta with a “Meet the Pros” luncheon. This event introduces the teachers to our staff members from various offices and orients them regarding where they can go for specific help with such things as attendance, bookkeeping, etc. New teachers are also supported by the department lead and fellow colleagues as they learn how things are done with CLASS, the Bronco way. New staff receive a bucket of welcoming gifts to include school supplies and bronco gear. Teachers with temporary, probationary I or probationary II status are evaluated twice each school year by site administration. We have a wide variety of professional development opportunities for both new and “veteran” staff. Many of these PD classes can be taken online, and some are offered after school. Our MVUSD employee handbook is annually reviewed, and each staff member must acknowledge that they have read and understood it.	Master schedule survey Master schedule sample Master Schedule Aug 2018 Updated (1).xlsx Sample evaluation forms Classified evaluation form Teacher eval. template.docx Sample Evaluations, Site Spreadsheet Evaluation spreadsheet Teacher evaluation spreadsheet PD Offerings PD offerings 2018-19 PD offerings 2017-18 PD offerings 2016-17 Suicide prevention training Standards-based grading trainings/workshops Common core trainings in Math/English (Interim Assessment Block Training – CAASPP - California Assessment of Student Performance and Progress), Standards-based social science training AP instructional strategies training STEM training for engineering teachers IHRSA (International Health & Racket Sports Association) Training and trade show IDEA Fitness industry conference SPED IEP development training

All staff members are required to complete online Keenan Trainings, which involve taking specific courses, such as preventing sexual harassment or how to prevent transmission of blood-borne pathogens. The district provides additional staff trainings, including CPR/First Aid, defensive-driving training, coaching modules, district-wide social media training, and school site training in technology, such as Office 365. Hiring Process - Classified Staff: The hiring process for classified positions has recently been updated with a new process that follows a specific order of steps. Applicants must apply through Edjoin for the desired position (including transfer, in-house, open and promotional), and they receive an invitation to test if minimal requirements are met through Edjoin. Those who pass the test for the specific job with the required percentage are invited to interview for the desired position. Newly-hired classified staff are then provided with support in their new position via site-arranged job shadowing or cross-training among classified employees on site.	ICT training for career development (California colleges) New Teacher Welcome Bucket.docx

Defining and Understanding Practices/Relationships

A4.2. Indicator: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

A4.2. Prompt: *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
Our school holds a “Meet the Pros” site orientation for all new VMHS employees, allowing the new staff to meet some of the staff leadership and to see some of the key areas on campus. We have a district employee handbook that staff must review as part of the Keenan Safe Schools training process. Methods for communicating information include email, posting information on our school website and PowerSchool Learning/Haiku (our LMS), surveys, all-staff and department meetings, and traditional paper communications. Staff members are provided physical copies of information for their classrooms, such as our site emergency procedures, the Williams Act poster and the discipline matrix. Important school wide information is sent out via email to include our admin/counselor job duty chart, site phone extensions, emergency drill dates, master meeting calendar, daily bulletin, weekly Pony Express, Bronco Bits, minutes from lead teacher meetings, and daily and weekly activities calendar. Furthermore, departments/PLCs collaborate to create resources which are shared via PowerSchool Learning/Haiku, our LMS. PLC notes are shared site-wide via a shared notebook on OneNote. Administration sends out responsibilities and supervision duty chart to staff through email, as well as, updates regarding school-wide	School website https://www.murrieta.k12.ca.us/Domain/1674 School LMS: Haiku (Power Learning) Copy of the emergency clipboard materials Email of planned drill dates and updated written procedures (earthquake, fire, lockdown and active shooter drills) Drill dates/types Master meeting schedule Site leadership mtg. minutes Copy of the phone extension sheet Admin. Duty Chart

activities, admin activities, academic achievement, various data, shout-outs and kudos, etc. through Bronco Bits. Numerous surveys (LCAP, CHKS, Staff Climate survey, PBIS - Positive Behavioral Interventions and Supports) are conducted to help guide decisions and established hierarchy for site-wide concerns and school improvement decision-making. VMHS department leads are part of the decision-making process of the master schedule and all staff receive communication through said department leads. In addition, all staff receive our school-wide activity calendar posted online and have access to home campus for the athletic and VMHS facility use calendar. Furthermore, we hold a monthly staff meeting, a monthly school site leadership meeting, blackboard calls to all staff, and use a VMHS Staff Remind messaging system. Our annual site discretionary budget is determined based on our CBEDS. We receive a per pupil allocation of funds from the district. At site level we allocate funds to each department based on enrollment in classes. Funds are spent based on department needs, and all purchases are approved at site level first before going to our district for approval to ensure proper use of funds. When considering the current system for sharing key information with staff, a possible improvement could be to create a shared school folder on OneDrive with all the necessary documents as view only files. This would allow all staff to easily access this information, and if changes needed to be made to the document, the owner of the document would be able to make the necessary changes in real time without the need to resend this information out to the entire school.	

Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.3. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

"What started as the principal's invitation to lead a small book study on standards-based grading for five teachers turned into my request to purchase more than 25 books to meet the demand for those eager to explore this concept and how it could positively affect student learning. Resources were made available immediately, and the discussions from our PD sessions developed into some of the most rewarding professional experiences."

~ Suzanne Gonzalez, English Teacher

A4.3. Prompt: *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
There is monthly on-site professional development that is typically staff-designed and led, addressing various topics. Teachers are surveyed to determine their preferences and needs for specific trainings. Professional development has been offered in the following areas: College Career Kick Off (CCKO), Standards-Based Grading, Career Technical Education, suicide awareness, the PLC process, AVID best practices and working with our EL students to include progress monitoring. We had a cadre of teachers who engaged in a year-long book study on *Rethinking Grading* by Cathy Vatterott. These teachers collaboratively read the book, discussed each chapter and	PD Plan 2017-18 PLC agenda minutes & goals PLC notebook Documentation of conferences/trainings Teacher PD

came to some agreement on how standards-based grading could be most successfully integrated at our high school across content areas.

We began PD sessions entitled “Teachers teaching teachers” to allow staff to share insight, ideas and tricks of the trade. Topics covered in “teachers teaching teachers" have included new teacher training, supporting student success, creating a positive classroom culture, Socratic seminar, differentiation, disability awareness, rotational model, teaching with technology, understanding cultural groups and the importance of school engagement and teaching techniques to encourage high level thinking.

We have offered multiple training opportunities in the area of technology to include Windows 10, Office 365, AERIES, Haiku, One Note, turnitin.com, Zipgrade, Adobe Illustrator, and Adobe Design.

Our school also has weekly PLC (Professional Learning Community) meetings built into our school calendar each Monday. The students come to school one hour later in order to build in regular time for staff collaboration. Leaders for each PLC submit agenda topics and minutes using a shared digital notebook in One Note. Time in PLCs allow for focus and reflection on current practices, individual student performance and opportunities to develop common assessments, teaching strategies, differentiation tactics and curriculum. According to recent LCAP survey data, 71% of our staff feels that our site uses student performance and effectiveness data for planning.

Staff participates in various district-provided trainings/ collaborative groups including the High School Collaborative (which discusses standards- based grading), Expository Reading and Writing Course, Think Through Math, Leading for Equity Institute, English Language Proficiency Assessments for California, and monthly meetings for all counselors.

Our staff attends various district-provided trainings and conferences, including (e.g. Wormeli, CATE (Career and Technology Education), CABE (California Association of Bilingual Education), CUE (Computer Using Educators), AVID, AP, ERWC, OWL (Organic World Languages), IHRSA (International Health Racket Sports Clubs Association) conference, Excellence Through Equity, CADA (California Activities Director Association), Circle of Friends Training/Special Olympics), and PACE (Peers Activating Class in Everything).

Mandatory online Keenan Safe Schools training includes blood-borne pathogens exposure prevention, employee handbook, email and messaging content, sexual harassment: staff to staff; sexual misconduct: staff to student; mandated reporter; child abuse and neglect; integrated pest management, social media, and ed tech trainings. These modules outline in clear, effective language how to keep staff and students safe in the learning environment. All staff had to complete the trainings this year by Sep 30, 2018.

LCAP (Local Control and Accountability Plan) funds budgeted specifically for PD provided Rick Wormeli as a guest speaker to address teachers on current teaching techniques and standards-based grading philosophies. This year’s approved LCAP expenditures are providing PD for AVID summer institute, the CUE conference, CSU/UC conference, RCOE Equity trainings, Organic World Language Training for World Language teachers and Autism training.

SPSA LCAP Budget

Keenan Safe Schools training

Rethinking Grading Book Study

PD - Book Study_ Rethinking Grading Chap 1.pptx

Rethinking Grading Power Point Chapter 4

LCAP staff survey results

A4.3. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

Findings	Supporting Evidence
Our online instruction is very limited. We offer three sections of APEX credit recovery, one section of online Health and one section of online ICT Careers. The four teachers that teach our online sections are full time staff on our campus and can take advantage of all the PD offerings as described above. Our APEX teachers are trained annually on the APEX platform. The Health and ICT online teachers use the PowerSchool Learning/Haiku LMS to deliver online curriculum and they have been trained in how to effectively utilize this system.	Course catalog

Supervision and Evaluation

A4.4. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

"From my first day on campus at Vista, I have always felt extremely welcome by all of the staff. When I stepped in to take over one of the US History classes here, I was worried that it could be challenging; however, the support from both administration and the social science department made it a smooth transition. At least three administrators stopped in my classroom to observe and give me feedback on my teaching. I also have received a great deal of support from my department head who ensures I have everything I need to run my classroom. At every department meeting, my fellow teachers check on me and provide me with guidance and assistance. Vista Murrieta has done a fantastic job of not only supervising and evaluating me as a new teacher but also truly investing in me personally and professionally to ensure that I and, therefore, my students are as successful as possible."

~Daniel Carlin, 1st year US History Teacher

A4.4. Prompt: *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
There is an agreed upon evaluation process developed in conjunction with the district administration, human resources department and the Murrieta Teachers Association (MTA). The evaluation tool used for documentation is based on the California standards for the teaching profession. All permanent tenured teachers are evaluated every three years and probationary teachers are evaluated twice a year each year. Administrators divide up evaluation by the department that they oversee. Our school's supervision and evaluation procedures are communicated by our administrative team to all stakeholders and each teacher is notified at the beginning of the school year if they are on evaluation cycle. Administrators meet with teachers who are on evaluation cycle in a pre-evaluation meeting and then observe their class for an entire block period. Advance notice of observations and the ability to select the observation date allows for some flexibility for teachers. Our comprehensive evaluation process attempts to not focus on one evaluation or event but rather numerous interactions with the teachers throughout the school year to include discussions about professional goals, needs for support, and/or request for professional development. Opportunities for professional development are also discussed via pre-evaluation and post-observation meetings teachers have with their administrator. The evaluation process culminates in discussion with the teacher regarding recommendations and commendations with the focus of continual improvement and professional development.	Admin. duty chart Evaluation tool Pre-evaluation paperwork Pre Observation Form (4).docx PLC Notes/Agenda Weekly PLC Calendar Master meeting calendar Site Leadership Meeting Agendas Walkthrough documentation

Administrators conduct regular "walkthroughs" for informal observation purposes. During a walkthrough administration can take note of strategies, techniques, practices which they can share with the staff via weekly Bronco Bits communication. Teachers may want to discuss these practices with the highlighted teacher or request to observe this teacher. Following a walkthrough some administrators give the teacher immediate feedback via a hand-written note or email. Our supervision and evaluation process also encompass administrative support of departments and PLCs. Staff development needs are communicated to administration, which may include requests to attend trainings, conferences, or collaboration time to work with and observe other professionals. Department leads are in communication with the administration team and report out departmental concerns or needs via the Site Leadership Team meetings.	

A4.4. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

Findings	Supporting Evidence
Our online instruction is limited. We offer three sections of APEX credit recovery, one section of online Health and one section of online ICT Careers. The four teachers that teach our online sections are full time staff on our campus and are supervised and evaluated using the same procedures and criteria as listed below. They can take advantage of all the PD offerings as described in previous sections. Our APEX teachers are trained annually on the APEX platform. The Health and ICT online teachers use the PowerSchool Learning/Haiku LMS to deliver online curriculum and they have been trained in how to utilize this system.	Course catalog Master schedule Professional Development Offerings

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators with Prompts

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the district's LCAP and the Single Plan for Student Achievement (SPSA), the school's vision, mission, the schoolwide learner outcomes, critical student learning needs, academic standards, and college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

A5.1. Prompt: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Resource allocation and student achievement are both considered in every budgetary decision by our school leadership team which consists of	Site Budget VMHS Mission Statement

administration, department lead teachers and School Site Council representatives. Our site leadership team meets monthly and makes decisions as to how resources will be allocated in the areas which would benefit student achievement based on measurements and assessment results. Expenditures are aligned with our SPSA, LCAP and site goals. Our efforts focus on decisions and outcomes as well as plans for future areas of improvement. Each department is allocated a portion of the site budget annually. The district allocates hours of certificated staffing and number of FTEs (full teacher equivalent) based on student enrollment projections. Administration works with department leads to consider student course requests and the number of individual course sections needed for each department in order to accommodate student needs.	VMHS CLASS CLASS Posters SPSA California State Standards Student Assessment Data Stakeholder Surveys SARC School Site Council Meeting Minutes Department Meeting Minutes Site Leadership Meeting Minutes Site Administrator Meeting Minutes

Practices

A5.2. Indicator: There are district practices and processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

A5.2. Prompt: *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
The principal is responsible for developing a site budget annually and works with the site bookkeeper to communicate this budget to the district. Known as the SPSA (School Plan for Student Achievement) and Site Discretionary Budget, our principal and bookkeeper, in consultation with School Site Council, use student achievement data and previous year's documentation to review and determine budgetary needs and allocation of funding. Guidelines are established to determine dollar amounts to specific departments and organizations. A club advisor and/or coach manual has been drafted to assist staff members in understanding practices and guidelines for any on-campus club, sport or organization. The manual maintains transparency with staff to ensure that no mishandling of funds occurs. Contracts are also drafted and signed by advisors and coaches as an extra measure of accountability. A copy of ASB financial procedures and guidelines for club accounts is given to all coaches and advisors annually to ensure they are aware of and follow Fiscal Crisis and Management Assistance Team guidelines. In addition, all ASB account statements regarding student funds are public records and may be viewed by anyone upon request. The district annually audits our financial records to ensure we are following proper procedures.	ASB financial procedures and guidelines for club accounts Annual audit SPSA Reports Club charter records Check requests Purchase orders Fundraising reports FCMAT procedures (Fiscal Crisis and Management Assistance Team) FCMAT Link ASB Financial Procedures & Guidlines

Facilities

A5.3. Indicator: The school's facilities are adequate to meet the students' learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

"In four years at Vista, I never once saw my school's facilities as anything less than 'safe, functional, and well-maintained.' Shout out to Mr. Mike and the rest of our excellent custodial team."

~ Anthony G, Class of 2018

A5.3. Prompt: *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
One of our assistant principals is assigned to oversee our facilities. He meets routinely with site and district personnel to discuss changes and upkeep to ensure that our facilities are safe, clean, and appropriate for learning. Since established in 2003, the site has received many upgrades in the areas of facilities. Every classroom and learning area are maintained by the standard of universal precaution. Every classroom is equipped with educational technology, with the minimum being a presentation station which include: monitor, projector, screen, speakers, voice amplification, and assistive listening devices. Some other campus improvements since our last WASC visit include a new JROTC building, CTE building, SS Buildings, privacy partitions in upper and lower West and East hall, Fitness Lab, pickle ball courts, artificial turf, a new football field and track, and racquet ball courts, all of which serve to further enhance and support the educational, health, and safety needs of our students. We work collaboratively with our district maintenance and operations department to maintain a healthy, safe, and clean environment for all staff and students. Our site has two full-time day custodians and ten night-shift custodians that take care of all offices, classrooms, and interior spaces of campus. Our site has two locker room attendants who are responsible for locker room supervision, in addition to maintaining the safety and cleanliness of the physical education area. We have a full-time maintenance person who is responsible for a wide range of repairs and special projects. In a recent parent survey, 93% of the respondents stated that our school is clean and well-maintained. Four times annually, our facilities administrator will complete a site safety check to report back to risk management and maintenance on the overall physical condition of the site. In addition to the site checklist, our district insurance company does a site audit to ensure we are up to code and makes recommendations for student and employee safety. Efforts have been made to increase the safety throughout the campus. For example, we added exterior fencing with locks and tightened procedures for keeping campus locked with one entry and exit. We have also enhanced our visitor check-in system, called Raptor, to ensure the safety of all staff and students. We have upgraded the doors to allow all teachers to secure their classrooms from the inside in case of a lockdown situation. Security cameras are installed throughout much of the interior and exterior of campus. We have installed non-slip flooring at entry points to prevent slippage in the case of inclement weather. The campus has five elevators and is ADA compliant with ramps and guard rails for accessibility. According to a recent LCAP student survey, 72% of our students feel that our school is well-maintained. Our Law Enforcement pathway instructor has recently trained and certified 181 students in American Heart Association First Aid/CPR/AED and recertified 26 teachers/coaches. This creates over 200 new life savers on our campus and in our community. There are some areas of concerns that we can work to further enhance or develop: the improvement of our existing security cameras on campus, providing additional and relocated AEDS (to add to the four existing ones on site: pool, varsity team room at stadium, nurse's office, and security),	Agendas & minutes from meetings with construction crew- new construction- Construction mtg. minutes See site locations mentioned Power point about new construction Board presentation PP Pictures of new construction https://www.fitzsfotos.net/2017-2018/Under-Construction/ CTE Ribbon cutting invitation Ribbon cutting program- CTE LCAP student & parent survey results Safety Plan Safety Checklist

updating technology in our Performing Arts Center (PAC) and computer labs, better golf car maintenance, and increased grounds and maintenance personnel. Another area of concern is our current limited parking spaces, especially in the spring semester with new student drivers getting parking permits mid-year. There is limited parking for special events, such as graduation; cars are parked on fields and the asphalt courts, and oil from parked cars can leak and leave residue on the surface of these areas.	

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

A5.4. Prompt: *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Our school departments assess their current technology needs and propose a plan for the purchase and acquisition of devices and equipment, which are then approved through our site leadership team. The purpose of this current system is to create an equitable distribution of technology for our departments, teachers, and students. Our technology is mainly acquired using measure BB funds, however, some of our tech is also purchased using site or LCAP funds. Our district is a Microsoft district, which means that our staff and students are set up with their own Microsoft 365 accounts. This includes having a specific email address and access to the online programs such as Outlook, Word, Excel, Sway, Teams, PowerPoint, OneDrive, One Note, Microsoft Forms and cloud-based storage. There has been a shift from website-based classroom sites to an LMS (Learning Management System) named Haiku or Power School Learning, allowing more equity and access to students across the platform. This includes more interactive programs and secure data. We have also worked toward increased use of supplemental online resources versus being dependent solely on physical textbooks. Most of our teachers currently use PowerSchool Learning/Haiku to share important up to date information and resources with colleagues, students and parents. Our district has an automated Helpdesk system for technology issues. Work orders are generated and assigned to a technician who works to resolve the problem, which can be done by remote access to the teacher's desktop or a visit to the site for repair or replacement of equipment. We have an ITL (Instructional Technology Leader) and several ITCs (Instructional Technology Collaborators) on our campus to assist in any questions, concerns, or training needs surrounding technology. Our school is careful to follow the requirements of the Williams Act, which is posted in each classroom and adhered to. Our library techs work to get all students their required textbooks during registration. Department leaders and individual teachers communicate with our library techs who then work with the district librarian to meet the instructional needs for all students. According to the most recent LCAP student survey, 88% of students stated they have access to the necessary instructional materials (e.g., textbooks).	Chromebook Inventory Technology Plan Tech Plan Purchase Summary LCAP student survey results

Well-Qualified Staff

A5.5. Indicator: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.

A5.5. Prompt: *Determine if the resources are available and used to enable the hiring, nurturing and ongoing professional development of a well-qualified staff for all programs, supporting the school's vision, mission, schoolwide learner outcomes, and identified student learning needs.*

Findings	Supporting Evidence
Our school is committed to and supported by the district to hire and nurture ongoing professional development for our well-qualified staff. Our administrators work closely with HR to find, interview and hire the best candidates for the current job openings. Once hired, our teachers are supported with district training, school site training and colleagues to mentor and support them. Vista Murrieta prides itself in providing ample resources to enable the hiring and support of staff members. Paramount to this standard is aligning our resources and support to our school's vision and mission. Support teams are provided to new staff through our annual "Meet the Pros" roundtable which takes place at the beginning of every school year. A starter-pack is also provided to new teachers and staff members, providing new hires with Vista Murrieta gear, and school supplies to assist in first-day procedures. Professional Learning Communities (PLC) are hosted every Monday to assist departments and teachers within departments with curriculum alignment, best practices, and examining student performance data. Department meetings are held weekly to allow department colleagues to collaborate and support each other. Every month, multiple training opportunities are hosted to provide ongoing professional development and support for our staff.	New teacher orientation (BTSA) documentation PD Offerings New teacher starter pack list PLC shared notebook (Vista Notes) Department meeting agendas & minutes

Long-Range Planning

A5.6. Indicator: The district and school's processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the schoolwide learner outcomes, critical student learning needs, academic standards, college- and career-readiness indicators and standards, and schoolwide learner outcomes.

A5.6. Prompt: *Evaluate the effectiveness of these processes.*

Findings	Supporting Evidence
Our principal in collaboration with the administrative team, lead teachers, and School Site Council examine the district LCAP areas of focus, the needs of our students and then write and approve the SPSA. From the goals and action areas of the SPSA the principal, lead teachers, administrative team and School Site Council agree on LCAP expenditures which align within the four goal areas. The four focus areas are student achievement, intervention/acceleration, professional development, and climate/culture.	SPSA/LCAP expenditures Agendas & minutes from site leadership meetings Admin meetings SSC meetings

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

We are proud of the work we have done in the last six years to strengthen our organization. Our students, staff, parents and community members take great pride in being Vista Murrieta Broncos and acting with CLASS. Our mission to inspire every student to think, learn, achieve, care and live through C.L.A.S.S. (Character, Leadership, Attitude, Scholarship and Service) has become an engrained part of our culture. Many years after graduation alumni reflect on the importance of the core values that they were taught while they were with us and how this has impacted their lives in a positive way. Reflecting through this process has made us grateful for the strong board and district support that we are provided. We know if we have a concern from technology to assessment to curriculum, we can reach out to the staff at the district support center and receive immediate back up. The district provides collaborative meetings, work teams and training to ensure we are all on the same page and moving forward in a unified fashion for what is right for our students. We have made tremendous strides in our organizational structure, transparent communication and shared decision making on our campus. This shared decision making, and collaboration has helped us align our SPSA and our LCAP expenditures to meet our learners' needs. An area of growth is to maintain these advancements and continue to improve. We have added additional opportunities for our parents and community to engage in school governance and decision making. We take great pride in the maintenance of our facilities, our new CTE and JROTC buildings and our impressive instructional resources and technology.

Areas of Strength:

- Clear and engrained mission of CLASS
- Strong district support and collaboration, including monthly Principal, AP, Counselor, and Work Team meetings. The district has also created math and English TOSA and DASS (Data and Standards Specialist) positions, using teachers as experts.
- Multiple and increasing opportunities for parent and community engagement in school governance.
- Alignment of district direction, school-wide needs, SPSA and LCAP expenditures
- Increased communication both within the site and with parents and community
- Increased shared decision-making through Site Leadership Team, Professional Study Groups (PSGs), and PLCs
- Wide variety of professional development opportunities
- Quality of instructional resources
- Massive increase in the use of educational technology in addition to the increase in technological resources available to staff and students
- Well-maintained facilities
- Construction of new state-of-the-art building to support CTE pathways
- Replacement of 8 "portable" classrooms with permanent buildings

Areas of Growth:

- Analysis of individual student achievement followed by action
- Purposeful, systematic professional development, including follow-up and sharing out for the benefit of all teachers and students
- Revisit the school's mission and staff agreements to all staff realign and recommit
- Make SLOs more quantifiable and measurable with actionable data points

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Indicators with Prompts

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

B1.1. Prompt: *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
All of Vista Murrieta High School teachers actively participate in Professional Learning Communities (PLC's) and Professional Development (PD). Our district calendar has built in dedicated PLC and PD time to improve learning for both teachers and students. We have revised our PD options to improve and adequately use the time given more efficiently. We are providing our faculty opportunity to learn from other teachers' expertise or information gathered from a training and/or conference with the expectation that this knowledge will improve and enhance instruction. Our district also provides professional development opportunities through the Elements of Effective Instruction full day trainings or online modules. The use of technology in the classroom increases career and educational opportunities for students in the 21st century, therefore our district offers training to help teachers incorporate technology effectively in the classroom. Our math teachers are currently using Mathematics Vision Project (MVP), a common core-based curriculum. We have noticed the current curriculum is not effective, as students who have completed Math 1, 2, 3 with MVP continue to have low CAASPP proficiency rates. The department will be looking at other possible curriculum options through the textbook adoption process in the 2018/2019 school year that will be aligned to content standards and standards of mathematical practice. Math teachers have a class set of Chromebooks in a cart or have access to a shared Chromebook cart. Teachers use multiple websites and apps to support student learning, including Think Through Math (TTM), Imagine Math, Daily Math, Mathia, and the DESMOS graphing calculator website and application. The ERWC (Expository Reading and Writing Course) is aligned with the California State University Standards. The English department has	District calendar PD Opportunities District PD Microsoft 365 Tech Training Haiku Tech Training MVUSD PD on Haiku for Math 1,2,3 Math Advisory Committee Notes MAC agenda notes PLC Notes Department meeting agendas & minutes SS Department meeting notes Steering Committee Meetings Course Syllabi Chromebook Inventory Student Data from district assessments Student work and classroom observations. SCP Student Sample #2 Conferences attended: NGSS Rollout conferences, CSTA, NSTA, NGSS workshops

participated in trainings to receive certificates in teaching this program in grades 9-12 and these units are incorporated in the curriculum on all levels. The ERWC curriculum for grade 11 and 12 has been aligned through the district to provide continuity in the curriculum for all students.

Data from benchmark assessments and PT (Performance Task) assessments helps guide curriculum development for each grade level. The curriculum of the English intensive courses incorporates Read 180 strategies and is A-G compliant. The 9th grade English curriculum meets the Common Core state standards and incorporates the 9th grade project which helps students to begin thinking of post high school options in preparation for their Senior Culminating Project (SCP). The SCP is a districtwide graduation requirement which leads seniors to begin thinking about their college and career readiness as well as their post high school plans. Students do the following; interest surveys, strength and weakness surveys, write a 9th grade paper about their passion/goals, 10th graders interview and interact with someone in their chosen field, and make a video of their findings. 11th grade students write a reflective essay on the process, and seniors create and present a culminating project to include a demonstration detailing their post high school plans.

