

Vista Murrieta High School Progress Report

As a result of the last self-study in 2006-2007, VMHS developed the following Action Plan Areas of Critical Academic need:

Action Plan Area I:	Sub-Group Academic Achievement and Connectedness
Action Plan Area II:	School wide attainment of Key Content Standards and Critical Thinking Skills
Action Plan Area III:	Post-Secondary Education Awareness, Planning and Attainment

The following is the progress achieved within each growth area since the last self-study.

Action Plan Area 1: Sub-Group Academic Achievement and Connectedness

Improve Connectedness of Students in Sub-Groups

Since the opening of VMHS, we have been committed to improving the connectedness of students in sub-groups both academically and socially. For this reason, we have strived to become a school community where there is “something for everyone”. From academics to athletics to activities, VMHS offers an array of opportunities for students to get involved in some way and to feel connected to their school.

One area exemplifying great improvement with demonstrating connectedness is student behavior. As a result of the installment of the Dean of Students position in 2006, behavior infractions have decreased within all sub-groups since our last WASC visit. Consistency in behavior expectations has been specifically emphasized by the Dean of Students and the results have been remarkable. Fewer and fewer students are being disciplined because they understand the rules of the game and accept responsibility and consequences for their actions. “The Bronco Way” best describes the commitment by all to embody C.L.A.S.S. at all times.

Other programs that have continued to evolve and strengthen this resolve are:

Air Force JROTC

AFJROTC started in 2009 after a lengthy national application and selection process. Once initiated, the program enrolled 57 cadets in its first month. Within a year, 190 cadets were involved and the program currently has 250 students from various backgrounds and ethnicities. This program has attracted some of our brightest students and has become an integral part of the VMHS culture, infusing a ceremonial presence into many other activities on and off campus.

Bronco News Network (BNN)

The BNN is a daily newscast filmed, edited, and aired by students through the Bronco Productions Class. It has greatly enhanced the culture of VMHS. The “newsroom environment” keeps the campus connected and informed by announcing upcoming events, advertising fundraisers, and providing a platform for recognition of student achievement. Daily “words of wisdom” from the principal concludes each broadcast by reminding students to “Do things with CLASS, the Bronco way.”

Latino Union

This club aims to confirm cultural pride amongst Latino students and encourages student involvement and achievement academically and socially. Focus is on pursuing post-secondary education and helping the school community understand Latino culture.

Gay-Straight Alliance

The GSA consists of students who are concerned about raising awareness regarding sexuality and discrimination. The annual “Day of Silence” focuses on bringing to light the unheard voices of those who feel they are oppressed by the dominant culture.

Black Coal and Roses Society (BCRS)

This mentoring program created in 2004, continues to provide VMHS girls with the opportunity to understand and promote self-esteem and self-worth through leadership and life skills training. The motto of the BCRS is “Equipping Young Ladies today to become Women of Tomorrow. “ This is done through workshops, group activities, seminars, social outings, group counseling, and field trips. All of these contribute to the goal of character and moral development. In 2012, the first Middle School Girls Seminar was held with great success.

Link Crew

Pairing a Junior or Senior with an incoming freshman student is the cornerstone to the Link Crew program. This provides a connection for all new students to high school and serves as a mentoring opportunity for older students. Monthly luncheons are held so that all freshman students have the opportunity to connect and participate on a regular basis.

Peer Leaders Uniting Students (PLUS)

The PLUS program gives all students the opportunity to connect through a series of monthly forums aimed at discussions of current student issues. Interaction takes place in

both large group (150) and small group (10) activities over the course of each 4 hour forum.

Renaissance

Affirming student academic achievement is the focus of this organization. Periodic recognition is also done from classroom to classroom throughout the year. The culminating event is the C.L.A.S.S. Awards where school wide academic awards are presented for outstanding achievement in each department. The Valedictorian and Salutatorian are also announced during this ceremony in late May each year.

In addition, sub-group connectedness and participation has been the focus in the development of a vibrant school culture. C.L.A.S.S. continues to be the mantra and mission of the staff as they seek to instill Bronco pride in all students. This mission is very evident in the way students relate to one another and connect to their school. A philosophy of success has been created and has embedded itself in all aspects of the school community.

Strengthen English Language Learner Program

The ELD program has undergone restructuring since the last WASC self-study. The program currently includes a full-time teacher who coordinates the program and an administrator who oversees it. ELL students needing additional assistance are enrolled in double periods where they are provided support by the ELD teacher. This teacher also provides CELDT Testing and other assessment in a familiar environment. Until recent budget cuts, regular education teachers received ELD training to support ELL students. This support has resulted in interesting scores on the API. Two consecutive drops in scores (for a total of 50 points) for the ELL population was completely reversed with a 68 point jump in the last year (2011-2012). The addition and implementation of the System 44 Program in 2009-2010 and the upgrading of new technology along with increased student access has contributed to this improvement in testing scores.

