

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

A1. Organization Criterion

To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school’s purpose supported by the governing board and the central administration and further defined by expected schoolwide learning results and the academic standards?

Vista Murrieta has a clear vision and purpose based on student needs and has been revised and refined to reflect changing student needs and demographics over time. Our vision and purpose hold our growing diversity of students accountable to high levels of performance and achievement in quality programs in academics, athletics and activities. Our school’s purpose is supported by our governing board and central administration through regular monitoring of the school’s programs. In addition, our expected schoolwide learning results are modeled after our school motto of CLASS - Character, Leadership, Attitude, Scholarship, Service - and drive our philosophy and action.

Vision-ESLRs-Profile

Comment on pertinent student/community profile data that has impacted the development of the vision and the expected schoolwide learning results.

Findings	Supporting Evidence
<p>To create a consistent message, our school community revised our school’s vision to align with our district’s purpose. As a result, our revised vision was created through a collaborative process. During this collaboration, we determined that the original vision was too long and, consequently, took away from the message. We felt a direct and concise message would be more memorable. The revised vision statement is:</p> <p><i>“The VMHS community inspires every student to think, learn, achieve, care and live through CLASS.”</i></p>	<ul style="list-style-type: none"> • Site Administrator Interviews • VMHS Mission Statement • VMHS CLASSLRs • FOL Meeting Agendas/Minutes • Home Group Meeting Agendas/Minutes • Student/Community Profile • FOL Group Assignments • WASC Leadership Meeting Agendas/Minutes

<p>Our expected schoolwide learning results have also been revised to reflect changing demographics and ongoing analysis of student performance. While our CLASS focus has not changed, the individual statements within each component of CLASS have been rewritten to be more student-centered and specific. As an example, the phrase “<i>pursuing victory with honor</i>” is now “<i>pursuing success with honor</i>”, as a means to incorporate all aspects of the school community and not just athletics. Another example is changing “<i>displaying motivation for their learning</i>” to “<i>displaying motivation for academic excellence.</i>”</p>	<ul style="list-style-type: none"> • Stakeholder Surveys • Assessment Data • Local Community Demographics • SPSA • SARC
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Development/Refinement of Vision/ESLRs

Examine the effectiveness of the processes to ensure involvement of representatives from the entire school community in the development/refinement of the vision and expected school-wide learning results.

Findings	Supporting Evidence
<p>In line with the finalization of our CLASSLRs, the focus of the revisions was purposely adapted to the real needs of the students. Student and parent feedback through annual surveys was used to guide the revision and refinement of our CLASSLRs. In addition, our staff was directly involved in revising the schoolwide learning results through regular collaboration in focus groups.</p> <p>The process of refinement of our school vision and expected schoolwide learning results began with a collaborative process in our Focus on Learning (FOL) groups which included teachers, classified staff, administrators, students and parents. All stakeholders supplied important and valuable ideas which led to the development of a new draft of the CLASSLRs to replace the old CLASSLRs. Another round of discussions and meetings through departments and FOL groups finalized the new CLASSLRs for adoption.</p>	<ul style="list-style-type: none"> • Site Administrator Interviews • VMHS Mission Statement • VMHS CLASSLRs • VMHS Website • FOL Meeting Agendas/Minutes • Home Group Meeting Agendas/Minutes • Student/Community Profile • FOL Group Assignments • Stakeholder Surveys • WASC Leadership Meeting Agendas/Minutes • Local Community Demographics • SPSA • SARC • PTSA Meeting Agendas/Minutes

Regular Review and Revision

Examine the effectiveness of the process for regular review/revision of the school purpose and the expected schoolwide learning results based on student needs, global, national and local needs, and community conditions.

Findings	Supporting Evidence
<p>As part of the ongoing WASC process, the CLASSLRs are reviewed each year in Home Groups and FOL groups. As a school, our CLASSLRs are embedded into all aspects of our daily practices. Our revision process included the incorporation of relevant conditions including current assessment data, changing demographics, current and upcoming local and global trends and research. In going through our first revision, a number of changes were made to reflect our current student population. As an example, <i>“embracing the culture of continuing education”</i> became <i>“embracing the culture of lifelong learning”</i> due to the changing post-secondary options available to our students.</p>	<ul style="list-style-type: none"> • Site Administrator Interviews • VMHS Mission Statement • VMHS CLASSLRs • VMHS Website • FOL Meeting Agendas/Minutes • Home Group Meeting Agendas/Minutes • Student/Community Profile • FOL Group Assignments • Stakeholder Surveys • WASC Leadership Meeting Agendas/Minutes • Assessment Data • Local Community Demographics • SPSA • SARC • PTSA Meeting Agenda/Minutes

A2. Governance Criterion

To what extent does the governing board a) have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected schoolwide learning results and academic standards based on data-driven instructional decisions for the school; b) delegate implementation of these policies to the professional staff; and c) regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

Our governing board actively supports the school’s purpose with an extensive realignment with its policies and bylaws which are generated through the recommendations of the state BOE or by local need through each district department. Board decisions are focused in the achievement of expected schoolwide learning results and academic standards based on data-driven instructional decisions for our school. A systematic and holistic approach to document the process of implementing school programs is facilitated by regular strategic planning sessions and guided by the superintendent in order to build a set of strategic directions for our school’s continuous improvement.