The science department has implemented the Next Generation Science Standards (NGSS) based on research through the National Research Council and The American Association for the Advancement of Science as well as College Board and the Commission on Mathematics and Science Education. The NGSS include common core standard connections with ELA/literacy and mathematics standards and the California adopted Environmental Principles and Concepts (EPC's). Teachers have been using the adopted framework as a guide.

Select teachers from the department are members of the Science Steering Committee that works to develop curriculum and guide science instruction for the rest of the department.

Science teachers have attended multiple conferences focused on NGSS and have worked diligently in their PLCs to systematically and consistently roll out the new standards and curriculum. The new NGSS curriculum is effective in students discovering and thinking through scientific topics instead of focusing on merely giving definitions. Students use data, graphs and models to interpret scientific concepts. Through their guided interpretation, they learn the science behind the phenomena that occurs in our world. For this reason, this new curriculum is very challenging, but effective. Each science teacher has 18 Chromebooks available for instructional use. We also have four department Chromebook carts available for when teachers need a one-to-one device ratio.

The social science department uses literacy standards to incorporate the common core practice of analyzing a text or document like a historian by citing strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Through their PLCs they have developed common formative assessments to include Document Based Questions (DBQs) and essay questions which require students to analyze and synthesize the topics they are covering. The department has four class sets of Chromebooks and a few partial sets are also available.

Staff conference list

American Council on the Teaching of Foreign Language (ACTFL)

State Seal of Bi-Literacy

Organic World Language

VMHS CTE Pathways

LCAP parent survey data

A-G Poster

They will be receiving at least one more class set. Chromebooks are used to supplement the curriculum and allow students to access information to provide deeper meaning of the subject. Examples of Chromebook usage include: researching primary sources and content for presentations, finding supporting information for collaborative activities, exploring interactive maps, developing customized graphic organizers and accessing Quizziz.com, Kahoots, and other sites for academic review. Our world language department (WLD) uses National Standards for World Languages which are based on the 5 C's: Communications, Culture, Connections, Comparisons, and Communities. The national standards ensure that students are ready and have the necessary skills to be successful in the work force. 21st century students must be able to communicate in a meaningful and practical way in the target language. Spanish and ASL are piloting classes that are taught using a method called OWL (Organic World Language), which will provide students with a 100% immersion experience. This method effectively promotes kinesthetic, and interactive learning which is conducted primarily in a circle with students standing, moving, and interacting with everyone in the class using the target language. Students use technology in the classroom to improve engagement and retention of the target language. It also encourages individual learning and collaboration. There are five Chromebook carts available to all WLD teachers. All carts have at least 30 individual Chromebooks for student use; to create online projects, write essays, practice vocabulary, use interactive programs, access websites and use on-line tutorials. Our CTE programs use district-assigned college/and career curriculum and the California Career Technical Education standards and framework to prepare youth for postsecondary education/training/and careers. CTE three-course pathways have been developed to support career readiness. Our current CTE Pathways include engineering, fashion, sports medicine, computer science, law enforcement, audio technology, photography, food beverage & hospitality and TV/Video production. Our engineering program uses Project Lead the Way (PLTW) curriculum, and each of the four course levels are A-G approved. Several of our CTE courses are articulated, and students may earn community college credits while in high school. Our CTE pathways are blessed with a state-of-the-art building and industry standard equipment and technology so that when students complete a pathway, they are trained to the highest industry standard and can easily transition to the work force, trade school or college in their chosen field. According to recent survey data, 70% of parents surveyed are very or completely satisfied with the Career Technical Education opportunities available at our school.	

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.2. Prompt: *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards, meet or exceed graduation requirements, and, where applicable, expectations within courses that meet the UC "a-g" requirements.* (*This*

includes examination of the annual submission of course syllabus approval to UC for all AP courses. Verify that the facility requirements for "wet labs" are met for all lab science courses.)

Findings	Supporting Evidence
The math curriculum is based on the CCSS standards. The math department follows the state common core standards that are arranged by individual courses as developed at the district level. Courses offered through the department that are aligned to A-G requirements are Transitional Math, Math I, Math II, Math III, MWRC, and Math 96. Higher level courses offered include Advanced Algebra with Financial Applications, Statistics, Calculus, AP Calculus, AP Statistics, Math 105 and Math 110 (dual enrollment with the college). VMHS also offers face to face credit recovery classes in Math I and Math II for students who previously earned a D or F in the course to ensure that they are still A-G compliant. All English courses offered at VMHS count toward the A-G requirement and focus on college readiness. Courses such as Read 180 and English I Intensive strive to meet the needs of students challenged in the subject area. CP (College Prep) courses are offered on all four levels/years of English. In addition, AP English courses are offered in language and literature. The Expo class, (Expository Reading and Writing) is a course incorporating curriculum designed by the California State University system. This curriculum is designed specifically to prepare students for college level writing courses and to lessen the need for remediation. Most all VMHS English teachers have been trained in the ERWC curriculum and it is incorporated in each grade level of English. VMHS has a partnership with MSJC and Seniors may take English 92, which mirrors the community college course. Students who complete this course with a grade of C or higher will be able to take English 101 (transferable unit) course offered on the MSJC campus if they were previously deemed “not ready” by virtue of their CAASPP results. English 92 is a full year course on our campus; whereas, it is a semester course at the college. VMHS offers dual enrollment college courses for English as well. We offer both English 101 and 103. Students earn dual credit toward their high school diploma and transferable college units to a four-year university for course completion with a C or better. The courses are aligned with the college course and curriculum offered on MSJC’s campus. Teachers work in partnership with the college on curriculum and trainings, and assessments to optimize student learning outcomes. The English department's elective courses benefit both the college and the non-college bound student. Students may take Creative Writing, Journalism, or Cinema as Literature. MVUSD and our science department has adopted Next Generation Science Standards (NGSS). These standards are nationally recognized and developed by scientists and educators of all levels (TK- college). VMHS has been on the forefront of adopting and implementing these new standards (aka performance expectations) for the past three years and will continue to refine our work in the future. Our district requires three years of science to graduate. This is one more year than is required for A-G college eligibility. We are serving our students well with this extra year that is required for graduation, especially in the science and technology-	VMHS Course Catalog Course Outlines/syllabi CCSS MSJC outline course of record AP Enrollment AP test scores AP Pass Rates AP College Board website: https://apstudent.collegeboard.org/apcourse Dual enrollment completion statistics Dual Enrollment agreement with MSJC. MVUSD Science mission statement and goals. NGSS standards MVUSD graduation requirements https://www.murrieta.k12.ca.us/Page/10028 College A-G requirements. https://www.murrieta.k12.ca.us/Page/20681 A-G Poster UC/CSU course approval list National World Language Standards-ACTFL World Language Standards American Council on Teaching Foreign Language Website https://www.actfl.org/ California Department of Education website State Seal of Bi-literacy results Completed Fitness testing reported annually to the state

driven society we live in. All science classes that VMHS offers count toward the A-G college eligibility. This puts the students at an advantage. Students will not be "wasting time" in a science class that doesn't prepare them for college or beyond.

VMHS offers dual enrollment college courses for science as well. We offer both a biology class and a general chemistry class for non-science majors. Credits are given for course completion with a C or better. The courses are aligned with the college course and curriculum offered on MSJC's campus. This has allowed students to earn not only their high school graduation credits, but also college credits toward their general education courses for their future degree.

UC approval for A-G compliance requires that science classes align with NGSS performance expectations and have at least 20% of class time dedicated to in class wet labs. VMHS science teachers design lessons where students are engaged in hands-on wet lab type activities at least once a week.

VMHS offers AP science courses: AP Chemistry, AP Biology, AP Physics, and AP Environmental. These courses are approved by the AP College Board. These are rigorous, college-level courses geared toward students who plan to be a science major. Students can earn college credit if they pass the AP Exam at the end of the year.

The social science department has adopted the California state social science standards along with the newly added common core framework. VMHS has worked in our PLCs to be ahead of the upcoming performance expectations and will continue to develop as we learn more about the expectations and details. We have sent teachers to county workshops on the History-Social Science Framework and will continue to keep up with the current information. VMHS social science classes count towards A-G college eligibility. Each of the classes is focused on college prep by providing students with the ability to analyze, research and write with a focus on content, literacy, inquiry, and citizenship.

VMHS offers dual enrollment college courses in US History. Credits are given for course completion with a C or better. The courses are aligned with the college course and curriculum offered on the MSJC campus. Each teacher must have a master's degree in the specific subject to be taught. This has allowed students to earn high school graduation credits and college credits toward their general education courses for their future degree. We are hoping to add a Dual Political Science course in the next year.

VMHS offers multiple AP Classes within the social science department: AP Human Geography, AP World History, AP European History, AP United States History, AP Psychology, AP Government, AP Macro Economics, and AP Micro Economics. These courses are approved by the College Board and each teacher must go through an audit to be able to teach the class. Students can earn college credit if they pass the AP exam at the end of the year. Our department has multiple teachers that are employed by the college board to be table leaders and readers for the AP exams for their respective subjects.

Physical fitness testing data

All world language courses are A-G compliant. All three languages are aligned to the national standards that focus on communication, communities, culture, connections, and comparisons. The standards are used to guide our curriculum for each level in each language. MVUSD requires one year of a WLD to graduate, though students are encouraged to take two years minimum for a California State University and three years for admittance to a UC. All languages offered are A-G approved: ASL I, II, III and dual enrollment, Spanish I, II, III, IV, and AP Spanish Literature, AP Spanish Language, and French I, II III, IV. Students enrolled in the fourth year or the equivalent of a fourth year can take the assessment that will grant them the California State Seal of Biliteracy if they meet the prescribed standards. Within our CTE department, all Project Lead The Way (PLTW) and Introduction to Engineering and Design (IED) courses are UC approved in the "G" College Prep Elective section. Physical Education 9 (Freshmen PE) is aligned to state fitness standards. Students test in the Physical Fitness Test (PFT) as required by the state.	

B1.2. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
The Health course required for graduation is offered as a hybrid course (both limited online and face-to-face instruction) via the PowerSchool Learning/Haiku LMS by VMHS teachers. This course meets state and MVUSD graduation requirements A Computer/ICT course is offered via PowerSchool Learning/Haiku by VMHS teachers and meets MVUSD graduation requirements. APEX courses used for credit recovery are offered to students who need to remediate courses primarily in English and social science and are not intended for initial credit. They do meet state academic standards as well as graduation and A-G requirements.	VMHS Course Catalog APEX Correlation to State Standards

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards.

B1.3. Prompt: *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.*

Findings	Supporting Evidence
VMHS prides itself in its schoolwide Student Learner Outcomes (SLOs) which have CLASS- Character, Leadership, Attitude, Scholarship and Service woven into them. Teachers remind students of these learned behaviors daily in class and they hear them at rallies, on the daily BNN (Bronco News Network) channel and by everyone around campus. These schoolwide outcomes are what makes VMHS an outstanding place to be.	CLASS posters in all classrooms CLASS posters Bronco News Network (BNN) Course Syllabi Lesson Plans

The math department uses the Common Core State Standard and standards of mathematical practice in their courses. Teachers on the Math Advisory Committee and in the department refer to the California Framework as reference for how standards should be taught. Teachers in the textbook adoption committee evaluate resources based on alignment to these standards. Assessments are aligned to standards and district benchmarks and performance tasks are modeled after SBAC released questions. Our math department offers Transitional Math, intervention and credit recovery classes to help students stay on track for graduation and to satisfy A-G requirements. We also offer Advanced Math I, II and III, AP Statistics, AP Calculus AB, and AP Calculus BC to prepare students for the rigor of college courses.

The English department follows the Common Core State Standards. Until now, the SCP (Senior Culminating Project) has essentially been the responsibility of the English department. Next year, however, responsibility for the 9th-12th grade project will be shared between multiple subject areas. This project begins at the ninth-grade level; students research an area of interest which can come from any academic area or subject and write a research paper contextualizing such through a world perspective lens. The sophomore project allows for field research where students interview, shadow, observe, etc. those who are working in the student's area of interest. Students then make a video which requires knowledge from their tech classes. Juniors write a reflective essay on this process and seniors present this project to an interview panel who determines whether they pass or not. This final project crosses many disciplines and require students to think about possible and realistic career options after high school.

The science department adopted and implemented the NGSS into all core curriculum courses; Biology, Chemistry, Physics and Earth and Space Science. Teachers use the California Framework to ensure that the concepts and skills taught in the classroom are congruent with the Disciplinary Core Ideas, Cross Cutting Concepts and Science and Engineering Practices laid out in the NGSS performance expectations. These NGSS created concepts and skills align with the scientific knowledge and literacy for students to be both college and career ready. Students must take three science courses at VMHS, which satisfies the D or G of A-G requirements for California State College Admissions.

The social science department creates a curriculum framework that is based on the principles of common core, with the California Frameworks acting as a guide and driver of our curriculum. The pacing in the entire department also is derived from the frameworks working in correlation with the California content standards. The Frameworks are heavily reliant on development of higher order thinking skills, analyzing political arguments, analyzing author's point of view, etc. Lastly, the writing standards are employed in the development of department curriculum, these skills are vital for introductory and higher-level college classes, as well as occupational proficiency**.**

The world language department uses the World-Readiness Standards for Learning Languages. The goal areas include communication, cultures, connections, comparisons and communications. Our department emphasizes the need to apply the skill and understanding measured by

Common Assessments

PLC Notes

VMHS Course Catalog

A-G Requirements

Ninth grade projects, tenth grade interview/videos, eleventh grade reflective essays and Senior Culminating Project.

9th grade project rubric

10th grade project checklist

Jr reflective essay timeline

SCP Power Point

CA NGSS framework

Science Advisory Committee

CA History Frameworks

CA Content Standards

CA WLD Standards

Graduates awarded the State Seal of Biliteracy

Articulation agreements- Norco College/MSIC

Certificate for pathway completers

Program- pathway completer ceremony

Certification earned in capstone CTE courses

PLTW Website

the standards beyond the instructional setting. Our department also assesses students who have completed the fourth level in any of our three languages offered, to insure they are bilingual and award them with the California State Seal of Biliteracy. Our CTE pathway teachers incorporate the Career Technical Education Standards for California Public Schools into their courses. Many courses in the CTE department are aligned and articulated with the local community college courses or end in an industry specific certification. Engineering uses the Project Lead the Way (PLTW) curriculum which is nationally recognized, A-G approved and affiliated with some California State Universities, as well as other universities across the nation.	

Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

B1.4. Prompt: *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
With the incorporation of common core math standards, students are applying mathematical concepts to other disciplines, especially science. In justifying answers, students are also developing literacy skills. The English department takes students to preview plays produced by the drama department to incorporate theater elements into instruction of plays taught in the English classroom. Some of the plays performed are texts read in our English curriculum such as *The Crucible*, *Macbeth*, *West Side Story, and Romeo and Juliet.* The Senior Culminating Project (SCP), though principally taught in the English department, requires support from teachers in other departments, and students to bring in knowledge from their other classes. The SCP's intent and design are for students to use the research and self-reflection they conducted during the Freshmen and Sophomore Projects in coordination with the Junior Reflective Essay when they create their SCP. In science the integration and alignment among academic disciplines is underway. The new NGSS integrate key common core math and literacy standards. Students solve problems mathematically in all science disciplines, as well as use graphing and statistics to analyze the data from their laboratory investigations. With the implementation and use of CER (Claim, Evidence, Reasoning) writing in the science classroom, students are meeting common core non-fiction/technical literacy and writing standards as well. Students are exposed to high level non-fiction reading in the form of scientific articles and through peer reviewing classmate's scientific writing. U S History teachers have periodically met with the English department in the past to collaborate on the writing of essays and pacing of writing goals.	Math & English CCSS School plays & performances Senior Culminating Project NGSS for each subject Common Core math & literacy standards at the bottom of performance expectations. Lessons on Haiku Classroom lesson plans Classroom activities & student work samples Common assessments Cultural projects EL site team agendas and minutes

The English department assigns books such as *The Crucible* and *Animal Farm* to align with the standards taught in the students' history classes. The world language department integrates English Language Arts into their curriculum through the teaching of writing, reading, listening, and speaking in the target language. Knowledge in the fundamentals of ELA is a good foundation for learning the world languages that we offer at VMHS. History is also integrated into the world language curriculum by having students learn about the history of the Spanish or French speaking countries. American Sign Language teaches students about the history of the language in the United States. The CTE department members use their technological expertise to help all other departments on campus use technology efficiently to complete and develop their own curriculum while using those projects to create our own curriculum and projects for students. By assisting other departments, we further expand our curriculum to help students complete their assignments in other courses. We have an EL site team comprised of teachers from the math, history, foreign language, special ed, and English departments who take information back to their department meetings about EL instructional strategies in the classroom. We also use the site team meeting to discuss how to develop effective school wide EL practices for achievement on CASPP, ELPAC, benchmarks, and classroom assessments. We had one professional development session offered last spring focused on site EL testing and EL monitoring practices where six teachers from various departments attended.	

Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

B1.5. Prompt: *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
The school offers an incoming freshman parent night where multiple programs are discussed. All non-core classes are represented, including CTE Pathways, sports programs, student leadership programs, AVID, JROTC, as well as clubs and activities. In addition, the entire incoming freshman class from local feeder middle schools are bussed for an informational experience, which includes a rally. Information is given about different opportunities on campus and incoming freshmen are encouraged to get involved in the culture of VMHS. Leadership clubs advertise to incoming students, take applications of interested students and then have interviews for ASB and Senate. Counselors visit middle schools to start the registration process for incoming freshman. The Assistant Principal/Dean of Discipline holds one	School Calendar of Events Counseling Dept. VMHS Course Catalog Course Syllabi Student Registration Instructional Video https://www.youtube.com/watch?v=x2HRVy2sPp8 AP and DE enrollment data Program Growth Chart Dual Enrollment Agreement

on one meetings at the middle school with students who have demonstrated a history of behavioral infractions. Students can take Advanced Math I in middle school so that they can enroll in Advanced Math I in 9th grade. Middle school teachers participate in the PLCs at the high school level to ensure that curriculum and instruction is aligned. Math 90 and 96 are concurrent classes that use the MSJC course outline to ensure the same topics are covered. Students enrolled in Math 105/110 (dual enrollment) must place into the course, are officially enrolled at MSJC at the same time, and are earning college credit (10 units per semester). Students enrolled in AP Calculus and/or AP Statistics can earn college credit based on score on AP test score. Counselors and select AVID teachers are sent to the UC and CSU counselor conferences to receive the most up to date information on admission requirements to communicate to the students. The English Department has an agreement with MSJC for three courses: Dual Enrollment English 101 and 103 and English 92. These courses follow the learning objectives and requirements as established by the college through an MOU and Affiliation Agreement. Cal State San Marcos visits our campus in January to meet with students who have applied to the university to discuss and further explain the acceptance and admissions process. Teachers from the Cal State University system visit ERWC trainings held at the district to share what they experience on the college level with incoming high school students regarding their writing and analytical ability. The Science Department communicates with the feeder schools, both middle and elementary via the district's Science Advisory Committee. In 2014, in congruence with the state's upcoming adoption of the new NGSS science standards, the district put together a Science Steering Committee made up of individual teachers from each department and grade level from all schools in the district. The purpose of this committee was to become familiar with the new NGSS and to brainstorm and start applying the new inquiry-based thinking inside of the science classrooms. This committee has met for the past four academic years and continues to meet in order to ensure that science curriculum is continuous and aligned with NGSS at all grade levels. The Science Department also communicates with the local community college as well via the offering of dual enrollment science classes on campus. Highly qualified teachers with a master's degree in the sciences offer high school students the opportunity to earn college science credit in the areas of both Biology and Chemistry. Dual enrollment teachers continuously communicate with the college's science department chairs to ensure that the college curriculum is accurately and successfully delivered to the high school students on this campus. The world language department communicates with Warm Springs Middle School regarding the curriculum for Spanish 1 offered to eighth grade	UC/CSU Conference AP Syllabi and A-G approved course list. The District-maintained Science Advisory Committee Haiku Learning System AVID Coordinator notes Site Team Notes from Summer Institute CSUSM next steps invitation RIMS site team conference. District Parent Night Roster AVID acceptance night roster SPED Transition meeting notes A-G requirements Meeting notes and IEP's Pathway Sequence Document Log of Trips to Colleges Special Education SOPs

students. At the end of the Spring semester, the WLD Lead will conduct testing to identify students who are ready to take Spanish II as incoming 9th grade students. The ASL department works in conjunction with the local community college to offer a curriculum approved dual enrollment (DE) class, which will allow high school students to earn college credit for ASL. The VMHS AVID coordinator meets with our feeder schools four times a year to discuss future curriculum, student numbers, qualifications, etc. The VMHS AVID site team coordinates with all schools at the district during summer institute and the annual RIMS site team conference. There is also a district-wide parent night for prospective AVID students' parents. VMHS also hosts an AVID acceptance night for 8th graders who will be attending next year. Special education staff hold transition meetings with the case managers, parents, and students during the last few months of the students 8th grade year. The high school SPED staff informs the feeder schools the various math and English classes offered at VMHS and the criteria used for each class. At the meeting, a schedule is created, and the students are enrolled through our administrator into the appropriate classes. The SPED department communicates with local community colleges through utilizing the feeder community college counselor to set up tours for our students their senior year. This year we will be discussing how to reach our sophomores and juniors for further post-secondary support and training. SPED students also utilize the MSJC counselor assigned to VMHS. Our students have met with her to register, develop their educational plans and to take their initial placement assessments. Tours are also set up for students to visit other area vocational or community college programs in which students may have an interest in attending. The district utilizes the information given to them through the students Summary of Performance (SOP) to contact students within a year of their graduation to see if they have followed their post high school plans and to see if they are attending school, working, or both. The CTE Department communicates with local community colleges through CTE Advisory meetings. Several pathway teachers have made connections with MSJC to include setting up tours and arranging meet and greets.	

B2. Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators with Prompts

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

"With the many electives Vista has to offer, it really helps finding your passion in life."

~ Tanner Harke, Class of 2019

B2.1. Prompt: *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
VMHS has an annual College and Career Kick Off giving students the opportunity to reflect, explore and plan for their future after high school. The counseling team provides a comprehensive guidance program for every student, addressing students' academic, career, and personal development. Our counselors conduct various forms of student advisement and counseling: grade level presentations, evening workshops, classroom lessons, group counseling, and individual counseling. Each year student's individual four-year plans are reviewed with a counselor and appropriate educational adjustments and or plans are made to ensure future success in areas of interest. Every counselor possesses specific areas of expertise which all students are encouraged to access. Our college and career center with a full-time guidance clerk provides students with career assessments, career development (resume, interview skills), scholarship opportunities, MSJC matriculation, military information and assistance, ASVAB information, college search and application process, financial aid application through FAFSA, community service opportunities, and on-site College Fairs and campus visits. Career Technical courses are designed to provide students with entry-level job training. Some classes include on the job training in local businesses, earn articulated credit with the local community colleges and/or earn real world industry recognized certifications. Our fashion pathway students work with Plato's Closet Temecula, Sew Elegant Custon Design, and Dressmaking. These businesses hire our fashion students and work with them on specific projects. The Senior Culminating Project (formerly called Senior Exit Interview) is a graduation requirement which was established by the Murrieta Valley Unified School District. This presentation exhibits the students' creative ability, critical thinking and communication skills while demonstrating a clear understanding of the essential activities needed to achieve their post-secondary career/life goals. We offer an ICT Careers Computer class to all incoming freshman to provide the students with base technology knowledge for learning in the 21st century. It incorporates defining, evaluating, managing and communicating information, media literacy and career readiness skills.	VMHS College Kick Off Projects and assignments from CCKO https://www.murrieta.k12.ca.us/Page/31840 Counseling Webpage Counseling calendar Counseling Duties Counseling Vision Four Year Student Plan Grade level presentation PPT Sign-in Rosters for group and individual counseling College Career Center VMHS Course Catalog Course syllabi New CTE building SCP Senior Page on VMHS website AVID 101 AVID 9th -12th Curriculum Graduation Rate College acceptance rates

A variety of Advanced Placement (AP) courses are available to any student who chooses to develop and practice college-level academic skills with the opportunity to earn college credit. Dual Enrollment (DE) Courses are available to those students who have passed the DE placement assessment. We offer a large variety of A-G courses and electives. The students have a wide range of course offerings to choose from that may compliment their interests, strengths and aspirations for the future. A counselor from MSJC, our local community college, is available on campus twice a week during the second semester of each school year to provide students opportunities to enroll in classes while attending VMHS and upon graduation. AVID is a 4th through 12th grade program to prepare students in the academic middle for four-year college eligibility. It has a proven track record in bringing out the best in students and in closing the achievement gap.	

Accessibility of All Students to Curriculum, including Real World Experiences

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

B2.2. Prompt: *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
To be effective in the 21st century, students must be able to create, evaluate, and effectively use information, media, and technology. At VMHS, students and teachers have access to 38 chrome books carts which house an average of 35 chrome books per cart, along with four computer labs with an average of 35 computers per lab. Every classroom has a projection & audio system and available Wi-Fi. Our goal is to increase access to technology in the classroom and outside the classroom to prepare students for the 21st century. Library techs and teachers encourage students to access audio books or e books as well. Our library techs and English department have recently introduced an app called SORA to the staff and students which allows students to download audio and digital books to their phone at no cost. Our special education department offers a "Life Skills" classes to our 11th and 12th grade students in Special Day Class (SDC). Students learn to grow food, grocery shop, and run a business selling self-made products such as candles and succulents. Their final exam at the end of the year is to design and run a restaurant in which they serve their families and teachers. The students design and prepare every aspect of the "Skillers Grill" from the menu, shopping, food preparation, seating, serving and clean up.	Chromebook Inventory Screens, projectors, & audio system in classrooms Online Learning Management System (Haiku) Microsoft 365 SORA APP, FOLETT e books, Overdrive Ms. Sutton lesson plans Walgreens, Target, Burlington Coat Factory, Marshalls Lesson Plans VMHS Course Catalog AP Agreement Form Dual Enrollment agreement with MSJC.

We also have a Workability Program in which SPED students work at various businesses in our community. This teaches them responsibility; job skills and they even earn a small paycheck. The Transition Partnership Class sponsored in conjunction with the Department of Rehabilitation (DOR) helps qualified seniors with an IEP access adult support services, develop resumes, apply for jobs, and practice interview skills. Students become clients with Department of Rehabilitation before they graduate. Students take a field trip to our local mall to apply for jobs using their resumes and practice completing applications. Students also go through a paneled mock interview process during the second semester of the class. CTE pathways are accessible to all students at differing levels, including students in special education. Each pathway begins with an introductory course, followed by a concentrator course, and concluded with a capstone course. We offer three-course CTE pathways in Engineering, Audio Technology, Video/Film Production, Law Enforcement/Public Safety, Sports Medicine, Computer Science, Photography, Fashion, and Foods/Hospitality. VMHS is committed to providing an environment in which all students have equal access to a rigorous academic experience. Our goal is to encourage all students to challenge themselves by taking advanced coursework. The purpose of the Dual Enrollment Partnership between Mt. San Jacinto Community College (MSJC) and Murrieta Valley Unified School District is to: • Afford current high school students the opportunity to enroll in dual-credit courses • Expand student access to affordable higher education, • Provide challenging academic and occupational experiences to qualified high school students during their junior and senior years and reduce the costs of a college education for students and their families.	

