

Vista Murrieta High School Student/Community Profile: *Data and Findings*

Demographic Data

Community

Vista Murrieta is one of three comprehensive high schools in the Murrieta Valley Unified School District, located near two major freeways nestled approximately 60 miles from both San Diego and Los Angeles. The city of Murrieta is a relatively new middle-class suburb, which officially became a city on July 1, 1991, with a population of 24,000 residents. As of 2012, the population has grown to well over 104,000. Between 2000 and 2010 the city experienced a population increase over 100%, making it one of the fastest growing cities in the state. 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.

Like any other community, Murrieta has a lifestyle unique unto itself. Clean air, good schools, outdoor activities, and plenty for the family to do create a quality of life many would say is next to none. Murrieta has been and remains a community of choice for many families due to the quality lifestyle, the family environment, and the outstanding education that it provides. Murrieta Valley Unified schools offer an excellent academic program with award-winning student activities, performing arts and outstanding interscholastic athletic programs. The student-centered educational program emphasizes a standards-based curriculum and a commitment to the academic success of each and every student. With nine California Distinguished Schools and a district Academic Performance Index of 812, MVUSD is one of the highest performing districts in Riverside County, exceeding the exemplary mark of 800 on the cornerstone of California's state-wide accountability system. High test scores, highly qualified teachers, staff dedicated to serving students and active parent and community involvement place Murrieta in the upper echelon of school districts.

However, because of the housing boom of the early 2000's and the national recession, many consider Riverside County as the foreclosure capitol of California. Therefore, over the past 4 years, Murrieta has experienced a tumultuous economic shift which catapulted the home foreclosure rates and in turn, shifted our school community's mobility and broadened our student diversity. Although these changes, along with the diversity in Murrieta, are still growing, we continue to attract a large core of supportive families, those which are engaged in their school, and support the local school house.

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 Athletic. 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.

VMHS also looks for ways to link the school with the Murrieta and Riverside communities. The following are just some examples of how the school makes these important connections:

- Through the Student Orientation, Advising, and Registration Program (SOAR), students are given automatic admission to Cal State San Bernardino if they meet select criteria. This program connects students to the college culture and builds a positive relationship with an important community resource.
- Through the district scholarship program, VMHS advocates for donations from community members and local businesses, raising the level of awareness regarding students' needs and accomplishments and financially supporting its college-bound students.
- In VMHS' Developmental Psychology of Children course, students get hands-on experience in child development through internships at community grade schools, providing a great service to the community and connecting VMHS students to future Broncos.
- In two school-wide programs, students also visit and contribute to the elementary schools in the district. In Reading is Elementary, they visit classrooms in order to share reading experiences with younger students. In a second program, students teach after-school enrichment courses to students. Both provide opportunities for connecting VMHS with its greater community in a positive manner.
- Parents and community members also contribute to the learning environment by serving as speakers and volunteers in the classroom and during extracurricular activities.

In addition, VMHS has strong connections to many local and national businesses that benefit the VMHS community in a variety of ways. The following are examples of these connections:

- ***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 and purchase industry current software programs.
- ***Gatorade***- This past fall Gatorade staff members met with our fall sports teams to teach our students important facts about hydration, especially during the summer and fall months. Gatorade representatives provide instruction, safety tips and products for our student athletes.

- ***Mt. San Jacinto College*** – VMHS partners with MSJC to offer dual enrollment courses for students looking to begin their college careers while still in high school. Annually the college allows our school to offer certain college courses on the high school campus while the students are earning high school credit. Students who enroll in the dual enrollment program build a college transcript concurrently while earning their high school diploma. MSJC provides credits free of charge and the books are provided by the school district. The only fee for the students is \$6 transportation fee that applies to all enrollees.
- ***Herff-Jones – Extreme Leadership***: This unique partnership allows select leadership students to travel abroad and take part in leadership activities. Students have traveled to numerous countries and learned valuable skills and tools that can benefit them in such career choices like international business, marketing, world language and Art history.
- ***Pace International*** – For the past 10 years, we have built a Sister School Exchange with Sasebo Minami High School in Sasebo Japan. Students have the opportunity to travel to Japan and experience a cultural exchange which includes a week of home stays. This is a unique partnership that allows students to be immersed to the Japanese culture and host students from Sasebo when they come to the United States.
- ***Be College Wise*** is a local Riverside company that provides discounted SAT preparation courses and practice exams to our students. This company partners with the VMHS AVID program as a means to raise funds for college tutors and fieldtrips to local universities.
- ***Southwest Community Development Organization (SCDO) - Higher Program***- the Higher program is an 8 week certificate career preparation course that allows students to learn the soft skills necessary to be workforce ready. This course is provided by an organized group of business professionals in the local community who come to the school site to share current business trends and skills so our kids can be successful in their pursuit to find work.

VMHS WASC Accreditation History

Vista Murrieta started its accreditation history on August 13, 2003 as we opened our doors to 9th and 10th grade students for the first time. We immediately started our accreditation work and went through our initial visit on February 26, 2004 where we worked with WASC personnel. The following commendations and recommendations were made at that time:

The committee commended:

1. The district, administration, and staff for the smoothness of the opening of VMHS.
2. The vision of VMHS to prepare 100% of their students for admission to higher education.
3. The emphasis of the administration, teachers, and staff to get to know every student on campus and to work to meet the needs of every single student.
4. The administration, students, and staff for providing a positive and safe campus environment.
5. The administration for devising a schedule which combines a rotating block with one stationary class to provide the opportunities for more concentrated study.
6. The administration and staff for having developed a belief in the motto CLASS (Character, Leadership, Attitude, Scholarship, and Service) which is woven into everything the school does.
7. The willingness of the administration and staff to be “risk takers” and not afraid to deal with things in a different manner.

The committee recommended:

1. That the staff and parents further expand the progress they have made in the development of a “sense of community.” It is very important that the district, administration, food service department and transportation department all work together to maintain and increase all school functions which improve communication and build team work and cooperation.
2. That the administration keeps in mind the diversity of their student population when planning future staff development activities and the hiring of additional staff and teachers.
3. That the district and administration work to develop a fully functioning college/career center where students may explore options after high school.
4. That the administration and staff complete the process of identifying their student learning goals (ESLRs) and the benchmarks which they will use to measure student attainment.
5. That the administration and staff work to provide extended learning opportunities to all students as the need arises.
6. That the administration and staff work to establish close relationships with institutions of higher learning in order to achieve their goal that all students will be prepared for future educational opportunities.

During the spring of 2007, VMHS experienced its first full accreditation visit. During that time we were still developing our culture and traditions as a school and working diligently to ingrain our tenets of CLASS as a school community. During the first full visit the commission granted Vista Murrieta High School a full six-year clear term accreditation. The following areas of strength and critical areas for follow-up were announced at that time:

Areas of strength:

1. VMHS has established a strong foundation for school focus and direction based on the CLASS model. All stakeholders have embraced this philosophy, processes, and protocols.
2. VMHS has developed a sound protocol for hiring staff that supports the CLASSLR's, and results in a faculty committed to the development of the whole child.
3. VMHS cares about students and student achievement, and has developed a cohesive relationship among all stakeholders necessary for school progress.
4. VMHS students have access to a broad array of co-curricular opportunities in activities, athletics, clubs and organizations, and the visual & performing arts.
5. VMHS has created varied course offerings across the curriculum reflecting real world applications and potential career opportunities for all student groups.
6. VMHS enjoys an environment of high expectations, resulting in a high achieving college-going student culture.
7. VMHS WASC Leadership Team has been highly committed to the self-study process and has demonstrated integrity in their self-reflection.

Critical Areas for Follow-Up:

1. Establish targeted professional development to create a cohesive school-wide instructional plan that includes collaboration models, guidance for recommended instructional strategies and techniques, uniform systems for pacing guides, common departmental formative and summative assessments, norms regarding data analysis, and training and guidance in protocols for using data to designate intervention instructional focus.
2. In order to ensure a long-term commitment to the success of the CLASS'LRs, develop measurable assessments for each of the components contained therein.
3. Continue to implement strong literacy-based instructional methods across the curriculum to support all student subgroups, specifically ELD and Special Education programs.
4. Develop and Implement an effective and well-used college/career center that increases student awareness of a variety of post-secondary educational options.

VMHS Mission Statement

The Vista Murrieta High School community inspires every student to think, learn, achieve, care and live through C.L.A.S.S

The Broncos of Vista Murrieta High School have CLASS. This is our mission! This mission is present in the way we perform, relate to one another, and connect to our school. The staff and students are motivated by and actively uphold the principles of CLASS: *Character, Leadership, Attitude, Scholarship, and Service*. CLASS is more than just words on a gym wall; for the past 10 years it has been our mission, motto, and creed. Since our school's inception we have not wavered from our founding mission. We have extreme pride in our foundation and we strive to live each principle of CLASS. Taken in part from the basic traits of the National Honor Society, our mission has become more than just a motto; it has become the "Vista Way." As teachers and staff were hired, an *Initial Staff Agreement* describing the components of CLASS was used for discussion and to identify teachers willing to commit to the school's core values. Although our hiring practices have stalled due to budget constraints and many teachers have been administratively placed here from other schools inside our district, the *Staff Agreement* remains relevant today. In addition, teachers incorporate CLASS in their classrooms, using it to support both the curriculum and the development of the whole student. CLASS over the years has been a built-in character component that has given our school common language and vision. Administrators and counselors emphasize the use of the CLASS themes in everything from making academic decisions to daily student expectations; our discipline matrix is tightly aligned with these principles and our principal uses these words in his daily address to both students and staff. Finally, the activities and athletic departments keep CLASS at their core. VMHS athletes have initiated and internalized the motto "*Pursuing Victory with CLASS*," which has been made a permanent part of our gymnasium due to a mural which was donated by the first graduating class. This action demonstrated that CLASS is etched in the hearts of VMHS students, now and for future generations of Broncos.

VMHS Expected School-wide Learning Results

Ten years ago as a new school, the WASC Focus on Learning Process was characterized by development and discovery. Part of this discovery process included delving into the mission to identify its exact meaning in terms of results for students. Specifically, staff began to investigate the real meaning of CLASS through early work in Focus on Learning Groups. The Leadership Team developed a process which would be conducive to the strong dialogue needed to accomplish this task. This process was also developed in order to enable the voices of staff members to be heard. As the school community grew, the mission had to grow as well. In 2010 we regrouped to review our expected school wide learning results to test their relevancy. It was unanimous that our ESLR's would continue to be called our CLASSLRs to ensure that these remain tightly knitted to our motto of CLASS.

The process of building our new CLASSLRs was an inclusive process. Our Focus on Learning (FOL) group members met in their groups and began to analyze the relevancy through their FOL criteria. Each tenet was examined and feedback was submitted. The WASC leadership team compiled the feedback and recommendations. The feedback was organized and sent back to the FOL groups to validate the changes and to ensure our ESLR's were still matched with the components of CLASS. This exercise was highly

beneficial, as it caused staff members to think in depth about our mission and forced us to identify the specific behaviors we expect to see in VMHS students and in ourselves as adult leaders on this campus. These CLASSLRs are meaningful action statements developed by staff and connected to a mission which had already been internalized since the day our school was founded. The CLASSLRs give credence to our mission and has taken VMHS through an important process in its development as a school community. The CLASSLRs are more than just a WASC agenda item; they are what we strive to teach and what we strive to model as a learning community.

VMHS CLASSLRs

VMHS Students Will Demonstrate...

C = Character by...

- Showing respect and compassion
- Acting with personal and academic integrity
- Following school behavioral expectations
- Pursuing success with honor

L = Leadership by...

- Modeling positive behavior within the school community
- Contributing to a culture of positive risk-taking
- Engaging in collaborative learning experiences
- Participating in extracurricular opportunities

A = Attitude by...

- Displaying motivation for academic excellence
- Accepting rigorous challenges
- Contributing to a positive culture within the school community
- Welcoming feedback
- Embracing the culture of life-long learning

S = Scholarship by...

- Demonstrating effective work habits
- Taking ownership of individual learning experiences
- Aspiring to perform at personal best
- Using communication, information and technology to enhance learning
- Implementing and completing a four-year academic and career development plan

S = Service by...

- Contributing to the well-being of a global society
- Exercising positive citizenship
- Participating in a variety of community service projects
- Contributing to a clean, safe and orderly school environment

Academic Performance Status

In addition to California's accountability system, which measures student achievement using the Academic Performance Index (API), schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to achieve the Annual Yearly Progress (AYP), which consists of meeting four criteria: participation rates, Annual Measurable Objectives (AMOs), API, and graduation rates.

Although VMHS met the criteria of participation rates, API, and graduation rates for the 2010-2011 and 2011-2012 school years, as a site we fell short on meeting the AMOs. As a result, AYP has not been met the past two years. However, VMHS has not been identified as a Program Improvement school as of yet.

For the 2010-2011 school year, the target for AMOs was 66.7% of students needing to be proficient in ELA and 66.1% proficient in Math. All subgroups needed to meet this target percentage, to include the Hispanic/Latino and socioeconomically-disadvantaged populations. In ELA, the Hispanic/Latino subgroup fell short with 57.4% proficiency. In Math, both the Hispanic/Latino and the socioeconomically-disadvantaged subgroups fell short with 49.4% proficiency for the Hispanic/Latino group and 49.5% proficiency for the socioeconomically-disadvantaged group.

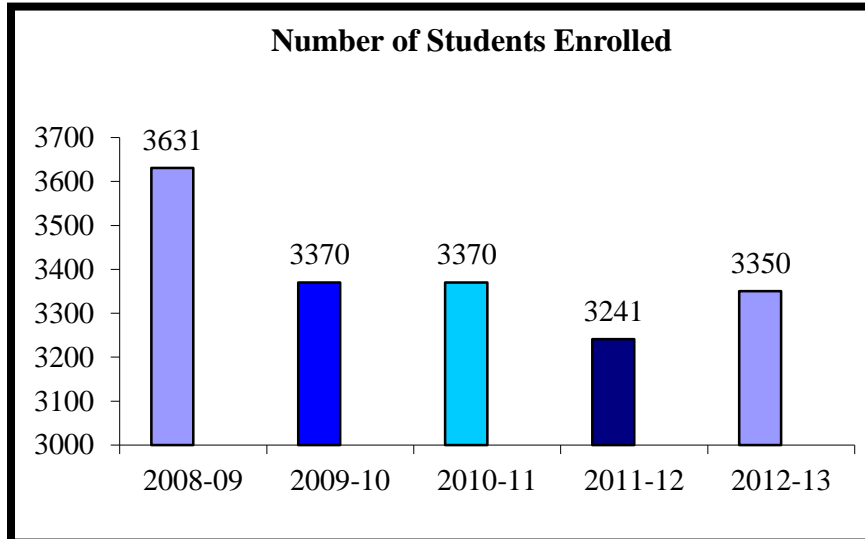
For the 2011-2012 school year, the target for AMOs was 77.8% of students needing to be proficient in ELA and 77.4% proficient in Math. All subgroups needed to meet this target percentage. In both ELA and Math, the White subgroup did not meet the target, falling short at 71.1 % in ELA and 70.8% in Math.

Enrollment Data

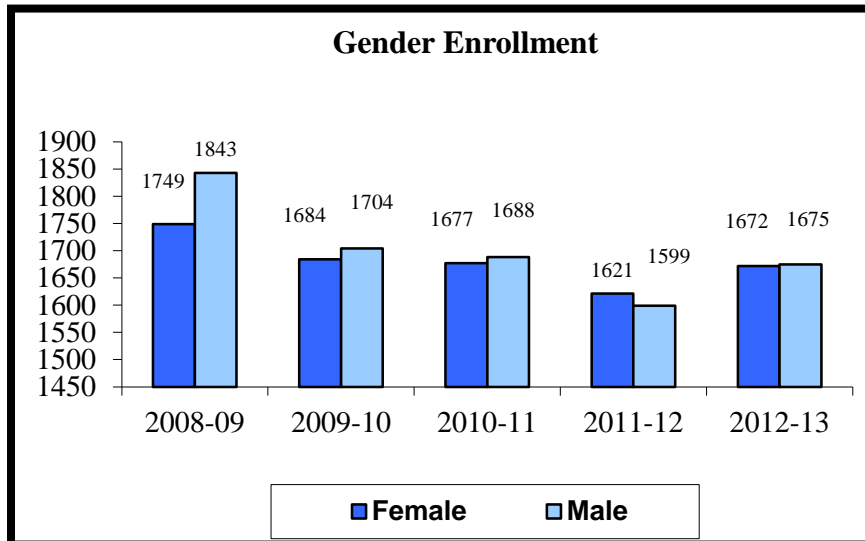
The enrollment at Vista Murrieta High School has changed greatly since our inception. In 2003 the school consisted of two grade levels (ninth and tenth) which included 1,300 students. This population nearly doubled the second year when a third class of students entered the school. The third and fourth years included all grade levels and a population exceeding 3,000 students. In 2008 we reached our peak with a student population of over 3,640 students. In 2009, the Murrieta Valley Unified School District opened our third comprehensive high school; Murrieta Mesa High School. The school opened as a means to relieve the impact of the other two high schools in the district, Vista Murrieta and Murrieta Valley. The Board of Education redrew district boundaries and it was thought that all three district high schools would settle with similar populations, around 2,700 students. Initially, the opening of Murrieta Mesa provided immediate population relief in our 9th grade class and our student population began to drop. As a result, in 2009-2010 our student population dropped to a little over 3,300 at the time of CBEDS reporting, and for the next few years this number steadied. However, we started to see a swell in student numbers this past fall with a population of 3,350; nearly 1000 more students than our sister schools.

The following charts indicate student enrollment over the course of the past five years. Included in these charts is a comparison of enrollment by gender, grade level, student ethnicity, and special programs.