Governing Board

Comment on the clarity of the policies and procedures regarding the selection, composition and specific duties of the governing board, including the frequency and regularity of board meetings.

Findings	Supporting Evidence
<p>The Board of Education (BOE) meets monthly and takes action on an extensive board agenda which includes hiring, firing and student expulsion. The current BOE is composed of five community members who are elected. BOE policy is generated by either recommendations from the State BOE or by local need though each district department. Legal advice is sought on a number of our policies to ensure compliance with current state laws and codes. Our superintendent advises our BOE to ensure we are meeting goals and staying on course to meet the mission of our district.</p> <p>The BOE usually gathers one other time during each month for special board workshops to hear from particular groups to keep them</p>	<ul style="list-style-type: none"> • BOE Meeting Agendas/Minutes • District Administration Meeting Agendas/Minutes • BOE Policies • MVUSD Website • MVUSD Mission/Vision Statement • BOE Governance

<p>appropriately advised on a specific topic. One example of this would be that the superintendent will hold a workshop for the BOE so that the board has complete understanding of a program or a proposal such as the Senior Exit Interview. School site staff is often brought in to speak to the board and inform them of the impact new policies will have on our district.</p>	<p>Standards</p> <ul style="list-style-type: none"> • Board Policies Index • District Organization Chart • District Administrator Interviews • SPSA • SARC
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Understanding Role of Governing Board

To what degree does the school community understand the governing board’s role, including how parents can participate in the school’s governance?

Findings	Supporting Evidence
<p>The BOE is a public entity. People from the public are welcome to provide feedback and participate in BOE meetings through public comments. Over the past ten years, we have found our BOE to be very responsive to the public through email and phone. Regular press releases also enable the community to become aware of what is going on within the district and at the school. The district also uses various forms of social media to provide information regarding policy information as well as direct links to news items.</p>	<ul style="list-style-type: none"> • MTA Meeting Agendas/Minutes • Communications from various Civic Organizations • BOE Meeting Agendas/Minutes • District Administration Meeting Agendas/Minutes • BOE Policies • MVUSD Website • MVUSD Mission/Vision Statement • BOE Governance Standards • Board Policies Index • District Organization Chart • District Administrator Interviews • Local Newspapers

	<ul style="list-style-type: none"> • District Social Networking Media • School Site Council Meeting Agendas/Meetings • SPSA • SARC • PTSA Meeting Agendas/Minutes
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Governing Board’s Involvement in Review/Refinement

How is the governing board involved in regular review and refinement of the school’s vision and purpose and expected schoolwide learning results?

Findings	Supporting Evidence
<p>The school provides updates annually by means of the Single Plan for School Achievement (SPSA) and the Student Accountability Report Card (SARC). In addition, site principals give presentations to the BOE on the site goals of each particular school.</p>	<ul style="list-style-type: none"> • BOE Meeting Agendas/Minutes • District Administration Meeting Agendas/Minutes • MVUSD Website • MVUSD Mission/Vision Statement • VMHS Mission Statement • VMHS CLASSLRs • District Administrator Interviews • School Site Council Meeting Agendas/Meetings • SPSA • SARC • BOE Agendas and Minutes • MTA Meeting Agendas/Minutes

Professional Staff and Governing Board

To what degree is there clear understanding about the relationship between the governing board and the responsibilities of the professional staff?

Findings	Supporting Evidence
<p>The BOE works with the superintendent and his executive cabinet which is comprised of Assistant Superintendents and the directors of each department. Principals attend monthly meetings with the superintendent and the assistant superintendents to dialogue and move policy forward. The district staff work in conjunction with the BOE and the board has expressed appreciation for this information and insight on pending policy matters.</p>	<ul style="list-style-type: none"> • MTA Meeting Agendas/Minutes • Communications from various Civic Organizations • BOE Meeting Agendas/Minutes • District Administration Meeting Agendas/Minutes • BOE Policies • MVUSD Website • MVUSD Mission/Vision Statement • BOE Governance Standards • Board Policies Index • District Organization Chart • District Administrator Interviews • Local Newspapers • District Social Networking Media • School Site Council Meeting Agendas/Meetings • SPSA • SARC • PTSA Meeting

	Agendas/Minutes
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Board’s Evaluation/Monitoring Procedures

Comment on the clarity of the evaluation and monitoring procedures carried out by the governing board, including review of student performance, overall school operations, and fiscal health of school.

Findings	Supporting Evidence
<p>The BOE promotes site based management and generally does not get involved with the routine daily operations of schools. If concerns arise, the superintendent will address these issues with the site principal. Student achievement is something that is reviewed annually by the board, but all concerns are focused through the appropriate departments and rarely will a BOE member contact a site independently without the knowledge of the superintendent. Occasionally a principal will be asked to inform board members on particular situations they have concerns about. This is most likely to occur when something has been brought to their attention by one party and the board feels the need to hear about the issue from a different perspective.</p> <p>Site money is allocated from the district on an annual basis and the site is responsible for proper accounting of all monies spent via the site. The fiscal health of the school is determined by the fiscal health of the district.</p>	<ul style="list-style-type: none"> • Site Administration Meeting Agendas/Minutes • Site Administrator Presentations to BOE • Student Assessment Data • Stakeholder Surveys • Annual School Audit • Site Budget • MTA Meeting Agendas/Minutes • BOE Meeting Agendas/Minutes • District Administration Meeting Agendas/Minutes • BOE Policies • MVUSD Website • BOE Governance Standards • District Administrator Interviews • Local Newspapers • District Social Networking Media • School Site Council Meeting Agendas/Meetings

	<ul style="list-style-type: none"> • SPSA • PTSA Meeting Agendas/Minutes
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Complaint and Conflict Resolution Procedures

Examine and comment on the established governing board/school’s complaint and conflict resolution procedures as they apply to your schools shareholders.