Strengthen the Special Education Program

In Special Education, aligning the curriculum to the California State Standards and delivering it in a challenging way has led to increased scores. Collaboration has increased as well and the adoption of the Read 180 program in providing for increased students learning. The Read 180 program is delivered in a double-block period so that literacy skills can be developed more consistently. Additionally, regular education students have come alongside students with special needs to assist them and connect them more completely to the VMHS culture. Student Senate's "Best Buddies" program, the adult led "Socializer's Club" and student led "Club Mainstream" all contribute to the overall success of our special needs population. API scores have steadily risen over the last four years with a total increase of 104 points (577 to 681).

Focus on Data Analysis and Professional Development

Development of Professional Learning Communities has been a continual area for improvement, especially in attempting to meet the needs of individual students. Over 50 teachers have been trained by the DuFours in the PLC process. Monday Late Starts afford Department PLCs the opportunity to meet for an hour to consider data and find solutions so that strategies for individual student success can be achieved.

Within each PLC, teachers establish norms, create S.M.A.R.T. goals, develop common formative assessments, share best teaching practices and create intervention strategies for student support.

This process continues to be refined as teachers continue to share and support one another. A derivative of this process was the development of Academic Seminar. Students are provided additional instructional time as a reinforcement opportunity and a collaborative teaching team within the core constant areas for support. Essential skills such as time management, goal setting, note-taking, oral language, critical thinking, test-taking, vocabulary development, effective collaborative teamwork, and independent practice skills are emphasized for student success development. Students in Academic Seminar are assessed through presentations and a developing portfolio.

The PLCs are progressively ascertaining the benefits of data analysis as a means to guide instruction. Most departments are now looking of over-all scores as well as individual results on assessments that lead them to strategies for making sure each student learns.

Growing a college-going culture for our students has changed significantly over the last three years. While investing heavily in our AP offerings, we also wanted to provide different layers of students with the “college experience” while in High School. Consequently, we established a Dual Enrollment program with our local community college. This has actually worked to increase our AP offerings due to the dual enrollment student making the decision that they can be just as successful as the student taking an AP class load.

<p style="text-align: center;">Action Plan Area 2: School-Wide Attainment of Key Content Standards and Critical Thinking Skills</p>
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Enhance Classroom Assessment

In order to increase all scores, focus on the development of common rubrics by department has taken place in English, Social Studies, and Science. Departments continue to develop uniform pacing guides, and formative and summative assessments. Additionally, we have common oral presentation rubrics that all departments employ.

Student work examination through the development of the Professional Learning Community has led to the creation of common expectations for assessments per department. Implementation of teachers using a variety of assessment tools has also continued to improve.

During the 2009-2010 school year, VMHS adopted the PLC system 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 bi-monthly late start days 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.

Focus on Data Analysis

While great strides have occurred in terms of developing critical thinking skills and attaining key content standards, we have fallen short of one projected 5% annual increase in school-wide API scores. Over-all scores have increased steadily from a 2009 score of 804 to the current 2012 score of 837. This is a 4% jump over the last 3 years. All sub-groups increased significantly. The goal of 5% increases in CST scores for ELA and Algebra I while not met consistently increased showing consistent growth. The over-all 3% goal for all other subject areas, continued to show growth as well, but fell short. CAHSEE scores are all above the 90% passage rate goal. In AP testing, the 3% increase in passage rate goal was met in 57% of the content areas.

Focus on Professional Development

Teachers have been given opportunities for training over the last few years despite significant cutbacks at the District Level. All trainings are directly tied to advancing our students to their highest level of learning and testing and increasing their opportunities for the post-secondary experience whether in college or in a career path.(see Action Plan Area III below) Approximately 40% of our teaching staff have been formally trained via a two-day seminar in the PLC process.

In addition to the PLC Training, introduction and development of the following have taken place since the mid-term review:

- A new Learning Management System (LMS) is currently being developed

- Expansion of the computer labs has taken place
- Training in Blending Learning
- Dual Enrollment classes are in their 3rd year
- PLCs have expanded discussion and implementation of best teaching practices.
- Marzano Strategies employed
- Training on Thinking Maps
- Response to Intervention (RTI)
- Common Assessment development training
- Discussion on 21st Century Learning

Action Plan Area 3: Post-Secondary Education Awareness, Planning and Attainment

Develop an Effective and Well-Used College/Career Center

In September 2007, the College and Career Breezeway was established in the VMHS library by the student support staff. This college/career center is fully accessible throughout the school day as well as before and after school. A guidance technician, who holds a Pupil Personnel Services credential and who collaborates closely with counselors and teachers, and a Career Technical Education (CTE) counselor are available to assist and advise students.

The Career Breezeway is the locale for students to meet scheduled college admissions counselors, military recruiters, local business partners, and community members. It is equipped with computers that enable students to access college and career inventory programs such as *Kuder Navigator*. Informative brochures, publications and course catalogs are available for military service, college, and vocational school exploration. In addition, the Breezeway has become the students' connection to off-campus and post-secondary services including work permits, college assessments and vocational courses offered at other locations.

Student connectedness has also been expanded with the further development of the Career Center. The Breezeway was established to assist students in gaining access to college admission counselors, military recruiters, local business partners, and community members. Staffed by a full-time guidance technician and a Career Technical Education (CTE) counselor, students have access to the information they need to impact their futures.