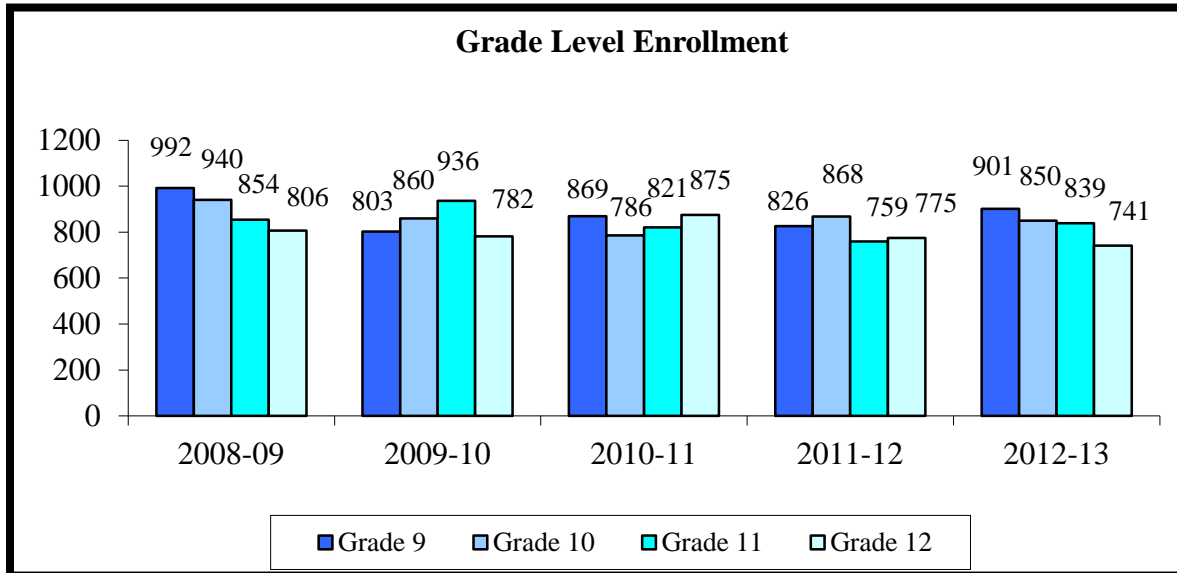
Student Enrollment: 2008 – 2013



Student Enrollment by Gender: 2008 - 2013



Student Enrollment by Grade Level: 2008 - 2013



Student Enrollment Numbers by Ethnicity: 2010 - 2013

| | Hispanic | American Indian/ Alaskan Native | Asian | Black/ African American | Hawaiian/ Pacific Islander | White | Multiple | Total |
|------------------|----------|------------------------------------|-------|----------------------------|-------------------------------|-------|----------|-------|
| 2010-2011 | 806 | 16 | 395 | 241 | 14 | 1151 | 747* | 3370 |
| 2011-2012 | 1080 | 12 | 421 | 255 | 18 | 1260 | 195 | 3241 |
| 2012-2013 | 1073 | 13 | 429 | 283 | 26 | 1332 | 184 | 3340 |

*The 2010-2011 CBEDs combined the Multiple Races and No Response numbers into the same category.

Student Enrollment Percentages by Ethnicity: 2010 - 2013

| | Hispanic | American Indian/ Alaskan Native | Asian | Black/ African American | Hawaiian/ Pacific Islander | White | Multiple |
|------------------|----------|------------------------------------|-------|----------------------------|-------------------------------|-------|----------|
| 2010-2011 | 23.9% | .4% | 11.7% | 7.1% | .4% | 34.1% | 22.1%* |
| 2011-2012 | 33.3% | .3% | 12.9% | 7.8% | .5% | 38.8% | 5.6% |
| 2012-2013 | 32.1% | .3% | 12.8% | 8.4% | .7% | 39.8% | 5.5% |

*The 2010-2011 CBEDs combined the Multiple Races and No Response numbers into the same category.

The figures below display the Special Education Program’s enrollment by ethnicity. Data is provided regarding the numbers of each ethnicity in SDC and RSP, the percent of each ethnicity in SDC and RSP, and the percent of the total school-wide ethnicity in SDC and RSP. Finally, the percent of the total ethnic group in the school-wide population is shown for comparison to the percentages of each ethnicity in each program.

SDC Enrollment by Ethnicity: 2012-2013

| | African American | American Indian / Alaska Native | Asian | Filipino | Hispanic / Latino | Pacific Islander | Caucasian | Multiple / No Response | Total |
|--|------------------|---------------------------------|-------|----------|-------------------|------------------|-----------|------------------------|-------|
| # of Students in SDC | 6 | -- | 3 | 3 | 9 | -- | 40 | 1 | 62 |
| % of Students in SDC | 9% | -- | 5% | 5% | 15% | -- | 65% | 1% | 100% |
| Ethnic Group’s % of Total School Population | 8.4% | .3% | 12.8% | 7% | 32.1% | .4% | 39.8% | 5.5% | 100% |

RSP Enrollment by Ethnicity: 2012-2013

| | African American | American Indian / Alaska Native | Asian | Filipino | Hispanic / Latino | Pacific Islander | Caucasian | Multiple / No Response | Total |
|--|------------------|---------------------------------|-------|----------|-------------------|------------------|-----------|------------------------|-------|
| # of Students in RSP | 25 | 2 | 6 | 11 | 23 | 1 | 118 | 14 | 200 |
| % of Students in RSP | 12% | 1% | 3% | 5% | 11% | .5% | 59% | 7% | 100% |
| Ethnic Group’s % of Total School Population | 8.4% | .3% | 12.8% | .7% | 32.1% | .4% | 39.8% | 5.5% | 100% |

Language Proficiency Data

Although the English Language Learning (ELL) student population is a small part of VMHS' total population, it has seen significant growth over the last four years. The VMHS staff is committed to working with this population of learners. One teacher serves as the coordinator of the English Language Development (ELD) program. She works directly with a designated counselor who oversees the ELL students to ensure that our limited English students are properly tested, placed, and served.

Upon entering the district, ELL students are evaluated by a district designee in order to determine their level of English proficiency. The evaluation tool used is the California English Language Development Test (CELDT). The ELD coordinator and counselor use the results of this test to determine if individual students will be placed in the ELD program. Students are re-tested annually in order to determine the growth of their English language skills. The results from the CELDT combined with the English Language Arts (ELA) California Standards Test (CST) score is then used to determine if ELL students are to remain in the program or if they are to be re-designated.

Three ELD classes have been established. One serves beginning and entry-level ELL students, another is made up of intermediate students, and the third is a combination of upper-level intermediate and early-advanced English learners. Within these classes, the ELD coordinator groups students in order to address their specific levels of language acquisition. In addition, ELL students are mainstreamed into classes taught by SDAIE-trained or CLAD certificated teachers. The ELL students at VMHS are primarily Spanish speakers, but other languages such as Korean and Tagalog are also first languages of students in this program. The following table indicates the specific breakdown of this population by language.

ELL Population by Language: 2010 - 2013

| Languages | 2010-11 | | | | 2011-12 | | | | 2012-13 | | | |
|-----------------|---------|-----|---------|---------|---------|-----|---------|---------|---------|-----|---------|---------|
| | EL | FEP | Total # | Total % | EL | FEP | Total # | Total % | EL | FEP | Total # | Total % |
| Arabic | 5 | 2 | 7 | 10.6% | 2 | 2 | 4 | 7.4% | 1 | 1 | 2 | 4.6% |
| Cantonese | -- | 1 | 1 | 1.5% | -- | -- | -- | -- | 1 | -- | 1 | 2.3% |
| Khmer | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- | 1 | 2.3% |
| Korean | 2 | 1 | 3 | 4.5% | 1 | 1 | 2 | 3.7% | 2 | -- | 2 | 4.6% |
| Mandarin | 3 | 1 | 4 | 6.0% | 1 | -- | 1 | 1.8% | -- | -- | -- | -- |
| Persian (Farsi) | -- | -- | -- | -- | -- | -- | -- | -- | 1 | -- | 1 | 2.3% |
| Spanish | 23 | 20 | 43 | 65.1% | 17 | 17 | 34 | 62.9% | 14 | 10 | 24 | 55.8% |

| | | | | | | | | | | | | |
|---------------------------|---|----|---|------|----|----|---|-------|----|----|----|-------|
| Tagalog (Filipino) | 1 | 2 | 3 | 4.5% | 3 | 4 | 7 | 12.9% | 5 | 1 | 6 | 13.9% |
| Thai | 1 | -- | 1 | 1.5% | -- | 1 | 1 | 3.7% | -- | -- | -- | -- |
| Vietnamese | 2 | -- | 2 | 3.0% | 1 | -- | 1 | 1.8% | 3 | -- | 3 | 6.9% |
| Other | 2 | -- | 2 | 3.0% | 4 | -- | 4 | 7.4% | 2 | 1 | 3 | 6.9% |

Attendance Data

The following figure illustrates the Average Daily Attendance (ADA) for VMHS for the past three school years. The ADA rate has remained consistently high at approximately 96% each year.

VMHS has a significant population that moves in and out of its total yearly population. In the 2012 school year, 170 students did not return to VMHS from the previous year. In addition, 358 students came to VMHS from outside the Murrieta Valley Unified School District. This data indicates that approximately 16.42% of the VMHS population was mobile in the last year.

Student Attendance Rates: 2009 - 2012

| | Enrollment | ADA Count | ADA Rate |
|--------------------|-------------------|------------------|-----------------|
| 2009 - 2010 | 3321 | 3185.95 | 95.9% |
| 2010 - 2011 | 3342 | 3210.17 | 96.1% |
| 2011 - 2012 | 3199 | 3097.90 | 96.8% |

Attendance data is displayed below. The following table indicates attendance across four random days in the 2012 – 2013 school year. Representative A and B days are used to identify differences in attendance on block schedule versus late start days, the latter of which fall on Mondays.

Attendance Data by Period: October 2012

| School Day | Period | Total Absences | Excused Absences | Unexcused Absences | Unverified Absences (Truancies) | Tardies |
|---|---------------|-----------------------|-------------------------|---------------------------|--|----------------|
| 10/1/12 Late Start A Day | 1 | 206 | 127 | 20 | 30 | 29 |
| | 3 | 171 | 114 | 15 | 23 | 19 |
| | 5 | 178 | 119 | 20 | 28 | 11 |
| | 7 | 155 | 114 | 12 | 21 | 8 |

| | | | | | | |
|---|----------|-----|-----|----|----|----|
| 10/5/12 Regular A Day | 1 | 218 | 105 | 30 | 35 | 48 |
| | 3 | 163 | 88 | 26 | 22 | 27 |
| | 5 | 158 | 97 | 28 | 24 | 9 |
| | 7 | 156 | 103 | 22 | 26 | 5 |
| | | | | | | |
| 10/8/12 Late Start B Day | 2 | 250 | 122 | 25 | 56 | 47 |
| | 4 | 191 | 107 | 19 | 41 | 24 |
| | 5 | 186 | 109 | 20 | 40 | 17 |
| | 6 | 169 | 108 | 14 | 44 | 3 |
| | | | | | | |
| 10/10/12 Regular B Day | 2 | 195 | 92 | 8 | 35 | 60 |
| | 4 | 127 | 84 | 6 | 19 | 18 |
| | 5 | 134 | 95 | 6 | 22 | 11 |
| | 6 | 121 | 87 | 5 | 23 | 6 |

Student Discipline Data

In the fall of 2008 we took a hard stance on school behavior expectations and restructured the way we respond to student behavior. During the spring of 2007 the WASC visiting committee made reference to several areas of need, and student dress was one of those areas. Our quest was to bring about a desired change and become more effective in our approach while building a more comprehensive school safety program. In the fall of 2008 we hired a Dean of Students, whose focus was to tighten up our system, enforce a higher standard for the learning environment and provide structure based upon our existing data. This shift allowed us to address communal issues that were dividing our campus and appropriately address issues such as dress code, attendance and tardiness. As a result, we included stakeholders to assist us in building our discipline matrix. This was a communication piece connected to our mission of CLASS. The behavior expectation matrix communicated student expectations and consequences if an infraction was made. Over the past 5 years we have seen a dramatic decrease in behavior infractions which has allowed us to appropriately manage our campus and support teachers inside the classroom.

VMHS uses a number of strategies to communicate behavioral expectations to students. During registration in the beginning of the school year, students and parents sign various forms that provide students with notice regarding school expectations and students receive their student handbook which contains our behavior expectations. Students sign for their handbooks to acknowledge receipt of their student handbook during this process. In addition, at the onset of each semester, our Dean of Discipline and School Resource Officer conduct grade-level expectation assemblies to outline our student discipline matrix, behavioral expectations and senior contracts. This format allows for the consistent communication of the school expectations to all students. Students are given

trends and updates as to what is occurring both on campus and in the community. The discipline matrix adjusts annually to reflect our current data and input from stakeholders.

In addition to communicating expectations to students, the VMHS administration believes in a progressive approach to discipline. Infractions to the California Educational Code are addressed immediately and consistently, and often result in suspension. Lesser infractions are addressed through a number of interventions prior to suspension. These interventions may include counseling, parent conferences, teacher conferences, Student Study Teams (SSTs), detentions, Saturday Schools, and on-campus suspensions. In addition, our dean and security personnel allow for a collaborative and preventative approach to discipline. Administration and security personnel work with all staff to address student concerns in an effort to avoid suspension and keep our campus safe. Administrators consistently bring counselors into student issues that often begin as discipline concerns but lead to opportunities to address individual student social, emotional, or academic issues with a referral process called *Breakthrough*. *Breakthrough* is an out-sourced district-level referral system that provides intervention beyond the school site, extending to the home and including the family. *Breakthrough* often assesses student issues and uses communal resources to provide families services they may not be aware of or have access to. Our staff sees the full benefits of this comprehensive student service approach as it has shown dramatic success rates in decreasing expulsion and incident rates in a variety of areas.

The goal of VMHS is to provide a safe and comfortable learning environment. VMHS rules are based on a few simple considerations: good taste, courtesy and safety. Students are expected to occasionally review the school rules, as they will be held responsible for knowing and following them at school and school events. Progressive discipline consequences will be assigned to students who repeatedly fail to follow these established rules, which could ultimately lead to suspension from school. On-Campus Intervention (OCI) is used for students who are sent out of class for behavior reasons, non-suits in PE, students tardy to the first period of the day, those who missed a Saturday school, or who violate dress code and are awaiting correction. Students are expected to follow the rules in OCI and any class work they miss may be sent to the OCI classroom. OCI is the first step of progressive discipline that can lead to suspension, with Saturday School being utilized for repeat offenders. Students may be put in OCI in lieu of suspension as an opportunity to address an infraction at the administrator's recommendation. Students in OCI or Saturday School can expect written assignments, as well as campus trash pickup duties and other campus community service activities.

Discipline referrals are documented between the referring staff member and the dean. The discipline team can be counted on to respond quickly and equitably to each referral, which allows for teachers to remove a distraction from the learning environment and carry on with delivery of instructional material. As of November 2012, 109 referrals have been documented since the start of school, which averages out to be approximately two a day, ten a week, or forty a month.

The following charts indicate suspension numbers and percentages by ethnicity.

Suspensions by Ethnicity: 2009 - 2012

| | 2009 – 2010 | | 2010 – 2011 | | 2011 – 2012 | |
|--------------------------------|---------------|------------|---------------|------------|---------------|------------|
| | # Suspensions | # Students | # Suspensions | # Students | # Suspensions | # Students |
| African American | 15 | 13 | 48 | 33 | 21 | 14 |
| American Indian/ Alaska Native | 0 | 0 | 1 | 1 | 0 | 0 |
| Asian | 4 | 3 | 7 | 4 | 2 | 1 |
| Filipino | 4 | 4 | 8 | 7 | 4 | 4 |
| Hispanic/ Latino | 23 | 3 | 7 | 7 | 9 | 6 |
| Pacific Islander | 0 | 0 | 1 | 1 | 0 | 0 |
| Caucasian | 33 | 4 | 152 | 117 | 72 | 66 |
| Multiple/ No Response | 3 | 2 | 7 | 6 | 2 | 2 |
| Totals | 82 | 29 | 231 | 176 | 110 | 93 |
| Percent of Total Enrollment | 2% | 1% | 7% | 5% | 3% | 3% |

Suspension Percentages by Ethnicity: 2011 - 2012

| | African American | American Indian/ Alaska Native | Asian | Filipino | Hispanic/ Latino | Pacific Islander | Caucasian | Multiple/ No Response | Total |
|---|------------------|--------------------------------|--------|----------|------------------|------------------|-----------|-----------------------|-------|
| # of Suspensions | 21 | 0 | 2 | 4 | 9 | 0 | 72 | 2 | 110 |
| % of Total Suspensions | 19% | 0 | 1.82 % | 3.64% | 8.18% | 0 | 65.45% | 1.82% | -- |
| # of Students | 14 | 0 | 1 | 4 | 6 | 0 | 66 | 2 | 93 |
| % of Total Students Suspended | 15% | 0 | 1.1% | 4.3% | 6.5% | 0 | 71% | 2.1% | -- |
| Ethnic Group's % of Total School Population | 7.8% | .4% | 5.2% | 7.7% | 33.3% | .6% | 38.8% | 6.2% | -- |
| % of Total Ethnic Population Suspended | 5.5% | 0 | .6% | 1.6% | .6% | 0 | 5.27% | 1% | -- |

The following charts indicate offenses leading to suspensions and the ethnic breakdown of major offenses for the 2011 – 2012 school year.

Offenses Leading to Suspension: 2011 - 2012

| Offense | # of Occurrences | % of Total Occurrences | Offense | # of Occurrences | % of Total Occurrences |
|------------------------------|------------------|------------------------|-------------------------------|------------------|------------------------|
| Alcohol Possession Influence | 3 | 2.7% | Fighting/Mutual | 16 | 14.5% |
| Assault/Offender | 2 | 1.8% | Graffiti | 1 | 0.9% |
| Brandishing Knife | 1 | 0.9% | Harassment/Intimidate/Threats | 1 | 0.9% |
| Defiance | 50 | 45.4% | Minor Defiance/Disruption | 3 | 2.7% |
| Disruption | 8 | 7.3% | Theft | 9 | 8.2% |
| Drug Paraphernalia | 1 | 0.9% | Tobacco | 2 | 1.8% |
| Drug Possession/Use | 10 | 9.1% | Weapon Possession | 1 | 0.9% |
| Drug Sales | 2 | 1.8% | | | |

Major Offenses by Ethnicity: 2011 – 2012*

| | Campus | Classroom | Fighting | Controlled Substance |
|-------------------------------|--------|-----------|----------|----------------------|
| African American | 4% | 1% | 4% | 0% |
| American Indian/Alaska Native | 0% | 0% | 0% | 0% |
| Asian/Other Asian | 1% | 0% | 1% | 0% |
| Filipino | 1% | 0% | 1% | 0% |
| Hispanic/Latino | 2% | 0% | 1% | 1 % |
| Pacific Islander | 0% | 0% | 0% | 0% |
| Caucasian | 11% | 4% | 6% | 6% |
| Multiple/No Response | 0% | 0% | 0.5% | 0% |

*Does not include all offenses that led to suspension

The following chart indicates numbers of expulsions by ethnicity from 2009 to 2012.