Findings	Supporting Evidence
<p>Our BOE has adopted formal complaint procedures to resolve complaints and conflicts in a functional and effective manner. If a complaint/conflict is not pursued through the proper procedures, the superintendent does his best to return the issue to the site level which is the starting point for the procedure. If an issue reaches the level of the BOE, the board does a very effective job about hearing the complaint from the families or community members involved. All principals are committed to handling school problems in-house. In some cases where controversial topics develop, a policy will be revised or a new policy will be implemented.</p>	<ul style="list-style-type: none"> • BOE Meeting Agendas/Minutes • BOE Policies • District Administrator Interviews • Site Administrator Interviews • BOE Governance Standards • MVUSD Website • VMHS Website • MTA Meeting Agendas/Minutes • MTA Policies • Stakeholder Surveys • Site Administrator Meeting Agendas/Minutes

A3. Leadership and Staff Criterion

To what extent based on student achievement data does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards?

Our Single Plan for Student Achievement (SPSA) is directly connected to our CLASSLRs and drives collaborative planning and decision-making by both the leadership and staff in order to achieve the expected schoolwide learning results and academic standards. Imbedded in this collaborative model is the strong commitment of stakeholders such as the students, parents and staff in a number of opportunities to work together. We look at multiple measures of data to correlate it to our SPSA and are tightly aligned to our projected outcomes.

To what extent do the school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs?

Our CLASSLRs are designed using input from all stakeholders such that student data is regularly collected and analyzed. Necessary changes to the SPSA are tightly aligned to our projected outcomes and goals.

Broad-Based and Collaborative

Document that the school planning process is broad-based, collaborative and has commitment of the shareholders, including the staff, students, and parents.

Findings	Supporting Evidence
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<p>Our staff plays a vital role in the broad-based planning of all facets of the school. From Professional Learning Communities (PLCs), to department meetings, to lead teacher opportunities, our VMHS staff has opportunities to make critical decisions. We believe that people drive programs and we buy into the planning of our school mission and goals. Our buy-in here at VMHS is very high. Teamwork and stakeholder input is paramount to our strategic decisions, while at the same time teacher autonomy is maintained.</p> <p>Our parents are always invited to be visible on our campus. We have a very active Parent-Teacher-Student Association (PTSA) and site council which support our school. Our PTSA is here on campus daily. In addition, we have a number of parent support groups and booster programs that support curricular programs through countless hours of volunteerism.</p> <p>Our student population is actively involved in our many clubs and organizations which add to school dynamics and a positive, enthusiastic culture. Our Associated Student Body (ASB), Students Senate, Peer Leaders Uniting Students (PLUS), Renaissance, and Freshman Link Crew are student programs that drive student involvement opportunities here at VMHS. Our principal meets with the ASB and Student Senate monthly to discuss issues and planning initiatives. He also has a Principal’s advisory group which is a student group involved in a variety of opportunities that include behavior expectations, interventions, and school programs related to their academic life.</p> <p>There are a number of opportunities for stakeholders to collaborate and work together. We hold parent nights for our English language learners and ASB hosts student-parent fun nights for students to bring their families to campus. In addition, parents routinely join our campus for IEP meetings, PTSA board meetings, booster meetings and school site council.</p>	<ul style="list-style-type: none"> • Stakeholder Surveys • PLC Meeting Agendas/Minutes • FOL Meeting Agendas/Minutes • Home Group Meeting Agendas/Minutes • Site Administrator Meeting Agendas/Minutes • FOL Group Assignments • WASC Leadership Meeting Agendas/Minutes • VMHS Website • Pony Express • SPSA • SARC • PTSA Meeting Agendas/Minutes • Principal Advisory Meeting Agendas/Minutes • ELAC Meeting Agendas/Minutes • IEP Meeting Agendas/Minutes • School Site Council Meeting Agendas/Minutes
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School Plan Correlated to Student Learning

What evidence supports that there is a correlation between the Single Plan for Student Achievement and analysis of student achievement of the critical academic needs, expected schoolwide learning results, and academic standards?

Findings	Supporting Evidence
<p>Our Single Plan for Student Achievement (SPSA) outlines site goals and it is aligned with our CLASSLRs. This document outlines an action plan for our goals and how our categorical dollars will be spent. Our critical academic needs are generated through detailed data disaggregation. These critical areas shift year by year, but data is routinely collected and analyzed by our staff to drive the necessary changes here at VMHS. We look at multiple measures of data to correlate it with our SPSA. We incorporate grades, discipline data, graduation rates, and local and state assessment data to generate our SPSA. Our data drives our planning and our projected outcomes and goals.</p>	<ul style="list-style-type: none"> • SPSA • VMHS CLASSLRs • Student Assessment Data • Schoolwide Action Plan • California State Standards • VMHS Mission Statement • Site Budget • Student Grades • Discipline Matrix • MVUSD Graduation Requirements • Site Administrator Meeting Agendas/Minutes • SARC • School Site Council Meeting Agendas/Minutes

Correlation Between All Resources, ESLRs and Plan

What evidence supports the correlation between allocation of time/fiscal/personnel/material resources, expected schoolwide learning results, and the schoolwide action plan?