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

Findings	Supporting Evidence
All students have access to the online credit recovery program. Seniors and students with multiple courses to recover have priority in order to maintain graduation eligibility, and when all licenses for this program are in use, our counseling team manages a waiting list. The courses are A-G approved; however, we do not offer lab courses in this program.	APEX Roster

Student-Parent-Staff Collaboration

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan and their college and career and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

"Many of the teachers at VMHS made it so much better for my children to learn. The vast majority worked with my boys' counselor and included us in the communications. We were all able to help my children succeed in an environment that was very challenging for them with both having some learning disabilities and communication issues. The use of Haiku (online learning with classroom info) was wonderful for the teachers that used it to the best of their ability when my children had doctor appointments or were sick; we were able to access the classroom lesson for that day(s), which helped to keep them from falling behind."

~ Mary Hunt, Classes of 2016 and 2018 Parent

B2.3. Prompt: *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Students at VMHS are in regular contact with their teachers, counselors, and administrators. We have an annual Back to School Night in the fall, and all teachers are encouraged to communicate regularly with parents via email, in person conferences and phone calls. Students and parents have access to online and blended learning programs and materials used in the classroom via PowerSchool Learning/Haiku, our online Learning Management System (LMS). They also have access to students' progress and status instantly through our school's database using ABI (Aeries) Parent and Student Portal. Counselors have a one to one meeting with every student on their caseload twice per year. In these meetings, they discuss the student's goals and steps needed for students to achieve while in high school. Counselors visit freshmen students once during the fall in their English class and once during the spring in their biology class. Sophomores meet with their counselor twice a year in their world history class. Juniors meet with their counselors in their US history classes. Seniors meet with their counselors once in their government/economics classes and the other in their English class. In addition, parents are invited to the 9th, 10th, 11th and 12th grade presentations conducted in the evening on separate days. These parent education nights give an overview of high school graduation requirements as well as specific A-G requirements needed for college acceptance. In addition, there are breakout sessions related to CTE Pathways, Dual Enrollment Principles and Practices, Advanced Placement, NCAA, Intervention & Support, as well as an introduction to California Colleges, which is a guidance program for students. We have an MSJC counselor on our campus several times per week during the second semester of the year. She helps students through the matriculation process to include registering, completing orientation and taking the college's Accuplacer placement exam. Students, parents, teachers and the administration meet and work together to make sure students who have an IEP or a 504 are academically successful. All stakeholders meet at least annually in order to create or update a plan that will ensure that students are in the least restrictive environment to make academic progress and have proper accommodations and services in place in order to be successful regardless of their learning difficulties. The goal of the SCP is to get students thinking about life after high school. It is a way for students to organize short and long-term goals, establish possible and realistic career options, and make a post-high school plan. The presentation enables students to reflect on situations	Haiku Parent & Student Accounts School email Parent Conferences SchoolWires Aeries Student & Parent portal Student 4-year plan Student registration forms College and Career Center Schedule 2018 IEP & 504 meeting notes VMHS Website SCP Student Sample #3 Brocotorials Information Schoolwide Tutoring Flyer Calendar of Events Weekly Calendar 1-20-19 to 1-26-19 (Autosaved).docx Pony Express- weekly parent communication SSC Agendas & Minutes

they experienced here at VMHS which will affect the rest of their lives. Students need to provide a demonstration that further illustrates their comprehension of his/her future career path. This culminating project begins with the Freshman Project, continues with the Sophomore interview and Junior essay, then concludes with SCP.

Broncotorials are a free Saturday academic support program for all current VMHS students grades 9-12. This gives students the opportunity to get help, make up work, and retake tests. Broncotorials are held on select Saturdays during the school year. The dates were selected based on the school's academic calendar and target key times in the semester where additional support may be needed. A sample Broncotorial schedule includes:

- Check-in: 7:30am
- Session 1: 7:45am - 9:45am
- Break/Snack: 9:45am - 10:00am (Lunch lines are open for students to access food services)
- Session 2: 10:00am - 12:00pm

Students must attend both sessions to receive credit for attendance at Broncotorials.

School-wide after school tutoring is offered in the library Monday through Thursday for an hour after school. Teachers from various disciplines are available as well as National Honor Society (NHS) student tutors, who also help to manage the program.

Link Crew, a leadership organization on campus, hosts a freshman tutorial on the Saturdays before finals. AVID also hosts a Saturday Study-a-Thon before finals each semester. The most recent session had about 180 sophomores, juniors, and seniors attended and 82 freshmen who went to the Link Crew Study Session. To support students, seven AVID teachers and twenty NHS tutors were present. **Photos from Study-a-Thon**

VMHS sends parents the Pony Express weekly with information on the activities on campus, counseling workshops for students and parents, college visits, field trip opportunities and educational opportunities in the community.

The School Site Council (SSC) is made up of members from administration, teachers, school employees, parents and students. California Education Code requires that a School Site Council develop a Schol Plan for Student Achievement (SPSA) in coordination with the district LCAP. The School Site Council must approve the plan and recommend it to the school board and district for approval. The SSC also monitors the implementation of the plan and evaluates the results.

Teachers at VMHS use PowerSchool Learning/Haiku, our Learning Management System, to organize and make their curriculum more accessible to students and parents. Teachers post lessons, articles, quizzes, videos, agendas, and other pertinent class materials. Students can turn in work, take quizzes, and access posted information. This is especially helpful if a student is absent from class.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

B2.4. Prompt: *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
In response to the original WASC goals established in 2006, we have a guidance model which follows a progressive four-year college and career development plan beginning in the ninth grade. This includes grade-level career interest & skills surveys, work values assessments, counselor-guided interpretations, occupation exploration, resource investigation, and selection of post-secondary training and education which match each student's individual results. Guidance activities are interwoven with the College and Career Center and using the website CCGI to provide information to students, parents, and staff on colleges, college fairs, majors, out of state colleges, scholarships, financial aid, and career assessments. It also serves as a liaison to all military branches as well as to colleges. Counselors notify students and parents through Blackboard dialer services, emails and newsletters regarding PSAT, SAT, ASVAB and ACT college entrance exam preparation seminars, testing dates, upcoming visits from college representatives, financial aid seminars, and application deadlines. According to the most recent LCAP student survey, 69% of students surveyed feel that they have the necessary skills to succeed in college and the workforce when they graduate. In addition, 100% of students surveyed feel they have the necessary skills to be successful in high school. VMHS has implemented a school-wide College and Career Kick-off day (CCKO) where all students take part in a half-day session investigating and planning for post high school success. Each grade level has specific activities students complete that are focused on their future. Freshman focus on real world decision-making such as career salaries and personal budgeting. They use various websites to investigate how much money is needed to live the lifestyle they desire, and which careers will allow them to meet those financial needs. Freshman also receive information about different post-high school options, including college/university, military, community college, trade school, and the work force. Sophomores prepare for possible college entrance after high school by taking the PSAT. Juniors do further reflection on possible career choices by participating in a career panel where they talk with professionals in the about their career and how they became successful in the workforce. Students can attend either a panel focused on professional careers or a panel focused on trade-specific careers. Juniors also have the option to take the ASVAB military entrance exam as well. Finally, the seniors have an opportunity to apply for FAFSA, work on college applications and finalize their senior culminating project. At VMHS all students begin using their California College (CCGI) account freshman year in their ICT/Careers course. They are asked to complete career and personality inventories in order to develop goals for their high school course work. They then continue updating their CCGI account each year for the duration of their high school career. During their senior year students can connect to the FAFSA, CSU applications, and UC applications through the CCGI account. The accounts are automatically	College career center schedule College visits & college trips VMHS Counseling Page Counselor class visits LCAP student/parent survey results CCKO Flyer CCKO Grade level materials https://www.murrieta.k12.ca.us/Page/31814 SCP SCP Rubric SCP Student Sample https://www.murrieta.k12.ca.us/Page/10024 CCGI Summary data CCGI Milestones MSJC counselor on site FAFSA Workshop FAFSA Power point Grade Level Parent Nights 9th 10th grade parent night flyer Pony Express CTE Economic Advisory Notes CTE Industry partnerships CTE pathway courses CTE Pathways New CTE Building District CTE Coordinator Notes AVID website VMHS AVID Report AP & Dual programs

populated with the student's coursework, which can be linked to California college applications which increases the accuracy and ease of the college application process. VMHS is also able to monitor the progress and completion of the senior students' applications through this program.

All seniors participate in the senior culminating project, a presentation regarding their future. The preparation process for this involves career placement quizzes, research as to the career growth and salary opportunities, and a realistic evaluation of how personality traits will pair with the expectations of the job. Throughout the process of building their presentation, students must complete a road map as to their plan for post high school life as well as what steps they can take now to get where they need to be. They present all these findings to a panel of community members and campus staff where they must address the practicality and achievability of their plan.

VMHS collaborates with our local community college advisors, the college and career guidance technician, and our counseling department to provide numerous opportunities to students and parents regarding the college admission process. These supports include workshops on the application process and financial aid. After-school workshops and Parent Nights provide direct support to parents and students in applying to both the California State Universities and the Universities of California, as well as completing financial aid forms. Students who do not plan to attend a four-year college are guided to enter a community college, a certification program or other post-high school training program.

Grade level parent night workshops provide students and parents an overview of high school graduation requirements as well as specific A-G requirements for college acceptance. These workshops also include breakout sessions related to CTE Pathways, Dual Enrollment Principles and Practices, Advanced Placement, NCAA, Intervention & Support, and an introduction to California Colleges which is a guidance program for students.

CTE Pathways provide technical training for post-secondary options such as trade and vocational schools, community colleges and four-year colleges. VMHS offers nine areas of Career and Technical Education (CTE) in Engineering, Audio Technology, Video Film Production, Computer Science, Sports Medicine, Fashion, Photography, Law Enforcement, and Food Service and Hospitality. Each CTE pathway has three levels of courses to include an introductory, concentrator and capstone level. The city leadership of Murrieta collaborates with CTE teachers, students, parents and district personnel during a monthly CTE Advisory Council meeting. The council provides advisement concerning relevant job demand opportunities for our high school students who are preparing to pursue their careers after high school by completing CTE coursework. There is an ongoing active engagement with our local industry sector partners who provide local industry tours/field trips, panel discussions/forums, manufacturing events, job shadowing, internship opportunities and professional interviews related to the various CTE pathways.

AVID is a college preparatory class, with emphasis on organization and student centric problem solving. Teachers also assist the students in the FAFSA process as well as the college application process, with 93% of AVID students meeting four-year college entrance requirements upon leaving the program.

Through the AP and Dual Enrollment programs, students take college-level coursework. This allows students to earn college credits and prepares them for the rigor of college coursework in general. Recent LCAP survey data shows that 71% of our parents feel that our school successfully prepares students to succeed in college.	

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

Our staff is committed to working together to provide the best rigorous education for our students, which is aligned to state standards and relevant to students' lives. The improvement of the PLC process is an ongoing process, but teachers believe collegial collaboration is the most effective way to address the curriculum, and opportunities are provided outside weekly PLC meetings to enable teachers to do meet and plan. This collaboration is part of the curriculum alignment process, which includes working with the district to align our practices to district priorities and mandates as well. Efforts to address the math and English standards and assessment results in math and English need to be a school-wide endeavor, across all curricular areas.

Areas of Strength:

- Adoption of rigorous common core state standards in English and math, NGSS, California History Framework, Career Technical Education state standards, California English Language Development Standards for EL and national standards for world language.
- Expansion and student access to rigorous coursework (AP, Dual, CTE, AVID, JROTC) which helps prepare students for post-secondary success.
- Commitment to developing and reflecting on our curriculum to include piloting new curriculum, collaborating in PLCs, developing common formative and summative assessments and attending professional development to grow professional and curricular knowledge.
- Interdisciplinary work and cooperation across campus. One example is social sciences supporting ELA literacy standards, critical reading, essay writing as well as listening and speaking.
- Amazing strides in our use of technology to inform and improve instruction.
- We are proud of the work we do to prepare our students for post-secondary life to include our CCKO day, built in career exploration opportunities, SCP process, supports provided through the college career center and our highly effective guidance department.
- Progress made in bridging the gap between high school and college, particularly programs and classes to connect students to community college (e.g. Math 96 and English 92 classes).

Areas of Growth:

- Math continues to pilot various curriculum and is hoping to select and implement an appropriate curriculum soon.
- Continue work on curriculum alignment within the English department to include sequencing, pacing, grading etc.
- Emphasize and train all teachers on literacy standards to be addressed in every subject area.
- Continue articulation work with the middle schools so that the curricular expectations align in a way that increases chances of freshmen accessing curriculum and experiencing success during their first year at the high school.

Category C: Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators with Prompts

Results of Student Observations and Examining Work

C1.1. Indicator: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

C1.1. Prompt: *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Include how observing students working and examining student work have informed this understanding.*

Findings	Supporting Evidence
Across our campus, teachers direct daily classroom activities and projects focused on learning and challenging our students to expand their knowledge in the different content areas. Rubrics are given so students know how they will be evaluated, and how the work they are producing connects with the standards. Some VMHS teachers are practicing Standards-Based Grading. Many are beginning to practice having students self-assess their learning based on the California State Standards. In our classrooms, you will often see students peer edit each other's work to ensure that they are improving their problem-solving, critical thinking, and writing skills. Classroom assessments include both short and long answer responses and stimulus-based questions. Sometimes, students that do not perform well on the tests can retake the exam after all assignments are complete. Our AP courses and Dual Enrollment programs have increased in enrollment across all subject areas and grade levels. In our Math department, teachers are working in the Mathematics Vision Project (MVP). Students are challenged by using inquiry-based learning and collaborative inquiry. Teachers use the Standards of Mathematical Practice to guide their teaching. In English, teachers prepare students to write argumentative, informative/explanatory, and narrative essays during the school year to prepare for the CAASPP performance task prompts as well as the district writing performance task. Students use multiple sources for evidence in their writing to support their claims. Almost all VMHS English teachers are ERWC trained (Expository Reading and Writing Course), which is a California Standards-based curriculum designed by the California State University system. The focus of instruction and assessment at each grade level will be three IABs (Smarter Balanced Interim Assessment Blocks). In PLC groups, teachers will design standards-based formative assessments to prepare students for each IAB and ultimately the CAASPP assessment their Junior year.	Teacher Rubrics AP US Rubric AP US Rubric #2 Student work samples & projects DE Enrollment numbers DE Course Offerings AP Enrollment numbers AP Course Offerings AP/Dual enrollment & growth AP Pass Rates PLC Notes Math MVP Textbook Math Formative & Summative Assessments Ninth grade project, tenth grade interview/video, Junior Reflective Essay & Senior Culminating Project 9th grade project rubric 9th grade project student work sample 10th grade project checklist Jr. reflective essay timeline District Benchmarks & Performance Tasks IAB schedule ERWC modules at all grade levels Biology: Eco-columns and Fast Plants Fast plants image Chemistry: solar oven project Physics: Egg drop project

The Senior Culminating Project (SCP) begins freshman year with extensive research into each students' skills and areas of strength by completing several career interest inventories and exploring CCGI in their ICT Computer Careers course. Sophomores extend the learning experience by further exploring their interests, which now include possible career avenues. Sophomores interview a professional in their field of interest and compile a video project. Juniors demonstrate effective writing and analytical skills through the junior reflective essay, which requires them to explain their post-secondary goals and action steps. The culmination occurs at the senior level with a formal presentation of the process, their findings, and evidence are presented to a panel of professionals from the VMHS staff, district staff, and community members. Within the presentation is a demonstration of some aspect of their intended career path.

Our Science department has adopted the 3-year course model for NGSS which is inquiry-based. Students are faced with critical thinking opportunities, problem-solving, and real-world challenges. They are taught to design experiments, analyze data, and draw conclusions. In addition, NGSS is strongly routed in students diving deep into science curriculum and understanding via arguing with evidence. Students are expected to not only know the scientific topics, but also have logical, scientific-based evidence to back up any claim they make.

In social science, students must analyze and respond to primary documents. Each unit has mini- Document Based Questions, or DBQ's, that are used to help analyze documents and structure their written responses. Most assignments have documents that are analyzed and used to further their knowledge of standards. Students are showing an improvement on stimulus-based questions and successfully demonstrating a higher level of understanding.

Our World Language department works to implement the five C's in the classroom: Communication, Culture, Connections, Comparisons, and Communities. This includes speaking, writing, signing, listening, watching, and a wide variety of shared activities. Students who qualify can test and earn a Seal of Biliteracy by their senior year. Organic World Language is an approach used by some teachers, in which students are fully immersed in the target language. Initial observations from the OWL initiative indicate students are acquiring much more successful verbal target language and understanding through the full immersion. Curriculum has been revised to align with ACTFL standards and to include opportunities to use the language as a native person might.

All band students receive subscriptions to SmartMusic. This internet-based program allows for individual student assessment of standards-based curriculum. SmartMusic provides recorded examples of each individual student's work for observation by teachers and for student self-assessment.

Visual Arts students work on project-based assignments in the principles of design and techniques that are aligned with Mt. San Jacinto College and/or Palomar College courses. There are

Egg Drop Instructions/Rubric

Science: Peer Edit Form

Science: student-driven labs

CER prompts and responses: *Claim Evidence; (scientific and logical) Reasoning for labs*

CER Sample

Social Science: Student Tests & DBQs

DBQ common assessment

ASL play translation

World Language Community event planning

ASL Annual Show

Biliteracy Seal statistics

ACTFL World Language standards

Performing Arts: SmartMusic recordings and scores

Visual Arts: Student projects and portfolios

Ceramics sample 1

Ceramics sample 2

Ceramics sample 3

PE: Work samples

AFJROTC Student Observation

CTE: Task Performance & Hands-on Application Assimilation.

SPED: TPP and Workability class lists

Community Partners SPED

Leadership: Event/commissioner binders budget sheets

School Calendar

Leadership Unity Newsletter

Daily & weekly bulletins

Daily Bulletin 11-30-18.docx

Weekly Calendar 12-24-18 to 12-29-18.docx

BNN Recorded & Livestreamed Events

https://www.youtube.com/watch?v=eNFHwdPCOTk

specific design projects during the year that cover a wide array of topics and skills based on the standards of art, including personal expression, creative expression, and art history knowledge.

In the PE department, students can set and achieve personal goals using our new equipment in the fitness lab.

AFJROTC students engage in leadership roles regularly. They are often asked to organize, manage, and lead various projects on campus as well as in the community.

Our CTE department provides three-course pathways that allow for a natural progression of students' skills from an introductory course to a concentrator and finally a capstone. CTE pathways help students gather industry standard skill sets to prepare for high wage, high skill, high demand jobs in a variety of industries.

In our special education department, our Transitional Partnership Program (TTP) works in conjunction with the Department of Rehabilitation (DOR) and the Riverside County Office of Education (RCOE) to prepare students for post-secondary life to include finding and securing gainful employment. Throughout this year long course, students participate in class lessons, listen to speakers, and go on field trips to gather employment skills such as writing a resume, creating a cover letter, completing job applications and successfully interviewing. TTP students are required to keep a portfolio which includes their employment resources such as their completed applications, resumes, and cover letters. The portfolio also includes any vocational and college application processes, monthly email communication with RCOE and DOR, self-assessments, signed contracts and paperwork for DOR, plus any other work performed in the class. This portfolio leaves with the students upon graduation and is used in follow-up communications with DOR and RCOE.

In our workability class, students with IEPs do community outreach and work with local businesses to learn job skills and responsibility. In order to ease the post high school transition for our SPED students, MSJC offers a BRIDGE program which provides students and parents with tours of the campus, an opportunity to meet the counselors, and make the important connection with the Disabled Students Programs & Services (DSPS) academic resource center.

Leadership students are engaged in rigorous curricula that includes brainstorming, planning, and executing activities and events on a weekly basis in conjunction with the State of California Student Leadership Standards. Common Core Reading, Writing, Speaking and Listening Standards are interwoven into leadership classes and expectations. The planning and executing of events include: writing proposals, determining timelines, presenting ideas for approval, budgeting, crowd control, and facilitating events that service up to 3600 students.

C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
APEX credit recovery students receive a customized pacing guide for each course that factors in a student's current workload and credit recovery needs.	Individual student pacing guides APEX reports APEX Gonzalez Haiku page

Student Understanding of Learning Expectations

C1.2. Indicator: The students understand the standards/expected performance levels for each area of study.

"Some teachers explain in detail what we are expected to learn and be able to do, but others assume we already know."

~ Kamiya Jones, Class of 2019

C1.2. Prompt: *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
All VMHS teachers are required to submit their syllabus to an administrator for approval. In each syllabus, the teachers document pertinent information to the course including standards, course descriptions, student expectations, grading policies and more. Many PLC teams have agreed on the alignment of grading procedures, weighting, late work policies etc. across subject areas and disciplines which increases consistency and clarity for our students and parents. Further alignment needs to be accomplished and will hopefully eventually be consistent across every PLC and department. Teachers use PowerSchool Learning (formerly known as Haiku), Remind 101 and the school website to share important information about current expectations to include upcoming assignments, notes from the lesson, and any information concerning future projects. Some teachers put the daily agenda on the board, as well as the objective or standard, or the essential question that students will be working on during that class period. Other teachers put this information on the actual assignments, notes or on their Haiku page. A student planner is given to each student at VMHS during registration. This planner includes our mission statement, an explanation of C.L.A.S.S. and clearly defined behavioral expectations. It contains important information regarding our school policies, expectations, calendar, bell schedule, and provides students with a daily agenda in which to record assignments and due dates. Some teachers are piloting a standards-based grading (SBG) system, which helps to transition our focus to student achievement and content mastery of standards instead of meaningless compliance. By reporting grades based on standards, students and parents are more aware of their individual performance levels based on standards as well as what is clearly expected of them. Teachers have built in multiple opportunities for success within their SBG classrooms to include test retakes, essay rewrites and other supported opportunities for all students to reach proficiency.	Teacher Syllabi & Course Outlines PowerSchool Learning LMS (Haiku) PLC Notes Student Handbook Rubrics & student work samples Daily Agenda on the board Samples of relearn, rework, multiple opportunities for success Standardized rubrics for DBQs, essays & project-based learning. DBQ common assessment scoring guide

Differentiation of Instruction

C1.3. Indicator: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

C1.3. Prompt: *Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
A small team of teachers attend trainings and bring back technology ideas for the classroom. We have one ITL (Instructional Technology Lead) and several ITCs (Instructional Technology Coaches) on campus to support the training, growth, and use of instructional technology in our classes. Following training and support, teachers integrate ideas like Kahoot, Quizlet and other educational online programs. Apps like Padlet allow teachers and students to post information to a "wall" that can be displayed on the projection screen. The use of Chromebooks can be seen across campus. Across the content areas, teachers use a wide variety of graphic organizers and thinking maps. When presenting information in PowerPoints or Google slides, teachers may use bold or emphasized text. Cloze notes are offered to some students to help scaffold information. Often students are grouped heterogeneously in order to encourage group members to genuinely collaborate and offer insight that is considered valuable. Students are offered opportunities to present projects/findings, utilizing Chromebooks to develop PowerPoints, Sway, or Prezi presentations. After completing district social media training, teachers can incorporate appropriate videos from YouTube and TeacherTube to enhance student learning. Ted Talks are sometimes used to begin meaningful conversations, and to expose students to new and current information. This leads to valuable conversations in Socratic seminars, fishbowl conversations, jigsaw and other types of interactive student dialogue. Students are encouraged to find correlating research using Chromebooks or their own devices to bring supplementary information to the conversation. Some teachers create supplementary guides (via hyperlinked articles, podcasts, radio programs, etc.) to further engage students in the learning. In many classes including visual arts, students begin with reading and answering questions, followed by teacher modeling of the required skills. Students work in groups and accommodations/modifications are provided for students with special needs. Projects can be remade, and more time is provided when necessary to ensure mastery. In our PE classes, the newly constructed and outfitted fitness lab provides technology-based equipment used to track student health and fitness progress. Teachers can adjust student expectations to fit the student's capabilities and monitor the output. Students with special needs work with the general education students in modified fitness to include movement, sport, strength, and dance related activities. General education students support in modeling and instruction, with an emphasis on social skills and relationship building. We are currently in the process of starting a Unified PE class in conjunction with Special Olympics. This specialized physical education class will encourage general education and special education students to work collaboratively towards their fitness goals.	Tech meeting dates & minutes Student groupings Student presentations- PowerPoints, Prezi or Sway Sample TEDTalks Varied Projects Thinking Maps Sample student self-evaluations Socratic seminar self-assessment sheet

C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Indicators with Prompts

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

C2.1. Prompt: *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Throughout the content areas, teachers utilize a variety of technology. The availability of technology for student use has greatly increased since our last full WASC visit. All classes have Wi-Fi, LCD projectors, screens, an Elmo, and a teacher desktop computer. Every classroom has audio and video technology built in, with amplification available in each room. Teachers have access to class sets of Chromebooks which are used for work submissions, zip grade, to show websites, or complete presentation-based work. The two learning management systems used on campus are PowerSchool Learning/Haiku and Canvas, which allow students to submit work and keep up with news from the classroom to include requirements for upcoming assignments and what is happening daily in class. Students can participate in online discussions, recorded newsreels and videos which can then be uploaded and shared and graded. Every student is provided a Microsoft 365 account and has access to Microsoft Suite, which allows students to use school email, design multi-media projects, and store work in the cloud. Teachers have learned how to incorporate students' personal devices into the curriculum as well. In addition, there are a variety of technology-based intervention strategies in place, including programs such as Think through Math (TTM), Moby Max and Read 180 Universal. In all disciplines, students use a variety of strategies including inquiry-based learning, collaborative learning, direct teaching, scaffolding, differentiated instruction, higher-order thinking skills, and probing. Use of formative assessment tools include GoFormative.com, Playposit, Socratic Seminars/Circles, and summative assessment tools found on PowerSchool Learning and Microsoft Office 365. Our teachers attend professional development opportunities like the annual California Association of Teachers of English (CATE) convention, the CUE (Computer Using Educators) conference, Adobe conferences, and other technology driven training opportunities. Following attendance at these conferences, teachers disseminate information to their departments, PLCs and other colleagues in order to share current methodologies and best practices. PLCs are held weekly to enhance collaboration and shared practices; these meetings also provide training in EADMS and/or IO (formerly EADMS) assessments, and SBAC (Smarter Balanced Assessment Consortium) Interim Assessment Blocks (IABs). The SBAC IABs for math and ELA were implemented this school year. Math is supplementing the MVP curriculum with technology using the Think Through Math (TTM) program. Many math teachers also use Desmos, a graphing calculator application, to enhance instruction. Turnitin.com is a valuable resource to assist teachers so that they can deter and monitor potential plagiarism from students. In the science department, teachers provide virtual labs and there is frequent use of pHET simulations from the University of Colorado, Concord Consortium simulations; simulations from Gizmos (explorelearning.com); and use of Vernier probeware for data gathering in experiments. In our social science department, Albert.io gives teachers the ability to assign AP/SAT level assignments and gather student performance data. In our world language department, Conjuguemos is used for Spanish. Video and audio	Picture of classroom Technology inventory lists Chromebook inventory Haiku pages Canvas pages GoFormative.com Playposit Read 180 Universal Read 180 Universal growth chart Think Through Math Conference dates and schedules IAB data MVP Textbook Math online Desmos Graphing Calculator Science: pHET simulations Vernier probeware Albert.io Conjugating practice Language Samples AVID Weekly Subscription http://www.avidweekly.org/classlogin.html Khan Academy SmartMusic recordings Student projects –visual arts Sex ed curriculum Fitness lab equipment Student projects CTE Assignments, assessments & discussion boards Video of Events like Dances, Pep Rallies, Luncheons, etc LCAP student survey results

recordings are used to analyze language samples across all world language course offerings.