Increase Student Exposure to a Variety of Post-Secondary Educational Options

The VMHS counseling team offers a comprehensive guidance program aligned with the National School Counseling Model. In conjunction with the services offered through our

College and Career Center and associated guidance technician, we have developed a purposeful agenda throughout the school year for each grade level. We provide a variety of presentations, fairs, workshops, individual guidance counseling and counselor facilitated labs offering opportunities to investigate college majors, dual enrollment, and conduct college and community college program searches. We continue to strengthen our college and career labs to address independent and vocational schools/colleges; as well as, Out of State colleges.

Aligned with the national career development organizations, we assist and encourage our students to learn about themselves and their developing strengths/values through career assessments, and expand their ability to explore the world of work. They have opportunities to investigate occupations, their future trends, and related industries with the latest version of software and a plethora of resourceful websites. Also, you can learn about career pathways in depth, match education to career, and form career plans. Our calendar of activities for each grade level includes those listed below.

Seniors

Matching Career and College Major Workshops (Fall)
UC, CSU, Independent California Colleges, & Out of State Colleges Labs (fall)
Transcript & Senior Timeline Reviews (Early Fall semester)
SAT and ACT Testing, and test preparation
College fair and topic related sessions (September)
College Application Workshop (CSU October & UC November)
Financial Aid Night (spring)
FAFSA Line by Line lab (December-February)
Cal Grant Applications (spring)
Community College Workshops (spring)
Mt. San Jacinto presenter on campus throughout the year
Registering and taking the AP Testing (spring)
Career & Vocational College Fair (spring)
College Placement Exams (Fall & Spring)
Scholarship Applications (Fall & Spring)
Scholarship Night (spring)
Senior Exit Surveys (May)

Juniors

Grade Level Expectations, Four Year Planning ILP (Individual Learning Plan) & Transcript Review (fall)
PSAT, ACT, & SAT (Fall & Spring)
Career & Post-Secondary Education Planning & College Major Lab (May)
ASVAB assessment and interpretation workshop (spring)
Dual Enrollment (spring)
Career & Vocational College Fair (spring)
Course Selection for senior year (February)
Mt. San Jacinto presenter on campus throughout the year

Sophomores

Grade Level Expectations, Four Year Planning & Transcript Review (fall)
Career Planning, Pathways and program of study
PSAT (fall)
Course Selection for junior year (February)
Career & Vocational College Fair (spring)

Freshmen

Parent Orientation Night (fall)
Grade Level Expectations, Four Year Planning & Transcript Review (fall)
Career Development & College Majors presentations during ICT course (fall & spring)
Course Selection for sophomore year (February)

Counselors and the college/career center tech work in concert to develop consistency in student awareness and planning for their post-secondary experiences. Students are given regular presentations involving colleges, universities, technical schools, and military options. This past year, all high schools in Southwest Riverside County attended a college and career fair held at the Temecula Promenade Mall. Prior to this, our College/Career Center conducted yearly college fairs involving up to 70 presenters. College representatives visit our campus regularly and meet with students at lunch. Teachers and students are notified of the scheduled days and times thorough our Pony Express and by direct email. Our College/Career Center also initiated a Career Education Fair in the spring with between 30 and 40 post-secondary vocational and certificate programs. Counselors continue to educate students as they make presentations in classrooms each year. Most students (77%) plan on attending a college of some kind (Student Survey) and feel that they had support in finding information about their options. As a result of the guidance department reviewing student surveys, guidance activities, and student needs questionnaires, we embarked upon a progressive four year career development planning model beginning in the ninth grade. The planning process includes students taking career interest, skills, and work values assessments, counselor guided interpretation, occupation exploration, resource investigation, and post-secondary training and education matching their interests. Juniors and seniors participate in a post-secondary “Programs of Study” guidance lab which is integrated with their four year career planning process. Juniors review college majors, community college certificate and transfer programs, technical schools, and on the job training. Seniors are offered the workshop as a result to their responses to a survey issued during the senior pullout. This is an effort to refine their choices in majors and programs of study, as well as, choices for postsecondary training and education.

The following chart depicts the post-secondary selections for each year:

Graduating Class	Number of 4 yr College Enrollment	# of Community College Enrollment	Private College	Vocational College	Military Institute	Military	Work	Un-decided	Total Respondents
	Includes private colleges								
2012	341	344	125	23	2	42	50	7	819
2011	313	404	112	24	1	51	50	7	859
2010	301	344	63	17		45	33	5	746
**2009	172	345	63	NA		NA	NA	NA	784
**2008	108	380	NA	13		39	41	73	729
**2007	155	118	NA	NA		NA	NA	NA	661
<p>** Denotes the UC/CSU Data from both databases available for public view from 2007-2009</p> <p>2010 through 2012 are based upon the Senior Exit Survey Results. The UC/CSU system due to budget cuts, no longer itemized specific high school enrollments. The AICCU (Association of Independent California Colleges) doesn't publish high school enrollees to the public.</p>									