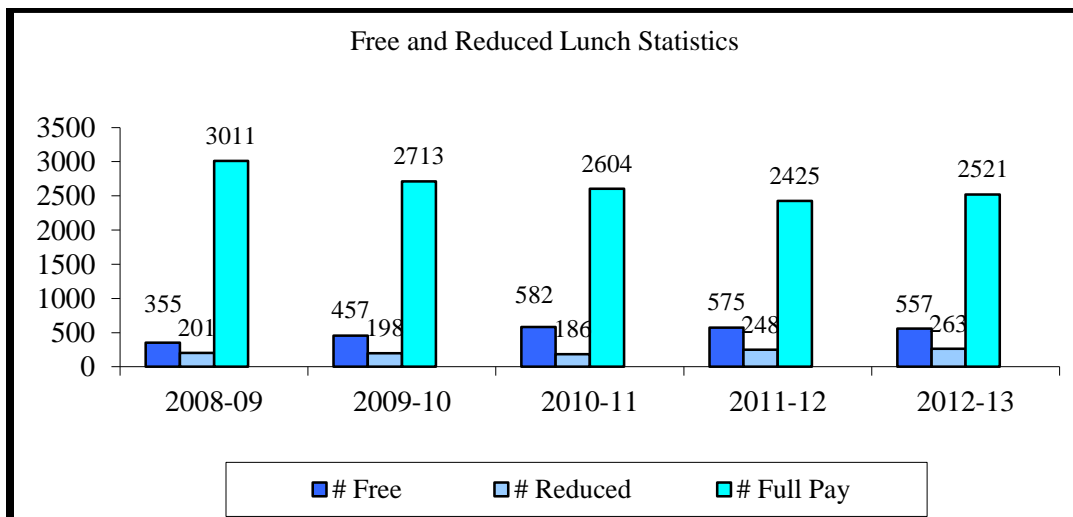
Expulsions by Ethnicity: 2009 - 2012

| | 2009 – 2010 | 2010-2011 | 2011-2012 |
|--|-------------|-----------|-----------|
| African American | 4 | 2 | 1 |
| American Indian / Alaska Native | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 |
| Hispanic / Latino | 3 | 1 | 0 |
| Pacific Islander | 0 | 0 | 0 |
| Caucasian | 4 | 3 | 3 |
| Multiple / No Response | 0 | 0 | 0 |
| Total | 11 | 6 | 4 |
| Percent of Total Population | 0.3% | 0.2% | 0.4% |

Socioeconomic Data

In 2008-09 and 2009-10, 15% of VMHS’ population qualified for free or reduced lunch. In 2010-11, this population increased to 23%. This current school year, the free and reduced population has further increased to 24%.

Free and Reduced Lunch Numbers: 2008 – 2013



Parent education levels indicate that the majority of VMHS’ parent population has some college education. The following chart indicates the number of parents belonging to each level and the percentage of the parent population. This data has stayed consistent over the last three years.

Parent Education Levels: 2010 – 2013

| | Non-High School Graduate | High School Graduate | Some College | College Graduate | Graduate School | Declined to State |
|--------------------------|---------------------------------|-----------------------------|---------------------|-------------------------|------------------------|--------------------------|
| # for 2010 - 2011 | 127 | 536 | 1125 | 1001 | 412 | 87 |
| % for 2010 - 2011 | 4% | 16% | 34% | 30% | 13% | 3% |
| # for 2011 - 2012 | 115 | 500 | 1108 | 1009 | 402 | 83 |
| % for 2011 - 2012 | 4% | 16% | 34% | 31% | 12% | 3% |
| # for 2012 - 2013 | 124 | 495 | 1114 | 1107 | 428 | 81 |
| % for 2012 - 2013 | 4% | 15% | 33% | 33% | 13% | 2% |

School Facilities

VMHS has an impressive facility, situated on 68 acres overlooking the surrounding valley. The high school’s 129 classrooms are arranged by subject area and are identified by direction on campus. The various halls are referred to by West, South, and East Hall and they surround a central, outdoor space that is referred to as the Quad. The Quad serves as a meeting place during lunch and break. It also provides a wonderful setting for school activities and get-togethers outside of the school day.

VMHS has several technology classrooms which include one fully-equipped graphic design lab, a video production classroom and studio, a digital photo class and three labs that are used for specific instructional purposes. Other classrooms are equipped with computers to support specific programs such as the Read 180 Program. In addition, the Science Department and AVID program share a mobile computer lab. VMHS also provides access to technology through a computer lab adjoining the library and two other separate labs in the West Hall.

VMHS has an accessible library at the main entrance of the campus. Utilized in conjunction with the adjoining computer lab, the library is a place teachers go to for resources outside of the classroom. The back of the library houses a College/Career Center. VMHS also has state of the art science facilities and an impressive lecture hall. The Performing Arts Center houses a theatre that seats 500 and also includes band and

drama classrooms. The choir classroom had to be relocated to the west hall to accommodate the large numbers of students who are involved in our instrumental music program.

The VMHS campus also includes two student support offices which house administrators, counselors, and support staff. The principal, bookkeeper, and guidance technicians are located in the main office, which is separate from the grade-level offices. The security office houses our dean and our security team. Additionally, the campus contains an ASB office, an athletics office, a health services center, a multi-purpose room, a food services center, and a student store called *The Trading Post*.

VMHS' extensive athletic facilities include main and practice gymnasiums, an aquatics facility, an athletic stadium with an all-weather running surface, three competition baseball and softball diamonds, two full-size soccer fields, physical education fields and courts, a fitness lab and weight room, and classrooms for athletic-training classes, wrestling, aerobics, and dance.

The staff and students at VMHS take pride in the facility. Although resources have diminished, the campus is maintained on a daily basis by the school's custodial staff. The district's Facilities/Operational Services Department departments provide long-term upkeep, maintenance, and cleaning. Ongoing corrective and preventative maintenance is consistently scheduled through these departments, and requests for special needs are handled on a regular basis. These efforts ensure that VMHS maintains its clean and aesthetic appearance.

School safety is a top priority at VMHS. The high school is a gated and closed campus. Visitors must report to the main office prior to entering, and students remain on campus at all times during school hours. VMHS has a security team made up of seven full-time members and a School Resource Officer, who is also a member of the Murrieta Police Department. The security team, along with the school's administration, diligently monitors the school grounds throughout the day in order to ensure the safety of all students. In this monitoring process, supervisory staff members act to enforce the rules and expectations as outlined in the student handbook and to ensure a safe learning environment. In addition, a video monitoring system is in place on campus to serve as support and backup for the security staff. Beginning in the 2005-06 school year, a district-wide program called *InterQuest* was also implemented. This program utilizes canines to search for contraband on campus.

A Comprehensive School Safety Plan was adopted by VMHS in 2004 and is updated annually by our Dean and approved by our School Site Council. In addition, the Murrieta Valley Unified School District has an Emergency and Disaster Preparedness Plan which specifies procedures for dealing with fire, earthquakes, acts of violence, hazardous materials, disaster recovery, and student accountability following a disaster. VMHS has its own site-specific disaster plan, and emergency evacuation drills are conducted regularly throughout the school year. Murrieta Valley Unified School District has a Safe Schools Director that helps us coordinate drills and staff development in addition to meeting county and state safety regulations.

VMHS is in compliance with the *2004 Williams' Act*, which requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. VMHS administration ensures that each student has state-adopted instructional materials in the four-core subjects (English-language arts, mathematics, history/social science, and science) and in most cases; students are given a home copy of required textbooks. Our custodial and security staff, along with our administrative team, is committed to keeping our campus clean, safe, healthy, and in good condition. In addition, our district ensures that each teacher is highly qualified by requiring NCLB compliancy. Finally, we are required to post a copy of the *2004 Williams' Act* in each classroom and a copy is also sent home to parents.

VMHS Staff

The VMHS staff includes 103 classroom teachers. There is a five-person administrative team made up of the principal, a dean of students, and three assistant principals. In addition, VMHS has a full-time athletic director, a full-time activities/ASB director, and six full-time counselors who serve students by an alpha breakdown.

The VMHS staff also includes a speech therapist and a school psychologist, a librarian, a part-time nurse, a full-time school resource officer, and a deaf/hard-of-hearing aide. In addition, VMHS has a large classified staff which includes a seven-person school security team, thirty-two special education aides, a full-time health technician, a part-time receptionist, office secretaries, three attendance clerks, a bookkeeper and a part time assistant, a technology support person, a theater technician, and two locker room attendants.

The VMHS teaching staff meets NCLB requirements with 96% being fully credentialed. Nearly all teachers are CLAD certified or have equivalent training. In addition, VMHS staff demonstrates a commitment to higher education and advanced learning, which is indicated in charts below. Furthermore, VMHS teachers are dedicated to their profession by committing to be in class with their students on a regular basis and in the 2011– 2012 school year, the teacher attendance rate was 92%.

The following chart indicates the VMHS staff ethnicity compared to the student ethnicity.

Staff Ethnicity Compared to Student Ethnicity: 2011 – 2012

| | African American | American Indian / Alaska Native | Asian | Filipino | Hispanic / Latino | Pacific Islander | Caucasian | Multiple / No Response | Total |
|---|------------------|---------------------------------|-------|----------|-------------------|------------------|-----------|------------------------|-------|
| Teacher Ethnicity Numbers | 4 | 0 | 2 | 1 | 12 | 0 | 101 | 2 | 122 |
| Teacher Ethnicity Percentages | 3.2% | 0% | 1.6% | .8% | 9% | 0% | 83% | 1.6% | 100% |
| Administrative Ethnicity Numbers | 0 | 0 | 0 | 0 | 1 | 0 | 4 | 0 | 5 |
| Administrative Ethnicity Percentages | 0% | 0% | 0% | 0% | 20% | 0% | 80% | 0% | 100% |
| Pupil Services Ethnicity Numbers | 1 | 0 | 0 | 0 | 3 | 0 | 3 | 1 | 8 |
| Pupil Services Ethnicity Percentages | 12% | 0% | 0% | 0% | 38% | 0% | 38% | 12% | 100% |
| Classified Ethnicity Numbers | 3 | 2 | 2 | 1 | 17 | 1 | 50 | 9 | 85 |
| Classified Ethnicity Percentages | 3.5% | 2.3% | 2.3% | 1% | 20% | 1% | 59% | 11% | 100% |
| Student Ethnicity Percentages | 6.5 % | .5% | 3.7% | 7.1 % | 6.7 % | .4 % | 46.5 % | 28.5 % | 100 % |

The following chart indicates the education levels of VMHS staff.

Highest Education Level of Staff: 2011 – 2012

| | Doctorate | Master's Degree Plus 30+ Hours | Master's Degree | Bachelor's Degree plus 30+ Hours | Bachelor's Degree |
|-----------------------|-----------|--------------------------------|-----------------|----------------------------------|-------------------|
| Teachers | 2 | 27 | 49 | 39 | 5 |
| Administrators | 0 | 2 | 3 | 0 | 0 |
| Pupil Services | 0 | 4 | 3 | 1 | 0 |

The following chart indicates staff gender and years of service.

Staff Gender and Years of Service: 2011 – 2012

| | Male | Female | Average District Years | Average Total Years | Experience | | |
|-----------------------|------|--------|------------------------|---------------------|----------------------|----------------------|----------|
| | | | | | 1 st Year | 2 nd Year | 3Years + |
| Teachers | 65 | 57 | 7.5 | 11.8 | 2 | 3 | 123 |
| Administrators | 4 | 1 | 10.8 | 21.8 | 0 | 0 | 5 |
| Pupil Services | 5 | 3 | 5.8 | 13.8 | 0 | 0 | 9 |

Professional Development

During the 2009-2010 school year, VMHS adopted the Professional Learning Community (PLC) model as a way to enhance student learning campus-wide. Beginning with the 2008-2009 school year, key staff members attended training workshops on successful implementation of the PLC system hosted by the Riverside County Office of Education. The process of meeting in communities provides time for teachers to work together in small group settings where their main focus is to establish student-centered learning goals and methods that result in higher learning. Teachers spend the designated time working collaboratively through inquiry and research to become more effective teachers. Within each PLC, teachers establish team norms, create SMART goals that are directly related to essential learning concepts, develop common formative assessments, establish systems for collecting data derived from the assessments, share best teaching practices, and create intervention strategies for student support. This new process has allowed teachers to build upon shared knowledge and to support one another through the teaching and learning process in a safe, professional manner and has created an atmosphere of unity within departments.

At the beginning of this process in 2009 - 2010, bi-monthly late-start days were established within the school calendar to allow teachers time to meet in their PLCs. The allotted time during the school day provided teachers and staff with a consistent forum for collaboration, to include those staff members who would typically be absent from after-school meetings due to coaching and extra-curricular obligations. This process created an all-inclusive participation environment in which teachers were able to meet and collaborate with each of their PLC group members.

At the start of the 2012-2013 school year, the district calendar was revised to provide an even more consistent system of collaboration time. Currently, every Monday is a late-start day in which the time allotment is shorter than the previous years, but occurs more often in a given month.

As a part of the PLC process, VMHS staff has had the opportunity to partake in an effective and beneficial professional development experience. For the past four years, we have taken teams to the DuFours training to deepen our understanding and effectiveness of the PLC process. Approximately 10 to 20 teachers each year attend this conference from our site, with the goal being to have sent every teacher within a few years.

VMHS currently has one teacher in the BTSA program. BTSA participants take part in a very comprehensive program, with monthly staff development meetings and regular classroom observations and discussions with their BTSA support providers.

In addition to involvement in continuous learning, the VMHS staff has many opportunities to be involved in school leadership. Staff members are invited to take part in a variety of school-wide committees, including PLC Lead, Site Council, Assessment, Graduation, BTSA, WASC Leadership, Advanced Placement, and Academic Seminar. This participation is vital to the growth of the individual educators, as well as the community as a whole. Being part of one of these committees allows teachers the opportunity to share, interact, and lead one another, as they work towards common goals.

Another important opportunity for involvement and leadership is the role of Department Leads. Department Leads meet with one another and administration monthly and are responsible for relaying school-wide information to the members of their department, as well as designing opportunities for sharing and learning during professional development time. Furthermore, Department Leads are actively involved in the development of the master schedule.

Finally, many staff members play an active role on the VMHS campus by taking on coaching, grade-level advisement, and club leadership positions. In doing so, staff members become role models for students outside of the academic setting. Staff involvement enhances the collegial atmosphere at VMHS as teachers work side by side to create a stronger community, both on and off campus.

Student Participation Data

Extra-curricular Activities

VMHS is dedicated to offering students a variety of activities to become part of the student life on campus. Our vision is that there is “something for everyone” and although student participation rates are difficult to track, the student survey results show that 85% of students either strongly agree or agree that there is an opportunity to be involved in activities on campus.

Club Rush Days are held during the first semester of each school year during the lunch periods. At this event, students can meet members, speak to advisors, and sign up for clubs. New clubs may be formed if they meet school and district guidelines. Meeting dates, times, and locations are advertised on the *Bronco News Network* (BNN) and the VMHS website.

Below is a list of clubs that are currently chartered at VMHS:

| | |
|--|---|
| <i>Academic Decathlon</i> | <i>To provide an outlet for students to compete in a variety of subjects like math, debate, science, etc.</i> |
| <i>Advantageous Generosity Club</i> | <i>To be mentors and help out the less fortunate people and families by working with Habitat for Humanity, hosting events for special needs kids and other events at elementary schools.</i> |
| <i>Anime Club</i> | <i>The purpose of Anime Club is to unite people in a common interest and to learn about Japanese culture through art and animation. By viewing school-appropriate Japanese TV shows and movies.</i> |
| <i>ASL Sign Club</i> | <i>Students will learn about American Sign Language and Deaf culture. The club will discuss fundraising issues, partake in group activities and plan for the annual ASL Variety Show.</i> |
| <i>Audio Technology Club</i> | <i>Provide students with hands on experience of producing Fall Music Fest, annual talent shows, dance and recording sessions.</i> |
| <i>AVID Club</i> | <i>To organize events for the AVID Program. Plan to go on college field trips, have guest speakers and do community service.</i> |
| <i>Ballet Folklorico</i> | <i>To promote awareness, appreciation and understanding of this rich and passionate culture of Mexico through dance and music. Group activities include practices, workshops performances and a field trip to Danzantes Unidos Festival. Also, an end of the year “Cinco de Mayo” performance..</i> |
| <i>Black Coal & Roses Society</i> | <i>To encourage young ladies to present themselves with ladylike behavior through participation in education seminars that encourage positive communication, conflict management, heightened self-esteem and self-worth.</i> |
| <i>Bronco Bleacher Creatures</i> | <i>Gets as many students connected to VMHS as possible. The more involved a student becomes usually will help them academically as well.</i> |
| <i>Bronco Buddies</i> | <i>To interact with elementary students who need social and academic encouragement and strategies for positive communication.</i> |

| | |
|---|---|
| <i>Bronco Productions</i> | <i>To provide an opportunity for students to learn and participate in the production and editing of videos. To produce television shows, Bronco events, and a digital DVD yearbook and provide parents and students the opportunity to purchase them.</i> |
| <i>Clay Club</i> | <i>To raise student awareness in the understanding of ceramics as well as give students opportunities to further explore culture and business of ceramics.</i> |
| <i>Club Cervantes</i> | <i>The purpose of this organization is providing an intellectual forum for students to discuss cultural topics pertaining to Spain & Latin America. To promote the Spanish language and culture beyond the academic arena.</i> |
| <i>Club Mainstream</i> | <i>Interaction of Special Education students with the general population of students at VMHS to read books, plays games, and listen to music.</i> |
| <i>California Scholarship Federation</i> | <i>CSF is an organization based on academic excellence (3.5 GPA or higher), community service and raising funds for scholarships.</i> |
| <i>Culinary Club</i> | <i>Meets to plan and implement professionally made menus for an event. The students will learn professionalism, time-management and on task behavior strategies.</i> |
| <i>Cultural Exchange Club</i> | <i>The purpose of this organization is to welcome and interact with our foreign exchange students and provide a forum in which VMHS students help them to feel more involved on campus throughout the academic year.</i> |
| <i>Dance Club</i> | <i>To promote dance through school events and public interactions and develop relationship through dance. To perform at rallies and other school events, dance competitions and dance concerts</i> |
| <i>Dive Club</i> | <i>To educate beginning divers on the fundamental and safety of diving. It also allows divers to become aware of scholarship opportunities.</i> |
| <i>Drama Club</i> | <i>To teach performing skills and provide students opportunities to learn and practice skills in the theatre arts. To fundraise and produce plays.</i> |
| <i>E-Art Society</i> | <i>Our purpose is to make art more popular in school and motivate those who are creative in art. Enter art competition, visit art galleries and help with art projects for the school.</i> |

| | |
|---|--|
| <i>Editor's Weekly</i> | <i>To assist English teachers with peer review edits, to assist those who seek help with writing papers.</i> |
| <i>Fashion Club</i> | <i>This club will help students explore the fashion industry, careers related to fashion, community service and produce fashion shows for the school.</i> |
| <i>FIL-AM</i> | <i>To spread awareness of the Filipino culture through hands-on experiences such as potlucks, Filipino Movie Nights, cultural showcase and high school conferences.</i> |
| <i>VSSN</i> | <i>To increase awareness of the sacrifice and commitments made by service members and veterans and to empower volunteerism.</i> |
| <i>Free Thinkers Union</i> | <i>To discuss, debate and analyze ancient and student philosophies. Conduct open group discussions, reading and analyzing religious and philosophical literature.</i> |
| <i>French Club</i> | <i>To provide French students of students wanting to study French opportunities to improve the language by participating in specific events.</i> |
| <i>Future Novelists of America</i> | <i>Provide peer editing, help with story character and writing style development and provide a friendly atmosphere for aspiring writers.</i> |
| <i>Gay-Straight Alliance</i> | <i>Promote equality, acceptance and tolerance on campus as well as in the community.</i> |
| <i>Glamour Gals</i> | <i>Gain prospect and perspective by interacting with senior citizens while earning community service hours.</i> |
| <i>Graphic & Arts Society</i> | <i>This is a club that gives students who are interested in the visual arts a chance to come together to further their knowledge and experiences in the art world and utilize their skills as designers and make things for the school such as T-shirts, banner design, sticker design, etc.</i> |
| <i>Green Team</i> | <i>To raise awareness about environmental issues as well as getting students more involved in an eco-friendly life-style.</i> |
| <i>Guitar Club</i> | <i>To learn about, discuss and play guitars. Students may give performances, take lessons and go on field trips.</i> |
| <i>Holiday Everyday Club</i> | <i>To celebrate the feeling of the holiday each day and bring a positive atmosphere to the campus and community. We plan to visit hospitals in the area and fundraising.</i> |