Findings	Supporting Evidence
<p>Our Single Plan for Student Achievement (SPSA) is directly connected to our CLASSLRs and is tightly aligned to our projected outcomes. Due to our current financial constraints, we have had to manage budgets carefully. Our focus has remained exclusively on student achievement without sacrificing programs. Since our first visit, our needs and budget have radically changed. However, our action plan is annually reviewed and updated with regular input from staff and parents.</p>	<ul style="list-style-type: none"> • SPSA • VMHS CLASSLRs • Site Budget • Student Assessment Data • Schoolwide Action Plan • Annual Site Audit

A4. Leadership and Staff Criterion

To what extent does a qualified staff facilitate achievement of the academic standards and the expected schoolwide learning results through a system of preparation, introduction, and ongoing professional development?

Our staff facilitates achievement of the academic standards and the expected schoolwide learning results very effectively through a wide range of preparation, introduction, and on-going professional development. Through the use of PLC time, student assessment data is shared and discussed and strategies are developed to improve areas of need. Beyond PLC time, our staff regularly engages in wide-ranging conversations and collaboration among colleagues in order to increase academic achievement. Many of our teachers have Masters Degrees or have taken additional courses to stay current on the most recent best practices within the profession.

Employment Policies/Practices

Evaluate the clarity of the employment policies/practices related to qualification/statutory requirements of staff.

Findings	Supporting Evidence
<p>The employment process within our district is very effective and allows for the hiring of qualified staff members. When a position becomes available, it is posted on Ed-Join, the district’s educational job opportunity information network. Applications are then screened to include verification of an applicable valid subject credential, an English Learner authorization and NCLB compliance. Providing applicants meet these requirements, interview sessions are then scheduled, where finalists complete a written exercise and are invited to take part in a second site visit. Finally, a reference check is completed on all finalists and the Human Resource department reviews all paperwork for approval to make an offer of employment. Upon acceptance of this offer, potential employees meet with HR to sign a letter of intent which initiates the hiring process. The hiring process includes fingerprint clearance, physical/drug/TB clearance, signing of employment forms, submitting official sealed transcripts, completing of training modules, copying of driver’s license and social security cards and clearance from Riverside County Office of Education (RCOE). From there, the potential employee’s name is submitted to the Board of Education (BOE) for approval, entered into the Galaxy system (payroll), and added into Aeries (site-planning and attendance software). As a final part of this process, employment contracts are prepared for employees to sign upon BOE approval.</p>	<ul style="list-style-type: none"> • MVUSD Website • Ed-Join Website • MVUSD Salary Schedules • MVUSD Employment Application • MVUSD Letter of Intent • BOE Meeting Agendas/Minutes

Qualifications of Staff

Evaluate the procedures to ensure that staff is qualified based on staff background, training and preparation.

Findings	Supporting Evidence
<p>The procedures to ensure that our staff is qualified are very thorough and extensive. First, interested applicants undergo a paper screening process in which appropriate credentials, certifications and authorizations are verified. Once a pool of qualified applicants has been determined, interviews are conducted to determine further training, preparation and background experiences. Final applicants then complete a written exercise, participate in a second site visit, and undergo a reference check. The Human Resources department makes the final approval and arranges the offer of employment.</p>	<ul style="list-style-type: none"> • MVUSD Website • Ed-Join Website • MVUSD Salary Schedules • MVUSD Employment Application • MVUSD Letter of Intent • BOE Meeting Agendas/Minutes • MVUSD Interview Evaluation Form • MVUSD Employee Handbook

Maximum Use of Staff Expertise

How effective is the process to assign staff members in order to maximize the use of their expertise in accomplishing quality student learning?

Findings	Supporting Evidence
<p>The process of assigning staff members in order to maximize the use of their expertise in accomplishing quality student learning is as effective as can be expected given current budgetary constraints. Although our campus has maintained steady enrollment numbers, our staff numbers have decreased over the past few years due to budgetary shifting within the district. Regardless of staff numbers, however, assignments are primarily made based upon qualifications of credentials. From there, the history a teacher has generated from teaching a particular course is examined, and providing this history has generated success, teachers are typically re-assigned to the same courses year after year. Further, teacher requests are taken into consideration each year through a form that our AP in charge of master schedule sends out to all staff members at the end of each school year. If a teacher wants to teach a new course, or a course new</p>	<ul style="list-style-type: none"> • Teacher Credentials • Master Schedule • Course Catalog • Site Administrator Meeting Agendas/Minutes • Teacher Resumes • Teacher Subject Expertise/Education • Teacher Course Request Form • Department

<p>to them, many things are taken into consideration such as individual expertise, background, and experience. Finally, the process of assigning staff members in order to maximize student learning can be one of compromise, especially in situations where our more experienced teachers are called upon to teach in areas of need.</p>	<p>Meeting Agendas/Minutes</p> <ul style="list-style-type: none"> • Department Lead Meeting Agendas/Minutes
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Defining and Understanding Practices/Relationships

Evaluate the administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the clarity and understanding of these by administration and faculty.