The AVID program subscribes to AVID Weekly and shares this valuable curricular resource with all staff. Many teachers have enjoyed this resource and found it very helpful in their teaching experiences, especially with the integration of the Common Core Standards. AVID Weekly is a strong curriculum resource that promotes critical reading skills, uses a variety of news sources for application in conjunction with AVID's critical reading strategies. Every month AVID Weekly creates 15 articles and lesson plans, covering a variety of subjects. Articles are selected to cover three levels of difficulty: foundational, intermediate and advanced. They are chosen to encompass a broad range of content areas, which are identified on the monthly matrix. AVID students use Khan Academy and online test preparation as well.

Our Fashion program uses a wide variety of methodologies, and in the sewing classes and clubs they use sewing machines, sergers, a heat press and even a digital plotter. All band students use SmartMusic to record their own performances and rehearsals for self-evaluation and graded assessments.

In our visual arts programs, Graphic Design completes daily video reviews, participates in demos, and has the opportunity for hands-on guided practice. All lessons are completed on a computer using industry grade design software. In Art & Design, projects are delivered in multiple ways including demonstration, video clips, and YouTube. In Photography, students critique daily images, learn and submit projects, and create digital portfolios using Abobe software.

In PE and Dance, technology is used in our classes, within the new fitness lab, and in the gym. In Health classes, the students use Chromebooks in class for completing relevant updated research. Health teachers provide annual sex education curriculum and training to align with new state laws. Teachers regularly use fitness videos, music, and data that is collected in the fitness lab.

AFJROTC instructors use a variety of electronic and more traditional means of conveying information to the cadets.

In our CTE departments, teachers use visual presentations, networked systems, Haiku and other cloud based LMS (Learning Management System), web pages, and Quia, an online based assessment platform.

Special education teachers are given a wide variety of technological tools to deliver curriculum. Each special education teacher has a Surface Pro and can screencast visuals and use as a tablet for instruction. Teachers use Chromebooks so that students can access educational curriculum such as Moby Max, TTM, RI, News2U, Unique curriculum, various teacher websites and Power School Learning/Haiku.

Our various leadership programs work closely with CTE programs on campus to record and produce visual and audio content for advertising and in executing various activities and events on campus. 71% of our students feel that our school effectively communicates events and activities according to our most recent LCAP student survey.

C2.1. Additional Online Instruction Prompt: *Evaluate how teacher technology competencies are assessed during online instruction.*

Findings	Supporting Evidence
Vista Murrieta offers several web-based instructional opportunities, credit recovery, and student-based learning options. Teacher competencies on the use of technologies is used to assess online instruction and vary from program to program. The underlining common factor in all teacher evaluation of instruction is student pass rate, grades, and engagement statistics. Credit recovery teachers attend annual training and have continual access to the program site administrator as well as the APEX technical support team. Data provided will allow a team to evaluate success of teacher effectiveness of technologies used to teach, instruct and to be assessed by administration.	Dual Enrollment-MSJC College History APEX Credit Recovery APEX Gonzalez Haiku Page

Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students.

C2.2. Prompt: *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
In classrooms throughout VMHS, teachers use a wide variety of coaching strategies. Teachers facilitate cooperative groups with "jobs" assigned to each student so that students share the responsibilities. Many teachers allow for revisions/retakes, peer editing, peer reviewing, and descriptive feedback. Teachers use Socratic seminar, fishbowl activities, and EL scaffolded supports like translation, word bank, and alternate questions. "Think, Pair, Share" activities, peer to peer and teacher to student feedback, and small whiteboards are also used. Across content areas, teachers use guided instruction with PowerPoint lectures and teach specific notetaking skills. Students have independent practice which may include interacting with text via Cornell Notes, completing graphic organizers, or generating written responses to questions requiring short answer, essays, DBQs, CERs, free response, journaling, or a response to current events. Students are provided examples of work expectations and this is often reinforced with a specific rubric. For grouping, heterogeneous and homogenous seating options are used. The use of random student selection strategies and student pairing encourages engagement, communication, and collaboration. Within a block period, students may work independently, participate in whole class lessons, access technology to complete a task or move seats and work in varied cooperative groups in the classroom. Teachers utilize teams or groups to allow students to share ideas and problem solve with each other before a final answer is made or project is presented. Students are often randomly chosen in class and teachers strive to engage every student at some point within the lesson. In Math, the tasks in the MVP book are project-based learning. Teachers use open-ended questions and provide guided learning. In English, lesson plans incorporate current and relevant material to motivate students to engage with	Classroom observation Classroom set-up Student notebooks & work samples Sample essays & projects MVP lessons Examples of student work in English GoFormative.com Gizmos PHE T simulations ASL 3 projects ASL variety show program Deaf event reports BNN episodes https://www.facebook.com/vmhsbroncos Student fitness plan TRF Request forms Tutorial Request Form 2019.docx

material in an authentic way. Examples include News ELA and ERWC units. Students are in a wide variety of classes and may include Read 180 Universal, Intervention, and Academic Seminar.

In our Science department, action-based statements that align with the NGSS performance expectations are given to students to reflect on, as they assess where they stand on that action- levels used include “got it”, “kind of”, and “not yet”. Teachers design inquiry-based lessons that include critical thinking and problem-solving. Self-Assessment matrices are given for each unit, as well as assessments.

In social science, students are coached through project-based learning activities and teachers facilitate learning through hands-on activities and Socratic seminar.

Teachers following the Organic World Language (OWL) method are coaching students in a full immersion setting. The third level of ASL is project based. ASL classes require attendance to deaf events, the ASL show, and guest speaker presentations who represent native ASL signers. These special additional events encourage students to use the language outside the classroom environment.

In classes such as Graphic Design, Fashion, and Art, students are encouraged to produce, think and imagine interesting subject matter for their projects. Questioning and review is used to engage all students into the objectives of the day and for the assignment at hand. Our daily news program, Bronco News Network (BNN), is completely student-run. The teacher coaches' students through news delivery, commercial developing, and other aspects of production.

With instructor coaching, PE and Dance students break down skills into individual components and then create and produce a refined movement skill. In Health, students can also create their own fitness plan.

Our AVID program has expanded to nine teachers. The use of Tutoring Request Forms (TRF) helps each student’s needs to be met. Students participate in Study-a-Thons and receive coaching from AVID teachers, college tutors and their peer academic tutors.

AFJROTC instructors coach cadets as they move through the program and teach them leadership principles, mentor them on techniques, delivery, and situational leadership.

CTE classes compete in events that bring class-based instruction to life. Fashion students put on a live runway show at the end of the year and our engineering pathway students compete in robotics competitions. TV/Video students produce live broadcasts of various campus events, and our Foods class often caters schoolwide events. Students from our Sports Medicine pathway participate in training and supporting our athletes and completing observational hours. Our CTE Audio Technology students design and set up sound and lighting for numerous school events, such as dances, drama productions and spirit rallies.

In our leadership classes, students are often divided into committees, commissions, or teams and given a set of tasks to complete based on expected outcomes while the teacher coaches them through the process. Students and

Senior Study Group Form.docx

Programs from shows and events

Committee Binders

Notes on event evaluations

instructors evaluate after each event or activity and determine areas of strength and areas for future improvement.	

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

C2.3. Prompt: *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
a.) that they are able to organize, access and apply knowledge they already have acquired; Students exhibit organization and application of knowledge through assignment completion, labs, formative assessment, and summative assessments. Students are taught different strategies and methods to research, organize and cite data from a variety of different sources and exhibit their knowledge through presentations, group projects, DBQ's (document-based questions), and formal assessments. Students are given multiple opportunities to use research tools across all grade levels. In addition, students write essays, perform labs, complete performance tasks and participate in Socratic seminars and fish bowl activities. AVID students are required to take Cornell Notes. Assignments are detailed on learning management systems (PowerSchool Learning/Haiku) for students to access at home. Rubrics for projects and presentations are handed out when they are introduced. Teachers use online tools (e.g. Quizlet, Kahoot!) so students can assess their own skills and practice towards mastery. Tutoring options are available through our Broncotorials, National Honor Society, AVID and an after-school tutoring program. In classes, students must create projects where they are required to do their own research, organize it, and teach it to the class. Jigsaw activities are used to review content, with certain students being responsible to review specific areas of content with the class. Beginning of the year review activities are used for leveled courses to check on students' level of understanding and knowledge. *b) that they have the academic tools to gather and create knowledge* Emphasis is placed on how to gather and create knowledge across content areas. Teachers provide direct instruction to guide learners to research properly. Students learn how to choose quality sources, extract the information, and properly cite sources. Teachers model and students practice how to make a claim and support it with evidence found in a variety of sources. When writing, students are given sample papers and rubrics to see what teachers expect in terms of quality writing. Students' use of computers and Chromebooks can be seen daily throughout campus. Many educational apps are utilized in the classroom. Students are learning to apply their background knowledge to what they are learning. Articles used in class as well as textbooks are another essential tool. In science and math classes, students show proficiency in using lab equipment and calculators. Students have access to PowerSchool Learning/Haiku where teachers have a	Reciprocal Teaching Student Work Samples Haiku pages PowerPoint Excel Microsoft Word Prezi Office 365 Chromebooks Sample papers Apps used: Quizlet, Kahoot Youtube, Teachertube Remind 101 Attendance records from after school tutoring and Broncotorials <u>Math</u> Cornell Notes MVP Textbook Assessments including in-class & cumulative assessments. Homework Assignments <u>English</u> Senior Culminating Project Grade Level Projects Student work samples- notes, essays, ERWC modules

plethora of resources including videos, simulation links, labs, and activities for students to gather information from. Teachers also use various websites for students to create online projects to showcase their knowledge.

c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.

In our Math department, spiraling is used in tasks, homework, and assessments so that students revisit prior concepts. Cornell style notes help students organize their knowledge. In addition, several math teachers are piloting a new math curriculum called Carnegie Learning.

All students are enrolled in English classes where students work on organizing, accessing, and applying knowledge. Cornell Notes and dialectical journals assist students in synthesizing information and understanding the essential question. Active reading strategies are used at each level to assist students with reading comprehension and in-depth understanding of texts. Methods like SOAPSTONE, SIFT, PAPA squares, SOLLIDD, TWIST etc., give students an organizational framework to acquire greater comprehension of material. Students can access online books, nonfiction articles and scholarly databases via the school library.

Students apply their knowledge through various projects, including rhetorical precis, graphic organizers, multi-media projects (SCP, grade-level projects), personal essays, argumentative essays and persuasive essays. ERWC modules provide students with research-based nonfiction reading tasks that are aligned to CSU expectations.

In Science, teachers utilize online scientific data resources, simulations, and informational websites so that students can research and discover scientific concepts and explanations behind natural phenomena. Students also use technology, including various websites and software to allow students to design projects to communicate their scientific understanding.

In social science classes, students are given web quests to discover new information, then must apply their findings to previous knowledge. Using the SOAPSTONE model, they can provide detailed analysis of a variety of documents. Students analyze primary and secondary source documents using the SPICE model to search out the Social, Political, Interactions with humans and environment, and the Cultural and Economic aspects of the time and place under study. They use the SUMHIPPs strategy to determine various aspects of bias, purpose, and historical context surrounding primary and secondary sources. Students' analysis is showcased in Socratic seminars or hands-on history discussions.

In World Language classes, ASL students can apply their knowledge when attending community events and communicating with the deaf community. Trips to France and Spanish speaking countries provide opportunities for students to use their language outside of the classroom in a natural speaking environment.

Performing arts students research recordings and performances and works of art that they are going to perform. They then form their own artistic creative opinions and make decisions on creating new works.

In various art and design courses, projects build on skill from previous units to increase knowledge as the year goes on. All students are given technology to find and research the information they need to produce work. Portfolios of their work shows growth in risk taking, technical skills and design skills.

Freshman Research Paper,

Sophomore Project, Junior

Reflective Essay

Science

Gizmos

GoFormative.com

Socrative

PhET online simulations

Science websites

Lab Reports

Research Papers

Social Science

Webquest

Student projects

Classroom observation

Socratic seminar observation

checklist/notes

World Language

Cochlear implant project

ASL interpreting project

Spanish review project

Student work samples

Travel schedules

Visual & Performing Arts

List of guest artists

Digital files/portfolios

Student work samples

CTE

Career portfolios

Career evaluations

PE & JROTC

PE Observation of skill

Tournament level performance

and achievement

Student created fitness plan

Observation of cadet staff and

flight commanders

Leadership

In the upper level course of our CTE Fashion pathway, students are required to apply for careers in the fashion industry using their resume and job skill lessons. Digital portfolios use a variety of software and techniques. PE and dance students break down skills into individual components and use them to create and produce a refined movement skill. In Health students take information that they learned in class and apply it to their own life, creating a specific individualized wellness plan. Our ROTC cadets spend most of their time demonstrating their level of understanding and mastery of the various skills delivered throughout the program. From the first time they try to march to their first command position they are constantly practicing the art of leading and following. Several CTE courses (Law Enforcement and Fashion) are currently offering articulation with local community colleges. CTE teachers provide guest speakers and mentors in their individualized industry sectors. A few of the CTE programs have opportunities embedded into their programs that allow students to develop and execute a production from start to finish. This could include the broadcast of a sporting event, design/setup/operation/removal of a major school dance, or development of menus/prep/serve/clean for a catered event. Leadership students are given basic criteria that need to be met when planning events and are free to propose various ways and techniques to meet the criteria. Each student must research, inquire, and discover ways to execute their various proposals. Student leaders interact with community members and retailers in order to secure unique products and enhance our student activities and events.	Guest speaker schedule Observation of student run events Leadership student proposals VMHS Leadership Activities

C2.3. Additional Online Instruction Prompt: *Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.*

Findings	Supporting Evidence
Our teachers use the two LMS (Haiku/Powerschool Learning and Canvas) to help check for understanding and give students feedback. Turnitin.com allows teachers to provide feedback on written work where the student has access to make corrections based upon feedback before submitting final work. In our TTM program, if a student does not pass a pre-quiz, they are given instructions before taking the final assessment. Using OneNote allows for teachers and students to communicate online with each other. The Khan Academy gives our students the ability to receive additional help in a wide variety of subjects. Social Science: The Albert IO program has been piloted this semester; students have taken online quizzes, the results of which are sent directly to the teacher. Teachers have taken the data and used it as a tool for what needs to be retaught. This has been a very effective formative assessment because it allows both the student and the teacher to know where the focus of studies needs to be placed. Special Education: Teachers are given different options to review student work online and communicate in an impactful manner. Teachers post useful resources online including notes, handouts, PowerPoints, and videos that are available to the students both on campus and from any location with access to the internet including cell-phones. Many teachers also use online tests and quizzes to streamline the assessment process and demonstrate student comprehension and mastery of material.	Haiku Canvas Turnitin Think Through Math OneNote Khan Academy Albert IO Program APEX

Credit Recovery: Students assigned to our APEX online course recovery program use an internal message system to communicate with the teacher and receive replies. Assignments submitted for scoring are emailed to the teacher through the message feature, and the teacher can respond to the student with comments about the student's performance as well as any pacing concerns. Assignments are often evaluated immediately after submission allowing for timely feedback and the opportunity to conference with the student for redo efforts and resubmission as needed. All English and history courses include research assignments, which are submitted and evaluated using rubrics in the same manner that all other assignments are scored. Students receive automated feedback on all lesson quizzes.	

C2.4. Indicator: Students demonstrate higher level thinking and problem-solving skills within a variety of instructional settings.

C2.4. Prompt: *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
The tasks in math classes are designed so that students can problem solve in groups and individually. Performance tasks evaluate the student's ability to reason through a topic. Exams include free response questions in which students must apply problem solving skills and higher-level thinking. English students participate in book talks, literature circles and debates based on the literature read in class. Students participate in Socratic discussions and facilitate student-led conversation based on college level notes taken in class. They process writing assignments through multiple drafts and rhetorically analyze pieces of writing using a Precis template. Students use research to come to a solution or compromise on a controversial issue. They practice argumentative and informative writing practices in class and then this is assessed by completing the district's writing performance task. Beginning in 2018-2019, students will practice writing skills such as editing, language, and vocabulary using Interim Assessment Blocks (IAB's). For reading, students take the Scholastic Reading Inventory (RI) test up to three times a year which yields a Lexile reading level score. The RI Lexile score is used for class placement and the recommendation of intervention courses such as Read 180 Universal. The RI tests the comprehension of both fiction and non-fiction text. In science, performance tasks developed by the science advisory committee ask higher level questions and students are asked to respond in a free response format. Students write using Claim, Evidence, and Reasoning (CER) paragraphs after key labs and activities. They must use data-based evidence and scientific reasoning to support a claim. Thus, teachers see the level of thinking and problem-solving in individual students. Students create and engineer science projects/labs that require planning, data collection, and drawing conclusions based on their evidence In social science, students are given primary sources, must find specific information within the text, and collaboratively demonstrate comprehension of the basic components of a historical event. From this point, students transpose this information using a comic book platform. This requires employing multiple modalities to convey historically accurate information (including key terms,	MVP Textbook End of semester performance tasks & results Math Notebooks Cornell Notes Fishbowl Evaluation Sheet Socratic Seminar Prep Shet Sheet &questions/discussion starters Class observations and student work samples Say/Does Charts (Charting the text) SOAPSTone PAPA Squares RI Assessments scores and goal setting sheets 9th grade RI goal setting sheet 10th grade RI goal setting sheet 11th grade RI goal setting sheet

personalities and events) in a humorous and somewhat entertaining manner. Collaboration with teammates to agree on a common theme and approach are critical to the success of the project. Furthermore, each project produced reflects a certain degree of comprehension, critical thinking and analysis coupled with the ability to humor the reader.

In our world language courses, students use the target language to agree or disagree with various prompts. They must use the language and explain their opinions and effectively argue their points. Students must also be able to describe a picture and provide a story based on the picture in the target language. After listening or watching a story in the language, students often analyze and evaluate the work. Students create skits and dialogues, work on presentations, and create a wide variety of recordings (video and audio). Teachers engage in higher level questioning throughout the lessons, and student work samples display a student's understanding of the material. Art is analyzed and compared to a student's own culture, and Spanish and French students write persuasive essays in the target language. Students research business aspects in a Spanish project to include overhead cost, employee training, job applications, import export, cultural differences and similarities.

In our performing arts classes, students write concert reviews critiquing their own work and can take lessons learned from other works and apply them to new material. They must guide and teach each other in small group settings to demonstrate their ability to diagnose problems and prescribe solutions.

In visual arts classes, students are asked to evaluate other student work based on the criteria set for the assignment/project. They are also expected to be able to defend their own work against evaluation that might come across critical. Many of the student projects are based on real-world inquiry models. Each assignment in design is solving a problem. When students begin with a blank page and have an objective, they must turn that blank page into a cohesive design that ultimately communicates something to the viewer. In advanced classes, students work on some projects in groups where they must produce cohesive work as a group based on a similar design aesthetic and consistent results.

Child Development students are partnered with a grade school mentor teacher and complete a two-month student teaching internship. The skills they learned in the first semester of child development class are then applied to real life situations with students in elementary and preschool classrooms.

In Art, students must be able to critique their own and others' works based on specific design elements and principles. Additionally, students must be able to use appropriate content language to address design issues, concerns/weaknesses and strengths of works. Photography students critique their own and others' work with appropriate photography terminology.

In PE, students practice skills, discuss rules, and utilize these rules in competitions taking place in class. Students must follow rules and cooperate in order to be able to work with one another. In Health, students work together in small and large groups in class on assignments, projects, and participate in classroom discussions.

Our AFJROTC students are responsible for a certain amount of knowledge from both the aerospace science and the leadership portions of the curriculum. In addition to the required textbook knowledge, cadets constantly work together as flights, elements, and leadership teams to solve problems and create products or events that serve this school and our community.

CTE classes facilitate the following: catering events, production broadcasts,

12th grade RI goal setting sheet

IAB data

Rhetorical Precis

Science exams student answers sheets-page for performance task

CERs written by students

Biology Ecocolumns

Ecocolumn student work sample Chemistry solar ovens

Physics egg drop labs

Student teams

French Revolution comic Book

World Language pictures, charts, projects and presentations (individual and group)

Band adjudication sheets from festival performances

Recordings of performances

Visual arts group evaluations of student work

Sculpting 3 dimensional projects highlighting current social/political/environmental/ personal events

Mentor Teacher evaluations for teaching internships

Student Critique discuss daily images online and in groups

Tournament play and cooperative learning

Children's books brochure

9-11 ceremony

Veterans Day Parade

Military Ball

marketing programs, robotics league design challenges, and athletic program integration. Our fashion classes are given challenging tasks to complete then work in design teams to accomplish their goals. Teachers in special education often ask higher-level critical thinking questions based on direct instruction to provide an opportunity for students to demonstrate problem solving skills over simple low-level recall questioning. Our leadership students are required to demonstrate higher level thinking and problem-solving skills across various instructional settings to include the formal classroom environment, city council meetings and school board meetings, school assemblies, administration meetings, small group settings and in front of the entire school.	Individual and flight goal setting Spring encampment Pictures of CTE programs CTE Promo Video Industry Professionals judging final projects and spring fashion show to showcase student works. SPED collaboration with general education teachers SPED Journal Writing Classroom activities Teacher meetings & administrative counsels School events Calendars and events

C2.5. Indicator: Students use technology to support their learning.

C2.5. Prompt: *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the schoolwide learner outcomes and academic standards.*

Findings	Supporting Evidence
All teachers have access to shared class sets of Chromebooks, which are used in a variety of ways. Students can turn work in via office 365 and the cloud. PowerSchool Learning/Haiku has allowed for easier sharing of information, especially for students who are absent and need to stay current with their coursework. It is also a valuable tool for "flipping" the classroom. Each teacher has a mounted LCD projector and screen, amplification capability and document camera. All students in the district have access to Microsoft 365 for use in communicating and organizing their learning of the academic standards. Some departments use Apps and programs including Quizlet, Kahoot YouTube, TeacherTube for instructional videos, Remind 101, PowerPoint and Prezi Presentations. Students use Chromebooks for research. Students use PowerSchool Learning/Haiku to access teacher pages containing document assignments, projects, web-based videos, lectures, etc. Students demonstrate effective technology use in achieving schoolwide learner outcomes in a variety of ways. Students take formal and informal assessments, computer-based benchmark assessments, complete a Junior Reflective Essay, a Senior Culminating Project that is presented to staff, produce research papers with appropriate citations, and many attend classes with specific academic instruction that are tailored to the individual students learning needs. In math, students use online scientific and graphing calculators daily. Students also use Khan Academy and Think Through Math to supplement their areas of	Classroom Observation Haiku pages & statistics Chromebook Inventory Writing and formatting essays/multi-media presentations SCP Student PowerPoint, Prezi and Sway presentations Discussion boards Polls Quizlet Student work Homework samples CAASP

weakness. In English, students use Turnitin.com to submit essays. They have access to EBSCOhost in order to do research. SORA is a free app which allows the students to download digital and audio books to support English curriculum. Students use reading inventories (RI) to measure reading competencies. The science department uses Chromebooks to research, discover, and learn about scientific topics. Informational websites, along with online data and simulation sites are also used. Students use Vernier hardware and software to analyze data samples obtained in labs. World language students use the Duolingo app and Conjuguemos.com for language learning. They use voice recorders to prepare for AP and bi-literacy tests and video recordings for American Sign Language. SmartMusic is used in band classes, as well as tuning and metronome applications. Personal devices are used to record student practice sessions for self-evaluation. Access to professional recordings and other media for modeling are found on the internet. Everything done in graphic design classes involves the use of technology. This includes homework, quizzes, notes, projects, activities, portfolios, videos and all communication via computer technology, using industry standard software and PowerSchool Learning/Haiku. In more advanced classes of art, students incorporate the use of draw/paint program with iPad Pros. PowerPoint presentations are used to show evidence of knowledge in areas such as design elements, principles or design, trends, etc. Digital photography involves the use of technology at all levels. Students learn how to use computers, cameras, printers, programs and LMSs focusing specifically on Abobe editing software. In PE, students use the state-of-the-art fitness lab, and in Health students use Chromebooks to create presentations and look up current research. Our AFJROTC cadets are usually technically oriented. In addition to various electronic means of presenting our curriculum, students also manage the cadet corps through a variety of electronic means such as social media, aps, text, and email. Students are responsible for our web page being current and accurate. The model rocketry club and flight simulator club utilize these technologies as well. In our CTE department, students use industry grade hardware, software, machines, personal devices, scientific modalities, video recording, and sound reinforcement equipment. Every pathway takes a hands-on approach and teaches students to achieve a specific industry outcome from concept through production. Other core content subject areas (reading, writing, math, science and history) are interwoven into the CTE curriculum. Math concepts are included in audio and video production, science is included in engineering and sports medicine, writing included in programming and our computer science pathway and communication and professional “soft skills” are incorporated into all pathways. Leadership students put together multimedia presentations and proposals using technology. In addition to academic work, leadership students work in conjunction with CTE students and departments to advertise, plan and execute schoolwide events to include dances and rallies.	IAB’s. Think Through Math Desmos Research Papers Read 180 MobyMax EBSCO library search engine HMH RI SORA NOVA Concord Consortium PhET Gizmos Use of Venier equipment Use of applications (apps) including augmented reality apps (NASA, Anatomy Atlas) Duolingo app Conjugemos.com Voice recordings and video recordings. SmartMusic scores and recordings Haiku pages & statistics Student Art samples Power Point presentations Photos Webpage AFJROTC https://www.murrieta.k12.ca.us/site/Default.aspx?PageID=32397 Photo Evidence of JROTC events Student leadership projects