| | |
|--|---|
| <i>Hope</i> | <i>To reach out to other children in the world and even in our own community who are in need, such as orphans. This club will do activities with other Hope Clubs at different areas.</i> |
| <i>Hospice of the Valleys</i> | <i>To connect VMHS students to Hospice of the Valley so that they may make a positive impact on the community and to earn community service hours. Support and care for people on hospice, including activities and fundraisers.</i> |
| <i>Interact Club</i> | <i>Promote community service locally and internationally. Participate in Relay for Life, Treat or Treat for Unicef, City of Murrieta local events, Rotary Club service events, Race for a Cure, Chili Cook-off and school events.</i> |
| <i>Korean Club</i> | <i>To enlighten people on Korean culture and broaden their knowledge concerning Asian ethnics, food and culture.</i> |
| <i>Latino Union</i> | <i>To provide a venue where Latinos can network and encourage one another in a positive way via academics, arts and athletics. To provide opportunities where Latinos can volunteer and outreach into our community.</i> |
| <i>Lifeguarding Club</i> | <i>To increase knowledge of aquatic safety and to promote training of lifeguards based on Red Cross regulations.</i> |
| <i>Marine Biology Club</i> | <i>To give students the ability to learn about Marine Biology in a fun and exciting way. We plan to go whale watching, take a field trip to an aquarium and perform beach & watershed clean ups.</i> |
| <i>Medical Club</i> | <i>To pursue higher education in the medical sciences. To take university field trips, hospital visits, Relay for Life, and provide guest speakers.</i> |
| <i>Model Rocket Club</i> | <i>To build, design and fly small rockets. This club ties to ROTC Aviation Science curriculum. Meetings include discussions on rocketry, constructing and flying rockets.</i> |
| <i>Model United Nations</i> | <i>To teach students about international affairs and diplomatic relations. To discuss foreign politics and argue them based upon the countries opinions.</i> |
| <i>Muslim Student Association</i> | <i>To foster discussion and understanding between Muslim and non-Muslim students. To participate in discussion groups, potlucks, debates and informational sessions.</i> |

| | |
|--------------------------------------|--|
| <i>Ohana Ano' Alak'i</i> | <i>Teach students about Hawaiian culture and dance. To perform at rallies and various school events.</i> |
| <i>Photography Club</i> | <i>Give students an opportunity to explore the world of photography. Provide guest speakers, possible field trips, workshops in Photography, open lab opportunity and community service opportunities.</i> |
| <i>Pink Ribbon Club</i> | <i>To raise funds & bring awareness about Breast Cancer.</i> |
| <i>Reptile Club</i> | <i>To study and for the conservation of reptiles. Have discussions about reptiles and fundraising for endangered species.</i> |
| <i>Robotics Club</i> | <i>To educate future engineers and enthusiasts in building robots for competitions. The club will conduct various fundraisers to support the funds for equipment and members will learn how to build robots for competitions during club meetings.</i> |
| <i>S.A.T. Club</i> | <i>To improve S.A.T. critical reading, writing and mathematics scores by tutoring tips and S.A.T. rules.</i> |
| <i>Science Olympiad</i> | <i>Provide a deeper understanding of the sciences and compete in the Science Olympiad.</i> |
| <i>Shark Club</i> | <i>A research based club with the intent of finding efficient metal semiconductors for solar cells.</i> |
| <i>Snowboard Club</i> | <i>To gather as a group, to learn about the sport and mountain safety.</i> |
| <i>Speech and Debate Club</i> | <i>To compete in speech and debate tournaments throughout Southern California with the purpose of earning our members entry into the National Forensic League Honor Society.</i> |
| <i>Sports Medicine Club</i> | <i>To educate others on athletic injuries and how to treat them; and to mentor future athletic trainers or those who seek sports medicine as a future career.</i> |
| <i>Student Venture</i> | <i>Our purpose is to provide fun and fellowship stemming from ideas of how to incorporate our faith to help with portions of our lives.</i> |
| <i>Underground Games Club</i> | <i>To interact with the members to look at the strategies of different games and to build friendships with one another. We want everyone to feel welcomed and express their love of video games with others instead of focusing on winning and violence.</i> |

Video Gaming 101

To bring those students together who share a common interest in video games.

Zumba Fitness Club

The purpose of this group is for students to have a great time working out, meeting new people and live a better lifestyle.

Co-curricular Activities***Associated Student Body (ASB) and Senate***

The purpose of the ASB and Senate classes is to train students through theory and practice, in the various aspects of leadership. Those involved in the Vista Murrieta High School Leadership program will have tremendous opportunities to influence the life of their school, community, and most importantly, themselves. Leadership is not a responsibility to take lightly. It requires many skills and the development of those skills is the primary focus of this class. Throughout the year students will:

- Develop personal goals as well as group goals- weekly
- Develop event planning and organizational skills
- Develop publicity and advertisement skills
- Develop personal skills necessary to be a successful leader
- Develop effectiveness in both small and large groups
- Develop communication skills (written and oral)
- Understand aspects of public relations
- Implement time management skills
- Understand and apply meeting procedures
- Understand and develop the service model

Students work on the above aspects of leadership by taking active and visible roles in the Murrieta Valley community. These events include promoting a positive school climate, supporting all academics, athletics, arts, and activities on campus, enhancing the community and school through service projects and working to solve problems within the school and the community

Band

The Vista Murrieta Instrumental Music Department is a comprehensive program consisting of both academic and performance-based classes. Our program offers a total of five concert bands, two jazz bands, and a Dual-Enrollment Music Appreciation and Theory class (prior to this year, we offered AP Music Theory) year-round. Specifically in the spring semester, we offer two high school Winter Guard groups and one middle school prep Winter Guard, as well as one high school Winter Drum Line and one middle school prep Winter Drum Line ensemble. In the fall (first semester), our program is mostly recognized for our award winning and nationally ranked marching band, the *Vista Murrieta Golden Alliance*.

Both our top concert group (Wind Ensemble I) and the marching band are recognized as being ranked in the top in the state of California. As a whole, our program is ranked within the top one percent of finest band programs in the country.

Instrumental music students from Vista Murrieta have gone on to receive numerous awards, including but not limited to major university acceptances, regional and state honor band placements, full tuition scholarships, as well as many academic achievements on campus. Over the course of the program's ten years of existence, it has sent many students to prestigious colleges and universities such as the University of California, Los Angeles, Berkeley, Riverside, and San Diego, University of Southern California, Northwestern University, Duke University, University of Massachusetts, University of Colorado, Boulder, BYU, University of Redlands, United States Naval Academy, among others. Each year, we have a number of students audition and be accepted into the California All-State and All-Southern California Honor Bands. In addition, three students form part of the Pacific Symphony Youth Orchestra this year. Seniors of the class of 2012 accumulated over a quarter of a million dollars in music scholarships alone; five of them receiving full ride scholarships to the university of their choice. In the area of academics, we have had two members of the program be Salutatorians in the graduation ceremonies of their respective years and, on average, have three to six students be a part of the top 25 (top three percent) GPA's of their class.

Choir

The VMHS Choral Department is dedicated to training singers in developing their musical skills for both personal and academic achievement as well as for personal and public enjoyment. The department consists of beginning, intermediate and advanced groups. Placement into groups is determined by the student's audition, achieved prerequisites, recommendations, and previous commitments to the program. Placement in advanced classes means a student has achieved a high degree of technique and performance, a history of commitment to the program, as well as an attitude of teamwork and dedication. Throughout the year each group will have the opportunity to prepare for community and school concerts, competitions, and other activities. Choir students will be exposed to various styles of music and will have the opportunity to raise the level of their musicianship skills. Currently, the program serves 138 students.

Dance

The VMHS Dance program consists of a Variety Dance Team, a Dance Club, and a Polynesian Dance Club. Our clubs service approximately 400 students and the classes serve approximately 200 students. All of our groups perform at rallies, sporting events, elementary school events, middle school events, and in the community. We offer break dance, hip hop and Polynesian dance (Hula and Tahitian) classes after school.

Drama

The mission of the Vista Murrieta High School Drama Club (Department) is to build critical thinking skills, emphasize time-management skills, provide a safe creative environment and encourage students to be exposed to a variety of classical and contemporary Theatrical Productions. The Drama Department produces 2-3 full length productions as well as a variety of other productions each year. A great deal of

opportunities is available to all students with all levels of experience, including: performing, designing, building, analyzing and attending performances. Drama club also provides students community service opportunities by volunteering on campus and throughout the community.

The main goal of the Drama Department is consistent with our mission. It provides opportunities for students to be exposed to and participate in live theatre. We currently offer multiple levels of Drama, from beginning to advanced, as well as a Technical Theatre class. The goal of this program is to get students connected and offer opportunities for all students to “Buy In” to what Vista has to offer. The program is unique because it is open to everyone. Students that are not enrolled in a Drama class can be a part of the process of our different productions.

Our Drama Department has approximately 175 students enrolled in a variety of classes. This department works collaboratively with other departments on many projects. Examples include; working with our Ceramics classes when building original masks for a classical production and working with ASL teachers and students to incorporate interpreters at our productions. We also invite all of our English classes and Special Education students to see previews of every play. The department also works collaboratively with our Choir and Instrumental Music Departments on multiple musical productions. Our Drama Department offers discounts to students that are ASB members and all of our students must remain academically eligible to participate. This stays consistent with our athletic program to help ensure that students receive equitable treatment.

Air Force Junior Reserve Officers' Training Corps (AFJROTC)

The mission of the JROTC is to “Build Better Citizens for America” by educating high school cadets in citizenship, promote community service, instill responsibility, character, self-discipline, and provide instruction in aerospace science fundamentals. The objectives of the Air Force and Vista Murrieta High School are to instill “CLASS” and “EXCELLENCE” in each student. The Air Force core values of “*Integrity first, service before self and excellence in all you do*” are the staple by which all aspects of JROTC are sealed. The Cadet Honor Code of, “*I will not lie, cheat or steal nor tolerate those who do*”, is combined with the core values to enforce the mission statement. All of these aspects of VMHS and JROTC exist to create a culture that is centered at providing VMHS students with a lifetime of memories and character.

The Air Force JROTC program began at Vista Murrieta High School in January, 2009 and has now reached cadet strength of nearly 280. The Department of Defense funds the JROTC program including the cost of uniforms, books, and field trips. The curriculum includes the science and history of aviation, health, character development, ethics, global political and cultural studies, and leadership skills. Students also receive P.E. credits.

During class cadets learn about the aerospace age, aviation programs, aerospace vehicles, propulsion systems, survival, military customs, and leadership. More importantly, cadets learn excellent work habits, social skills, and team work.

Link Crew

Link Crew is a leadership development programs that serves the school community. It is an organization that develops student's skills and interest in branching out to broader community service efforts. The VMHS Link Crew has 100 student leaders that serve the freshman class. These leaders host events for both social and academic support. Our goal is to help freshmen students adjust to high school. This mentorship lasts the entire year and students are able to connect with their leader in many ways.

Link Crew hosts the annual VMHS Orientation Day in which we invite the entire freshman class to join us for a day of introductions and ice breaker activities. This kicks off our year of activities, in which we host a back-to-school BBQ before the first school dance, Halloween Movie Night, freshman football tailgates, monthly student-leader luncheons, monthly student-teacher luncheons, final review sessions, and fundraising opportunities. This program continues to grow and develop as we find new needs for our freshman class.

Peer Leaders Uniting Students (PLUS)

The PLUS Program reaches out to our campus and surrounding community through forums where students have the opportunity to explore the issues they are facing, including difficult ones such as peer pressure and discrimination. Through PLUS activities, students have a chance to build bridges and break down barriers between each other. The PLUS program is a critical part of our campus because it provides the unique opportunity for students to engage with and lead other students in fun activities as well as discussions where students get to talk about issues that impact their lives. Despite the importance of these issues, more often than not, students do not have a chance to address these in a traditional classroom setting, but in the PLUS class they do

Renaissance

Renaissance is a leadership program that recognizes and rewards students who earn good grades. We encourage everyone to try their hardest to achieve academic excellence. Renaissance recognizes students on a daily, weekly and monthly basis in a variety of ways, such as selecting a student of the week. We promote a positive academic climate on campus and encourage students to celebrate their successes. Students are recognized for their academic performance, academic improvement and for demonstrating CLASS. Each semester we hold a pep assembly where t-shirts are given out to those students with a minimum GPA of 3.0 and above and the students are encouraged to wear these t-shirts to the assembly to be recognized.

Journalism/ Newspaper

This journalism course focuses on article formatting and writing, interviewing, design layout, and publishing. Students will demonstrate journalistic writing, editing, listening and speaking skills using class handouts/notes, both student written and professional newspaper articles, and the Adobe programs, InDesign and Photoshop. Students will engage in analysis of campus, community, and world issues, then report on issues determined to be newsworthy to the VMHS campus in a sound, balanced, and ethical

way. Students will interview members of the campus and community of Murrieta to become informed on focus issues. Students will produce 6 to 7 publications throughout the school year, completely built by them.

At this time there are 20 students involved in the journalism class, six advanced editors who write and design the final product in the computer program InDesign, part of the Adobe Suite computer program, and fourteen beginning staff members who write articles, take pictures, and contribute graphics to the final product, once every 5 weeks.

Yearbook

The VMHS yearbook course focuses on article formatting and writing, interviewing, design layout, photography techniques, all in terms of up-to-date professional journalistic style, with the purpose of creating and publishing the school yearbook. Students will collect information each deadline period that fits into certain categories appropriate for a high school yearbook such as Sports, Clubs, Academics, and Student Life, with the goal of capturing special, important, inspiring moments that represent the school year. Using the professional publishing programs InDesign, Photoshop, and Adobe Illustrator, students design and layout the book, facilitated by the teacher advisor.

At this time there are 30 students involved in the Yearbook class. Each student is responsible for making certain contributions to the final product by the end of each deadline period, the end result being the printed yearbook passed out to students at the end of the school year

Athletics

VMHS also has a strong commitment to Bronco athletics. All students are invited to be part of VMHS' strong athletic tradition. The athletic department recommends that students participate in two to three sports during their high school career, giving students an opportunity to discover their various skills as an athlete.

The athletic program takes a number of actions to emphasize the importance of academics for athletes. It highlights student athlete scholars each month and communicates team grade point averages to the school community. The program also maintains strong standards for athlete GPA's, keeping rigorous academic requirements in place for athletic participation, and closely monitoring the academic progress of athletes and intervening to assist them in their academics when needed. The following is a list of sports offered at VMHS:

Fall Sport SeasonMen's Sports

Football
Cross Country
Water Polo

Women's Sports

Volleyball
Cross Country
Tennis
Golf

Winter Sport SeasonMen's Sports

Basketball
Soccer
Wrestling

Women's Sports

Basketball
Soccer
Water Polo

Spring Sport SeasonMen's Sports

Baseball
Track and Field
Tennis
Golf
Swimming

Women's Sports

Softball
Track and Field
Swimming

Bronco athletics are award-winning, highly successful programs. The following highlights demonstrate some of the awards and honors that make the VMHS athletic program so strong:

- There is outstanding student participation in VMHS' athletic programs. In the 2011 - 2012 school year, 1,584 students participated in at least one sport which is approximately 50% of the school population. This participation occurred on forty-eight teams within twenty-one different sports.
- VMHS takes pride in its' three-sport athletes. In the 2010 - 2011 school year, fifty-nine VMHS students were three-sport athletes, and eight of these students earned varsity letters in all three sports.
- Strong emphasis is placed on the academic achievement by all athletes in the VMHS program. In 2010 - 2011, all twenty-one varsity sports teams earned a team grade point average of 3.0 or above. Team GPA's for all sports and teams are publicized and recognized seasonally in order to emphasize that academics are an integral part of the Bronco athletic program.
- The athletic coaching staff is primarily made up of on-campus staff members. Of the one hundred and sixteen coaches currently employed this school year, 65 are VMHS staff members.
- Since the opening of VMHS in 2003, our athletic department has accomplished 52 league championships and five CIF championships.

VMHS Accolades

- VMHS was named the *Most Spirited School in the Nation* by MaxPreps.com (a subsidiary of CBS Sports) in 2008, 2009 and 2010. Out of 20,000 high schools in

the United States, VMHS received the most votes nationally, based on our level of student and school spirit apparent on our spirit video, as well as the amount of interest by VMHS supporters.

- VMHS has received the *Outstanding School of Character* award from CIF Southwestern Section in 2006, 2007, 2009 and 2010. Several individual Bronco staff members have also received this award.
- The California Association of Student Councils has recognized our student activities program as one of the top 20 outstanding programs in the state for the past eight years, and the National Association of Student Councils has named the program one of the top activities programs in the nation for the past four years.
- The VMHS Golden Alliance Marching Band qualified for and attended the Bands of America Grand National Championship in Indianapolis, Indiana in 2009, with over 90 of the best high school marching bands in the country. They were awarded the *Esprit de Corps* award for displaying the most pride, spirit, enthusiasm, friendliness, and unity of purpose of all the marching bands in attendance.
- Two of our teachers were named Murrieta Valley Unified School District's *Teacher of the Year* in 2010 and 2011.
- *Scholastic Coach Magazine* recognized Vista Murrieta as a "Program of Excellence", being one of two public high schools in the nation to earn this distinction.
- In 2009, VMHS was designated a California Distinguished School by the Department of Education.
- Our PTSA was recognized by the California State PTSA as the most outstanding PTSA unit in the state in the spring of 2007 and with the Student Involvement Award in the spring of 2009.
- The VMHS counseling team received a 2009 SPARC (Support Personnel Accountability Report Card) award from Los Angeles County's SPARC award committee. The SPARC reports on the school's guidance program efforts and support personnel, including the school counseling team.
- VMHS received the Riverside County Model of Excellence Award in 2012 for the successful establishment of our Dual Enrollment program

District Financial Support Data

The Murrieta Valley Unified School Board approved the 2012/13 budget on June 20, 2012. The adopted budget reduces spending by \$14 million and the current round of

budget cuts and solutions include larger classes, a shorter school year and employee furlough days.

General fund revenue is \$142 million, down more than \$11 million from 2011 - 2012. Expenses for 2012 - 2013 are down from \$164 million in 2011 - 2012. In spite of the reductions, the district's 2012 - 2013 budget includes deficit spending of \$7,896,821. The district will use reserves to cover the deficit, leaving \$1.6 million in reserves, about \$2 million less than the standard three percent reserve. State officials have allowed school districts to drop below the standard three percent reserve in recent years due to the state budget crisis, but this is the first time the MVUSD has had to do so.

While the loss of \$139 million in state funding over the past five years has presented significant challenges, the district has been able to preserve jobs and keep programs in place throughout the budget crisis. Base funding per student has dropped from \$5,967 six years ago to \$5,300 and it may drop to \$4,912 in 2012 – 2013. While MVUSD is committed to maintaining fiscal stability and retaining the excellence of its programs, without significant changes in state funding, it is unlikely the district will be able to continue to meet those goals in the face of ongoing reductions.