Findings	Supporting Evidence
<p>We have written policies in place at VMHS that define and guide the responsibilities, operational practices, decision-making processes and relationships amongst staff members. These written policies are easily accessible to all staff members on a regular basis and are always available online.</p> <ul style="list-style-type: none"> • A responsibilities/duties chart is compiled each year and sent out to staff members within the first few weeks of each school year. This chart states the specific staff members that are responsible for each duty on campus, as well as their phone extension and email address. • A staff phone list is sent out at the beginning of each school year to every staff member. This list indicates each staff member’s phone extension, room location, and prep period. • Each staff member also receives a Student Handbook at the beginning of each school year. The Student Handbook contains the bell schedule, the CLASSLRs, the school calendar, discipline policies, dress code policies, and events taking place throughout the school year. • An employee handbook is provided to each new staff member upon verification of employment. This handbook describes all aspects of employee services such as health benefits, duties, and professionalism. 	<ul style="list-style-type: none"> • VMHS Responsibility Matrix • VMHS Staff Extension List • VMHS Student Handbook • MVUSD Employee Handbook

Internal Communication and Planning

How effective are the existing structures for internal communication, planning, and resolving differences?

Findings	Supporting Evidence
<p>The existing structures for internal communication, planning, and resolving differences are very effective and accessible to all staff members.</p> <ul style="list-style-type: none"> • All staff members have access to district email where correspondence between leadership and staff takes place. Staff members are encouraged to check and respond to email in a timely manner on a regular basis. • Staff meetings occur once a month and as needed per administrative discretion. Agenda items include communication on upcoming activities, program updates, assessment information, staff recognition and student data. There is always time designated at the end of each meeting for an open forum. When a full meeting isn't necessary, email is used as a venue for delivering important information to staff members. • Lead teacher meetings are held once a month to communicate department issues. • Department meetings are held once a month to discuss department issues and to communicate information from the department lead meetings. An administrator might attend a department meeting when appropriate. • The PLC administrator communicates regularly with the PLC leaders. • Formal observations occur every 2 years. Upon notification, teachers meet with their assigned evaluating administrator prior to the observation to discuss the lesson plan and professional goals. After the observation, teachers meet once again with their administrator to review the evaluation. • Walk-in observations occur regularly throughout the school year. Administrators provide teachers with feedback via an observation form that is typically placed in teacher's mailboxes after the observation. • Administrators have an "open-door policy" with all staff members. They are encouraged to discuss concerns or issues. 	<ul style="list-style-type: none"> • District Email • Staff Meeting Agendas/Minutes • Department Lead Meeting Agendas/Minutes • Department Meeting Agendas/Minutes • PLC Meeting Agendas/Minutes • Formal Observations • Walk-through Observations

Staff Actions/Accountability to Support Learning

How effective are the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning?

Findings	Supporting Evidence
<p>The processes and procedures for involving staff are highly effective. Collaboration is an essential component of our school program and provides an environment for collegial interaction on a daily basis.</p> <p>During weekly PLC meetings, teachers analyze common assessment data and as a result, share best practices on concepts needing reinforcement. Because future data analysis is used to confirm improvement on these concepts, individual ownership of this collaborative process is high.</p> <p>Teachers are encouraged to be open about shadowing other teachers when circumstances allow. In order to continue to improve our individual practice, teachers regularly discuss what works in the classroom for them and offer ideas and suggestions for others to try.</p> <p>Certain teachers that may have a special skill set, technological or otherwise will hold training sessions for other staff members. In the past, these trainings have included computer training, grade program tips and suggestions, website utilization, and classroom management.</p>	<ul style="list-style-type: none"> • Illuminate • PLC Meeting Agendas/Minutes • On-Site Training Agendas/Minutes • PLC Data Analysis • Learning Snapshots • Teacher Websites • Formal Observations • Walk-Through Observations

Evaluation of Existing Processes

To what extent does the school leadership regularly review the existing processes to determine the degree to which actions of the leadership and staff focus on successful student learning?

Findings	Supporting Evidence
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<p>Evaluation and measurement of student learning is on-going. Annually, subject area teams develop goals based upon recent data. Measurable goals are developed and action steps are implemented to monitor and foster progress. Departmental teams submit goals and updates to the administration and time during the school day is set aside every Monday morning for staff to work in Professional Learning Communities (PLCs) to address topics that are directed toward student learning. Agendas are submitted and all topics are mandated to be aligned with student achievement. Goals are addressed with both PLC leaders and department leads throughout the year.</p> <p>Data derived from departments drives our school focus and revenue expenditures. Data is collected and disaggregated and presented to our leadership team and School Site Council. The departmental themes and needs synthesized through our subject matter teams make up the focus of our Single Plan for Student Achievement. Over the years, since budgets have shrunk and categorical funds have been swept, the SPSA goals have been limited and focused on developing and supporting programs that are centered on core area intervention.</p>	<ul style="list-style-type: none"> • PLC Meeting Agendas/Minutes • PLC Goals • PLC Data Analysis • Student Assessment Data • Monthly PLC Logs • MVUSD Academic Calendar • Late Start Bell Schedule • School Site Council Meeting Agendas/Minutes • SPSA • Site Administrator Meeting Agendas/Minutes
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A5. Leadership and Staff Criterion

To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that focus on identified student learning needs?