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

C2.6. Prompt*: Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
We promote and enhance cross-curricular instruction in our classes. For example, when reading *To Kill A Mockingbird* in English, there is detailed discussion about the historical background, our country's history with such relevant topics as racism, segregation, and Jim Crow laws. When studying *Romeo and Juliet* students learn performing arts terms, study costumes (fashion), and the history of society and theater. When reading *The Odyssey*, history is tied in by studying Greek gods and Greek society. In AVID, students learn math in preparation for the SATs. Across math, science and history, teachers use a substantial amount of nonfiction text for data and evidence. In these three core subjects, students are often found writing reports, CERs and DBQs, which incorporate literacy standards. In math students use extra worksheets & tutorial videos. Classes utilize real-world data for a variety of word problems. Students use a variety of manipulatives, such as compasses, protractors and rulers throughout the year. Our English students access information through online databases in order to write research papers and complete grade level projects and presentations. Students have access to ERWC articles and relevant TED talks to compliment material relating to units of study being covered in class. Sophomore students work on a project that directs students to career pathways. Students in chemistry are learning through hands-on activities created or modified by our teachers. Science students also learn via videos on scientific topics, online simulations, internet informational websites, and hands-on laboratory experiments. Biology, Anatomy and Biomedical science are completely taught with resources beyond the textbook from a variety of NGSS websites and labs. Each science content area has hands-on resources in the stock/prep rooms that students use for learning as well. Our history students use DBQ exams to assess student learning. In all units of study, students use primary sources. A document analysis worksheet created by the National Archives is used and students are encouraged to analyze documents as historical evidence. In our world language classes, students often participate in target language discussions. In our ASL chat events, students use Sign Language only to communicate. Student trips to other countries allow the real-world application of the target language. Organic World Language (OWL) is a non-textbook immersion approach to language learning. Some sample OWL activities include making menus, hosting weddings, learning music, utilization of videos to expose students to authentic language experiences, and cultural art projects. In the Arts, off-campus performances and adjudicated performances, guest artist clinicians and performers provide valuable lessons. In our visual arts department, most work is beyond the textbook. During graphic design classes, projects and portfolios are created using the industry standard software. Hands-on lessons include field trips, guest speakers, and mentor experiences with industry professionals. The projects in Digital Photography follow much of the same	Student projects & work samples Haiku pages Classroom observation Expository Reading Writing Curriculum (ERWC) Manuals TED Talks EBSCOhost YouTube CommonLit.org Newsela.com Grade level projects Science Lab based curriculum Scientific journal articles PhEt simulation Concord consortium Gizmo-explore learning Howard Hughes Medical Center curriculum Applications (apps) including augmented reality apps (NASA, Anatomy Atlas) Unit DBQs Interactive notebooks Library of Congress The National Archives National Geographic Magazines Time Magazines ASL Chat Trips Language Samples

industry standards of art and graphic design. Student work is entered in competitions and exhibits, which showcase their ability to succeed as working artists. Final performances and products showcase successful student learning. In PE, students use the state-of-the-art fitness lab, and in health students use Chromebooks to create presentations and look up current research. AFJROTC cadets are responsible for planning and coordinating events within the community each year. They research the information for many other organizations and communicate our needs and requirements with outside agencies. In CTE, our Audio and Video classes share nearly all opportunities: we have a joint partnership with NFHS (National Federation of State High School Associations) where we produce professional live sports broadcasts on behalf of the National broadcaster, Play On Sports. We have partnered with Fox Sports on occasion in hands-on job/shadow opportunities. Industry leading producers and directors are brought in each year to speak with classes. We have all formed industry partnerships by way of our Industry Advisory, which offer job shadowing, internships, facility tours, etc. Additionally, the advisors aid in guiding the technical needs and curriculum of each program. The Engineering Club, which is an extension of the PLTW Engineering Program, offers a competitive platform for students to showcase their skills at a regional and state level robotics competition. Our photo programs participate in regional competition, which follow creative artistic criteria of a professional quality. All our programs are afforded the opportunity to make trips to colleges and trade schools that meet the needs of the respective programs. Leadership students are encouraged to move beyond textbook conceptualizations and use real-world networks, opportunities, and practices to plan and execute schoolwide events. School events are often conducted in front of large audiences, sometimes being broadcast live to the entire community. Students are encouraged to use every resource available to accommodate and support participants.	Deaf for a Day project Ballet Folklorico Deaf Events See schedule of performances and guest clinicians/performers Spring Shows Professional feedback Field trip evaluations Career professional input Photo Contests Community service projects Teacher and student observation AFJROTC documents 9/11 Ceremony JROTC 9-11 Ceremony Photos CTE Websites Recordings of events

Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

"When I learned that VMHS has a College and Career Center, I was impressed because my school didn't have that. It's great to see VMHS offer so much support for college-bound students and for the kids who want to do something else. Nowadays, the students have College and Career Kickoff Day, which is so informative. And every student can take advantage of it. I just wish I had that growing up."

~Adrienne Buechler, Class of 2022 Parent and Nutrition Services

C2.7. Prompt: *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real-world experiences that have postsecondary implications.*

Findings	Supporting Evidence
Every October, our entire school participates in a College and Career Kick Off (CCKO) day. The day includes activities that allow students to explore different college and career options. Freshmen learn about decision-making skills,	CCKO materials CCKO Flyer

scrutinize future budgetary needs for their lifestyle, learn about the A-G and college requirements, as well as plan for their high school years that will help them make the best decisions possible for their future. Sophomores prepare for college entrance tests by taking the PSAT which is funded through our district office. Juniors refine their thoughts on their goals for the future and start looking deeper into different college and career choices. Seniors apply for college and FAFSA. Both Juniors and Seniors can take the Armed Services Vocation Aptitude Battery (ASVAB). Many community volunteers representing a variety of careers and post-secondary options are in attendance for CCKO and participate in panels, discussions and interact with the students. Fields represented include all CTE California Industry sectors: agriculture, arts/media/entertainment, business/finance, education, utilities/energy, engineering/architecture and fashion/interior design. Also represented are our local fire, police, paramedics, as well as every branch of the military.

Prep classes are offered for the different testing (PSAT, SAT, ACT). Seniors produce a Senior Culminating Project (SCP) and receive support from a variety of teachers. (see C1.1) During our SCP, our AFJROTC students participate as runners to bring information around campus. All students must accumulate at least 40 hours of community service in order to graduate.

Specific Special Education classes (Transition Partnership Program (TPP) and Workability), CTE Pathways (Engineering, Computer Science, Photography, Fashion, Sports Medicine, Law Enforcement, Audio Technology, TV/Video Production and Foods/Hospitality), and clubs on campus are in place to help students explore possible career paths. Clubs related to career awareness, exploration and preparation include the Anime Club, Graphic Arts Society, Medical Club, Art Music Poetry (AMP) Club, Photo Club, ASL Club, Physics Club, Audio Tech Club, STEM Club, Criminal Justice Club, Culinary Club, Engineering Club, Fashion Club, and the Future Health Experts Association (FHEA).

Additionally, students are introduced to and taught about the various careers/industries throughout their core content classes. For example, students in American Sign Language II participate in an interpreter project. Students may participate in our American Sign Language internship and connect with a local elementary school where they teach ASL and deaf culture to fifth grade students. Our students in our child development course have a semester-long student teaching internship at local elementary schools.

Each of our CTE pathways offers opportunities for field trips, job shadowing and internships with local community business partners. Vista Murrieta is employing a collaboration of multiple partners to develop a method for conveying academic concepts and workplace skills required for a student to successfully transition from school to further education and careers. The goal is to provide students the opportunity to develop relevant skills and help employers access and expand the talent they need to remain competitive in the global and ever-changing work environments.

Our Law Enforcement Pathway also has a Criminal Justice club on campus. They recently held their 2nd annual “Change for the Better Day” raising just over $2,000 for Hurricane Florence relief, which was sent to Jones County School District in North Carolina to assist the students with hurricane recovery efforts. The Criminal Justice Club provided 37 Christmas Angel shoe boxes filled with school supplies, toys and personal hygiene items for children in need. The club also adopted our severely handicapped classroom here on campus for the second year. The club members decorated wooden sleighs, filled them with candy and wrapped them for each student with special needs. The pathway students presented them to the special needs students during the final week of

CCKO logistics

SCP (Senior Culminating Project)

SCP PP

Community Service Cord

ASL II interpreter project

AVID class observation

Science guest speakers schedule

Science Field Trips

Biliteracy test results

Playbills

Legally Blonde Playbill

Macbeth Playbill

The Crucible Playbill

Speaker Schedule

Graphic Design projects

Student Work Sample 1

Student Work Sample 2

Student Work Sample 3

Student Resumes

Student portfolios

CTE field trip schedule

CTE Pathways: Engineering, Foods, Sports Medicine, Audio Technology, TV/Video Production, Photography, Law Enforcement, Computer Science, Fashion

school, and all the students sang Christmas carols together. During the week of finals, club members passed out nearly 2000 candy canes to students entering our campus and encouraging each student with best wishes on their upcoming finals. Following winter break, the club kicks off their "SOUP-R-BOWL" canned food drive to help replenish the Murrieta Food Pantry after the holidays.

For our students with special needs, we have a Transitional Partnership Program (TPP). Students learn lessons, hear speakers who come to address the class, and go on field trips. They work with Vocational Rehab. And Inland Regional Center (IRC) county programs where students are interviewed to find the correct support program. For example, they can get bus passes, SSI, etc. We also offer a workability class in which the district pays the students for acquiring on the job experience. Workability students do community outreach and get valuable experience assisting local businesses such as Smart & Final, Marshalls, Kohls, Payless, Big Lots, Burlington Coat Factory, Walgreens, It's a Grind, Del Taco, and Pet Stop. For students not yet ready to work in the community, they can help with on campus jobs like delivering mail to our teachers and disposing of campus recycling. Our special education department works with the freshman and sophomore students on researching possible post-secondary career training and educational opportunities. Every student before age 16 has an individualized transition plan written into their IEP document. The student, parent, and case manager work together to complete the transition plan which includes transition specific goals and services.

Students in AVID research colleges and careers and work on resumes, letters of introduction, interview skills, organization, and other responsibilities. This is ongoing throughout their four years. Many AVID juniors go on college field trips.

Some science classes require students to earn "discretionary points" for community service projects and other activities that give students real world experience in a career.

In world language classes, students learn about becoming educators or interpreters. Class activities lead up to a potential Seal of Biliteracy from the state and aid in their career outlook.

In our performing arts classes, students must audition, interview and apply for roles. Students are also assigned backstage roles and leadership positions, such as stage manager and student director roles. Guest speakers from FIDM and The Art Institute come to offer classes insights into potential career areas.

In Graphic Design II and III, students produce work for clients other than themselves for real-world application and real-world opportunities through various projects. They must meet with their client, produce a pitch, follow up with them, and negotiate design objectives before producing work and submitting a final piece to the client.

In Child Development, students work on creating a resume, filling out career applications, taking field trips in the industry, listening to professional guest speakers, college presentations, attending internships and career placements their senior year.

Digital photography I, II, III is a Career Technology Education (CTE) Pathway. Students perform job searches in photography and create resumes and professional portfolios, with potential internships with local businesses.

In dance, students take field trips to professional dance performances. CPR is taught to students in Health, and the Loma Linda staff and fire department come into the classroom to speak.

Students in the CTE pathways may go on a variety of field trips to see colleges, trade schools, and industry in action. They can also apply for and participate in various internships and job shadow opportunities. Murrieta PD, Temecula PD and the US Border Patrol all have cadet explorer programs that our students can apply for and join. They are trained and mentored by actual police officers. This allows them to work alongside police officers at community events, providing traffic control and crime prevention. They are also allowed to accompany officers on ride-a-longs while the officers are on patrol of the city. Each law enforcement agency runs their own program and are separate from CTE, but we have several students that are affiliated with the different programs offered here in the valley. Leadership students are provided with opportunities to develop practical leadership skills as well as expand through training and education. Conferences and trainings are offered each year for leadership development. Students are involved in professional leadership conferences as well as campus-based leadership training programs.	

C2.7. Additional Online Instruction Prompt: *Evaluate the effectiveness of opportunities within online instruction for real world experiences and applications for the students.*

Findings	Supporting Evidence
For English, the System 44/Read 180 students watch, read, and analyze real world information (non-fiction) and respond through an online platform. APEX provides students the opportunity to earn credit through online classes where they follow curriculum and instruction independently. Students communicate with the teacher electronically and schedule unit tests and final exams for a mutually convenient time to maintain the integrity of the assessment process. This self-directed approach to learning creates real-world experiences and applications wherein the students have greater personal responsibility and navigate the course and communicate with the instructor from a distance.	Read 180 (reading skills) System 44 (phonics skills) APEX

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

Our teachers are constantly self-assessing and searching for ways to improve their practice. In their weekly PLCs meetings, teachers share best instructional practices. Lessons and resources are shared among teachers through the LMS. Over the last six years, there has been a major shift from teachers teaching as independent practitioners to professionals working collaboratively to do what will best improve student success. This has been an evolving process, and with all the other mandates, outside pressures, changing policy, adoption of new state standards, it is no wonder this shift has been slow. As gradual as it has been, this positive change has been steady and the result of many dedicated professionals working together to constantly improve instruction.

Work remains to be done to further align practices and assessments in many subject areas. Syllabi could be more aligned, students need to be more involved and aware of their learning goals, literacy standards need to be addressed across the curriculum, and differentiation and intervention based on the needs of the individual student has to be addressed.

Technology has had great impact on our school in and outside of the classroom. Student activity is often technology-based. Students are afforded more access to research, documents, and learning tools. Teacher communication with parents and students is at a very high level. Students and parents have constant access to their progress in the class, review lessons taught, and can easily stay up to date on assignments, instruction, or assessments missed.

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

- Lessons and instruction are standards-based, challenging and relevant across subjects. Our teachers are using a variety of instructional practices to make learning engaging and interactive. Many teachers are developing and applying standards-based grading practices in their classes.
- Increase in the breadth of our AP and DE program offerings and the number of students accessing these classes.
- Increase in CTE pathway program options give students real-life applications to drive them to further relevant learning.
- Critical Thinking, Analytical Skills, and Problem Solving occurs across disciplines
- Our teachers are incorporating inquiry-based learning, collaborative group work, project-based learning, multimedia delivery and technology to engage students in active learning.
- Use of technology across all departments (Chromebooks, Haiku (Power Learning), Microsoft Office 365, Turnitin.com. YouTube, online assessments)
- Career awareness, exploration, preparation as well as real world experiences are woven throughout all disciplines and supported with many school wide activities/areas of focus.
- Through the advent of the addition of technological tools such as EADMS/IO, IABs, Haiku, Schoolzilla, etc., data collection has increased greatly.

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

- Students need more awareness of the standards and practice in assessing their own progress. All teachers need to communicate standards and learning goals to students (write standards on the board or display them clearly for students to be aware of them).

- Consistently use collected data to discover and prioritize student learning needs and drive instruction, particularly within the PLC process.
- Continue to align practices, curriculum, and assessments across subject areas and departments within the PLC process.
- Teachers need to be provided with training and coaching regarding practices to support differentiated instruction.
- Further training is needed in effectively incorporating technology into classroom instruction.
- A system is needed for keeping pace with expiring subscriptions to software, availability and training on new educational tech programs, and replacing aging and broken devices.

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

D1. Using Assessment to Analyze and Report Student Progress Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan (SPSA) aligned with the LCAP.

Indicators with Prompts

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

D1.1. Prompt: *Evaluate the effectiveness of the school's assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. [This would include the collection of data from state, national, and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.].*

Findings	Supporting Evidence
At Vista Murrieta, we collect a wide variety of data from site-based inputs, district-level assessments, and state-level measures. Though our administrative team works as a unit to transform raw data into useable form and to distribute it to stakeholders, one assistant principal, oversees assessment. She is supported by district-level administration. Program-specific data is the responsibility of designated administrators and counselors. For example, one assistant principal tracks English Learners (EL), special education, and intervention programs. We have dedicated counselors to manage Advanced Placement (AP) and Dual-Enrollment (DE), Intervention and EL students. Another AP oversees scheduling and facilities. We have a Dean of Students who follows attendance and discipline data, and he disseminates this data and other information weekly in cumulative reports to staff via an email bulletin. Data highlights also appear in the emailed "Bronco Bits," a briefing our principal produces between scheduled faculty meetings. On campus, data is shared and discussed in administrative meetings, lead-teacher meetings, site council meetings, faculty meetings, department meetings, PSGs (Professional Study Groups), FOL (Focus on Learning) groups and PLCs (Professional Learning Communities). As of the 2018-2019 school year, one language arts teacher and one math teacher at Vista Murrieta serve in extra-duty roles as site Data and Standards Specialists (DASS) to further the goal of putting usable data in teachers' hands to drive instruction. Our overarching school data management system is Aeries; the Aeries Browser Interface (ABI) provides parents and students the ability to monitor student progress, and the system is used to produce official grade reports at six-week and twelve-week marks in each semester. Administration makes disaggregated D/F site data available to teachers at those same intervals—as well as at semester's end. Teachers also have access to disaggregated data via other interfaces, including the CAASPP dashboard,	SPSA LCAP SPSA LCAP expenditures VMHS Admin. Responsibilities spreadsheet Duties chart Weekly Security Office updates Bronco Bits Meeting agendas DASS job description DASS data e-mails/reports December DASS report Aeries D/F data presentations District D/F data ELLevation inquires and reports CAASPP/CAST (state test) reports CAASPP action plan Reading Inventory (RI) reports

Schoolzilla/Mosiac, TTM (Think Through Math), ELLevation (English Language Learner information) and SAMS (Lexile scores from the Reading Inventory now administered three times per year in social studies classrooms). At grades 9-11 is a district-level writing performance task in language arts; in math, Think Through Math (TTM) results and a district-level performance task in Math I and II for freshmen and sophomores are in place. All produce progress-based data—as do periodic benchmark assessments through the I/O Assessments system. Presently, an articulated framework using the Smarter Balance Assessment Consortium's (SBAC) Interim Block Assessments (IABs) is in development district-wide and will add another dimension to assessing students' performance on standards. Beyond English and math, grade-level PLCs, which meet most Mondays from 7:30-8:25 a.m. (late-start days), design common assessments, analyze data, and steer standards-based practice. Performing arts courses utilize standards-based performance assessments as part of their process while visual arts courses employ portfolios as an assessment tool. We also have small cadres of teachers across subject areas piloting standards-based grading (SBG) as part of a district-level HS Grading Collaborative. In order to graduate, each student is expected to complete 230 credits and must also successfully complete the Freshman Project, the Sophomore Project, the Junior Reflective Essay (JRE), and the Senior Culminating Project (SCP), the last of which is an 8-10 minute presentation to include a 2-3 minute demonstration of a chosen career/job field. SCP presentations are evaluated by panels comprised of VMHS staff, district personnel, parents, and members of the community. Though a district requirement, the SCP also serves as an assessment of schoolwide learner outcomes with data available in Aeries. Forty hours of documented and approved community service hours are also a graduation requirement. Throughout their time here at Vista Murrieta, students have one-on-one meetings with their counselors at least twice per year to keep tabs on their progress toward A-G requirements and graduation requirements. Students who have Individual Education Plans (IEPs) are monitored annually as well as regularly throughout each year to track progress toward IEP goals and to determine present levels of performance. They are more thoroughly assessed every three years via a full psycho-educational battery of tests, including academic achievement testing. Those with moderate to severe disabilities are assessed regularly using the SANDI (Student Annual Needs Determination Inventory), which measures academic, developmental, and functional skills. Data from the "Unique Learning System" curriculum as well as the CAA (California Alternate Assessment) also provide insight used to guide special education students. Whether it's participation in activities and athletics, community service hours, Advanced Placement (AP) scores and test participation, Dual Enrollment (DE) numbers, PSAT/SAT scores, or career path completion, at Vista Murrieta, we have the data and are working to analyze it and communicate it to all stakeholders, especially to those who can act on it to make a difference. Members of the public can see our School Accountability Report Card (SARC) **VMHS SARC** on the district website and can find everything from basic demographics to English learner progress and state test scores on the California School Dashboard online. Even more detail is available in the district Local Control and Accountability Plan (LCAP) and our site SPSA, and soon, the California Career and Guidance Initiative (CCGI) dashboard will be online to provide yet another look at who we are by the numbers. Of course, none of those formats supersede teachers and	Think Through Math (TTM) reports Benchmark Testing reports Teacher-level IAB reports Common assessments Student work samples Late-start calendar Master meeting calendar PLC agendas/minutes PLC notes SmartMusic Audition rubrics Visual arts portfolios HS collaborative agendas/dates HS Grading Collaborative Presentation October HS Grading Collaborative December SCP resources (school website JRE examples (English dept.) Student community service records Counselor meeting schedules Testing materials/schedules Proposed CAASPP testing schedule CAA score reports AP score reports DE numbers/offerings CTE enrollment/completion report Quantile reports Bi-literacy exam reports ASVAB reports Remind 101 accounts BNN broadcasts (YouTube)

administrators initiating parent contact via phone, e-mail, or even Remind 101 when data speaks to doing so. We will continue to collect a wealth of data—5-Star Students app surveys through daily Bronco News Network (BNN) broadcasts, survey results from Peer Leaders Uniting Students PLUS) forums, or numbers from Link Crew's Freshman Finals Review Sessions and AVID's Study-a-Thon. We have structures in place to collect data, route it to appropriate stakeholders, and analyze it in order to effect change. Of course, some of the implements in place to gather data are new and developing stable data streams while still being able to adapt is a challenge. While we are collecting a wealth of data, we need to streamline our process for making that data quickly accessible and easily actionable.	PLUS Survey Data Link Crew Freshman Finals Review Review attendance/documents Avid Study-a-Thon attendance and document

Basis for Determination of Performance Levels

D1.2. Indicator: The school leadership and instructional staff determine the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.2. Prompt: *Evaluate the impact and effectiveness of the basis for which standards-based grades, growth, and performance levels are determined.*

Findings	Supporting Evidence
For a school our size, we are ahead of the curve in working to ensure that grades reflect what students know and can do. Though not there yet, professional development to support school-wide efforts has focused on Professional Learning Communities (PLCs), using data, and standards-based grading—all components of securing consistency in grades, growth, and performance levels. English, Math, Social Studies, Science, and World Languages departments are represented by small cohorts in the Standards-Based Grading (SBG) collaborative, which is currently a voluntary, teacher-led initiative supported by both site and district administration. Teachers and administrators attend district-led high school collaborative days to analyze grading practices, data, and instruction, and work toward the goal of ensuring grading and reporting practices accurately reflecting students' skills and knowledge of academic standards. Professional development from book studies to presentations from experts like Rick Wormeli have been a part of the group's experience. Broncotorials (hosted on select Saturday mornings throughout the semester) and after-school tutoring (Monday through Thursday) in the library create ample opportunities for reteaching, practice, and reassessment. Some SBG collaborative members have even participated and/or presented in standards-based professional development opportunities outside the district. PLCs, which are subject-specific and course-specific, are an equally powerful tool cited by departments and teachers in affecting vertical and lateral consistency. Used to design common formative and summative assessments, analyze a variety of data, identify reteaching items, and share instructional practice (as well as discuss ideas about scope and sequence), PLCs meet most every Monday from 7:30 a.m. to 8:25 a.m. Additionally, professional development on PLCs and data use in the process has been provided at the site level. Items such as common course syllabi, vertical articulation of essential standards, and standard category weighting have been products of PLCs.	Standards-based grade books Teacher grades District standards-based grading parent letter Wormeli presentation slides Thomas R. Guskey's *On Your Mark* (book) Broncotorials information and schedule After-school tutoring schedule Tutoring schedule Presentations to outside SBG groups PLC agendas/minutes PLC Notebook Common formative/summative assessments (social studies) Common department-level syllabi Assessment data Aeries grade books Organic World Language materials AP-compatible Spanish questions

In social sciences, formative and summative common assessment data routinely is reviewed in PLC subgroups. English department teachers use common syllabi across several courses and use four weighted categories in grading: reading (30%), writing (30%), listening and speaking (20%), and language (20%). Some members of the World Language department are piloting an immersion program (100% target language use in class), and all languages in the department have common assessments. Spanish utilizes common category weighting and has also established questions that are AP compatible for the State Seal of Biliteracy. Math employs common syllabi, and the science department uses a common Claims-Evidence-Reasoning (CER) approach and a common rubric to assess science literacy comprehension and content knowledge of the Next Generation Science Standards (NGSS) across grade levels and courses. Biology teachers are designing one common lab per unit while Chemistry teachers are already giving more than one common lab per unit, are reviewing the results in their PLC, and are developing a common self-assessment checklist for students. English and Math departments cite use of district-level, standards-based benchmark testing (IO Assessments, formerly EADMS), Think Through Math (TTM), and Interim Block Assessments (IABs) from the Smarter Balance Assessment Consortium (SBAC) as additional district-level indicators of student performance on standards. As a framework, the assessments produce data that help contextualize course grades, state test scores, and graduation rates as indicators of performance against standards. As the California Science Test (CAST) comes online, science will likely begin to see similar tools and implementation of them. CAASPP data is a confirmation of consistency—as are the district-level (and grade-level unique) performance tasks that mimic CAASPP and are given yearly to grades 9-11 in English and to grades 9-10 in Math I and Math II. After students complete the English performance task, all English teachers gather for a day to calibrate, norm, and score student work using SBAC rubrics. Results are housed (along with benchmark data) in IO Assessments, access to which is available through our school information management system, Aeries. From there, teachers can easily see disaggregated and color-coded data regarding each student's performance against standards—much as they can for data from other standards-based assessments in other disciplines. The RI (Reading Inventory), which produces a Lexile score for each student—periodically administered in social science classes—will result in a score review and goal-setting happening in students' English classes. Program-specific data, such as Advanced Placement (AP) test scores, Dual Enrollment (DE) completion and grades, as well as Career Technical Education (CTE) pathway completion provide feedback about students' performance against standards too. Our PLC process is promoting comparative analysis of students' course grades, performances on common assessments, scores on district-level testing, and other site-level measures. Consequently, it is reshaping the system upon which grades, growth, and performance are built—moving us in the direction of all indicators of performance speaking to what all students know and can do. As our two Data and Standards Specialists (DASS) grow into their roles and work with our TOSA (Teacher on Special Assignment, an English teacher serving as campus liaison to the district office), we foresee continued refinement of what we already consider a dynamic system.	CER materials and common rubric (science) Common labs and assessment Science Common chemistry lab materials Audition materials Festival adjudication results Portfolios Fashion syllabus Benchmark results reports TTM score reports IAB score reports Performance Task materials and score reports (English and math) English grade-level curriculum and ERWC scope and sequence on district Haiku Performance task data in I/O Assessments/Aeries RI goal-setting sheets AP test scores DE statistics CTE pathway completion statistics Subgroup performance data DASS data reports TOSA communications

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness indicators or standards, including a sound basis upon which students' grades are determined and monitored.