The following charts show MVUSD’s revenue sources and expenditures over the past three years. The district budget is developed annually and presented to staff by district representatives at site meetings on an annual basis.

District Revenue: 2010 – 2013

| | 2010 - 2011 | 2011 - 2012 | 2012 - 2013 |
|------------------------------|---------------|---------------|---------------|
| Revenue | \$150,444,592 | \$154,330,598 | \$142,452,732 |
| Revenue Limit Sources | \$115,594,679 | \$117,305,086 | \$108,138,863 |
| Federal Revenues | \$6,677,751 | \$6,724,690 | \$6,596,716 |
| Other State Revenues | \$14,570,396 | \$16,176,268 | \$14,544,045 |
| Other Local Revenues | \$13,601,766 | \$14,124,553 | \$13,173,108 |

District Expenditures: 2010 – 2013

| | 2010 - 2011 | 2011 - 2012 | 2012 - 2013 |
|------------------------------|---------------|---------------|---------------|
| Expenditures | \$163,386,659 | \$161,181,316 | \$150,349,553 |
| Certificated Salaries | \$85,773,827 | \$85,381,366 | \$75,202,537 |
| Classified Salaries | \$26,578,451 | \$26,071,221 | \$25,539,481 |
| Employee Benefits | \$31,460,273 | \$30,701,294 | \$29,249,224 |

| | | | |
|---|--------------|--------------|--------------|
| Books and Supplies | \$5,170,365 | \$4,824,325 | \$5,259,687 |
| Services and Other Operating Costs | \$13,256,183 | \$13,465,922 | \$14,315,140 |
| Capital Outlay | \$10,000 | \$53,432 | \$0 |
| Other Outgoing, Direct Support, and Indirect Costs | \$1,200,560 | \$1,044,756 | \$572,727 |
| Transfers Out and Uses | -- | \$511,083 | \$210,757 |

Student Performance Data

Academic Performance Index (API)

API is the state mandate for the Public School Accountability Act (PSAA) of 1999. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level, based on the percentage of students scoring at the proficient level on statewide tests, including the California Standards Tests and California Modified Assessment in English-language arts and mathematics, science, and history-social science. In addition, the API score also includes the results of the California High School Exit Exam (CAHSEE) in ELA and mathematics and the California Alternate Performance Assessment (CAPA) in ELA and mathematics. The CAPA is a standards-based assessment for students with the most significant cognitive disabilities who are unable to take the CSTs.

We at VMHS have worked hard to move our achievement forward. We have seen upward movement in our API score for the past seven years. The figures below exhibit VMHS' Base and Growth Data for the API, as well as for numerically significant subgroups over the last three years. The API base score indicates the score of the school from the previous year. The growth target is the school's expected growth. The actual score represents the actual growth. The API reports also include a statewide rank and a similar schools rank. This information shows where a school ranks academically on a scale from one to ten with 10 being the highest ranking, compared with other schools statewide (statewide rank). The similar schools rank is a comparison with 100 other schools that have similar demographic characteristics.

Below are the API base and growth numbers over the last three years.

API Base and Growth: 2009 – 2012

| | 2009 - 2010 | 2010 - 2011 | 2011 - 12 |
|-----------------------------|-------------|-------------|-----------|
| Percent Tested | 98% | 99% | 96% |
| API Base Score | 804 | 819 | 823 |
| Growth Target | A* | A* | A* |
| Actual Score | 819 | 825 | 837 |
| Growth | +15 | +6 | +12 |
| Statewide Rank | 9 | 9 | 9 |
| Similar Schools Rank | 9 | 9 | 9 |

*Indicates the school or subgroup scored at or above the statewide performance target of 800.

Below are the API results for subgroups for the past three school years.

API Growth Report: 2011 – 2012

| | Students Included in 2012 API | 2012 Growth | 2011 Base | 2011-2012 Growth Target | 2011-2012 Growth | Met Subgroup Growth Target |
|--|-------------------------------|-------------|-----------|-------------------------|------------------|----------------------------|
| Black/African American | 182 | 786 | 782 | 5 | 4 | N |
| American Indian/ Alaska Native | 6 | -- | -- | -- | -- | -- |
| Asian | 122 | 907 | 883 | A* | 24 | Y |
| Filipino | 191 | 869 | 869 | A* | 0 | Y |
| Hispanic/ Latino | 786 | 812 | 786 | 5 | 26 | Y |
| Native Hawaiian/ Pacific Islander | 16 | 826 | 817 | -- | -- | -- |
| White | 922 | 849 | 844 | A* | 5 | Y |
| Two or More Races | 125 | 862 | 856 | A* | 6 | Y |
| Socioeconomically Disadvantaged | 665 | 802 | 779 | 5 | 23 | Y |
| English Learners | 73 | 739 | 671 | -- | -- | -- |
| Students with Disabilities | 246 | 681 | 623 | 9 | 58 | Y |

*Indicates the school or subgroup scored at or above the statewide performance target of 800.

API Growth Report: 2010 – 2011

| | Students Included in 2011 API | 2011 Growth | 2010 Base | 2010-2011 Growth Target | 2010-2011 Growth | Met Subgroup Growth Target |
|-----------------------------------|-------------------------------|-------------|-----------|-------------------------|------------------|----------------------------|
| Black/African American | 188 | 786 | 761 | 5 | 25 | Y |
| American Indian/ Alaska Native | 8 | -- | -- | -- | -- | -- |
| Asian | 132 | 885 | 879 | A* | 6 | Y |
| Filipino | 181 | 869 | 845 | A* | 24 | Y |
| Hispanic/ Latino | 789 | 788 | 787 | 5 | 1 | N |
| Native Hawaiian/ Pacific Islander | 12 | 817 | 789 | -- | -- | -- |
| White | 879 | 844 | 841 | A* | 3 | Y |
| Two or More Races | 136 | 856 | 846 | A* | 10 | Y |
| Socioeconomically Disadvantaged | 603 | 781 | 767 | 5 | 14 | Y |
| English Learners | 111 | 677 | 697 | 5 | -20 | N |
| Students with Disabilities | 232 | 624 | 615 | 9 | 9 | Y |

*Indicates the school or subgroup scored at or above the statewide performance target of 800.

API Growth Report: 2009 – 2010

| | Students Included in 2010 API | 2010 Growth | 2009 Base | 2009-2010 Growth Target | 2009-2010 Growth | Met Subgroup Growth Target |
|--------------------------------|-------------------------------|-------------|-----------|-------------------------|------------------|----------------------------|
| Black/African American | 200 | 763 | 743 | 5 | 20 | Y |
| American Indian/ Alaska Native | 4 | -- | -- | -- | -- | -- |
| Asian | 124 | 879 | 868 | A* | 11 | Y |
| Filipino | 177 | 844 | 848 | A* | -4 | Y |
| Hispanic/ Latino | 784 | 785 | 772 | 5 | 13 | Y |

| | | | | | | |
|--|-----|-----|-----|----|-----|----|
| Native Hawaiian/ Pacific Islander | 12 | -- | -- | -- | -- | -- |
| White | 902 | 841 | 822 | A* | 19 | Y |
| Two or More Races | 166 | 846 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 610 | 767 | 773 | 5 | -6 | N |
| English Learners | 102 | 695 | 721 | 5 | -26 | N |
| Students with Disabilities | 233 | 620 | 577 | 11 | 43 | Y |

*Indicates the school or subgroup scored at or above the statewide performance target of 800.

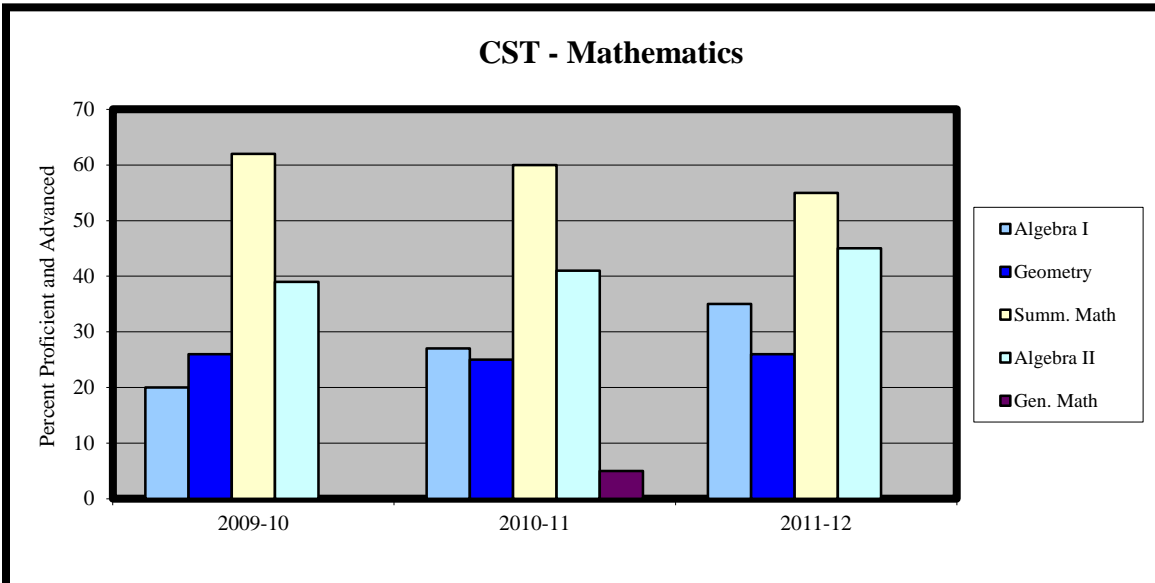
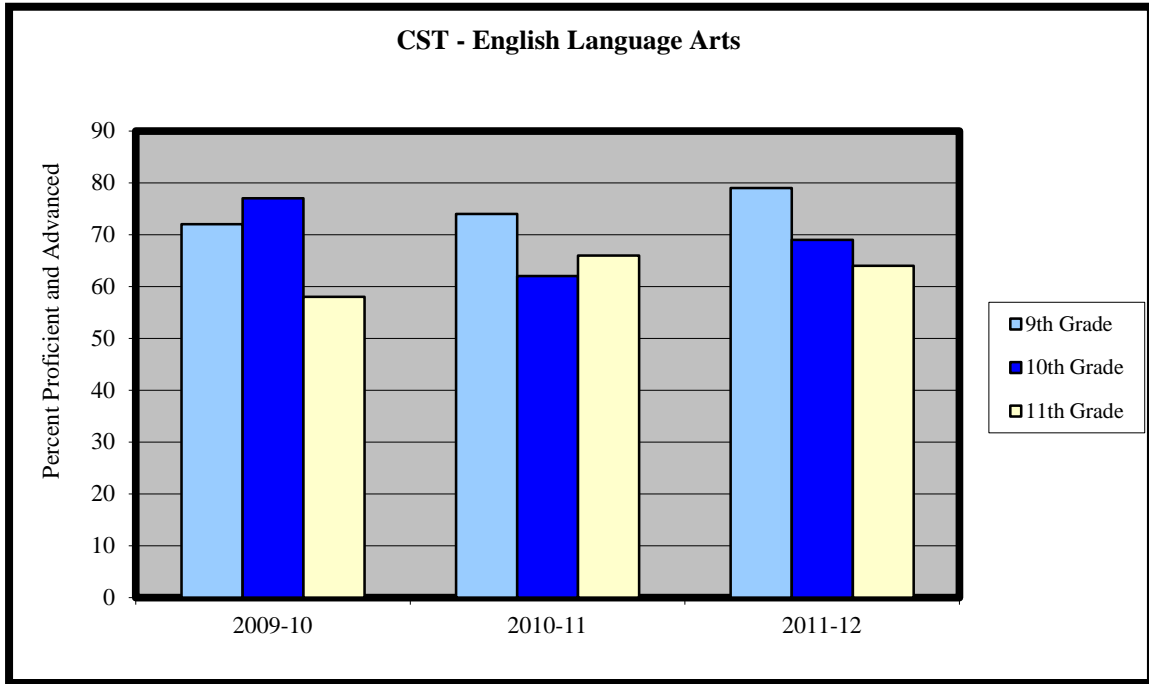
California Standards Tests (CSTs)

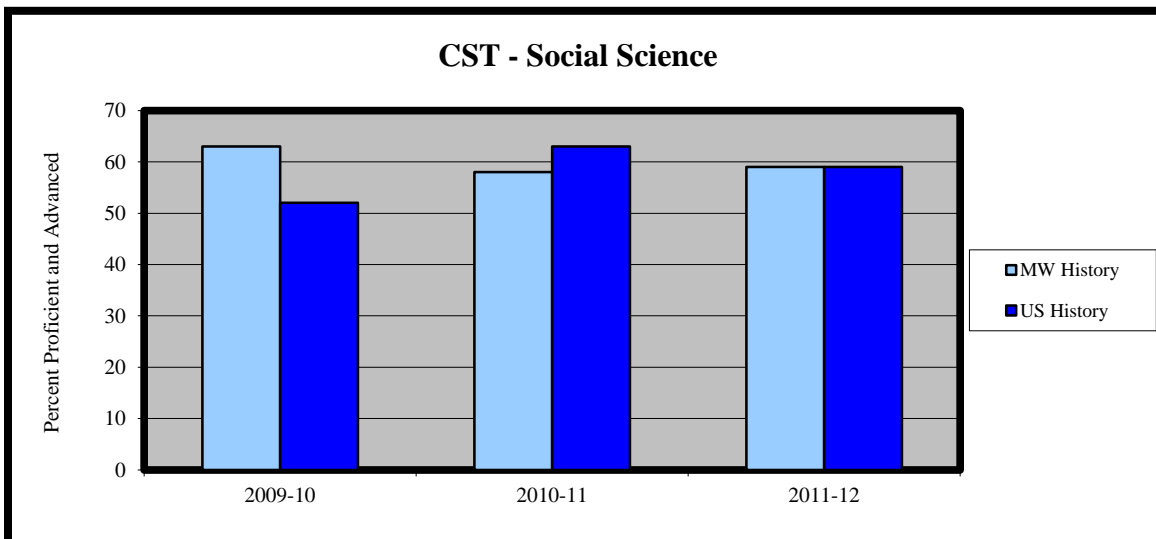
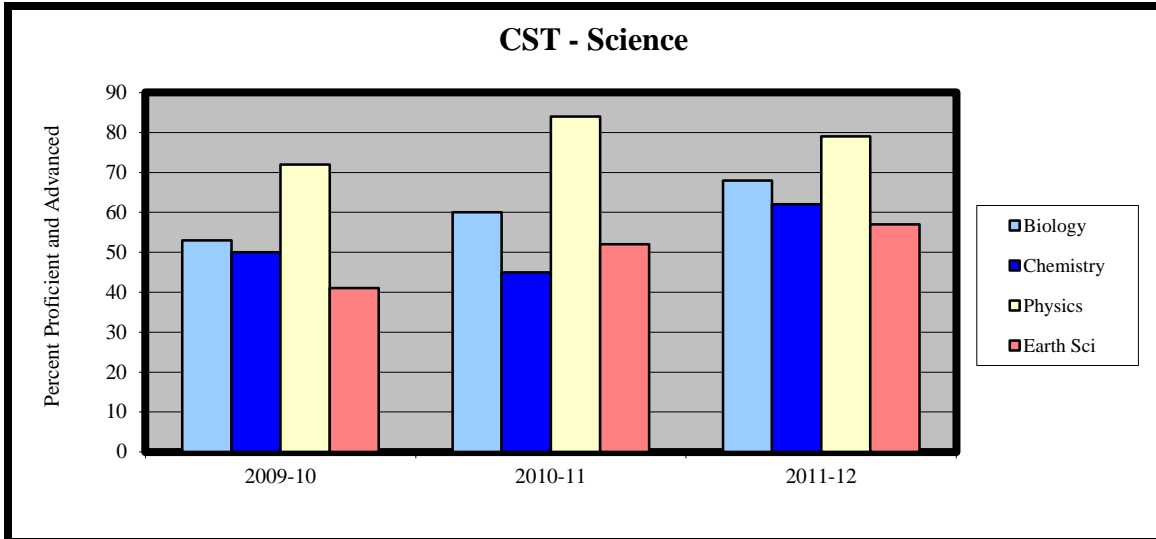
The California Standardized Tests (CSTs) are developed by California educators and test developers specifically for California. They measure progress toward California’s state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. The figure below indicates the percent of students scoring proficient and advanced on specific CSTs over the past three school years.