Leadership and staff are actively involved in on-going research and/or data-based correlated professional development that focus on identified student learning needs. The focus of our PLC time is dedicated to analyzing student assessment which drives our data-based professional development. Areas of need are determined on an on-going basis with a variety of measures of student assessment. During PLC time teachers discuss the type of assessments that can be used to improve student learning in the determined areas of need.

Support of Professional Development

How effective is the support of professional development with time, personnel, material, and fiscal resources to facilitate all students achieving the academic standards and the expected schoolwide learning results?

Findings	Supporting Evidence
<p>Professional development is managed through the Professional Learning Community (PLC) meetings which occur weekly for one hour. Every teacher on campus participates in at least one PLC group. Facilitators submit agenda topics and action steps which guide the work of each PLC group. At the end of the month, the facilitator also submits the group’s summary and a reflection on the accomplishment of those goals. Administrators continually evaluate the agendas to ensure that student learning remains the focus of the PLC group.</p> <p>The district has made the PLC process a fiscal priority; it is valued as a means in which to support and increase student achievement. Our school calendar and start times have been modified to increase the frequency of PLC meetings from once a month to once a week. Teachers work with content area colleagues to determine both short term and long term goals in order to improve current student’s learning and performance.</p>	<ul style="list-style-type: none"> • PLC Meeting Agendas/Minutes • DuFours PLC Training Handbook • Late Start Schedule • Student Assessment Data • Monthly PLC Logs • PLC Goals • MVUSD Academic Calendar • VMHS Site Budget • VMHS CLASSLRs • Illuminate Software • Scantron Item Analysis Software

Supervision and Evaluation

How effective is the school’s supervision and evaluation procedures in order to promote professional growth of staff?

Findings	Supporting Evidence
<p>At the site level, administrators evaluate the staff’s professional growth through their participation in the PLC process. Additionally, through the individual teacher evaluation process, an administrator may collaboratively work with specific teachers on targeted areas of professional growth. Through the observation and evaluation process, teachers are given opportunities to incorporate and demonstrate growth in those specific areas. Teachers are formally evaluated on a regular basis and administrators conduct “walk-through” evaluations a number of times each year. One comment made during an FOL meeting regarding the current evaluation document is that it is somewhat restrictive. As an example, the possible “ratings” regarding performance are “meets/exceeds”, “needs improvement”, or “unsatisfactory”. It was noted that this does not allow for differentiating between “meets” and “exceeds”. Another regular comment was that the “walk-through” evaluations are often more effective and genuine due to the fact that they are spontaneous and unannounced.</p> <p>Site administrators utilize open dialogue and collaborative strategies (i.e. coaching) to encourage teachers to seek participation in additional outside professional growth opportunities offered through various agencies, including but not limited to, MVUSD, Riverside County Office of Education, and local colleges and university courses. Through all of these programs, as well as the district’s participation with the Murrieta Teacher’s Association Peer Assistance Review (PAR) program, the culture of learning and emphasis on improvement continues to remain fully intact here at VMHS.</p>	<ul style="list-style-type: none"> • Monthly PLC Logs • PLC Meeting Agendas/Minutes • Formal Observations • Walk-through Observations

Measurable Effect of Professional Development

Comment on the processes and their effectiveness in determining the measurable effect of the professional development on student performance.

Findings	Supporting Evidence
<p>Professional Learning Communities monitor student performance with the goal of increasing student achievement. Teachers and administrators analyze student performance data such as grades, benchmarks, CST results, and formative assessments to identify student weaknesses and/or gaps that may require remediation in order to increase student achievement. Teachers discuss best practices and share instructional ideas as well as prioritize essential learning outcomes to improve student learning and achievement on a collective level. Professional growth opportunities through PLCs are ongoing and revolve around student learning as well as developing one another's skill set and instructional repertoire to positively influence achievement.</p>	<ul style="list-style-type: none"> • Benchmark Assessment Data • Student Grades • Student Assessment Data • Formative Assessment Data • PLC Meeting Agendas/Minutes • Dufour's PLC Training Handbook • Late Start Schedule • Monthly PLC Logs • PLC Goals • MVUSD Academic Calendar • VMHS Site Budget • VMHS CLASSLRs • Illuminate Software • Scantron Item Analysis Software

A6. Resources Criterion

To what extent are the human, material, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected schoolwide learning results?

Our school site makes every budgetary decision based on the available and sufficient resources that are used effectively and within the legal limits of the programs for the achievement of high academic standards and expected schoolwide learning results. Departments take the lead in the creation of spending priorities and the leadership team integrates the spending plan as guided by a

strict set of rules by our district which monitors all accounting practices and audits every year. Our facilities are well- maintained and operated to provide a safe and functional environment to maximize student learning through a centralized system of monitoring by our site administrator who works collaboratively with the district maintenance and operations department. In addition to each department’s input on budgetary issues, lead teachers take care of providing a regular review of instructional materials that are adopted to meet student’s academic achievement goals. Our technology plan is also in place and updated to meet the changing needs in classroom learning.