D1.3. Prompt: *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Current change in our system is the best indicator of its effectiveness. For instance, we are now transitioning away from benchmark assessments (I/O) in math and English to IAB (Interim Assessment Block) testing from SBAC in order to have better information on students' performance against standards in advance of CAASPP (given both tools are made by the same organization). Performance tasks used to be given at the opening of second semester, but we are adjusting when and how they are administered in order to allow teachers to better use results from those tools to drive instruction and for the school to allocate resources accordingly. A further indication that our system is responsive and effective is the current move to redistribute and repurpose a relatively heavy testing load at the eleventh grade level (especially in English) during the second semester. RI testing is now completed in social studies, the performance task will be online, and the Junior Reflective Essay has been modified to prepare students for such things as University of California insight questions and job interview responses. Reading Inventory (RI) scores are used to drive intervention placements such as Read 180 and English Intervention classes. In the math department, a Think Through Math (TTM) assessment is given three times a year (August, February, and May), which provides a longitudinal picture of student growth; students complete one lesson per week via TTM, and proficiency (both initial and over time) is signified by a score of 3 or 4. Curriculum in English Intervention or math intervention courses is driven by goal-setting for each student, while intensive math and English courses taught by subject-specific special education teachers are driven by IEP (Individual Learning Plan) goals. For our English learners, ELLevation is an online data management tool that asks teachers to rate students based on language performance in class and drives whether students are receiving EL supports and SDAIE instruction. ELPAC (English Language Proficiency Assessments for California) is relatively new, but as it renders data over time, it will become an important tool for us. CELDT (California English Language Development Test) testing and RFEP (Reclassified Fluent English Proficient) monitoring data allow us to provide students with the best possible instruction in much the same way College Board data from AP, PSAT, and SAT testing does. Our SST (Student Support Team) process allows teachers a broader means to work with counselors and students' other teachers and parents to even further support success beyond these means. For a broader picture of each student, Aeries analytics provides warning indicators regarding attendance, grades, SAT scores, AP exam pass rates, and A-G readiness. PLCs, wherein teachers create common assessments, compare student progress by class and by teacher, and examine impact data, serve as one of our most powerful tools in monitoring and impacting	DASS communications PLC agendas/notes Revised JRE prompt materials Read 180 placement data Math/English Intervention placement statistics TTM reports ELLevation reports and placement numbers CELDT/ELPAC results SST forms/process Aeries analytics CTE pathways and enrollment numbers College articulation agreements CTE awards/events CCKO materials on counseling page of school website College and military recruiter schedule College and Career Center Counselor meeting schedules Registration schedules CLASS posters Esprit de Corps 2016 award Sudler Shield award Club list/numbers PBIS themes Themes 17-18 Themes 18-19

students' academic progress.

Effectiveness of CTE (Career and Technical Education) can be determined by the number of students completing pathways and/or and receiving certification, as well as by program growth. As several CTE pathways, including law enforcement, audio, and fashion have been articulated with local colleges, students can earn college credit upon completing them. Our Engineering CTE class has competed in and won tournaments, our culinary arts classes cater events on campus, and our audio and TV/Video classes provide lighting, sound, and streamed videos for campus events such as dances, rallies, and sporting events.

The inaugural run of our annual College and Career Kickoff day happened in October of 2017 and provided students a day of activities specific to grade levels and aimed at preparing them for their post-secondary pursuits. Among a variety of other activities, students listened to and asked questions of professional and vocational industry panels, completed an A-G transcript review, and even discovered cost-of-living figures for California in relation to their projected paths beyond high school. On an ongoing basis, our campus College and Career Center hosts visiting college and military recruiters; offers FAFSA assistance; aids students with SAT, ACT and ASVAB registration and resources; and assists with college placement testing. The California College Guidance Initiative (CCGI) is also counselors' and the College and Career Center's purview.

Our transcript review and registration processes enable students to meet one-on-one with their counselors to monitor progress toward graduation and college readiness preparation. Despite our large campus, this guarantees each student individual attention from his or her counselor twice per year. Monitoring students' college and career readiness and progress in academics accounts for measuring the "S" (scholarship) in CLASS. Character, Leadership, Attitude, and Service (our remaining schoolwide learner outcomes: CLASSlers)—though somewhat inherent to scholarship—manifest themselves a bit differently. Attendance statistics and disciplinary data speak to attitude and character but being dubbed "America's Most Spirited High School" three times by Varsity Brands and MaxPreps corroborates the numbers. Our marching band, the Vista Murrieta Golden Alliance, won (for an unprecedented second time) the Al Castronovo Memorial Esprit de Corps award for "spirit, enthusiasm, friendliness, and unity of purpose" at Grand Nationals in 2016. The same year, they also received the 2016 Sudler Shield award, a mark of world-class excellence that only seventy-five schools in the world (three from California) have received in the award's history. Among a host of other award-winning programs on campus, our students and faculty support over ninety clubs. Student involvement in extracurricular clubs and activities is a statistic that speaks to character, leadership, attitude, and service. According to our most recent LCAP student survey, 75% of students surveyed feel that we have high quality extracurricular activities and 85% feel there is a wide variety of extracurricular activities at our school.

That said, the numerous student leadership organizations on campus—from Link Crew to Bronco Bleacher Creatures (BBC)—provide ample opportunity for students to serve as leaders and to inspire others to lead. One example, Renaissance, has a system rooted in PBIS (Positive Behavioral Interventions and Supports) for recognizing students across campus when they are "caught" exhibiting tenets of CLASS. Organization members will deliver a slip completed by the teacher detailing the positive behavior and a small token of appreciation (typically candy). The same happens when Renaissance asks faculty to nominate students whom they

PBIS statistics

LCAP student survey results

Program student numbers:

participants and recipients

Link crew numbers

Link crew calendar

Link Crew Leader Application

PLUS Survey Data

ASB participation statistics

ASB VMHS Activities Calendar

Leadership Code of Ethics

Senator Leadership visits

States Sample Agenda

Spirit Week Plan

feel exemplify the PBIS theme of the week. Perfect attendance awards, birthday-grams, and academic achievement recognition are a small cross-section of the palette of activities through which the organization builds character, leadership, attitude, scholarship and service by recognizing and supporting those tenets in others. Using a "buddy system," Link Crew connects each incoming freshman to upperclassmen who model CLASS and who help them develop study skills, provide them academic review sessions, and aid them in navigating the social dynamics of high school, engaging them in everything from Link Crew lunches to movie nights. Our Peer Leaders Uniting Students (PLUS) organization helps break down social barriers to further facilitate unity on campus; monthly forums gather data on school climate and generate campaigns for on-campus activities. Add Associated Student Body (ASB)/Student Senate Student government to the mix, and one begins to see a united front of organizations and activities that promote CLASSlers both in and out of the classroom on our campus. Common across leadership courses are a Code of Ethics, numerous accountability tools, and report cards that are used to standardize students' experiences. Round all these things out with grade-level projects required for graduation, the Senior Culminating project being the capstone, and with the requirement that each student completes forty hours of community service with approved organizations, and one sees a system that not only determines individual growth and progress in students but in the system itself.	

D1.3. Additional Online Instruction Prompts: *Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the "steps" or "gates" that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated.*

Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers.

Evaluate how teachers ensure academic integrity and determine students are doing their own work in the online environment. Comment on the degree to which the results for state-mandated assessments and the high school exit exam are used in decisions about student achievement and advancement and improving the instructional program.

Findings	Supporting Evidence
Online courses do not supplant any state-mandated assessments but rather serve primarily as a path to credit recovery for seniors and on-time graduation. Space permitting, juniors may also access credit-recovery options. Beyond credit recovery, there is a small collection of online course offerings available that provide access to classes not taught on our campus. APEX is our online learning solution for credit recovery and is offered to students through two teachers in face-to-face settings during second period and seventh period on the VMHS campus; this means students are under direct supervision of teachers when completing the online coursework and in their progression through modules and assessments. Regarding APEX, even students who are provided credit recovery through an "eighth period/online-only" option must still be proctored in person for unit assessments. Also, students may not proceed from one unit to the next until the course instructor reviews performance and opens further modules or	Counseling's list of credit recovery offerings. APEX teacher interviews and reports Gonzalez APEX Haiku Turnitin.com report sample VeriCite report sample Verici Haiku quizzes

assessments. Students completing credit recovery through reverse co-enrollment with Murrieta Canyon Academy (for subjects we do not offer) must meet their MCA instructor every Thursday afternoon in West Hall here on campus for assistance and for testing. Teachers have access to Turnitin.com, which is a stand-alone online tool used to identify primary and secondary source plagiarism—as well as plagiarism among students; this resource also allows a number of instructional tools, including online threaded discussions. Dual Enrollment courses that use Canvas as an online interface have a similar tool called VeriCite, where there is a workaround to determine if even a student's discussion board postings are original. While it may be impossible to ensure the integrity of a student's online work as his or her own, tools such as time-controlled quizzes (opened to all students just long enough for each student to complete his or her own work), can hedge against academic dishonesty. Other items, like quizzes delivered via Haiku (our online course interface here at Vista), can be weighted less in a grade as consideration of their validity. Online course materials such as lessons, videos, tutorials leading up to proctored assessments—along with a mix of computer scored quizzes and tests and online labs graded by teachers—means that online assessment security and validity is on par with face-to-face courses.	Online lab examples

Assessment of Program Areas

D1.4. Indicator: The school leadership and instructional staff periodically assess each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.

D1.4. Prompt: *Evaluate the processes that the school leadership and instructional staff use to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
Program review here at Vista Murrieta can best be defined as both *perpetual* and *organic*. Our school culture is built around CLASS (Character, Leadership, Attitude, Scholarship, and Service); as such, administration and instructional staff are always seeking ways to better serve students and to lead by example. In the years since our mid-cycle visit, CTE pathways have solidified and several are now articulated with local colleges so students can earn college credit for completion. Advanced Placement and Dual Enrollment offerings have grown substantially, too, offering a host of opportunities for students seeking challenging coursework. Policies and resources designed to ensure equitable access to challenging curricula have developed vicariously because we have students' best interests at heart. Whether through the PLC process, department-level meetings, lead-teacher meetings, student-leadership initiatives, administrative impetus, or even student clubs, we are ever in pursuit of improvement. FOL groups are a natural part of that process, as are discipline-specific PLCs and heterogeneous PSGs (Professional Study Groups), the latter of which might focus on student achievement, professional development, Intervention/acceleration, or campus wide climate and culture.	CLASS staff agreement BNN videos CTE Pathways and specialized courses in VMHS handbook New CTE building and equipment F & E New CTE Building FOL agenda PSG agendas/communications Course syllabi Evaluation forms and schedules Course offering statistics Program growth chart Tutoring schedule NHS tutor rosters

Administrators collect and review common course syllabi, perform walk-throughs of classrooms, and complete formal evaluations of faculty as part of the base process of maintaining and assessing programmatic integrity. More importantly, administrators help to facilitate big-picture change by channeling resources to high-impact initiatives or adapting district-level initiatives to our unique environment. Increases in course offerings and number of course sections are concrete and demonstrative results of a programmatic assessment process. The evolving framework of assessments in core disciplines and standards-based grading are further evidence (see D1.1 and D1.2). Of course, challenging, coherent, and relevant curriculum requires student supports, which are also proof or our ongoing review process. Our NHS (National Honor Society) tutoring program recently expanded to our library and added a rotating schedule of content-area teachers to its roster of NHS tutors. Our sizeable AVID (Advancement Via Individual Determination) program helps students develop skills for academic success, and teachers also have RSP (Resource Specialist Program) support staff in classrooms where mainstreamed special education students are clustered. Link Crew uses a buddy system to pair upperclassmen with freshmen in order to support them in their transition from middle school to high school, and they even host study sessions on Saturday mornings before finals week. Saturday morning Broncotorials (on select dates during the semester) also provide academic support to students. Of course, credit recovery options such as APEX Learning's online curriculum delivered in an on-campus or online-only setting serves as a backstop for students who require further support. Affective data, including attendance rates and suspensions, are yet further indicators that students are engaged in what they find to be relevant programs of study. We also have a "no-go" list, which keeps students from attending a variety of school events on campus and encourages them to take advantage of the ample supports on campus should they neglect academics. Many extra-curricular and co-curricular activities require students to complete weekly grade checks as well. Of course, some program elements, such as graduation requirements and credits, are driven by district-level processes, LCAP, or even post-secondary requirements. Our job is to stay abreast of developments in those areas via continuous review that employs the processes and structures outlined herein. Whether that happens by way of administrative meetings, lead-teacher meetings, PLCs, PSGs, DASS meetings, or grass-roots efforts from teachers, there are clear channels in place to facilitate our recursive approach to assessment.	AVID rosters RSP support staff numbers Link Crew "buddy" rosters and events calendar Credit recovery options sheet Attendance and discipline reports No-go list LCAP UC/CSU requirements Graduation requirements

Schoolwide Modifications Based on Assessment Results

D1.5. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

D1.5. Prompt: *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Assessment results have driven several observable changes on our campus, many of which have been outlined through preceding responses in this section. One of the most notable changes driven by assessment results is the addition of our two site-based Data and Standards Specialists (DASS). They have been collaborating at the district level with their counterparts from other school sites and with our TOSA (Teacher on Special Assignment) to enhance the amount of usable data provided to teachers and to PLCs and have been aiding in the design of the IAB framework. The decision to implement an articulated framework for using SBAC's IAB materials to commonly assess students has been driven by CAASPP results both here and across the district. Our ELA CAASPP results unfortunately dropped thirteen points in the last administration. Additionally, some PLCs have reorganized. In the English department, for instance, the PLC focused on juniors divided into two specialized PLCs: one for CSU's Expository Reading and Writing Curriculum (ERWC), and another for curriculum used at the College-preparatory (CP) English III level. This allows PLCs to focus on high-impact instruction for homogeneous levels of students. Data from common assessments, both formative and summative, have helped drive instruction across core subject areas, and professional development offerings during the 2017-2018 school year were focused on data analysis and use in PLCs. Break-out professional development sessions during our district-wide professional development conference day in January have also supported our site-based PD initiative, as have Professional Study Groups (PSGs) on scheduled Tuesdays throughout the year. Advanced Placement scores drive the number of sections of some Dual Enrollment courses, like English 101 and English 103, allocating resources based on assessment results. This, year, we are consolidating the testing window for CAASPP, giving common IAB measures during set administration windows, and recording IAB data in Aeries grade books. The consistent practice of leaving "red boxes" (Aeries' notation for missing assignments) in all grade books rather than entering zeroes for them also helps differentiate between compliance and student performance on coursework in D/F data and helps drive the possible need for Student Support Team (SST) referral. This allows more targeted response, whether that be placement in intervention classes, inclusion in our AVID program, direction to our newly-expanded after-school tutoring program in the library, or referral for Saturday Brocotorials. The Standards-Based Grading (SBG) collaborative has for the past three years regularly scheduled four half-day professional development meetings per year and has met in the summer for two or three days, and the SBG pilot currently in motion is also aimed at aligning CAASPP scores and course grades. APEX online curriculum, an accelerated opportunity for students to recover credits to remain on track for graduation is available on-site during second and seventh periods and can be scheduled as an "online only" opportunity through an extended-day "eighth" period. Reverse co-enrollment credit-recovery opportunities with Murrieta Canyon Academy (MCA) for courses not offered at Vista Murrieta are also available. Additionally, we have added a number of online-only, initial-credit opportunities: Health, Careers, and DE US History. Students can also access initial credit for Health, Careers, PE, and Driver's Education through reverse co-enrollment with Murrieta Canyon	DASS/TOSA job descriptions DASS/TOSA e-mail communications IAB schedule and results LA IAB Schedule CAASPP results Junior-level English PLC agendas PLC Notes PLC formative and data PLC IAB data CAASPP schedule Master schedule AP Pass Rates Aeries grade books D/F Data Intervention success data SST data HS collaborative documents and agendas Credit recovery success statistics Co-enrollment numbers Summer school completion data Haiku pages Canvas pages CTE Pathways and completion rates CTE Pathways New CTE building and equipment

Academy. Summer school options are provided at the district level and are face-to-face for ninth-grade students and attendance-required APEX online curriculum for all other students. There has been a significant increase in education technology availability, primarily through the consistent addition of Chromebook carts on campus. This is particularly useful given our move to using the online SBAC IABs. Furthermore, the availability of Haiku (web-based interface for classes) allows students constant online access to course materials, daily agendas, and instructions, which helps to keep students on track; Dual Enrollment students have similar access but through Canvas, Mount San Jacinto College's virtual interface. Historically, low interest in CTE pathways also facilitated further development of those programs and of articulation with community colleges for credit. As such, successful CTE pathway completion has increased, and a beautiful new facility with new equipment to house many of those programs was completed in the Fall of 2018, as was a separate new building to house our award-winning Air Force JROTC program.	

D1.6. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes.

D1.6. Prompt: *Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.*

Findings	Supporting Evidence
The WASC process itself, through FOL groups and home groups, serves as the most powerful implement in place for revisiting our review processes. In analyzing our review and evaluation processes for curriculum and instruction using the WASC lens, we see a need for growth in some of our processes. Generating the LCAP and the SPSA documents provides insight into the effectiveness of how we evaluate our programs. However, it also reveals that we collect a stunning quantity of data—a portion of which requires additional channels be built in order to enhance our ability to translate it efficiently into programmatic change. With that in mind, regularly looking at big-picture statistics like graduation rate, CAASPP scores, D/F data, AP test pass rates, and Senior Culminating Project pass rates, reveals that our process for reviewing and evaluating individual program elements does still provide for a challenging, coherent, and relevant curriculum that meets students' needs. Were it not functional, we would not be piloting standards-based grading, building common assessments and analyzing data in PLCs, or reworking our overarching framework of assessments. Such review has also driven the move to Think Through Math (Imagine) and MVP (Mathematics Vision Project). Whether administration brings areas of need to the table, or it arrives via grass-roots channels from the faculty at large, the system is one of mutual review as a result of our campus culture where "good enough" is never enough.	FOL/home group agendas/activities FOL Leader Feedback LCAP SPSA MVP (Math) TTM (Imagine) WASC agendas/activities

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators with Prompts

Appropriate Assessment Strategies

D2.1. Indicator: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report state/school performance data to all stakeholders.

D2.1. Prompt: *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
To evaluate the effectiveness, appropriateness, and frequency of assessment strategies, individual departments offered their unique responses as provided below. However, two things must be noted in order to contextualize those responses. First, in addition to site-based common assessments developed in PLCs, English and Math departments utilize district-wide assessments developed by Work Teams (on which our site has representatives). The assessments are given at predetermined intervals throughout the year in order to track growth, guide instruction, and prompt intervention. Secondly, Science, Math, and Social Studies departments have worked to achieve horizontal and vertical alignment within their departments; several subject areas have agreed upon essential standards as well. PLC time in math is used to evaluate our assessment strategies and assessment results to determine areas of weakness and strengths. Organized opportunities to reassess students exist, and mid-unit common assessments like quizzes are used in addition to summative tests and finals. The current focus in English is on improving common assessments and implementing IABs with help from our subject-area Data and Standards Specialist (DASS). The DASS is charged with collecting, disaggregating, and distributing data so it is more readily available to teachers in usable form. Our content-area DASS also coordinates with the math DASS on larger, site-specific data streams and works with DASSes from other campuses to align assessment in the interest of district-wide equity. Frequency of district-level assessment has increased from one assessment three times per school year, to three assessments three times per year. Assessments are standards-driven and vary in delivery mode. Committees and Work Teams review assessments to ensure alignment with standards, and teachers meet in grade-level PLCs to review assessment data and to discuss best practices to further align instruction and assessment to standards. At the classroom level, a variety of assessments serve as formative or summative measures, depending on how and when they are employed in particular units of study. The Science department shares and analyzes student data on unit tests and other assessments in PLC meetings. Ideas for spiral review, re-teaching, and	Benchmark tests, Performance Tasks, RI (Reading Inventory), IABs (Interim Assessment Blocks), TTM Common assessments (Math 1, Life Science, etc.) Science Common Assessment Sample Pacing documents for classes and subject-same teachers Quizzes, tests, pacing guides, grade books, PLC notes Grade-level common assessments (developed in PLCs) CAASPP RI (Lexile scores) IAB (performance on standards) Performance Task assessments Rhetorical précis, annotations, essays, projects/presentations, reading logs, dialectical journals, Cornell notes, quizzes/tests, Socratic seminars & fishbowl discussions Fishbowl Evaluation Sheet Fishbowl discussion assignment

lesson modification are discussed. Teachers in our department use daily formative assessments as feedback to help fix misconceptions and identify areas of strengths and/or weakness. Weekly formative assessments, such as "one-pagers" where Environmental Science students make a poster of what they learned (new content and vocabulary) and warm-up questions based on previous material are used to check for understanding. Teachers use summative assessments every unit to check for understanding of standards, and students are allowed to retake assessments or complete test corrections to improve their understanding of the standards. On a quasi bi-weekly basis, teachers assess the extent to which students can design experiments, analyze data, and draw well communicated conclusions through CERs/lab reports. AP students are taught test-taking strategies specifically for multiple-choice tests. In social science preassessment is conducted prior to beginning a unit of study to determine students' prior knowledge of the established standards and content. Formative assessments exist as informal observations, class discussions, student work, and quizzes used to guide instruction based on students' progress toward unit standards and learning objectives. Summative assessments are used at unit's end to determine students' proficiency of the established standards. Summative assessments can be verbal or written tests and may range from short-answer or essay responses to project-based presentations delivered to an audience. Student work is evaluated using standards-based and skills-based rubrics, and multiple-choice exams use stimulus-based, standards-based content. Within the World Language department, Spanish uses the Diagnostic Assessment (three times per semester) to analyze student performance and to chart student growth across the semester. Teachers use data from the Diagnostic Assessment to direct instruction, and they share strategies to improve learning. ASL (American Sign Language) is developing common assessments that incorporate both traditional and standards-based pedagogy. Organic World Language teachers (pilot program) assess students daily through interactive activities that promote communication (verbal, signed, written, oral) in the target language. Performing arts classes use both formal and informal assessment strategies to determine student achievement. Concert performances and dance programs/recitals, for instance, serve as summative assessment. SmartMusic formally assesses student goals, benchmarks, and achievement as a summative tool. In Art, it is most appropriate that art be discussed and formatively evaluated as the work is produced; final projects serve as summative assessment, demonstrating objectives have been met. Students are assessed in each unit in graphic design, and a unit spans approximately three weeks. In that time, students should be able to identify characteristics in the design style they are creating and be able to speak about, evaluate, and assess their own work based on their knowledge of the unit's objectives. Students also become the teacher. Evaluating their peers, the students show their understanding of the goals of the assignments and their mastery of media. This also helps their peers grow and achieve a higher level of thinking and construction. Teacher observation of student movement and skills facilitates provides formative assessment used in lesson planning for Physical Education.	Sample SAT/ACT items, midterms, final exams PLC Meeting Notes GoFormative, exit tickets, Socrative, McDermott tutorials, Story of the Earth essay, Global Carbon Cycle diagram, project-based assessments CER quizzes, notebook quizzes, haiku quizzes "One-pagers," warm-up questions Unit exams, retakes, and test corrections Broncotorials Lab reports/CERs Released multiple-choice AP exams/items Pretests, Quizzes, Exams Document-Based Essay Questions (DBQs) DBQ Sample Stimulus-based, multiple-choice questions Socratic seminar materials Seminar Prep Sheet Student presentations/projects Practice assessments on Haiku ASL Show Program Class observation notes Grade books Adjudicated festival score sheets/results SmartMusic scores and recordings Student final project samples Collaboration materials Self-evaluation materials & Rubrics

In Health classes, formative assessments are used daily and monthly in both verbal and written formats.

Within our AFJROTC department, our instructors meet weekly to discuss student and class progress as indicated by a variety of formative and summative performance assessments. Because we share all 320 students within our department, we can share techniques that are effective with each group.

Capstone projects at the completion of each semester and practical tests after each instructional unit serve as summative assessments for CTE (Career Technical Education). Hands-on skill demonstrations often serve as both formative and summative assessment.

School leadership and instructional staff use aggregate data in team meetings to help identify areas of strength and weaknesses in instructional practices within Special Education. Data sources are specific to program assessment as different subgroups are assessed using different tools, resulting in a compendium of data. Some assessments occur yearly and others as frequently as three times per year. Standards-based assessment performed in the regular classroom is most frequent, provides immediate data, and is the most impactful measure achievement.

Leadership (ASB, Link Crew, Renaissance, PLUS, BBC) students are evaluated on participation and involvement. Involvement is tracked school-wide and monitored more closely for leadership students. Five-Star student app data and event feedback—as well as a range of rubrics—are used to assess students.

Overview

Though relatively new to us, the district has provided access to the Schoolzilla/Mosaic platform for student data. All teachers have access to this data and can look at various kinds of information related to their students—from D/F rates to state exam results and from attendance data to discipline statistics (in aggregate and disaggregate form). This, in addition to Aeries and data warehousing instruments previously addressed, provides a wealth of information to drive instruction and shape assessment at the classroom level.

A common (and positive) theme across departments is teachers' regular and purposeful use of a variety of formative and summative assessment tools—as well as use of PLCs as a collaborative tool for assessment design, data conversation, and sharing best practices. That said, teachers express a want for more knowledge of exactly what broader data is being collected, a need for more timely availability of it, and a desire for further training on how to use that data.

Though some district trainings around data and analytics have been provided, further professional development on creating valid and reliable assessments is needed, as are efforts toward development of a positive "testing culture." Further aligning common formative and summative assessments with district-level and state-level measures such as IABs and CAASPP is an area we are working to address as we also strive to streamline and seamlessly embed district-level assessment in instruction.

Similar sentiment applies to the grade-level projects that include the Junior Reflective Essay (JRE) and Senior Culminating Project (SCP). Together, these projects serve to focus students' paths through—and beyond—high school; given the loftiness of that charge, however, refining each to be a high-impact, embedded instructional (and assessment) element is ongoing.

Peer-review materials

Data collection in fitness principles

Cadet progress over time

Authentic skill demonstrations

IAB, SRI, MI, WJIV, PSAT, ASVAB, CAASP

Standards-based classroom assessments

Five-Star Students app & data

Event feedback

Mosaic/Schoolzilla

Aeries

District-level trainings on test data and analytics.