Percentage of Students Scoring Proficient/Advanced on CSTs: 2009 – 2012

| Content Cluster | Standards | 2009-10 | 2010-11 | 2011-12 |
|-----------------------------------|--|---------|---------|---------|
| English/ Language Arts | Grade 9 | 72% | 74% | 79% |
| | Grade 10 | 77% | 62% | 69% |
| | Grade 11 | 58% | 66% | 64% |
| Math | Algebra I | 20% | 27% | 35% |
| | Geometry | 26% | 25% | 26% |
| | Summative Math | 62% | 60% | 55% |
| | Algebra II | 39% | 41% | 45% |
| Social Science | World History | 63% | 58% | 59% |
| | US History – 11 th Grade | 52% | 63% | 59% |
| Science | Biology/Life Sciences | 53% | 60% | 68% |
| | Chemistry | 50% | 45% | 62% |

| | | | | |
|--|---------------|-----|-----|-----|
| | Earth Science | 41% | 52% | 57% |
| | Physics | 72% | 84% | 79% |





Detailed CST Proficiency Data: 2011 – 2012

| | Number of Students Tested | % Advanced | % Proficient | % Basic | % Below Basic | % Far Below Basic |
|---------------------|---------------------------|------------|--------------|---------|---------------|-------------------|
| English | | | | | | |
| Ninth Grade | 795 | 39% | 35% | 21% | 4% | 1% |
| Tenth Grade | 723 | 26% | 36% | 33% | 4% | 1% |
| Eleventh Grade | 775 | 29% | 37% | 24% | 8% | 2% |
| General Math | | | | | | |
| Ninth Grade | 20 | 0% | 5% | 10% | 35% | 50% |

| Algebra I | | | | | | |
|-----------------------|-----|-----|-----|-----|-----|-----|
| Ninth Grade | 537 | 5% | 28% | 25% | 34% | 8% |
| Tenth Grade | 209 | 0% | 11% | 46% | 36% | 7% |
| Eleventh Grade | 25 | 0% | 12% | 32% | 48% | 8% |
| Total | 771 | 4% | 23% | 31% | 35% | 8% |
| Geometry | | | | | | |
| Ninth Grade | 177 | 10% | 56% | 32% | 2% | 0% |
| Tenth Grade | 264 | 0% | 11% | 40% | 44% | 4% |
| Eleventh Grade | 159 | 0% | 3% | 25% | 57% | 15% |
| Total | 600 | 3% | 22% | 34% | 35% | 6% |
| Summative Math | | | | | | |
| Tenth Grade | 84 | 21% | 51% | 26% | 1% | 0% |
| Eleventh Grade | 261 | 14% | 42% | 32% | 12% | 0% |
| Total | 345 | 16% | 44% | 31% | 9% | 0% |
| Algebra II | | | | | | |
| Ninth Grade | 91 | 29% | 43% | 25% | 3% | 0% |
| Tenth Grade | 138 | 9% | 48% | 35% | 7% | 2% |
| Eleventh Grade | 233 | 3% | 17% | 45% | 27% | 8% |
| Total | 462 | 10% | 31% | 38% | 16% | 5% |

| Biology | | | | | | |
|------------------|------|-----|-----|-----|-----|-----|
| Ninth Grade | 831 | 25% | 33% | 30% | 7% | 5% |
| Tenth Grade | 42 | 10% | 33% | 33% | 14% | 10% |
| Eleventh Grade | 207 | 33% | 39% | 27% | 0% | 1% |
| Total | 1080 | 26% | 34% | 30% | 6% | 5% |
| Chemistry | | | | | | |
| Tenth Grade | 387 | 10% | 40% | 45% | 4% | 1% |
| Eleventh Grade | 153 | 14% | 20% | 46% | 15% | 4% |
| Total | 540 | 11% | 34% | 46% | 7% | 1% |

| Earth Science | | | | | | |
|----------------------|-----|-----|-----|-----|-----|-----|
| Ninth Grade | 14 | 14% | 7% | 36% | 21% | 21% |
| Tenth Grade | 302 | 14% | 38% | 36% | 8% | 4% |
| Eleventh Grade | 38 | 32% | 24% | 42% | 0% | 3% |
| Total | 354 | 16% | 36% | 36% | 8% | 4% |
| Physics | | | | | | |
| Eleventh Grade | 139 | 32% | 52% | 15% | 0% | 1% |
| World History | | | | | | |
| Tenth Grade | 747 | 29% | 29% | 27% | 9% | 6% |
| US History | | | | | | |
| Eleventh Grade | 781 | 25% | 38% | 23% | 8% | 6% |

Subgroup Performance in English Language Arts: 2011 – 2012

| | Total Students Tested | Advanced | Proficient | Basic | Below Basic | Far Below Basic |
|--|------------------------------|-----------------|-------------------|--------------|--------------------|------------------------|
| Overall | 2293 | 32% | 36% | 26% | 5% | 1% |
| African American | 178 | 24% | 38% | 29% | 8% | 2% |
| American Indian | 9 | 10% | 0% | 67% | 22% | 0% |
| Asian | 132 | 45% | 29% | 18% | 5% | 3% |
| Filipino | 188 | 40% | 34% | 23% | 3% | 1% |
| Hispanic | 770 | 24% | 34% | 32% | 8% | 2% |
| Pacific Islander | 12 | 17% | 42% | 33% | 8% | 0% |
| Caucasian | 867 | 35% | 40% | 22% | 3% | .01% |
| Socioeconomically Disadvantaged | 562 | 20% | 36% | 34% | 9% | 2% |
| Students with Disabilities | 113 | 7% | 15% | 41% | 27% | 11% |
| English Learners | 43 | 0% | 5% | 47% | 33% | 15% |
| Two or More Races | 137 | 42% | 34% | 20% | 4% | 0% |

Subgroup Performance in Mathematics: 2011 – 2012

| | Total Students Tested | Advanced | Proficient | Basic | Below Basic | Far Below Basic |
|--|-----------------------|----------|------------|-------|-------------|-----------------|
| Overall | 2275 | 6% | 28% | 33% | 27% | 6% |
| African American | 174 | .5% | 26% | 36% | 29% | 7% |
| American Indian | 9 | 0% | 22% | 22% | 44% | 10% |
| Asian | 133 | 23% | 36% | 23% | 15% | 4% |
| Filipino | 187 | 8% | 35% | 36% | 18% | 1% |
| Hispanic | 762 | 5% | 21% | 31% | 34% | 8% |
| Pacific Islander | 12 | 8% | 0% | 42% | 42% | 8% |
| Caucasian | 862 | 6% | 31% | 35% | 24% | 5% |
| Two or More Races | 136 | 8% | 34% | 32% | 24% | 3% |
| Socioeconomically Disadvantaged | 563 | 5% | 21% | 31% | 35% | 7% |
| Students with Disabilities | 93 | 1% | 10% | 19% | 54% | 16% |
| English Learners | 42 | 2% | 14% | 19% | 45% | 19% |

Subgroup Performance in Science: 2011 – 2012

| | Total Students Tested | Advanced | Proficient | Basic | Below Basic | Far Below Basic |
|--|-----------------------|----------|------------|-------|-------------|-----------------|
| Overall | 2833 | 22% | 35% | 33% | 6% | 3% |
| African American | 245 | 14% | 28% | 44% | 9% | 4% |
| American Indian | 8 | 0% | 25% | 63% | 13% | 0% |
| Asian | 172 | 42% | 27% | 24% | 4% | 2% |
| Filipino | 241 | 26% | 40% | 29% | 2% | 1% |
| Hispanic | 920 | 17% | 32% | 38% | 9% | 4% |
| Pacific Islander | 20 | 10% | 25% | 55% | 5% | 5% |
| Caucasian | 1067 | 24% | 37% | 33% | 5% | 3% |
| Two or More Races | 160 | 28% | 43% | 21% | 6% | 3% |
| Socioeconomically Disadvantaged | 706 | 16% | 32% | 37% | 9% | 6% |
| Students with Disabilities | 160 | 11% | 20% | 36% | 18% | 16% |
| English Learners | 49 | 0% | 14 | 37% | 22% | 27% |

Subgroup Performance in History: 2011 – 2012

| | Total Students Tested | Advanced | Proficient | Basic | Below Basic | Far Below Basic |
|--|-----------------------|----------|------------|-------|-------------|-----------------|
| Overall | 1540 | 27% | 33% | 25% | .8% | 6% |
| African American | 129 | 21% | 28% | 30% | 10% | 9% |
| American Indian | 4 | 0% | 25% | 25% | 25% | 25% |
| Asian | 86 | 38% | 34% | 20% | 2% | 5% |
| Filipino | 125 | 26% | 42% | 26% | 2% | 3% |
| Hispanic | 516 | 21% | 31% | 27% | 12% | 9% |
| Pacific Islander | 10 | 30% | 20% | 30% | 20% | 0% |
| Caucasian | 579 | 30% | 35% | 23% | 7% | 5% |
| Two or More Races | 91 | 37% | 38% | 20% | 4% | 0% |
| Socioeconomically Disadvantaged | 379 | 17% | 31% | 31% | 11% | 10% |
| Students with Disabilities | 122 | 10% | 14% | 27% | 19% | 29% |
| English Learners | 35 | 3% | 9% | 37% | 14% | 37% |

California High School Exit Exam (CAHSEE)

In California, all high school students must pass the CAHSEE to earn a high school diploma. The English/language arts portion of the exam measures whether a student has mastered reading and writing skills at the ninth or tenth grade level, including vocabulary, writing, writing conventions, informational reading, and reading literature. The math portion of the exam includes arithmetic, statistics, data analysis, probability, number sense, measurement, and geometry at sixth and seventh grade levels. It also tests whether a student has mastered algebra, a subject that most students study in the eighth or ninth grade.

Students take the CAHSEE for the first time in the tenth grade. In the following years, they must retake those parts of the examination they did not pass in order to receive a high school diploma. Students can take the exam up to six times. Students who do not pass the exam are provided interventions within the school day. In addition, classroom instruction in English and math classes provides daily practice in the skills needed for passing this exam.

Students who successfully meet all District requirements for graduation but who have not passed the CAHSEE receive a Certificate of Completion instead of a diploma; they are able to participate in the graduation ceremony and all other graduation activities.

VMHS' CAHSEE data indicates a strong pass rate of 90% or better on the initial exam. The VMHS pass rate is aligned to the district average of 91% and exceeds the county and state averages for both ELA and math which are in the upper seventies. Discrepancies can be noted in the VMHS data between the performance of subgroups and that of the total school population, as shown in the following charts.

CAHSEE Performance Data by Class

| English/Language Arts | | | Mathematics | | |
|-----------------------|---------------|-----------|-------------|---------------|-----------|
| | Number Tested | Pass Rate | | Number Tested | Pass Rate |
| CLASS OF 2012 | | | | | |
| March 2010 | 887 | 92% | | 872 | 91% |
| November 2010 | 76 | 53% | | 95 | 51% |
| May 2011 | 23 | 35% | | 27 | 37% |
| November 2011 | 15 | 60% | | 17 | 71% |
| CLASS OF 2013 | | | | | |
| March 2011 | 896 | 91% | | 889 | 92% |
| May 2011 | 13 | 69% | | 8 | -- |
| November 2011 | 71 | 69% | | 79 | 61% |
| May 2012 | 18 | 22% | | 21 | 19% |
| November 2012 | 11 | 45% | | 22 | 45% |
| CLASS OF 2014 | | | | | |
| March 2012 | 898 | 91% | | 893 | 90% |
| May 2012 | 13 | 85% | | 17 | 82% |
| November 2012 | 92 | 77% | | 96 | 60% |

CAHSEE Performance Data by Subgroup

| English/Language Arts | | | Mathematics | |
|---|---------------|-----------|---------------|-----------|
| CLASS OF 2011 – Testing March 2009 | Number Tested | Pass Rate | Number Tested | Pass Rate |
| African American | 87 | 82% | 86 | 78% |
| American Indian/ Alaska Native | 7 | -- | 7 | -- |
| Asian | 60 | 95% | 60 | 97% |
| Filipino | 79 | 96% | 79 | 92% |
| Hispanic | 242 | 87% | 241 | 85% |
| Pacific Islander | 6 | -- | 6 | -- |
| Caucasian | 395 | 95% | 393 | 95% |
| Declined to State | 22 | 82% | 21 | 81% |
| Special Education Students | 65 | 45% | 67 | 48% |
| English Learner Students | 17 | 53% | 17 | 82% |
| Reclassified Fluent-English-Proficient (RFEP) | 45 | 93% | 45 | 93% |
| Socio-economically Disadvantaged | 150 | 90% | 152 | 91% |

Adequate Yearly Progress (AYP)

In addition to California's accountability system, which measures student achievement using the API, schools must also meet requirements set by the federal education law known as No Child Left Behind (NCLB). This law requires all schools to meet an Adequate Yearly Progress (AYP) goal as well. To achieve this goal, high schools must meet four criteria. First, a certain percentage of students must score at or above Proficient levels on the CAHSEE, to include all significant subgroups. Second, the schools must achieve an API of at least 710 or increase their API by one point from the prior year. Third, 95 percent of tenth grade students must take the CAHSEE. Fourth, the graduation rate must be higher than 90 percent.

For the 2011-2012 school year, the target for Annual Measurable Objectives (AMOs) was 77.8% of students needing to be proficient in ELA and 77.4% proficient in Math. All

subgroups needed to meet this target percentage. In both ELA and Math, the White subgroup did not meet the target, falling short at 71.1 % in ELA and 70.8% in Math.

For the 2010-2011 school year, the target for AMOs was 66.7% of students needing to be proficient in ELA and 66.1% proficient in Math. All subgroups needed to meet this target percentage, to include the Hispanic/Latino and socioeconomically-disadvantaged populations. In ELA, the Hispanic/Latino subgroup fell short with 57.4% proficiency. In Math, both the Hispanic/Latino and the socioeconomically-disadvantaged subgroups fell short with 49.4% proficiency for the Hispanic/Latino group and 49.5% proficiency for the socioeconomically-disadvantaged group.

For the 2009-2010 school year, the target for AMOs was 55.6% of students needing to be proficient in ELA and 54.8% proficient in Math. All subgroups met their required proficiency levels that year.

The tables below provide information regarding VMHS’ overall AYP performance in terms of participation and proficiency rates, as well as that of specific subgroups over the last three years.

| 2011 – 2012 AYP: English Language Arts | | | | | |
|---|---------------------------|-------------------------|---------------------|-------------------------|----------------|
| | Participation Rate | Met AYP Criteria | % Proficient | Met AYP Criteria | Met AYP |
| School-wide | 99% | Yes | 67.1% | No | No |
| Black/African American | 100% | -- | 50.7% | -- | -- |
| American Indian/Alaska Native | 100% | -- | -- | -- | -- |
| Asian | 100% | -- | 82.1% | -- | -- |
| Filipino | 100% | -- | 80.6% | -- | -- |
| Hispanic/Latino | 99% | Yes | 60.9% | Yes | Yes |
| Native Hawaiian/Pacific Islander | 100% | -- | -- | -- | -- |
| White | 100% | Yes | 71.1% | No | No |
| Two or More Races | 100% | -- | 72.7% | -- | -- |
| Socioeconomically Disadvantaged | 97% | Yes | 59.5% | Yes | Yes |
| English Learners | 100% | -- | 16.0% | -- | -- |
| Students with Disabilities | 99%-- | -- | 19.4% | -- | -- |
| 2011 – 2012 AYP: Mathematics | | | | | |
| | Participation Rate | Met AYP Criteria | % Proficient | Met AYP Criteria | Met AYP |
| School-wide | 100% | Yes | 67.0% | Yes | No |

| | | | | | |
|---|------|-----|-------|-----|-----|
| Black/African American | 100% | -- | 52.2% | -- | -- |
| American Indian/Alaska Native | 100% | -- | -- | -- | -- |
| Asian | 100% | -- | 92.3% | -- | -- |
| Filipino | 100% | -- | 85.5% | -- | -- |
| Hispanic/Latino | 100% | Yes | 58.2% | Yes | Yes |
| Native Hawaiian/Pacific Islander | 100% | -- | -- | -- | -- |
| White | 100% | Yes | 70.8% | No | No |
| Two or More Races | 100% | -- | 72.7% | -- | -- |
| Socioeconomically Disadvantaged | 98% | Yes | 56.6% | Yes | Yes |
| English Learners | 100% | -- | 36.0% | -- | -- |
| Students with Disabilities | 100% | -- | 22.3% | -- | -- |

| 2010 – 2011 AYP: English Language Arts | | | | | |
|---|---------------------------|-------------------------|---------------------|-------------------------|----------------|
| | Participation Rate | Met AYP Criteria | % Proficient | Met AYP Criteria | Met AYP |
| School-wide | 99% | Yes | 68.7% | Yes | No |
| Black/African American | 98% | -- | 59.2% | -- | -- |
| American Indian/Alaska Native | -- | -- | -- | -- | -- |
| Asian | 100% | -- | 84.2% | -- | -- |
| Filipino | 100% | -- | 79.4% | -- | -- |
| Hispanic/Latino | 99% | Yes | 57.4% | No | No |
| Native Hawaiian/Pacific Islander | 88% | -- | -- | -- | -- |
| White | 99% | Yes | 76.6% | Yes | Yes |
| Two or More Races | 100% | -- | 76.7% | -- | -- |
| Socioeconomically Disadvantaged | 98% | Yes | 57.5% | Yes | Yes |
| English Learners | 98% | -- | 21.9% | -- | -- |
| Students with Disabilities | 96% | -- | 26.9% | -- | -- |

| 2010 – 2011 AYP: Mathematics | | | | | |
|---|---------------------------|-------------------------|---------------------|-------------------------|----------------|
| | Participation Rate | Met AYP Criteria | % Proficient | Met AYP Criteria | Met AYP |
| School-wide | 99% | Yes | 61.2% | Yes | No |
| Black/African American | 98% | -- | 41.3% | -- | -- |
| American Indian/Alaska Native | -- | -- | -- | -- | -- |
| Asian | 100% | -- | 76.3% | -- | -- |
| Filipino | 100% | -- | 74.6% | -- | -- |
| Hispanic/Latino | 99% | Yes | 49.4% | No | No |
| Native Hawaiian/Pacific Islander | 88% | -- | -- | -- | -- |
| White | 99% | Yes | 70.7% | Yes | Yes |
| Two or More Races | 100% | -- | 76.7% | -- | -- |
| Socioeconomically Disadvantaged | 98% | Yes | 49.5% | No | No |
| English Learners | 100% | -- | 25.0% | -- | -- |
| Students with Disabilities | 95% | -- | 16/7% | -- | -- |

| 2009 – 2010 AYP: English Language Arts | | | | | |
|---|---------------------------|-------------------------|---------------------|-------------------------|----------------|
| | Participation Rate | Met AYP Criteria | % Proficient | Met AYP Criteria | Met AYP |
| School-wide | 98% | Yes | 69.6% | Yes | Yes |
| Black/African American | 99% | -- | 61.0% | -- | -- |
| American Indian/Alaska Native | 100% | -- | -- | -- | -- |
| Asian | 100% | -- | 83.7% | -- | -- |
| Filipino | 100% | -- | 71.2% | -- | -- |
| Hispanic/Latino | 99% | Yes | 58.5% | Yes | Yes |
| Native Hawaiian/Pacific Islander | 100% | -- | -- | -- | -- |
| White | 98% | Yes | 75.5% | Yes | Yes |
| Two or More Races | 99% | -- | 80.3% | -- | -- |
| Socioeconomically Disadvantaged | 99% | Yes | 51.5% | Yes | Yes |

| English Learners | 98% | -- | 20.0% | -- | -- |
|----------------------------------|--------------------|------------------|--------------|------------------|---------|
| Students with Disabilities | 92% | -- | 19.7% | -- | -- |
| 2009 – 2010 AYP: Mathematics | | | | | |
| | Participation Rate | Met AYP Criteria | % Proficient | Met AYP Criteria | Met AYP |
| School-wide | 98% | Yes | 70.9% | Yes | Yes |
| Black/African American | 99% | -- | 61.0% | -- | -- |
| American Indian/Alaska Native | 100% | -- | -- | -- | -- |
| Asian | 100% | -- | 83.7% | -- | -- |
| Filipino | 100% | -- | 82.7% | -- | -- |
| Hispanic/Latino | 99% | Yes | 59.1% | Yes | Yes |
| Native Hawaiian/Pacific Islander | 100% | -- | -- | -- | -- |
| White | 98% | Yes | 77.8% | Yes | Yes |
| Two or More Races | 98% | -- | 78.5% | -- | -- |
| Socioeconomically Disadvantaged | 99% | Yes | 57.9% | Yes | Yes |
| English Learners | 100% | -- | 32.5% | -- | -- |
| Students with Disabilities | 92% | -- | 21.4% | -- | -- |

California English Language Development Test (CELDT)

The California English Language Development Test (CELDT) is a state-mandated tool which is used in the Murrieta Valley Unified School District to determine student proficiency levels and to make decisions to best serve our English Language Learners (ELL). A district designee annually tests these students using the CELDT assessment tool. These results are analyzed by the English Language Development teacher and coordinator for scheduling and instructional purposes.

Specific information regarding VMHS' ELL CELDT results are shown in the figure below, including the number of students tested, proficient in each level, and re-designated year-by-year. Although there is not a significant increase in RFEP students over the years, there is a positive trend of improvement in terms of the ELL proficiency levels (i.e. intermediate to early-advanced or early-advanced to advanced proficiency).