Allocation Decisions

Evaluate the relationship between the decisions about resource allocations, the school’s vision and purpose and student achievement of the expected schoolwide learning results and the academic standards. Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
<p>Resource allocation and student achievement are both considered in every budgetary decision by our school leadership team which consists of administration, department lead teachers and site council representatives. Our team meets monthly and makes decisions as to how resources will be allocated in the areas which would benefit student achievement based on measurements and actual student achievement results. Our efforts focus on decisions and outcomes as well as plans for future areas of improvement. Our school site budget is allocated by department on an annual basis and also includes categorical funding received by our school.</p>	<ul style="list-style-type: none"> • Site Budget • VMHS Mission Statement • VMHS CLASSLRs • SPSA • California State Standards • Student Assessment Data • Stakeholder Surveys • SARC • School Site Council Meeting Agendas/Minutes • Department Meeting Agendas/Minutes • Department Lead Meeting Agendas/Minutes • Site Administrator Meeting Agendas/Minutes

Practices

Evaluate the school’s processes in relationship to district practices for developing

an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds.

Findings	Supporting Evidence
<p>Our school district has a set of rules which have been set up over time and guide spending at our school site. We centralize our school’s spending requests through our district, which approves this spending and implements annual audits here at VMHS. We undergo a physical visit by auditors every three years.</p> <p>For the ninth year in a row, our annual district audit was presented to the BOE. No findings or adjustments had to be made to our financial statements. Our district has created a system of internal controls that include separation of duties that mitigates the ability for fraudulent activities to occur. Moreover, our district’s financial statements are a fair and accurate representation of its actual financial status. Our school’s bookkeeper, ASB advisor, class/club advisors and students have followed the procedures and policies that have been put in place. This has allowed us to conduct quality business using sound accounting practices which include procedures to prevent mishandling of funds.</p>	<ul style="list-style-type: none"> • Annual Site Audit • Site Budget • MVUSD Budget • District Administrator Meeting Agendas/Minutes • BOE Policies • MVUSD Website • Annual District Audit

Facilities

Determine if the facilities are adequate to meet the school’s vision and purpose and are safe, functional, and well-maintained.

Findings	Supporting Evidence
<p>One of our assistant principals oversees our facilities. He meets routinely with our district maintenance and operations personnel to discuss changes and upkeep. Over the years, we have had to remain flexible due to declining budgets, staffing and programs. Our priority during this difficult time is to ensure that our facilities are safe, clean and appropriate for learning. In spite of decreased funding, we have to maintain our facility to ensure that we still have adequate space and technological infrastructure. Our site was built 10 years ago and many of our classrooms are lacking hardwired presentation stations, yet many classrooms have incorporated portable projectors and document cameras in order to enhance teaching methods and</p>	<ul style="list-style-type: none"> • Stakeholder Surveys • Site budget • Department Meeting Agendas/Minutes • Online Work Orders • Technology Inventory • Facility Repairs

<p>increase student engagement.</p> <p>We work collaboratively with our district maintenance and operations department. Our site has one full-time day custodian, one swing shift custodian that takes care of offices, some classrooms and the interior campus. Our site has two locker room attendants and one full-time maintenance person who are responsible for small general repairs and the upkeep of the swimming pool. In addition to that, we have a night crew that is responsible for classroom cleaning and one ground person responsible for the entire 68 acre site. Our assistant principal and his assistant use an electronic work order system to communicate with district maintenance. A work order is submitted and disseminated to the appropriate employee for repairs. All incidents of vandalism take the highest priority and we are fortunate that our students and staff exhibit ownership and buy-in to keep our campus safe and clean.</p> <p>Three times annually, our facilities administrator will complete a site safety check to report back to risk management and maintenance on the overall physical condition of the site. In addition to the site checklist, our district insurance company does a site audit to ensure we are up to code and makes recommendations for student and employee safety. Our district also provides one technology person who is responsible for the software installations and hardware repairs here at VMHS.</p> <p>One site administrator oversees our maintenance and operation for the entire campus and reports the condition of our campus weekly through a principal's update newsletter to the district senior staff. Our staff works independently to report facility issues to the site facility department. The administrator and his assistant work with our staff and students to confirm that all facilities are maintained, safe and functional. Most small work orders for maintenance and technology generally get repaired in a timely manner by our site maintenance employees. The exception is when there is a costly repair that requires subcontractors or it becomes a capital improvement project. The use of the electronic work order program provides a systematic approach to document and track repairs and maintenance issues. This system over the past several years has proved to be very functional so we can communicate site needs to our district office.</p> <p>Problems with facilities are reported to our site facilities office and</p>	<p>Log</p> <ul style="list-style-type: none"> • Helpdesk Technology Requests • Site Safety Check Forms • MVUSD Employee Handbook • Principal's Newsletter to District
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<p>the work order is placed. The software program allows for the issue to be ranked as to the severity of the issue. If an emergency has occurred, we typically will dispatch the department by phone and mitigate the issue locally to ensure the area is safe. Over the years, we have dealt with a variety of emergencies which have required subcontractor support. Our district has been very responsive to the large emergencies that were critical to our building operations.</p>	
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Instructional Materials and Equipment

Evaluate the effectiveness of the procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials.