Student Feedback on CAASPP

(Principal's Advisory Council)

2018 JRE materials/examples

JRE Prompt

2019 JRE revised materials

D2.1. Additional Online Instruction Prompts: *Evaluate the use of student work and other online assessments (formative and summative) that demonstrate student achievement of academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Teachers across disciplines at our site use online assessments in primarily formative capacities. Online assessments at the district and state levels tend to be summative. Though IAB testing, RI testing, district benchmark testing (I/O) assessments at times serve in summative capacities, in the larger assessment scheme, they are formative with CAASPP as their summative counterpart.	Quizlet, Kahoot, Haiku and Canvas discussion boards, commonlit.org, News ELA, Go Formative, Flip grid, Think Through Math, YouTube (for video projects), wiki projects (Haiku) RI, benchmark, benchmark, CAASP, IABs, Read 180

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

"I wish more teachers would abide by this instructional approach. If they did, students would actually be able to learn from their mistakes and grades might not be so low on the next test."
~ Brock Wilson, Class of 2019

D2.2. Prompt: *Examine the effectiveness of the processes used by professional staff to use formative and summative approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
FOL and home groups alike predominately cite our PLC process as the crux of our effective use of assessment results to drive instruction; they also note it as an area of current school-wide focus and growth. Teachers collaborate in PLCs to norm, design common formative and summative assessments, analyze data, and discuss strengths and weaknesses revealed by the data. Doing so on regularly scheduled late-start Mondays allows us to determine reteaching needs, discuss best practice, and design targeted, high-impact instruction. Special education teachers are integrated into PLCs across subject areas and grade levels to support differentiated instruction, modifications, and accommodations that meet IEP and 504 goals. Accommodations for both formative and summative assessments can entail verbal exams, extra time, use of notes, typed responses, pull-out/quiet environment testing, retakes, and test corrections. Additionally, teachers report using a wide range of formative assessments from class discussions to quizzes and from Eco-column projects (Science) to dialectical journals (English). In similar fashion, summative assessment takes the form of tests, final exams, essays, DBQs (Document-based Questions) and even culture projects (World Language). Several disciplines are represented in the SBG (Standards-based Grading) collaborative and can speak to the role of formative assessments and summative assessments as they relate to trending grades and to reteaching. Supplemental details about formative and summative assessments, data analysis, and resulting instructional design follow and are broken out as provided by department.	PLC notes from Math, English, Science, Social Science & World Languages PLC Notes Common assessments PLC Calendar PLC rosters IEP accommodations On-request examples of formative assessment by area/teacher On-request examples of summative assessment by area/teacher SBG teachers and grade books Review assignments IAB articulation

Math: If weaknesses are revealed in reviewing common assessment results, material is retaught, concepts are spiraled back into review, and tutoring opportunities are offered. English: We are working to re-structure our assessment framework and are piloting a variety of new and revised assessments this year to address student needs as indicated by a dip in last year's CAASPP scores. We have an EL Site Team comprised of teachers from the math, history, world language, special education and English departments who take information back to their department meetings about EL instructional strategies in the classroom. The site team also discusses how to develop effective schoolwide EL practices for achievement on CAASPP, ELPAC, benchmarks, and classroom assessments. Our site team also reviews ELPAC data, examines placement/classification processes, and pursues a continued focus on our LTELs (Long-term English Learners). Six teachers from various core content subject areas attended a full day professional development last Spring focused on EL testing and EL monitoring practices. Changes are also being supported by professional development opportunities, including some department members attending the CATE (California Association of Teachers of English) conference, on-site training in standards-based grading from Rick Wormeli, and professional coaching on data use in PLCs. Our content-specific DASS is also serving an important role in this transition, which is impacting both formative and summative assessment (and thereby instruction) in English classrooms. Science: Based on both current and/or longitudinal data, teachers collaborate to create new (inquiry-based) lessons or to modify old lessons to enhance student engagement and learning. Teachers use different kinds of formative assessments: warm-up questions, exit tickets, online GoFormative assignments, quizzes, and CERs (Claim, Evidence, Reason) to inform them of student understanding and misconceptions. Lessons and/or suggestions for tutoring are in accordance with their findings. Comparing student data by standard on summative assessments allows us to see areas of strength and weakness as a group and allows teachers to brainstorm ways in which to address "weak areas" in the future. Some of the focus is on identifying the most common wrong answers on assessments in order to identify misconceptions. Social Science: Students are given opportunities to demonstrate mastering of skills and content beyond individual unit assessments because teachers spiral knowledge and content into subsequent exams. This provides multiple means and multiple measures to demonstrate students' proficiency of standards and also leads summative assessment to play a formative role across time. For teachers piloting standards-based grading, retakes are provided after a student completes standards-based review assignments. Students are also provided opportunities to demonstrate their knowledge of standards through projects, presentations, and a variety of other modes addressed using rubrics. Instructors develop pacing guides and lesson plans based on assessment results and data, often working in collocation with other departments to address student needs. Instructors also attend district trainings to share and refine instructional strategies based on assessment data. Performing Arts: Rehearsals and self-evaluation tools are used as formative assessment to reinforce skills and knowledge. Concerts, performances, and adjudicated festival ensemble and/or solo performances serve as summative assessments—as does adjudication from clinicians hosted on our campus.	RI goal-setting Revised JRE Revised Benchmark and schedule EL site team notes PSGs: standards-based grading and student engagement/achievement CATE materials Rick Wormeli presentation slides PLC training materials Assessment data Mosaic/Schoolzilla Curriculum and modified lessons Bell work, exit tickets, Go Formative, Socratic, quizzes, CERs, unit tests on haiku Common assessments, lab practicums, research papers, lab reports Assessments testing same skill across time Retakes Projects/presentations Pacing guides SBG agendas Self-evaluation sheets/rubrics Guest clinician/festival schedule Score sheets Concert and dance programs Club Blue (Jazz Dinner Concert)

Visual Arts: Because visual arts teachers teach separate subjects, departmental collaboration is a less prominent factor; however, formative and summative assessments are used for individual lessons in what is a progressive, project-based/performance-based environment. PE and Health: We meet more frequently than our formal our late-start Monday schedule facilitates--discussing teaching modalities and strategies and formulating new ways to enhance our curriculum. CTE (Career Technical Education): Cross-curricular program development resulting from PLCs allows for each program to meet needs not just across its own program pathway but across "job-alike" programs. Teachers who are singletons collaborate with cross-town schools to design formative and summative assessment and to determine how results from those assessments drive instruction. Special Education: Beyond PLCs, team leaders meet with district personnel and district-level teams to evaluate district-wide changes to formative and summative assessment that drive school-wide instruction. IEP teams also meet to review assessment data on individual students and make decisions about instruction, accommodations, and modifications based on those results. Student Leadership (ASB, Link Crew, Renaissance, PLUS, BBC): Each event/activity is used as a formative assessment to determine areas of growth and improvement for the next scheduled event/activity. PLUS utilizes the DSRD (Direction Survey and Resource Database) to administer surveys throughout the year. Data from the surveys is used as a formative means by which to assess what issues, such as bullying and suicide, need to be addressed on campus. By identifying the critical social issues that are impacting school climate, PLUS students make appropriate instructional decisions for the activities they plan. According to recent LCAP student survey data, 85% of students surveyed stated that they have friends at school and 63% feel respected by their peers.	Quizzes, homework, projects, performances Daily meetings, lunch meetings, in-service trainings provided by the MVUSD Collaborative communication among CTE cross-district singleton teachers District-level meeting agendas/notes CAASPP scores, IEP team data, benchmark data, IAB scores, course-specific scores on formative and summative assessments Event evaluations Student forums Direction surveys Suicide Prevention Week Red Ribbon Week Suicide Prevention Walk LCAP student survey results

Teacher and Student Feedback

D2.3. Indicator: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

D2.3. Prompt: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
We have a number of instruments in play to help students understand academic expectations and the value of CLASS—and ways both pertain to life beyond high school. Whether it's AVID pointedly supporting study skill development, conversations with students via the Principal's Advisory Council, or College and Career Kickoff Day, we want students to see the connection	Principal's Advisory notes CLASS Poster BNN https://www.youtube.com/watch

between what they do in school and what they will do beyond school. And we want them to tell us when they do not.

A glance in any classroom will find a poster delineating the elements of CLASS, which our daily BNN broadcast riffs on, too. Add to that the behavioral expectation assemblies the Dean of Students opens with each semester, and one finds it difficult to be unaware of the tenets of CLASS and their importance in and beyond school. A-G requirements are also visible in classrooms and are addressed during two one-on-one meetings between each student and his or her counselor annually, during registration (through counseling videos and classroom visits), and during College and Career Kickoff day. Advanced culinary students find themselves rivaling professional caterers in supplying food and drink for campus events while CTE Audio students work with the latest technology to provide top-tier lighting and sound for dances. Students in leadership courses are demonstrating the courses' namesake skill—just as athletes and musicians are practicing discipline and teamwork. Similarly, advanced-placement and dual-enrollment courses are providing college experiences—but on our campus. In these (and numerous other) settings, students receive feedback through instructor commentary, peer evaluation, and self-assessment.

Responses from surveying a cross-section of slightly over three hundred students grades 9-12 in the fall of 2018 reveals that course syllabi and teacher explanation are primary means by which students acquire their understanding of academic expectations; however, rubrics and exemplars were also indicated (likely as a product of our standards-based grading pilot). In the same survey, seventy-eight percent of students reported they received teacher feedback in the form of verbal review (44.9%), written commentary (16.2%), or grades (17.5%). Teachers' use of Haiku assists in keeping resources such as course syllabi, instructions, rubrics, exemplars, and/or even Frequently Asked Questions (FAQs) readily available to students online. Real-time assignment grades, teacher feedback and overall course grades are also easily accessible via Aeries (ABI).

College and Career Kickoff Day (implemented in the fall of 2017) is designed to keep students focused on their paths through and beyond high school. Input from student surveys was used to refine CCKO for fall 2018, and additional student and faculty input will provide an even better experience for students next year. Both the Junior Reflective Essay (JRE) and the Senior Culminating Project (SCP) are also designed to help keep students focused on how their high-school endeavors connect to their post-secondary plans. For the 25% of students on the aforementioned survey who indicated they did not see a connection between what they were doing in their high school classes, it is worth noting that the bulk were underclassmen. CCKO, grade-level projects, and standards-based grading are initiatives aimed at continuing to focus conversation on how what happens in the classroom impacts students beyond high school.

?v=h2gFOLB5dXw

Behavior assemblies

A-G posters in every classroom

CCKO materials

CCKO Flyer

Counseling registration video

https://www.murrieta.k12.ca.us/Page/9961

https://www.youtube.com/watch?v=x2HRVy2sPp8

CTE pathways

Video, pictures, or programs from events worked by CTE students

Survey data

Syllabi on Haiku

Teacher Haiku pages

ABI

CCKO 2017 and 2018 feedback

JRE materials

SCP materials

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category D are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

In examining the details of our use of assessment to report student progress and to monitor learning in the classroom, we note that we have made significant progress in a number of critical areas addressed in our mid-cycle report. PLCs have become an indispensable instrument in analyzing data, developing common assessments, and driving instruction through collaboration around best practices. To produce better data and further facilitate rigor, a vertically and laterally articulated framework of IAB assessments closely aligned with CAASPP is being implemented in grades 9-11 in math and English. Our two new Data and Standards Specialists are facilitating the IAB transition while also providing a greater volume of easily actionable—and disaggregated—data to PLCs and to individual teachers. Amidst these strides, we have a cross-disciplinary cadre of teachers voluntarily piloting standards-based grading with support from site-level and district-level administration. The sum of these elements is the reshaping of our capacity to generate, act upon, and communicate to all stakeholders accurate information about students' performance on standards.

We see a number of structures in place to facilitate students' understanding of CLASS and programmatic elements—such as the Junior Reflective Essay, the Senior Culminating Project, and a community service requirement for graduation—that facilitate students' success in meeting schoolwide learner outcomes. Through CTE pathways, student leadership organizations, ample extracurricular options and campus clubs, as well as College and Career Kickoff day, students receive feedback about how their daily endeavors on campus translate to life beyond high school and what character, leadership, attitude, scholarship, and service mean and look like. The data generated through those channels in combination with attendance and discipline statistics tell us that students are engaged with their programs of study here. For those with post-secondary aspirations, an impressive slate of advanced coursework—both AP and DE—affords them a head start. For all students, face-to-face interactions with counselors, A-G posters, CCKO, and supports like AVID and our expanded NHS after school tutoring program keep graduation and success in reach.

Though we have the technology to collect data, warehouse it, and communicate it, our challenge lies in developing structures beyond those already in place to readily translate data streams into action—and thereby into the most effective instruction and the timeliest interventions possible to impact student achievement. As it stands, there are professional development needs surrounding data use and common assessment design, and there is work to be done to embed common assessments seamlessly, grade-level projects, and district-level assessment into instruction. Looking at how assessment functions at Vista Murrieta through the lens of WASC leads us to assert that what is currently a functioning assessment system is on its way to becoming an exemplary system.

Prioritize the areas of strength and growth for Category D.

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

- PLC work in assessment, data analysis, and instruction; allocation of time and professional development resources to support the PLC process
- Creation of Data and Standards Specialist positions
- Standards-based grading pilot and accompanying professional development
- Flexibility of system and addition of IAB framework to drive standards-based instruction
- Teacher knowledge of a variety of sound formative and summative assessment practices
- Multiple and varied data streams for academic and schoolwide learner outcomes
- Positive behavioral supports and interventions

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

- Development of more efficient practices and structures for distribution of disaggregated and easily actionable data to PLCs and to teachers
- Professional development on data interpretation/use and on development of valid common assessments
- Streamlining and embedding grade-level projects, district-level projects, and common assessments into instruction
- Development of a positive testing culture around CAASPP and CAST (such as exists for AP)
- Broader staff knowledge of what assessments are in use—and to what ends (rationale)

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

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Indicators with Prompts

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

E1.1. Prompt: *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
Parents are regularly involved with the teaching and learning process via several avenues including the Parent Teacher Student Association (PTSA) and School Site Council (SSC) where parents can give feedback to the administration regarding the culture and climate of the campus. Our PTSA also sponsors regular “coffee with” breakfast meetings where interested parents can come to campus and have one on one conversations with school staff such as the administration, SRO, counselors or security staff. Parents have multiple opportunities to attend informational events at school such as Back to School Night (BSN), grade level parent information nights, and Financial Aid nights, parent teacher conferences, and Student Success Team meetings (SST). Attendance at our parent events is impressive and in a recent parent survey, 66% of respondents reported attendance at Back to School Night. Parents can access their Aeries Portal to regularly view student grades and communicate with teachers and counselors if their student needs additional support. In order to make their voice heard, parents are given several survey opportunities each year: The Local Control Accountability Plan (LCAP) and California Healthy Kids Survey (CHKS). We pride ourselves on our thorough and frequent communication with parents through the school website, auto dialer phone calls, email, Remind 101, the Pony Express (weekly parent newsletter), daily BNN productions, livestreaming of events and various social media outlets. Parents and community are also regularly involved in attending school activities to support the learning process such as the American Sign Language Variety Show, Pep rallies, sporting events, and other Fine Arts presentations. Parents are invited to participate in Dual Enrollment and AP information nights and can meet with counselors in order to best support their students on their college and career paths.	PTSA Agendas & Minutes Parent Information Nights Jr Sr Parent Night Flyer Back to School Night Financial Aid Night FAFSA PP Remind 101 Aeries reports Pony Express BNN links Facebook Live: https://www.facebook.com/vmhsbroncos School website https://www.murrieta.k12.ca.us/Page/9957 ASL Variety Show Program School Site Council Minutes Senior Culminating Project SCP Directions CTE Pathways/Partnerships CTE Promo Video CCKO Golden Broncos ELAC

Local and community businesses are actively involved in the teaching/learning process through a variety of opportunities to meet with students and present information. Career Technological Education (CTE) partnerships allow for students to connect with career pathways and certifications in a concentrated career or vocation prior to high school graduation. Our CTE pathways include Law Enforcement, Foods/Hospitality, Engineering, Audio Technology, Sports Medicine, Computer Science, TV/Video Production, Photo, and Fashion/Design. Also, community business partners are invited to participate in panels for the Senior Culminating Project to help give students feedback on their post high school plans as well as to the College and Career Kick Off (CCKO) to present on a variety of business opportunities and career sectors. Our Golden Broncos program sponsored by the PTSA includes retired community members who regularly visit and support students and staff by attending sporting events such as basketball and football games and by evaluating Senior Culminating Projects as panel members. They also assist with Senior Citizen Prom hosted at the school for local senior citizens. Our PTSA and leadership programs provide the senior citizens with transportation and meals as they attend and support activities at our school. The Golden Broncos fill up an entire section of bleachers at every home football game and can be seen cheering right alongside our student section of Bronco Bleacher Creatures (BBC). The English Learners Advisory Council (ELAC), the African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), and Special Education Parent Advisory Council (SEPAC) allow for parents to give feedback and receive information about culturally relevant education as well as the site- specific culture and climate on campus. We are seeing an increase in non-English speaking VMHS parents attending the ELAC, though there is room for continued growth. VMHS also offers a registration and orientation to the families of incoming Freshman students. Link Crew students help welcome and provide information to new 9th graders and their families and acquaint them with campus policies.	AAPAC LPAC SEPAC Schedule of Events/Trainings Freshman Orientation for Parents LCAP parent survey data

Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

E1.2. Prompt: *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members' expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
At VMHS, community involvement within the school setting takes place through multiple contacts and avenues such as CTE partnerships with local businesses and government entities, guest speakers, military and college representatives, field trips and nonprofit community organizations, Senior Culminating Project panel members, College and Career Kick-Off day, College and Career Expo Day, and more. Many CTE pathways bring industry professionals from the	Military recruiters from all branches College and Career expos Senior Culminating Projects Panel Members

community into our classrooms to speak and guide students or to evaluate student projects and classroom presentations.

We have established a working relationship with Mount San Jacinto Community College (MSJC) and California State University San Marcos (CSUSM) providing our students and families with informational nights, workshops, and support to pursue post-secondary education. MSJC provides a counselor who supports outreach on campus once a week to help seniors with the registration, assessment, and course selection process.

Many of our school leadership organizations and CTE pathway students go on field trips funded by grants, ASB funds, or LCAP. For example, AVID students visit various California colleges, and engineering students have taken tours of Hewlett-Packard. Our ASB Leadership students and our TV/Video BNN crew recently visited the local radio station to promote Homecoming and gain real radio/advertising experience. Select leadership students also attend the California Association for Student Leaders (CASL) State Conference, the CARE Conference, and the California Association of Directors of Activities (CADA) Summer Camp. Audio and Video pathway students have traveled to Warner Bros Studios, Musicians Institute, the Grammy museum and job shadowed with Fox Sports on location of numerous sports broadcasts. They have also traveled to other schools to broadcast sporting events under NFHS and Play on Sports. Fashion pathway students have traveled to FIDM and the LA Garment district.

Our athletic teams work with community businesses for sponsorships. The teams and their parents solicit donations that provide team dinners for players. Athletic expenses are also paid for through banner sales, program sales, ads, bingo nights, etc.

In addition, VMHS has connections with many local and international businesses which benefit our school campus in many ways. Pechanga Resort and Casino, which is owned by the local Pechanga Indian tribe, provides generous donations each year that help supplement our programs. Throughout the years this partnership has allowed for us to upgrade technology, purchase industry current software, purchase scoreboards, school vans, and fund other additional large infrastructure projects. The Pechanga Resort and Casino also provides scholarships to graduating seniors through counselor recommendations and in conjunction with the Murrieta Dollars for Scholars program.

We have a partnership with Tower Bridge International. Tower Bridge International organizes an exchange of students from high schools in China to visit our school site for both short- and long-term time spans. This affords our students the opportunity to visit China and experience their educational system.

Our students are involved in multiple service-related outreach programs further developing the last S in C.L.A.S.S. which is service. Some of these include Relay for Life, Murrieta Dollars for Scholars, Canned Food Drives, Special Olympics, Senior Citizens' Prom, Pink Ribbon Club, Hope's Closet, Operation Santa Claus, Walk for Life, Project 99, blood drives, and Loma Linda CPR classes.

Through our special education department, we offer a Transitional Partnership Program (TPP) class, and a Workability class which provides students with Community Based Instruction (CBI). Both programs work together with the local

CCKO Panels

Law Enforcement Liaisons through CTE

College Rep Visits

MSJC Partnership

CSUSM Partnership

CSUSM next steps assembly invite

ASL Field trips

Marine Biology Club and Field Trips

Marine Biology Activity Flyer

College field trips through counseling department

RCC UCR field trip flyer

AVID 9 Field Trip

AVID 10 Field Trip

AVID 11 Field Trip

Relay for Life

Murrieta Dollars for Scholars

Canned Food Drives

Special Olympics

Senior Citizen's Prom

Pink Ribbon Club

Hope's Closet

Operation Santa Claus

Walk for Life – PLUS

Project 99

Blood Drives

Loma Linda CPR for Health Classes

Workability, TPP, ATP – SPED

ATP Highlight

LCAP staff survey data

government agencies such as Voc. Rehab. And RCOE in conjunction with local businesses to give the students real world application of their learned job skills. Our goal is to acclimate students with disabilities to the workforce and independent living skills such as grocery shopping, paying a bill, and eating at a restaurant. If they qualify, students could potentially receive services from the California Department of Rehabilitation and/or Inland Regional Center even after graduation. Our students work in local businesses such as Payless, Kohls and Burlington Coat Factory. Special education students who do not earn a diploma can transition to our district run Adult Transition Program (ATP) where they will continue to work on job skills and gain real world sheltered work experience through age 21. According to our most recent LCAP survey data, 73% of our staff feels that our school encourages involvement from community organizations.	

E2. School Environment Criterion

The school is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, high expectations for all students, with a focus on continuous school improvement.

Indicators with Prompts

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.

E2.1. Prompt: *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning*.

Findings	Supporting Evidence
We have taken proactive and assertive measures to ensure a safe learning environment for our staff and students. Our campus is locked during school hours; therefore, all guests must pass through the front office and have legal identification scanned through the Raptor program before a visitor's pass is issued. We have an effective security camera system. However, we are working to install new devices with higher resolution. Upgrades to classroom and office doors feature interior lock mechanisms in case of a lock-down type emergency. A Murrieta Police Department officer (SRO) on campus is available to visit classrooms for safety training. All classrooms have a red clipboard that describes emergency procedures and contains important documents to be used in case of a crisis. We participate in multiple drills throughout the school year, and our students have had active shooter training. Our custodial staff works throughout the day and night to maintain a clean campus. District maintenance employees regularly tend to the landscape and buildings. Every student signs for and receives a student handbook, which includes detailed information about our rules, regulations, and policies.	Locks Murrieta Police Department School Resource Officer (SRO) Red Clipboard Drills Active Shooter Training Student Handbook Behavior Assemblies CLASS expectations CLASS Posters Microsoft 365 Discipline Matrix PLUS Baseline data

Each classroom has a copy of the Discipline Matrix posted and visible to students. This document outlines consequences for violations of our rules and expectations. We hold behavior assemblies twice per year to educate and reinforce our expectations for the students' character and attitude. At the August assembly, a guest speaker addresses internet safety, and the School Resource Officer presents additional safety information. Our assemblies reinforce the behavioral expectations of CLASS and address bullying, internet safety, and conflict intervention. We use Microsoft 365 for our student accounts which ensures an added layer of internet safety because each student has an individual digital thumbprint. PLUS forums held by student leadership meet regularly to cover topics such as bullying, racial issues, and gender issues. Students are invited to share and support one another. Any staff member can make a nomination for a student's inclusion at a PLUS forum. PLUS forum results are then shared with the administrative team and staff at large. An area for growth may be using this data in a more concrete fashion to effect needed change or improvement on our campus.	

High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

"One of the great things about being a student at VMHS is that the school culture is built around teaching kids to be successful. Its main focus is on academics, but VMHS teaches students how to believe in themselves and how to give back to their community. This core belief then becomes a spring board for success in the classroom. As a kid that was raised in this environment, the ideal of CLASS really becomes a lifestyle, and second nature, after graduation."

~ Kathryn Terrazas, Class of 2007 and VMHS English Teacher

E2.2. Prompt: *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
Our school's motto of CLASS (Character, Leadership, Attitude, Scholarship, and Service) is engrained in all we do and forms the foundation for the expectations we have for ourselves and our students. The tenets of CLASS not only infuse everything we do at VMHS, but it truly becomes a way of life. Countless alumni have returned to share with us examples of how they continue to live out CLASS in their college, career and personal experiences. Our school has always made care and concern for our students a priority. Students take surveys through PLUS where they respond to items asking to what extent they feel cared about on campus. Project 99 suicide prevention resources are part of our health curriculum and all freshman attend mandatory training. Counselors are assigned to each student and meet with them twice per year. Reinforcing the first S in class which stands for Scholarship we hold high academic expectations, and these are established in several ways. Our	Project 99 – Suicide prevention PLUS: Peer to Peer support for students NO-GO List VMHS follows CIF guidelines for athletic eligibility Leadership Code of Ethics The Renaissance Program NHS Program CSF Program

graduation requirements include a high number of credits and rigorous course requirements. There is an increasing number of CTE, elective, AP and Dual classes that allow students to access rigorous coursework. In addition, students must complete forty hours of documented community service to non-profit organizations of their choice in order to graduate, which emphasizes our CLASS expectation of service. At Vista Murrieta academics are strongly supported by athletic and leadership programs. Student athletes, leaders, clubs and performing arts programs must adhere to high expectations for their academic performance in order to participate. Students are placed on a NO-GO list if they are not meeting academic and behavioral expectations. The No Go list prevents students from attending dances or other special activities due to poor grades, issues with attendance behavior or outstanding fines. Our athletes must also meet CIF guidelines in order to remain eligible for participating in athletics.

Our Renaissance program is another example of our high expectations. This academic program promotes and rewards student achievement and success. There are year-round events that recognize students who are achieving, as well as those who have demonstrated improved performance. Teacher support and recognition is a vital focus of this leadership program. Students and teachers are recognized within classes, departments and schoolwide.

Our National Honor Society (NHS) and California Scholarship Federation (CSF) are academic organizations that promote educational success. Students play a vital role in providing academic support for schoolwide success through tutoring.

Link Crew reinforces an atmosphere of care and concern. It is a program for Juniors and Seniors to serve as mentors for the freshmen class. This year-long mentorship links upperclassmen with a designated group of freshmen. There are social and academic events throughout the year to promote a culture of caring, support, trust, and academic success.

Care and concern are further demonstrated by our Peer Leaders Uniting Students (PLUS) Program. It is an integral part of the leadership team on campus. The PLUS team focuses on the social aspects of leadership sponsoring activities that promote inclusion. Student connections at these events create a community of care and understanding. Students connect to other students to provide social support that can lead to success in their classes.