CELDT Proficiency Level Data: 2009 - 2012

| | 2009 - 2010 | | 2010 - 2011 | | 2011 - 2012 | |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | # of Students | % of Students | # of Students | % of Students | # of Students | % of Students |
| Total Number Tested | 72 | -- | 58 | -- | 50 | -- |
| Advanced | 2 | 3% | 2 | 3% | 8 | 16% |
| Early Advanced | 30 | 42% | 27 | 47% | 15 | 30% |
| Intermediate | 26 | 36% | 17 | 29% | 17 | 34% |
| Early Intermediate | 11 | 15% | 7 | 12% | 7 | 14% |
| Beginning | 3 | 4% | 5 | 9% | 3 | 6% |
| Total ELL Students | 66 | 92% | 54 | 93% | 43 | 86% |
| IFEP | 4 | 6% | 4 | 6% | 7 | 14% |
| RFEP | 11 | 13%* | 23 | 32%* | 13 | 21%* |

*To calculate this percentage, the Total Number Tested was added to the total RFEP students who were not tested because they were Re-designated Fluent Proficiency prior to the conclusion of the CELDT administration.

Local Assessments

As a result of our district's establishment of the PLC model, most departments on campus currently utilize common assessments that result in student learning data. This data is used primarily to guide teacher instruction and to offer interventions to students who are struggling with concepts taught in class. PLC leaders are encouraged to log the data in a way that allows for teacher reflection and collaboration among PLC members. Although results from these common assessments are saved, the data derived is not used to determine student advancement to the next level.

Some departments on campus also participate in district assessments, and this data is logged and recorded into our student interface system called Aeries. The math department administers the Algebra Readiness Exam, the history department administers a Document-Based Question (DBQ) assessment, and the English department administers a District Writing Assessment. The only district assessment that is used to determine advancement to another level, however, is the Algebra Readiness Exam. Most incoming freshmen, provided that they are coming from within the Murrieta Valley Unified School district, take this exam at some point during their 8th grade year to determine placement for high school math. In addition, all students taking Algebra I while enrolled at VMHS

take this exam at the end of the year. In order to advance to a higher-level math class such as Geometry or Algebra II, students must pass this assessment with an 80% pass rate.

Our data for the Algebra Readiness Exam shows significant improvement over the past three years. In 2010, of the 321 students tested, only 139 passed the exam for a total pass rate of 43%. In 2011, of the 257 students tested, 187 passed the exam for a total pass rate of 73%. However, in 2012, of the 284 students tested, 231 passed the exam for an impressive pass rate of 81%. This positive trend can be attributed to the cohesive efforts of the math department through their collaboration time spent in PLC meetings analyzing data and sharing common practices.

SAT/ACT Performance

VMHS students are encouraged to take these college-readiness exams beginning their junior year of high school, and to retake them as many times as possible. Through encouragement from our counseling staff and the AVID program, the number of students taking these exams has stayed consistent. However, we are always trying to build our college-going culture by promoting SAT preparation classes held on campus, by engaging students in SAT prep within our AVID classes, and by offering multiple opportunities to take practice SAT exams throughout the school year.

Below is information regarding scores on the SAT and ACT exams for VMHS students. The total average score, which includes the multiple scores of students who took the SAT more than once, is comparable to the total national average for this exam for the past three years. Typically, fewer students take the ACT exam than the SAT. However, for those who did take the ACT, the total average composite score is exactly in line with the national average score.

SAT Data

| Graduating Class | Number of Students Taking SAT | Math Average Score | Critical Reading Average Score | Writing Average Score | Total Average Score | Total National Average Score |
|-------------------------|--------------------------------------|---------------------------|---------------------------------------|------------------------------|----------------------------|-------------------------------------|
| 2009 - 2010 | 381 | 501 | 487 | 485 | 1473 | 1509 |
| 2010 - 2011 | 471 | 502 | 496 | 486 | 1488 | 1500 |
| 2011 - 2012 | 438 | 514 | 503 | 485 | 1511 | 1498 |

ACT Data

| Graduating Class | Percent Taking ACT | English Average Score | Math Average Score | Reading Average Score | Science Average Score | Total Average Composite Score | Total National Average Score |
|------------------|--------------------|-----------------------|--------------------|-----------------------|-----------------------|-------------------------------|------------------------------|
| 2009 - 2010 | 195 | 22.6 | 23.8 | 23.3 | 22.4 | 23.1 | 21 |
| 2010 - 2011 | 156 | 22.0 | 23.5 | 22.4 | 22.1 | 22.6 | 21.1 |
| 2011 - 2012 | 184 | 22.3 | 23.5 | 23.4 | 22.5 | 23.1 | 21.1 |

Advanced Placement (AP) Data

A major goal of the VMHS staff is to provide students with experience in rigorous coursework. The AP courses provide this rigor and expose students to the academics found at the college level. VMHS has continued to increase the number of AP courses offered and the number of students taking these courses. The staff has also implemented means for educating students and parents about the expectations of the AP student, such as in providing an AP Parent and Student Information Night. When the Dual Enrollment program was established three years ago, our initial assumption was that our AP participation would decrease. Yet, our AP program participation has remained steady.

AP Enrollment and Passing Rates by Course: 2010 - 2012

| Courses | 2010 - 2011 | | | | 2011 - 2012 | | | |
|--------------------|----------------------------------|------------------------------|--|--|----------------------------------|------------------------------|--|--|
| | # of Students Enrolled in Course | # of Students Taking AP Exam | # of Students Passing with 3 or Higher | % of Students Passing with 3 or Higher | # of Students Enrolled in Course | # of Students Taking AP Exam | # of Students Passing with 3 or Higher | % of Students Passing with 3 or Higher |
| Art History | 85 | 82 | 57 | 70% | -- | -- | -- | -- |
| Biology | 30 | 29 | 13 | 45% | 26 | 26 | 16 | 62% |
| Calculus AB | 38 | 35 | 26 | 74% | 66 | 65 | 42 | 65% |
| Calculus BC | 17 | 18 | 11 | 61% | 57 | 56 | 52 | 93% |
| Chemistry | 46 | 44 | 23 | 52% | 15 | 13 | 7 | 54% |
| English Language | 56 | 57 | 52 | 91% | 63 | 62 | 57 | 92% |
| English Literature | 30 | 29 | 22 | 76% | 16 | 14 | 9 | 64% |
| European History | 85 | 82 | 42 | 51% | 99 | 99 | 55 | 55% |
| Government | 206 | 192 | 111 | 58% | 217 | 193 | 99 | 51% |
| Music Theory | 10 | 9 | 5 | 56% | 15 | 15 | 14 | 93% |
| Physics | 43 | 42 | 14 | 33% | 49 | 47 | 18 | 38% |
| Psychology | 77 | 72 | 36 | 64% | 92 | 91 | 75 | 82% |
| Spanish Language | 25 | 27 | 22 | 81% | 28 | 28 | 24 | 86% |
| Spanish Literature | 21 | 16 | 9 | 56% | -- | -- | -- | -- |
| Statistics | 55 | 49 | 33 | 67% | 52 | 52 | 42 | 81% |

| | | | | | | | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Studio Art | 9 | 8 | 8 | 100% | 2 | 2 | 2 | 100% |
| US History | 153 | 152 | 82 | 54% | 113 | 113 | 74 | 65% |
| TOTAL | 986 | 943 | 566 | 61% | 910 | 877 | 586 | 66% |

The figure below displays a comparison of pass rates with the national, state, and district averages for specific tests and for overall performance on AP tests. The data reveals that VMHS students are demonstrating competitive skills in a number of key courses, including Calculus, English Language, English Literature, Government, Psychology, Spanish Language, Statistics, and U.S. History.

2011 – 2012 AP Pass Rate Comparison

| Courses | VMHS Pass Rate with 3 or Higher | State Pass Rate with 3 or Higher | National Pass Rate with 3 or Higher |
|--------------------|---------------------------------|----------------------------------|-------------------------------------|
| Biology | 62% | 53% | 50% |
| Calculus AB | 65% | 47% | 60% |
| Calculus BC | 93% | 84% | 82% |
| Chemistry | 54% | 58% | 56% |
| English Language | 92% | 60% | 60% |
| English Literature | 64% | 56% | 57% |
| European History | 55% | 58% | 66% |
| Government | 51% | 50% | 52% |
| Music Theory | 93% | 68% | 61% |
| Physics | 38% | 63% | 62% |
| Psychology | 82% | 66% | 66% |
| Spanish Language | 86% | 80% | 72% |
| Statistics | 81% | 59% | 59% |
| Studio Art | 100% | 76% | 75% |
| US History | 65% | 56% | 55% |
| TOTAL | 66% | 65% | 62% |

Mathematics Data

Students entering VMHS as freshmen, as well as students taking the Algebra I class at VMHS, take an Algebra Readiness exam for math placement. This exam determines student competency at the Algebra I level and designates their course of study within the math department. For incoming freshmen that do not prove competency, they are placed in the Algebra 1A/1B class. This is a two-year class that divides the Algebra curriculum into two segments for students needing a slower, more comprehensive pace. The Algebra 10–12 class is designed for students who do not prove successful in the regular Algebra 1 class while at VMHS. The Tech Math class is for struggling students who need math credits for graduation and is designed to provide them with the very basics of math skills for graduation completion requirements. Math Essentials and Pre-Algebra Basic are for SDC and RSP students.

The data below indicates math placement of VMHS students for the previous three school years.

Math Placement Numbers by Grade Level: 2012 - 2013

| Math Course | 9 th Graders | 10 th Graders | 11 th Graders | 12 th Graders | Total |
|-----------------------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Algebra IA | 178 | 9 | 4 | 2 | 193 |
| Algebra IB | -- | 197 | 11 | 10 | 218 |
| Algebra I | 402 | -- | -- | -- | 402 |
| Algebra 10-12 | -- | 80 | 19 | 3 | 103 |
| Algebra II Trig. | 16 | 210 | 206 | 100 | 533 |
| Adv. Algebra II Trig. | 106 | 33 | 23 | 1 | 163 |
| Tech Math | -- | 1 | 5 | 68 | 74 |
| Math Essentials 9-10 | 13 | 20 | -- | -- | 33 |
| Pre-Algebra Basic | 14 | -- | -- | 1 | 15 |

Math Placement Numbers by Grade Level: 2011 - 2012

| Math Course | 9 th Graders | 10 th Graders | 11 th Graders | 12 th Graders | Total |
|-----------------------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Algebra IA | 238 | 14 | 5 | -- | 257 |
| Algebra IB | 1 | 247 | 18 | 1 | 267 |
| Algebra I | 341 | 1 | -- | -- | 342 |
| Algebra 10-12 | -- | 76 | 21 | -- | 97 |
| Algebra II Trig. | 10 | 140 | 183 | 72 | 405 |
| Adv. Algebra II Trig. | 81 | 54 | 16 | -- | 151 |
| Tech Math | -- | -- | 11 | 41 | 52 |
| Math Essentials 9-10 | 22 | 20 | 4 | -- | 46 |
| Pre-Algebra Basic | -- | -- | 6 | -- | 6 |

Math Placement Numbers by Grade Level: 2010 - 2011

| Math Course | 9 th Graders | 10 th Graders | 11 th Graders | 12 th Graders | Total |
|-----------------------|-------------------------|--------------------------|--------------------------|--------------------------|-------|
| Algebra IA | 385 | 18 | 1 | 9 | 413 |
| Algebra IB | 1 | 147 | 12 | 3 | 163 |
| Algebra I | 261 | 1 | 2 | 1 | 265 |
| Algebra 10-12 | -- | 71 | 14 | 9 | 94 |
| Algebra II Trig. | 1 | 96 | 213 | 81 | 391 |
| Adv. Algebra II Trig. | 90 | 40 | 23 | 1 | 154 |
| Tech Math | -- | 1 | 8 | 43 | 52 |
| Math Essentials 9-10 | 16 | 7 | 1 | -- | 24 |

Report Card Analysis

Core Subjects Semester D and F Percentages and Grade Point Averages: 2011 - 2012

| Subject and Course | Spring 2011 | | Fall 2011 | | Spring 2012 | |
|------------------------------|-------------|-------------|-----------|-------------|-------------|-------------|
| | D/ F | GPA | D/ F | GPA | D/ F | GPA |
| MATH | | | | | | |
| Algebra I | 69% | 2.01 | 42% | 2.44 | 18.4% | 2.45 |
| Algebra I AB | 58.6% | 2.19 | 63.3% | 2.06 | 72.2% | 1.95 |
| Algebra II / Trig. | 25.5% | 2.24 | 21% | 2.31 | 25.5% | 2.21 |
| Adv. Algebra II / Trig. | 2.2% | 3.57 | 4.5% | 3.14 | 1.1% | 3.49 |
| AP Calculus AB | 4.5% | 3.88 | 10.8% | 3.84 | 7.9% | 3.76 |
| AP Calculus BC | 0% | 4.33 | 0% | 4.00 | 0% | 4.06 |
| Calculus | 13.2% | 2.77 | 11.5% | 2.87 | 12.1% | 2.77 |
| Finite Math | 5.8% | 2.52 | 8.9% | 2.91 | 5.6% | 2.83 |
| Foundations of Math | 21.5% | 2.27 | 48.4% | 2.17 | 41.4% | 2.08 |
| Geometry | 30.4% | 2.10 | 16.3% | 2.39 | 28.6% | 2.14 |
| Geometry AB | 32.8% | 2.07 | 14% | 2.73 | 22.1% | 2.27 |
| Geometry 9 | 7.8% | 2.88 | 2.3% | 3.13 | 10.8% | 2.74 |
| Math Analysis/ Advanced Trig | 7.5% | 2.99 | 2.1% | 3.17 | 14.6% | 2.79 |
| Pre-Calculus | 12.6% | 2.71 | 10.3% | 2.54 | 11.7% | 2.72 |
| Probability and Statistics | 14.0 | 2.52 | 9.1% | 2.61 | 10.9% | 2.59 |
| AP Statistics | 13.6% | 3.34 | 13.3% | 3.45 | 20% | 3.36 |
| Math Average | 19.94% | 2.76 | 17.36% | 2.86 | 18.93% | 2.76 |

| ENGLISH | | | | | | |
|------------------------------|-------|-------------|--------|-------------|--------|-------------|
| Cinema as Lit. | 18.8% | 2.73 | 7.8% | 3.09 | 11% | 2.75 |
| Creative Writing | 12.5% | 3.21 | 10.7% | 3.25 | 7.1% | 3.21 |
| Adv. English I | 3.8% | 3.28 | 3.9% | 3.01 | 2.9% | 3.15 |
| English I | 28.5% | 2.13 | 23.1% | 2.37 | 29.4% | 2.19 |
| Adv. English II | 5.1% | 3.06 | 9.9% | 2.83 | 5.3% | 3.02 |
| English II | 24.9% | 2.32 | 31.9% | 2.05 | 21.8% | 2.29 |
| AP English Language | 1.7% | 4.05 | 1.7% | 4.07 | 0% | 4.32 |
| AP English Literature | 4.6% | 4.09 | 10% | 3.90 | 3.3% | 4.03 |
| Expos. Read / Write | 10.7% | 2.95 | 9.2% | 2.96 | 6% | 3.12 |
| Themes in Amer. Lit. | 36.2% | 1.94 | 34.1% | 1.98 | 36.3% | 1.93 |
| Themes in Brit. Lit. | 20.7% | 2.50 | 20.3% | 2.46 | 23% | 2.40 |
| English Average | 15.2% | 2.93 | 14.78% | 2.91 | 13.28% | 2.95 |

| Subject and Course | Spring 2010 | | Fall 2010 | | Spring 2011 | |
|------------------------------|--------------------|-------------|------------------|-------------|--------------------|-------------|
| | D/ F | GPA | D/ F | GPA | D/ F | GPA |
| SCIENCE | | | | | | |
| Advanced Biomed. Sci. | 3.1% | 3.02 | 2.8% | 3.03 | 4.7% | 2.99 |
| Anatomy / Physiology | 11.3% | 2.67 | 8.9% | 2.88 | 7.3% | 2.82 |
| AP Biology | 31.1% | 2.80 | 9.1% | 3.52 | 13.4% | 3.27 |
| CP Biology | -- | -- | 28.1% | 2.23 | 31.5% | 2.13 |
| AP Chemistry | 22.7% | 3.50 | 18.3% | 3.63 | 15.5% | 3.60 |
| Chemistry | 26.4% | 2.21 | 18.8% | 2.38 | 23% | 2.33 |
| Earth Science | 48.3% | 1.63 | 39.8% | 1.78 | 39.8% | 1.76 |
| Environmental Science | 26.4% | 2.32 | 25.4% | 2.39 | 15.2% | 2.70 |
| Life Science | 54.7% | 1.43 | 21% | 2.16 | 47.6% | 1.56 |
| Marine Biology | 17.4% | 2.51 | 25.4% | 2.29 | 18.5% | 2.60 |
| AP Physics | 0% | 4.49 | 4.7% | 4.09 | 2.3% | 4.14 |
| Physics | 18.4% | 2.50 | 5.4% | 2.98 | 11% | 2.71 |
| Science Average | 23.62% | 2.64 | 17.3% | 2.78 | 19.2% | 2.72 |
| SOCIAL SCIENCE | | | | | | |
| Economics | 18.6% | 2.47 | 20.7% | 2.38 | 19.2% | 2.34 |
| AP European History | 7.9% | 3.75 | 14.1% | 3.53 | 15.3% | 3.63 |
| Government | 6.4% | 2.81 | 5.6% | 3.00 | 7.3% | 2.76 |
| AP Govt. / Politics | 0% | 3.82 | 0% | 3.86 | 3.9% | 3.91 |
| Modern World History | 14.6% | 2.65 | 25.1% | 2.31 | 18% | 2.58 |
| AP Psychology | 7% | 3.81 | 21% | 3.52 | 14.3% | 3.49 |
| Psychology | 14% | 2.69 | .8% | 3.40 | 11.4% | 2.84 |

| | | | | | | |
|-------------------------------|--------|-------------|-------|-------------|--------|-------------|
| AP U.S. History | 11% | 349 | 13% | 3.36 | 7.2% | 3.41 |
| U.S. History | 16.1% | 2.59 | 17.3% | 2.46 | 12.6% | 2.69 |
| Social Science Average | 10.62% | 3.12 | 13.1% | 3.09 | 12.13% | 3.07 |

Co-Curricular Programs

Advancement Via Individual Determination (AVID)

AVID is a nation-wide program that VMHS has implemented since opening its doors. AVID is an in-school academic support program designed to increase school-wide performance. The program prepares students for entrance into four-year colleges by following a curriculum based on analytical writing, note-taking, organizational skills, study skills, college and career research, and test taking strategies.

The AVID program at VMHS has steadily grown as the school’s overall population has grown. Two hundred and thirty-six students (nine classes of freshmen through seniors) currently take part in the program which is designed to ensure that students gain the skills, exposure, and enthusiasm necessary for gaining college entrance. This population includes minority students and/or students who are first generation college entrants. A rigorous selection process is in place to ensure that students who are determined and self-motivated will be chosen to participate in a challenging work load and develop the necessary skills to have a successful post-high school experience.

In the current AVID population, 68% are students of an ethnicity other than Caucasian. Sixty-seven percent will be first generation college students. In the first graduating class, 96% of the AVID seniors were accepted to a 4-year university.