We offer several academic interventions in order to communicate to all students that there are support mechanisms in place for them to achieve the first S in CLASS Scholarship. Interventions include academic seminar for freshman, individual homeroom support classes, Read 180 universal, credit recovery classes, and Saturday tutorials to support student achievement. One example of a Saturday intervention is Broncotorials. This is a program created to provide students an opportunity to gain extra support for subject matter in which they struggle. Typically referred by the teacher or counselor, a student can attend school on a Saturday morning and receive instruction directly from teachers and access tutoring support from NHS students. Broncotorials provide the students with additional opportunities to make up/complete assignments that were not previously done or retake tests/quizzes to show mastery and earn a higher score. We are also able to

Link Crew
PLUS
After school tutoring
Tutoring Flyer
Broncotorials
Academic Seminar Power Point
Intervention
Read 180 growth chart
Black Student Union
Black Coal and Roses Society
Fil-Am Club
Gay-Straight Alliance
Latino Union
Ballet Folklorico
Women's History Club
Young Gentleman's Leadership Club (YGLC)
REACH in-service
REACH PPT
REACH Flyer
CLASS Awards
CLASS Awards Notes
Dean of Discipline/AP
LCAP parent survey data

recoup ADA when students attend Broncotorials, and this money is funneled to support more schoolwide academic interventions. We have many programs and clubs that promote cultural awareness and acceptance on campus. They include PLUS, Young Gentlemen's Leadership Club (YGLC), Black Student Union (BSU), Black Coal and Roses Society (BCRS), Phil-Am, Ohana and Haka dance troupes, Ballet Folklorico, Latino Union, Gay/Straight Alliance, and a Cultural Recognition Club. REACH (Responding, Encouraging, Accepting, Caring, Healing) is six-week counseling support group program. Possible topics covered in REACH groups may include mindset, grief, anxiety/stress, self-esteem/confidence, emotional management, or drugs and alcohol. The program is completely voluntary (though staff may refer) and allows students to talk openly, make connections with other students and create an environment of acceptance and support under the guidance of a school counselor. CLASS Awards are provided annually to recognize students for their achievements in each department. Departments choose students to recognize, and these students are awarded certificates. Exemplary seniors are further celebrated at a CLASS Awards night and given medallions which can be worn at graduation. The school at large recognizes one senior as the student of the month and the principal recognizes a small group of additional seniors each month for a Standout Senior Lunch (which is broadcast on BNN). The Dean of discipline employs restorative justice, communicates with parents and determines alternatives to traditional punitive consequences for students on an individualized basis. In a recent parent survey, 65% of the respondents reported being very or completely satisfied with our school's discipline policy.	

Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

*"As a student I always had the utmost respect for all my teachers. The trust I had in my math teacher, Athletic Director, and counselor was unparalleled. There was no doubt in my mind that they had the students' and school's best interest at heart. Mrs. Curtis is a huge reason why I wanted to become a high school math teacher. Mr. Moore's professionalism and character laid the foundation for what Vista is today. As a teacher myself now, I can say that the same trust, respect, and professionalism are still present. Assistant Principal Matthew Bean gave me the opportunity to be the AVID Coordinator my third year as a teacher. Being asked to coordinate a program on campus by the person who created it when Vista Murrieta High School opened in 2003 shows that our administration trusts and respects teachers on campus. Also, I currently work with teachers who were **my** teachers when I was in high school, and they have shown me nothing but professionalism as we collaborate in meetings to establish what is best for students."*

Kaylyn Yup, Class of 2006 and VMHS AVID Coordinator

E2.3. Prompt: *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
The staff at VMHS works diligently to maintain our culture of trust and professionalism with the goal of always improving and building relationships. The process of maintaining our culture of CLASS (Character, Leadership, Attitude, Scholarship, and Service) has been continuous and remains a key focus and priority for the school. Surveys allow staff the opportunity to provide feedback on a variety of topics including school culture, staff morale, and campus needs. On our most recent LCAP staff survey, 68% of staff who responded fell satisfied with our school. The surveys are evidence of the staff perception of trust, respect, and professionalism. We have consistent communication and collaboration between leadership, staff and stakeholders. One way this is achieved is through Bronco Bits which is an administrative newsletter delivered to the staff on a weekly basis that highlights school staff Trail Blazers (staff recognition awards), successes in campus programs, data about relevant schoolwide topics and is an opportunity to inform the staff of various topics while not consuming valuable time during PLC, PSG or other staff meetings. Staff members recognize their peers' achievements and contributions through the Trailblazer recognition award, which is included in the Bronco Bits. Information is disseminated quickly and efficiently through lead teacher meeting minutes, PLCs, and department meetings. Our annual site and district teacher/staff of the year awards celebrate the professionalism and achievements of the recipients and is done at the final staff meeting of each school year. Many sports teams, leadership groups and band recognize various staff members. Athletic teams select and celebrate a staff member of the match/game and band selects a staff member to "Dot the I" on the field when they play the national anthem at the start of our football games. Several leadership groups plan special events and recognition for staff members that have made an impact in their lives. VMHS has representation of one core content teacher per grade level on each district level advisory committee. These committees meet four times per year to discuss LCAP requirements. VMHS teachers participate in the district decision-making process regarding curriculum, instruction and assessment related to LCAP requirements. Stake holders are involved in SPSA and LCAP in several ways. Our School Site Council is a forum to inform staff, students and parents regarding LCAP funding and school initiatives around campus and across the district. Another way to involve stakeholders is the Student Principal's Advisory Committee which provides an opportunity for a cross section of students to meet with the administrative team monthly to voice positive observations as well as areas of concern and need for improvement. The AERIES Parent Portal provides parent access to teachers' gradebooks to help parents stay informed of student performance. All contact information can be found in AERIES as well for both families and staff. This is a transparent portal for everyone to see in real time the academic progress of a student while supporting the ideals of trust, respect, and professionalism.	LCAP Staff Survey Bronco Bits Trailblazers Lead Teacher Agenda/Notes Department Meetings Professional Learning Communities PLC Notes Bronco of the Year Awards Teacher of the Year Awards Advisory committees Principal's Advisory Notes School Site Council SSC Agenda/Notes AERIES Parent Portal Staff member of the match announcement

E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Indicators with Prompts

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student's academic and personal needs.

"Being the secretary in the security-discipline office is like being the Auntie to 3,600 amazing students."

Yvette Madrid, Security Secretary

E3.1. Prompt: *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
Students at every academic level have a variety of support and resources available to them at VMHS. While we have seven counselors on campus along with a student body of 3500 students, students have reported they have had difficulty accessing their counselor on an as-needed basis. Our counselors all have a specific area of focus (AVID, intervention, alpha etc.) and meet with every student at least twice per year. Career, academic, and personal counseling are available to students by appointment, but accessing counselors can be difficult for students, as the counselors are often pulled away from their office for various duties, meetings, appointments, and fulfilling district mandates. Students who are not able to see their counselor immediately for emotional needs will oftentimes go to the security office, which ends up taxing our security personnel. Our security staff has a great rapport with students, but they too are overwhelmed with their day-to-day duties. Our special education population that have mental health goals are serviced by district mental health providers, but they only come for periodic designated sessions with their students, not for emotional crisis. 72% of students surveyed in the last LCAP survey stated that they have access to academic counseling while 57% feel they have access to non-academic counseling and guidance. Academic support for all students exists within and outside the regular school day: late-start morning tutoring in the Learning Center with aides from our SPED department, late start Monday tutoring with AVID tutors, after school tutoring in the library with NHS students and teachers, and Saturday Broncotorial sessions offered several times each semester. Academic Seminar classes provide support during the school day for freshman who have struggled academically in middle school. Students placed in these classes are all under a single counselor for streamlining communication and support. Students are all given a Lexile assessment, and those in grades 9-11 who are reading significantly below grade level are enrolled in English courses or reading courses that use System 44 or Read 180 Universal to help remediate their reading skills. Several of our teachers have recently worked	Counselors, Security, School psychologist, Mental Health Therapists, Program Specialist LCAP student survey results SST Process <u>Intervention:</u> Broncotorials Late Start Tutoring & After School Tutoring Academic Seminar Read 180 Universal Read 180 universal growth chart System 44 Credit recovery (face to face and APEX) 504s & IEPs <u>Possible IEP services:</u> Adaptive PE, Speech and language, Deaf and hard of hearing, Occupational therapist, Physical therapist, Vision therapist

collaboratively with the district office staff to secure UC credit and credit recovery approval for both ninth and tenth grade Read 180 Universal classes (effective this semester). We offer face to face credit recovery for Math I and II with a certified math teacher. Students who are deficient in credits can also get caught up in our online APEX program which mostly concentrates in the areas of English and social science. We have two sections of APEX built into the school day and an additional 8th period section which is more independently driven. According to our most recent LCAP student survey, 70% of the students surveyed stated that they understand what types of academic and non-academic support are available to them.

Vista Murrieta High School has a Special Education Department that offers a multitude of services, placements and supports to ensure that students with disabilities can access the general education curriculum. The availability of these services, placements and supports are in accordance with the service minutes, accommodations and modifications that are contained within each student's Individualized Education Plan (IEP). Thus, some students require daily support services such as extended time on assessments, preferential seating with teacher proximity, and chunking larger assignments into more manageable components. The use of instructional assistants helps to facilitate this process in the general education and special education settings. Yet, others require services such as occupational therapy, physical therapy, adaptive physical education, assistive technology, mental health, speech/language, deaf/hard of hearing, and vision therapy on an intermittent basis depending on student need. In addition, we offer an Individual Transition Plan (ITP) from high school to post-secondary education, employment, and/or independent living. The Transitional Partnership Program (TPP), Community Based Instruction (CBI) and workability are all a part of our initiative to acclimate students with disabilities to the workforce and independent living skills such as grocery shopping, paying a bill, and eating at a restaurant. If they qualify, students could potentially receive services from the California Department of Rehabilitation and/or Inland Regional Center. In order to implement an inclusive program that best meets the needs of our students with disabilities, we have a host of program specialists, administrators, and case carriers who collaborate and consult with general education staff to monitor progress and provide support. The effectiveness of these services and supports is measured by successful completion of annual goals as outlined in a student's IEP, proficiency of rigorous/relevant standards and earning passing grades in his/her courses.

Student leadership on campus is a powerful tool for student connectedness. Programs like ASB, Senate, Renaissance, Link Crew, BBC, JROTC and PLUS create an assortment of activities throughout the year to provide social, academic and personal support. This is an area where students with special talents can excel. Last year we had students receive national recognition in our Renaissance program and our ASB/Senate program has won the Outstanding Leadership Program Award every year our school has been in existence. Jostens Renaissance recognized one of our students as the National Student of the Month for May 2018. She was recognized due to her amazing effort in helping other students celebrate the moments that matter and her outstanding contributions to the culture and climate of our school.

We have referral services to support students in such areas as physical and mental health. Breakthrough, REACH, Grief Support, and a military support group are examples of support programs for students who are struggling with

Job coach, Workability, Community Based Instruction (CBI), Transition Partnership Program (TPP)

Leadership Groups:

PLUS

Link Crew

ASB

Senate

Renaissance

Bronco Bleacher Creatures (BBC)

Focus-area counselors

REACH

REACH Power Point

Breakthrough

Grief support

Military support group

College and Career Kickoff (CCKO)

MSJC counselor to assist with matriculation

Dual Enrollment with MSJC

AVID

Senior Culminating Project (SCP)

SCP Presentation

SCP information on counseling website

National Student of the Month- https://www.jostensrenaissance.com/natalie/

Scholarship winners

National recognition

anxiety, grief, or depression. Everyday interactions and observations can lead a staff member to refer a student to one of these support services as well. Our teachers are in tune with their students and many conversations occur on a regular basis between teachers, support staff, admin., and parents to make sure students are on track and properly supported. We have multiple ways to support students as they explore careers. One of these is the Riverside County initiative College and Career Kick Off day. Our entire school follows a half-day schedule with special programs and information sessions created for each grade level. Freshmen focus on a four-year high school plan and learn about A-G requirements. Sophomores take the PSAT throughout the day. Juniors work on understanding how the CSU and UC system works and how they can have access to post high school planning. Seniors work on FAFSA, their SCP and post-secondary planning. They are also given opportunities for student connectedness via the senior panoramic picture and other social events. The ASVAB is an option on this day for many upperclassmen.	

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

Findings	Supporting Evidence
Our students who are involved in online instruction have access to all of the same resources that our traditional students do.	See above

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options.

E3.2 Prompt: *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized multi-tiered intervention approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.*

Findings	Supporting Evidence
We have numerous resources available as indicated in the supporting evidence column. Each individual student's needs are determined via communication between teacher, counselors, school health staff, parents and students to determine the best approach to achieve success. Many of our intervention students are assigned to a designated counselor who then guides their case and is familiar with their individual needs. Teachers submit a referral to counseling for students who may not have been identified and who may need a 504, IEP, or other intervention support. Counselors invite parents and teachers to a Student Sucess Team (SST) meeting to discuss the student's current challenges and build an action plan. One possible result of an SST meeting could be the decision that an IEP is required. If the parent signs permission to assess the school has 60 days to fully assess the student and hold an initial IEP meeting with the parent. Our school psychologist, special education teachers, Gen. Ed. Teacher, school nurse, and counselor must meet with parent to determine a plan and	IEPs/504s SST School Psychologist Special education services to include RSP, SDC, SH and behavior. School Counselors Credit Recovery & Co-Enrollment (MCA) APEX Academic Seminar Academic Seminar Power Point

initiate/discuss strategies and services to implement. The services and strategies are reevaluated annually for effectiveness and modified if necessary. Support classes provide academic services for students that have been identified with special needs. These include the following: Resource Specialist Program, Special Day Class, Severely Handicapped Program, and Behavior classes. We strive to keep students in the least restrictive environment possible while still meeting their educational support needs. Students identified as needing support in English can be placed in Read 180 Universal, English 1 Intensive, and English 2 intensive courses. These would be students performing below proficient in ELA according to multiple data points to include The Scholastic Reading Inventory (RI), CAASPP and benchmark scores as well as previous English grades. Students with D/F grades are contacted by counselors to discuss interventions and credit recovery options. Many choose to attend summer school, enter an online course recovery program called APEX while others prefer to repeat the course in a face-to-face instructional setting. If a student is severely credit deficient, then a meeting is held to refer the student to Murrieta Canyon Academy (MCA), our district's alternative education school, with the possibility of co-enrollment, whereby a student may attend MCA and VMHS simultaneously. Each 6 weeks, administrators pull a "hot list" of students who earned two or more D's or F's for that grading period. These students are personally invited to attend after school tutoring and a phone call and email are sent to their parents. The "Hot List" is sent to teachers and staff so that they can make personal connections with students to encourage them to access tutoring, office hours and extra supports to become more academically successful. Two sections of Academic Seminar are offered to designated 9th grade students who struggled academically in middle school. These students are determined by evaluating CAASPP scores, GPAs and recommendations from middle school administration. These students are clustered into teachers' sections for science, English and math and are then assigned an additional study skills/study hall period with their academic seminar teacher. This support is an opportunity to help incoming freshmen adjust to high school. We also offer intensive courses for freshmen and sophomores in English and math. English 92, Math 90, and Math 96 classes are offered in conjunction with MSJC as preparatory classes as a segue to entering college. This serves as the student's college entrance exam and decides their placement in college coursework.	Read 180 Universal Read 180 universal growth chart English 1 intensive English 2 intensive English 92 Math 90 Math 96

Support Services – Multi-Tiered Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the schoolwide learner outcomes and academic standards, e.g., within and outside the classroom, for all students, including the EL, high achievers, special education, and other programs.

E3.3. Prompt: *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom.*

Findings	Supporting Evidence
Intervention services such as Read 180 Universal provide students with curriculum standards via whole group, small groups, independent reading and independent software completion. Intervention services include Broncotorials, NHS tutoring and intervention classes in Math, ELA and History. Think Through Math is used in freshmen and sophomore math classes to supplement instruction and fill gaps in foundational math concepts. Individual teachers identify struggling students and provide tutoring, differentiation and targeted support. Teachers consider our students' Lexile scores and can go into SAMS to track their history of reading interventions. AVID is utilized to help set up an academic plan for students and plan/prepare for college. AVID offers tutoring from the teacher and trained college AVID tutors. RSP and SDC case carriers work to ensure student learning and IEPs are in place for student success. Students are placed in study skills classes to help support students with general education classes. The ELL teacher, counselor and district ELL Coordinator work with students to provide academic support and placement in classes. The EL program tracks student involvement and keeps ELAC parents in touch with students' progress. Teachers annually complete and assess course progress. They identify any difficulties of EL students through the Ellevation computer progress monitoring program.	READ 180 Universal Read 180 Universal Growth Chart Broncotorials NHS Tutoring Think Through Math Intervention sections Lexile Reading Inventory/SAM AVID RSP SDC ELD classes District ELL Coordinator Intervention Counselor ELAC VMHS ELAC Dates ELAC Parent Presentation ELLevation Monitoring https://app.ellevationeducation.com/

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

E3.4. Prompt: *Evaluate the school's effectiveness in regularly examining demographic distribution of students for disproportionality throughout the class offerings (e.g., master class schedule and class enrollments).*

Findings	Supporting Evidence
Counselors meet with all students to encourage appropriate course selections. All qualifying students, regardless of demographics, are encouraged to enroll in rigorous courses. As the semester progresses, students may choose to drop the course. Students from all demographics are given the opportunity to take advanced classes across the curriculum. The amount of Dual Enrollment and Advanced Placement classes offered have markedly increased. The partnering with the local community college has allowed students to take college level courses within their high school day.	Yearly Transcript Review Advanced Placement Courses Program Growth Chart Renaissance PLUS JROTC Band

Athletic and co-curricular classes are built into the school day which allows all demographic groups access to course offerings of interest. The PLUS program regularly collects data regarding school climate and culture and uses that information to make informed decisions about what is needed on campus. College and Career Kick Off (CCKO) is a county-wide initiative that students participate in every fall. A variety of activities are put in place to provide students access to post high school planning. The sophomore class is provided the opportunity to take the PSAT for free during the school day. This day also offers students the opportunity to take the ASVAB and fill out their FAFSA forms. This exposes all students to an awareness of course offerings that they may need to meet their college and career goals. This is information that many groups of our students may not have otherwise been exposed to.	Choir Yearbook Newspaper BNN https://www.facebook.com/vmhsbroncos Link Crew BBC Sports/Athletics CCKO CCKO Flyer

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

E3.5. Prompt: *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the schoolwide learner outcomes and academic standards. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
The level of student involvement in curricular, co-curricular, and extra-curricular activities is measured and evaluated using the 5-Star Students app. The intent of 5-Star tracking is for staff to review participation rates and arrange support for individual students who are not engaged. We have 120 clubs and co-curriculars and according to the most recent LCAP student survey 78% of our students reported participation in school activities outside of their regularly scheduled classes. Our master schedule is created based on student needs and requests, so if students want to sign up for specific co-curricular activities, they can do so. The administration and counseling teams hold transition meetings for students with IEPs to ensure proper placement in classes and programs on campus. The world language department holds Bi-Literacy testing. If students pass, they are then certified in that language. Dual enrollment testing is offered via the College and Career Center to all students interested in participating in the program. Many of our co-curricular activities link to the school learner outcomes and academic standards by offering students opportunities to demonstrate the tenets of CLASS (Character, Leadership, Attitude, Scholarship and Service). We have clubs that offer service projects, community outreach activities, and academic support for students who aren't meeting standards. Some of these courses, ASB and Senate for example, are A-G. Clubs such as Engineering club follow the CTE rigorous standards.	5 STAR Master Schedule Counseling Meeting Agenda Bi-Literacy Testing Dual enrollment testing ASB Senate PLUS Engineering Club LCAP Student Survey Data

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

Findings	Supporting Evidence
Students connect to co-curricular activities using social media to enhance school connectiveness.	Powerschool Learning/Haiku Remind 101 Group Me MVUSD App Facebook Twitter Instagram Snapchat

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

Review all the findings and supporting evidence and summarize the degree to which the criteria in Category E are being met.

Include comments about the degree to which these criteria impact the school's ability to address one or more of the identified critical student learning needs (Task 2, Chapter II).

Summary (including comments about the preliminary identified critical student learning needs)

The climate and culture of VMHS is something we are most proud of. Our students feel connected to the school and participate to a high degree and have a great amount of school spirit. Our motto of CLASS is woven into the fabric of our school. Still, with an evolving staff, we need to revisit our commitment to CLASS, examine the vision we have for our school, and revisit our essential agreement as Bronco staff members. Though we have caring adults across the campus for students to talk to in addition to various support groups, it is clear we are not adequately equipped or staffed to respond to all students' socio-emotional needs, which seem to be increasing in frequency and severity.

Prioritize the areas of strength and growth for Category E.

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

- Strong and long-standing dedication to CLASS, behavioral expectations and follow through to include restorative justice practices
- Extremely involved and bought in student body. They are connected to the school and are proud to be Broncos.
- Active parental involvement and communication to include PTSA, SSC, BSN, counseling information nights, Blackboard, auto dialers, emails, Remind 101, MVUSD app, Pony Express, BNN, ELAC, AAPAC, LPAC, SEPAC and multiple parent surveys each year.
- High community involvement to include CTE connections with local businesses, sponsorship for sports programs, relationship with the college career center, participation on SCP panels, volunteering for CCKO activities, and the Golden Broncos
- Social emotional and behavioral supports available to students such as security, counselors, school psychologist and SRO, REACH groups, Breakthrough referrals, PLUS forums, Project 99 presentations, and multiple student surveys
- Academic supports in place- Academic Seminar, EL, intervention, Read 180 Universal, credit recovery (APEX & face to face), AVID, Special Education
- Well maintained and safe school grounds and a new state of the art CTE building

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

- Re-work and update the activities and structure of our CCKO day
- A more systematic 504 process (how are they stored, documented, communicated to teachers, followed up on)
- Additional social-emotional counseling supports needed for a student body our size
- Make teachers and staff more aware of students needing additional support (EL, SPED, 504, Intervention, social emotional needs, foster) by "tagging" them in Aeries or some other means
- Discussing and reenergizing staff concerning commitment to CLASS, staff expectations and buy-in
- Redesigning the Schoolwide Student Learner Outcomes (SLOs)/CLASSlers so that they are measurable, specific and well communicated to all stakeholders
- Design a process for more precisely logging and tracking 5-Star Students data on student and staff participation

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

Summarize the identified critical student learning needs based on profile and Focus Group findings.

Areas of Growth as documented across all five chapters:

1) The need for organized, valid, and timely student academic and behavioral data to be used by PLCs, departments, and administration to guide decisions. Stakeholders will use data to inform decisions concerning academic and social emotional supports.

2) The need to revisit and redefine our school mission, vision, purpose, staff agreements and clarify annual school goals.

3) The need to rework the schoolwide Student Learner Outcomes to be more measurable and then effectively communicate SLOs to students, parents, staff, and community members.

4) Continue to work on aligning curriculum and practices across content areas, departments, and PLCs to include standards-based planning, grading, instructing, and assessing.

5) The need for on-going professional development in the areas of understanding literacy standards, differentiation, and the use of technology in instruction.

6) Continue to focus on the academic and emotional supports required for a successful transition from middle school to high school.

Chapter V: Schoolwide Action Plan

A. **Revise the single schoolwide action plan, i.e., School Plan for Student Achievement. Ensure the plan is aligned with the Local Control and Accountability Plan.**

Our site's School Plan for Student Achievement is aligned with our Local Control and Accountability Plan. Our site's LCAP is also aligned and reflective of the district's four LCAP goals: Student Achievement, Intervention and Acceleration, Professional Development, and Climate and Culture. Expenditures arises from our SPSA must support our LCAP goals.

B. **State any additional specific strategies to be used by staff within each subject area/support program to support sections of the schoolwide action plan.**

Our site Leadership Team works closely to support the LCAP goals and SPSA. Data is shared with departments and their lead teachers to help assess progress and identify areas of need.

C. **Describe the school's follow-up process, ensuring an ongoing improvement process.**

Vista Murrieta has a collaborative culture where staff members have a vested interest in the success of our school and work together to improve the climate and instruction for our students. Vista Murrieta has processes in place to constantly address areas for improvement. We have established a cycle to encourage stakeholder input and ideas for school improvement. Monthly, teachers meet in Professional Study Groups (PSGs) to discuss agenda items proposed by them or administration. Each group chooses how to prioritize the agenda and then discusses each item. If an idea for improvement is proposed, that idea is presented to each department where the department members will debate the merits of the proposal and may vote to approve or disapprove. The proposal is then brought to the Site Leadership Team meeting where it is again discussed among the department leads and administration and brought to a vote. If the proposal is approved, it will then be enacted by administration.

Ideas for school improvement come from alternative venues as well. Our PLCs provide a format for rich discussion and teacher input regarding school improvement. These discussions are documented electronically in meeting minutes communicated to administration and available to the entire staff. Classified office staff meetings are also held monthly where, in addition to "housekeeping" items, each member of the team has time to share his or her ideas, challenges, successes, or areas of need. We also meet with a diverse group of students in our monthly Principal's Advisory. Here, students have provided us with a wealth of insight regarding their needs and ideas for school improvement.

Action plan next steps to address our identified critical student learning needs:

- ✓ Establish schoolwide processes for gathering and disaggregating both behavioral and academic data (with the support of our DASSes) to get actionable data in the hands of departments, PLCs and administration. Work to streamline the identification process so that staff is aware of students with special considerations.
- ✓ Collectively work to improve the instructional practices, data analysis, testing culture and testing procedures to increase schoolwide assessment results on the CAASPP. CAASPP Action Plan
- ✓ Collaboratively examine and clearly define our school mission, vision, purpose, staff agreements and annual school goals.

- ✓ Collaboratively work with students and staff to define our SLOs which align with CLASS and attach a measurable metric to each SLO. Develop a plan to communicate these SLOs and data metrics to all students, staff, parents and community members.
- ✓ Develop a plan and timeline for curricular and instructional alignment to include sequencing, pacing, assessment, and grading practices across subject areas and departments (paying special attention as our math department adopts a new curriculum)
- ✓ Build a system to improve articulation with our feeder middle schools and develop a plan to address the current trends and needs for our incoming freshmen student population
- ✓ Develop a professional development plan to address the following areas: literacy standards, differentiation, using educational technology, developing and understanding common formative/summative assessment.
- ✓ Increase teacher communication of standards, lesson goal or essential question. Increase student awareness of standards and their ability to self-assess mastery of these standards. This may also tie to increasing the use of standards-based grading practices.
- ✓ Research and increase additional social emotional supports for students based on data and current trends/needs.

Appendices:

- Campus Map
- VMHS Bell Schedule
- A/B Calendar
- Staff phone list
- Master schedule Master Schedule Updated 1.14.2019.xlsx
- Local Control and Accountability Plan (LCAP) MVUSD LCAP 2018
- 2018-2019 School Plan for Student Achievement (SPSA) including California Dashboard performance indicators
- Analysis of student, parent and staff annual LCAP survey
- The most recent California Healthy Kids Survey CHKS Results
- Approved AP Course List
- UC A–G approved course list: https://hs-articulation.ucop.edu/agcourselist/institution/2780
- Rigorous Coursework Growth Chart
- School accountability report card VMHS SARC
- CBEDS school information form
- Graduation Requirements
- Budgetary information, including school budget
- Glossary of terms unique to the school ABCs of WASC
- Samples of communication: daily and weekly activities calendars, Bronco Bits, Pony Express, Security Office Weekly Updates
- Any pertinent additional data (evidence exhibit basket): Course Catalog, LCAP, Student Handbook, Yearbook, Rethinking Grading, Senior Pamphlet, Graduation Program, Play Bills, Bronco head, horseshoes, cords, medallions, pins, etc.