Advanced Course Offerings

The Advanced Course Offerings provide students with a wide range of courses designed to challenge them intellectually and prepare them for the rigors of a college education. These classes include advanced mathematics, advanced ninth and tenth grade English, Advanced Placement (AP) courses, and college classes offered through our partnership with Mt. San Jacinto College.

Dual Enrollment (DE) and AP courses are the primary component of the VMHS Advanced Course Offerings program. Currently, there are seventeen AP courses and eight Dual Enrollment courses offered. The AP classes are designed to take students through college-level coursework, and each class requires students to take the examination in its subject area in May. Students who successfully complete the course and take the exam receive an additional grade point towards their GPA. Those who pass the exam receive college credit from a variety of colleges and universities.

The DE program allows students to test into college-level courses and take these courses for dual credit. Course credit can be used toward high school graduation at the same time they build their college transcript with transferable college credit. Participation in both DE and AP classes continues to grow as we attempt to build a more competitive college-

going culture. During these difficult budgetary times, we continue to ensure that wide arrays of courses are offered so that Vista Murrieta students can build a strong academic transcript to compete on the global level for post-secondary education opportunities. Our newest course additions are AP Human Geography, AP Macro-Economics, DE Music Appreciation and DE Music Theory.

Freshmen Academic Seminar

The Freshmen Academic Seminar program was created as a means to offer intervention to our incoming freshmen that are already showing signs of struggling academically at the middle school level. The data, including average GPA and failing rates of freshmen, presented a pattern for concern. Also, at-risk students showed a tendency to perform very poorly as freshmen, often failing multiple classes and creating a credit deficit that presented a challenge to make up in subsequent years. It was clear that a successful intervention program for 9th grade at-risk students would significantly improve performance throughout our high school and eventual graduation rates. In 2011 – 2012, this effective program model came to be created through PLC training in which intervention models during the school day were strongly supported and examples shared. The Freshmen Academic Seminar program serves approximately 200 students each year, with 188 enrolled for the 2012-2013 school year. The students are assigned to one of three clusters (A,B,C) of three core teachers, to include Math, English and Biology. Each team of teachers is carefully selected. The goal is to provide instructors that relate well to students and have a proven track record with at-risk students. Each student is assigned a Freshmen Seminar period daily with one of the core team teachers, but since all seminar classes are during the same period students are able to move between classes depending on specific needs. The Freshmen Academic Seminar class is an elective course that is almost always taken in place of a World Language class, which is then deferred to sophomore year. Early indication from the data over the past two years supports the Freshmen Academic Seminar program in that the GPA for 9th grade students has risen while the number of F's earned by freshmen has decreased.

Special Education

VMHS is also committed to serving the needs of Special Education students. Our goal is to provide all students with access to the core curriculum while providing them with the support needed to acquire it successfully. The Resource Specialist Program (RSP) is a collaborative model within this department, which allows for fluid transitioning of students between different programs. A major component of the program is the goal of teaching students with special needs the important skills of self-advocacy and responsibility in order for them to be successful at the high school level. This mindset has not differed since our inceptions. Our aim has been to improve opportunities for students and manage to connect our special education students to the campus at large.

Resource Specialist Programs serve students whose Individualized Education Programs (IEP) indicate collaboration, pull-out, or consultative services. The VMHS RSP serves 204 students with eight full-time teachers. RSP teachers have caseloads that primarily consist of one grade level of students in order to best support these students. RSP students may be enrolled in zero to three RSP classes in the special education setting in order to have support in their specific learning needs. Students may also be enrolled in classes in

which there is collaboration and support from an RSP teacher and/or a teacher assistant. RSP teachers collaborate with classroom teachers to accommodate specific student needs. In addition, RSP teachers teach a study skills class where students are able to learn the valuable skills of organization, studying and test-taking strategies. New for this school year, we are building a resource lab for students to access extra academic help. This lab will host technology and intervention tools to foster a culture of learning and support at the individual level.

Special Day Classes (SDC) are in place for students whose needs cannot be met in the general education setting. The VMHS SDC program is made up of seven full-time teachers with four distinct program offerings. Students in our SDC program are enrolled in four or more Special Education classes during the school day. Students' needs are assessed individually to determine participation in certain general education classes, including electives and physical education.

Within the SDC program at VMHS, we offer a regular SDC program. Students are mainstreamed for electives and PE, but the extent to their program is individualized through their IEP. Some SDC students are certificate-bound, while we press a number of students to be on the diploma track.

Our SDC Behavior class is designed to address the needs of students who demonstrate significant behavioral or emotional needs. The classroom is made up of one teacher and one teacher assistant. The program serves approximately ten students. It provides these students with access to the regular education curriculum while also teaching them important skills and strategies for improving their behavior and social development.

The Independent Living Skills Class is in place to serve students who demonstrate significantly low cognitive abilities. This class, consisting of fourteen students, one teacher, and five teacher assistants, focuses on developing instruction that addresses individual student learning needs, as well as providing students with experiences for learning daily living skills.

Graduation Requirements

The requirements for graduation at VMHS are closely aligned with the California State University and University of California A-G requirements for admissions. This has been an important objective for the staff at VMHS, as it promotes the college-going culture that is such an integral part of our school's vision. A comparison of these requirements is listed below.

Comparison of VMHS Graduation Requirements and CSU/UC Admissions Requirements

| Subject Area | VMHS Graduation Requirements | CSU Minimum Eligibility Requirements for Freshman University Admissions | University of California Minimum Eligibility Requirements for Freshman University Admissions |
|--|------------------------------|---|--|
| English | 4 Years | 4 Years | 4 Years |
| Physical Education | 2 Years | -- | -- |
| World History | 1 Year | 2 Years of US History/World History/Government | 2 Years of US History/World History/Government |
| US History | 1 Year | -- | -- |
| Government/Economics | 1 Year | -- | -- |
| Mathematics 1 year Algebra 1 - Required | 3 Years | 3 Years, to include: Algebra I, Geometry, and Algebra II | 3 Years Required 4 Years Recommended |
| Science Physical Science – Required Life Science – Required Additional Science Course | 3 Years | 2 Years of Lab Science | 2 Years Required 3 Years Recommended Biology, Chemistry, Physics |
| Health and Computers/Careers | 1 Semester 1 Semester | -- | -- |
| Visual/Performing Arts | 1 Year | 1 Year | 1 Year |
| Languages Other than English | 1 Year | 2 Years of the Same Language | 2 Years Required 3 Years Recommended |
| Electives | 50 Credits | Academic Electives: Adv. Math, World Language, Lab Science, etc. | 1 Year Required from History, English, World Language, Adv. Math, etc. |
| Total | 230 Credits | | |

Prior to the class of 2013, VMHS students were required to have 250 credits to graduate, including 70 elective credits.

Beginning with the class of 2013, a Senior Exit Interview process will be required for graduation. This process will consist of a reflective written essay, a problem-based senior project and an oral presentation before a panel.

Completion Rates

VMHS has experienced great success over the past three years in terms of our completion rates. For the class of 2010, we had a graduation rate of 91%, while the class of 2011 produced an even higher rate at 95%. Although the data for this past year hasn't been made official, we can expect a rate somewhere in between the previous two years based on school records.

Our counselors and AVID teachers highly promote post-secondary education and approach their guidance with the perspective of equipping their students with the appropriate tools to enter into some type of post-secondary institution after high school. Due to this, VMHS typically has a high success rate of ensuring that students meet the A – G requirements to enter into a four-year university. For the graduating class of 2012, 341 students of 756 met these requirements, making 45% of the graduating class four-year college eligible.

When comparing entering freshman to exiting seniors, data indicates that we lose approximately 10% to 20% of our students at some point during their four years of high school. This can be attributed to a number of factors, including relocation, district transfers and personal circumstances. The graduating class of 2010 started with 931 freshmen and exited 782. The graduating class of 2011 started with 962 freshmen and exited 875. The graduating class of 2012 started with 992 freshmen and exited 782.

VMHS' dropout rates tend to be extremely low in comparison to state rates, due to the various options offered to students within the MVUSD. For the 2009 – 2010 school year, the dropout rate was 7.3% and for the 2010 – 2011 school year, the dropout rate was 3.9%.

Perception Data

Stakeholder Surveys

The WASC Leadership team delegated the WASC survey development supervision to a team including our AP in charge of WASC, school counselors, and the site secretary /WASC Leadership team member. The team developed comprehensive surveys for five key stakeholder groups: students, exiting seniors, parents, certificated staff and classified staff. The team reviewed the previous 2007 WASC surveys by analyzing and filtering the questions for relevancy, consistency, validity, and uniformity. The team submitted the new format of questions for review, adjustments, and editing to the WASC and School Leadership teams beginning in early January of 2010, subsequently including their suggestions and corrections in the revised versions of the surveys. The parent survey was conducted through the science department staff, implemented by science teachers who issued them to students. Parents returned their completed scantrons through their own students. The science teachers and administrative clerical staff checked for parent signatures and completion of the scantrons. The student survey was conducted via the use of the computer labs on campus. The certificated and classified surveys were provided to staff members online and were monitored for completion. The senior exit survey was offered on the school website as a mandatory part of the senior check-out process.

Below are results from each of the five surveys. The data is documented by positive trends, where results showed an above-average response to specific criteria, and by areas for growth, where results showed a below-average response to specific criteria. The data gathered from these surveys was utilized during the self-study process and guided FOL groups in the development of the areas of strength and growth.

Student Survey: 2011 - 2012

| Positive Trends | Areas for Growth |
|---|---|
| <ul style="list-style-type: none"> • Approximately 70% of students either agree or strongly agree that they feel as though they belong at VMHS. • Almost 80% of students agree or strongly agree that VMHS is a positive environment. • Approximately 90% of students either agree or strongly agree that doing well in school is important. • Approximately 84% of students either agree or strongly agree that they understand the meaning of CLASS and how it relates to their participation and behavior at VMHS. • Approximately 71% of students either agree or strongly agree that VMHS teachers and staff model the CLASS philosophy. • Approximately 73% of students either agree or strongly agree that what they are learning in class provides them with the necessary skills to be successful on tests, both in the classroom and for the state. • Approximately 75% of students either agree or strongly agree that VMHS offers enough courses that interest, challenge, and prepare them for their future. • Approximately 74% of students either agree or strongly agree that they receive support to ensure that they are meeting all requirements for graduation. • Approximately 77% of students either agree or strongly agree that they participate in planning for graduation and for their post-high school goals. • Approximately 73% of students either agree or strongly agree that they are encouraged to use critical thinking skills in the classroom. • Approximately 84% of students either | <ul style="list-style-type: none"> • Approximately 43% of students either disagree or strongly disagree that students at VMHS behave appropriately, treat each other and the campus with respect, and appreciate cultural diversity. • 38 % of students either disagree or strongly disagree that their teachers create learning experiences that challenge and interest them. • 37% of students either disagree or strongly disagree that their teachers use various teaching strategies that respond to their learning needs. • 34% of students either disagree or strongly disagree that when they don't perform at their best, their teachers encourage them to do better and set high standards for success. • 36% of students either disagree or strongly disagree that VMHS staff teach them to care about the school community, as well as the community they live in. |

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| <p>agree or strongly agree that their teachers evaluate their learning in a variety of ways.</p> <ul style="list-style-type: none"> • Approximately 83% of students either agree or strongly agree that they are aware that their performance on standardized assessments reflects upon the progress of the school. • Approximately 80% of students either agree or strongly agree that they put their best into their performance on standardized assessments. • Approximately 85% of students either agree or strongly agree that there is an opportunity for them to be involved in activities on campus, such as clubs and athletics. • 82% of students either agree or strongly agree that they feel safe in the classroom. • 77% of students either agree or strongly agree that they feel safe in the quad at lunch and break. | |
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Certificated Staff Survey: 2011 - 2012

| Positive Trends | Areas for Growth |
|--|--|
| <ul style="list-style-type: none"> • 89% of certificated staff either agrees or strongly agrees that the school administration makes decisions and initiates professional development that focuses on high achievement for all students. • 88% of certificated staff either agrees or strongly agrees that there is satisfactory communication between administration and staff. • 96% of certificated staff either agrees or strongly agrees that the administration supports the staff in achieving the mission of VMHS. • 94% of certificated staff either agrees or strongly agrees that VMHS has clearly stated standards, reflective of state standards, for what students need to know. • 92% of certificated staff either agrees or strongly agrees that the VMHS facility and campus is adequately equipped to meet student needs. • 96% of certificated staff either agrees or strongly agrees that VMHS offers adequate support to ensure that students | <ul style="list-style-type: none"> • 12% of certificated staff either disagrees or strongly disagrees that there is satisfactory communication between administration and staff. • 15% of certificated staff either disagrees or strongly disagrees that teachers are encouraged to participate in professional development opportunities. • 29% of certificated staff either disagrees or strongly disagrees that each department is provided with adequate equipment and instructional materials to meet the needs of its program. • 20% of certificated staff either disagrees or strongly disagrees that staff members have adequate input in school-wide decisions. • 16% of certificated staff either disagrees or strongly disagrees that VMHS provides adequate intervention and resources to help students be successful in their classes. |

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| <p>are meeting all requirements for graduation, as well as pursuing their academic, personal and school-to-career goals.</p> <ul style="list-style-type: none"> • 93% of certificated staff either agrees or strongly agrees that VMHS teachers use subject-specific standards for planning instruction. • 90% of certificated staff either agrees or strongly agrees that VMHS teachers create learning experiences that challenge, interest, and motivate students. • 94% of certificated staff either agrees or strongly agrees that teachers consistently inform students about standards and CLASS. • 97% of certificated staff either agrees or strongly agrees that they feel as though they belong to VMHS. • 92% of certificated staff either agrees or strongly agrees that staff members support each other and foster a culture of collegiality. | |
|---|--|

Classified Staff Survey: 2011 - 2012

| Positive Trends | Areas for Growth |
|--|--|
| <ul style="list-style-type: none"> • 100% of the classified staff either agrees or strongly agrees that the school administration makes decisions and initiates professional development that focuses on high achievement for all students. • 90% of the classified staff either agrees or strongly agrees that there is satisfactory communication between administration and staff. • 100% of the classified staff either agrees or strongly agrees that the VMHS staff and administration can be characterized by trust and professionalism. • 100% of the classified staff either agrees or strongly agrees that VMHS teachers and staff model the CLASS philosophy and are positive role models for students. | <ul style="list-style-type: none"> • 20% of classified staff is unsure if staff members have adequate input in school-wide decisions. |

Parent Survey: 2011 - 2012

| Positive Trends | Areas for Growth |
|---|--|
| <ul style="list-style-type: none"> • 93% of VMHS parents either agree or strongly agree that the VMHS facility and campus are adequately equipped to meet student needs. • 90% of VMHS parents either agree or strongly agree that their child learns the necessary skills to be successful on tests, both in the classroom and for the state. • 88% of VMHS parents either agree or strongly agree that VMHS offers enough courses that interest, challenge, and prepare their child for the future. • 87% of VMHS parents either agree or strongly agree that their child receives adequate support to ensure they are meeting all requirements for graduation. • 90 % of VMHS parents either agree or strongly agree that they are aware and involved in their child’s planning for graduation and for their post-high school goals. • 87% of VMHS parents either agree or strongly agree that the school curriculum and teacher instruction adequately prepare their child to be successful in college. • 90% of VMHS parents either agree or strongly agree that there are resources available to their child that they can use to be more successful in class, such as after-school tutoring and study skills classes. • 91% of VMHS parents either agree or strongly agree that they are aware of and access ways to check on their child’s academic progress at any time, including ABI and teacher contacts. • 58% of VMHS parents either disagree or strongly disagree that the school counselor has not been helpful to their child during the process of scheduling or changing courses. • 86% of VMHS parents either agree or strongly agree that the teachers at VMHS create challenging and interesting learning experiences. • 88% of VMHS parents either agree or strongly agree that their child’s progress is evaluated in a variety of | <ul style="list-style-type: none"> • 13% of VMHS parents either disagree or strongly disagree that they are familiar with the variety of programs available to all students at VMHS. • 22% of VMHS parents either disagree or strongly disagree that they are aware of the subject-specific standards that teachers use for planning instruction. • 14% of VMHS parents either disagree or strongly disagree that the resources available for intervention when their child is struggling are effective. • 23% of VMHS parents either disagree or strongly disagree that VMHS staff provides them and their child with access to resources within the community like businesses and professional services that may support their child in their educational and career goals. • 15% of VMHS parents either disagree or strongly disagree that if they or their child have questions on counseling, health, or academic services while at VMHS, the know who to ask. • 14% of VMHS parents either disagree or strongly disagree that the school counselor is knowledgeable about support services outside of the school system. • 26% of VMHS parents either disagree or strongly disagree that the school counselor has helped their child to develop socially, emotionally, and academically. • 29% of VMHS parents either disagree or strongly disagree that the school counselor has assisted their child with planning for after high school. • 43% of VMHS parents either disagree or strongly disagree that the school counselor has helped their child to get involved in school clubs or extra-curricular activities. |

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| <p>ways.</p> <ul style="list-style-type: none"> • 84% of VMHS parents either agree or strongly agree that their child feels connected to VMHS. • 87% of VMHS parents either agree or strongly agree that they feel welcome at VMHS. • 88% of VMHS parents either agree or strongly agree that VMHS has a positive environment. • 88% of VMHS parents either agree or strongly agree that their child feels safe at VMHS. • 81% of VMHS parents either agree or strongly agree that the rules and discipline procedures at VMHS are fair and help to create a safe and orderly environment. • 84% of VMHS parents either agree or strongly agree that they feel comfortable contacting the teachers, counselors, and administrators when they have a concern. | |
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Senior Exit Survey: 2011 - 2012

| Positive Trends | Areas for Growth |
|--|---|
| <ul style="list-style-type: none"> • 77% of the graduating class of 2012 plans to pursue a Bachelor’s degree or higher. • 85% of the graduating class of 2012 plans to enter a post-secondary institution of some sort in the fall of 2012. • 82% of the graduating class of 2012 either agrees or strongly agrees that VMHS prepared them for their post-secondary goals. • 77% of the graduating class of 2012 either agrees or strongly agrees that the majority of their teachers at VMHS cared about them as individuals. • 83% of the graduating class of 2012 either agrees or strongly agrees that their experience at VMHS assisted them in developing skills to be successful. • 49% of the graduating class of 2012 stated that they were involved in athletics during their high school career. • 30% of the graduating class of 2012 stated that they were involved in a | <ul style="list-style-type: none"> • 37% of the graduating class of 2012 is neutral, disagrees or strongly disagrees that VMHS helped them explore and develop their career plans. • 17% of the graduating class of 2012 stated that they didn’t participate in any extra-curricular activities while at VMHS. • Only 25% of the graduating class of 2012 stated that they felt most connected to their counselor while at VMHS. • 8% of the graduating class of 2012 stated that they didn’t feel connected to anyone while at VMHS. • Only 50% of the graduating class of 2012 stated that they accessed the senior website during their senior year. • Only 52% of the graduating class of 2012 stated that they felt the senior website was helpful during their senior year. |

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| <p>club/organization during their high school career.</p> <ul style="list-style-type: none">• 82% of the graduating class of 2012 stated that they felt most connected to a teacher while at VMHS. | |
|--|--|