Findings	Supporting Evidence
<p>Each department has a contact administrator who supports each department, and each department is given a small budget annually for instructional materials. Budgets are set annually and discussed in our lead teacher meetings. In addition, all departments have a lead teacher that is responsible for requesting materials. This is usually done via the administrator in charge of the department or the lead teacher will contact the bookkeeper or site secretary directly if a routine item is needed. In addition, some departments request voluntary donations from parents for consumable materials to enhance the educational experience. Examples of this would be lab donations in science for dissectible lab specimens. In situations like these, donations are deposited into student activities accounts and accessed directly from our bookkeeper via the lead teacher request. Prior to our categorical funds being swept, school site council and department leads gave input on how to spend categorical dollars. Printed textbooks are maintained, collected and ordered by our site librarian. Most all inventoried technology and support materials are checked out by staff from the library. This includes class sets of books, laptops, LCD projectors, document cameras and ancillary instructional materials.</p> <p>We currently do not have a measuring stick to clearly evaluate if these procedures are working. We rely heavily on site collaboration, checklists and communication to make sure our basic needs are being met. Our reality is that our budget was cut by 50%</p>	<ul style="list-style-type: none"> • Williams’ Act • Site Budget • Department Lead Meeting Agendas/Minutes • Department Meeting Agendas/Minutes • Annual Site Audit • VMHS Website • Teacher Websites • Teacher Syllabi • ASB Accounts • School Site Council Meeting Agendas/Minutes • Book Inventories • Student Textbooks • Computer Labs • BOE Policies • VMHS Technology Plan • Textbook Adoption Process

three years ago and as a result, things like copies and paper have to be rationed. We have worked as a site to understand our current situation and if a staff member is in need, he/she typically communicates with our principal or the site administrative support contact.

In our estimation, we do not have adequate materials for students and teachers. We work diligently to remain compliant with the requirements of the “Williams Act”. As a result, we do an annual paper drive, where we ask families to donate paper and teacher supplies. In addition to family donations, our PTSA helps fill in the gap. Many teachers purchase materials on their own using their own money.

Instructional materials are selected using BOE policy, which is strictly adhered to, and follows the state recommended procedures. The acquisition of library materials are also subject to board policy, and our librarian uses various additional strategies such as curriculum mapping when purchasing materials for the school library.

Instructional materials are centrally located, maintained and circulated through our VMHS library. Our librarian works closely with the site department lead teachers, administrators and the district office to assure that adequate resources are available for our staff and students. The automated software program called *Destiny* provides the opportunity for inventory, circulation reports, and other data that allow our school to be assured that students and staff have the necessary tools to teach and learn in the classroom. Our manipulative or lab materials are handled by the departments. In addition, our district has a technology plan in place.

Well-Qualified Staff

Determine if the resources available enable the hiring and nurturing of a well-qualified staff, including ongoing professional development.

Findings	Supporting Evidence
<p>Over the past four years our classified and certificated staffing has seen tremendous cuts for a variety of reasons. The opening of Murrieta Mesa High School, the elimination of class size reduction in math and English, and the increase in class sizes as a result of the economy have all impacted our staffing over the past years. Although our class sizes are better than most surrounding districts, we have attempted to mitigate class size with some creative programming to protect student achievement. We realize that our people are our greatest asset, and although class size has increased and support staff has been limited, our culture has remained stable.</p>	<ul style="list-style-type: none"> • DuFours Training Handbook • MVUSD Budget • Site Budget

Long-Range Planning

Evaluate the district and school’s processes for regular examination of a long-range plan to ensure the continual availability and coordination of appropriate resources that support student achievement of the academic standards and the expected school-wide learning results.

Findings	Supporting Evidence
<p>Our district technology plan provides guidance for a long term plan to continually provide support to our students in the classroom with up-to-date technology. Our district makes every effort to conform to the California State Adoption Schedule for new and current textbooks, following a seven year cycle for core classes. Our school librarian continually reevaluates the library collection for currency and accuracy, weeding those materials that are out of date or inaccurate.</p> <p>Departments meet on a regular basis to discuss and re-evaluate common goals and strategies for classroom learning. Within those discussions are requests for any support materials necessary that would fall outside of those already provided. Those requests are then taken to site administration through the department lead teacher. Administration then creates a budget that reflects those requests, and which is submitted to the School Site Council for approval. Decisions regarding special funding sources, such as the Perkins Grant, etc. are made by the department which is eligible to use those resources, and then approved by the site administrator. The procedures and plans that are currently in place provide a road</p>	<ul style="list-style-type: none"> • District Technology Plan • Site Technology Plan • Textbook Adoption Process • Department Meeting Agendas/Minutes • Williams’ Act • Site Budget • Department Lead Meeting Agendas/Minutes • Department Meeting Agendas/Minutes • Annual Site Audit • VMHS Website • Teacher Websites • Teacher Syllabi • ASB Accounts • School Site Council

<p>map that is fluid and can be revisited as needed to continually provide support for the achievement of our CLASSLRs.</p> <p>It is standard procedure that on an annual basis we confirm that we are in compliance with the “Williams Act” regarding the resources required for all students.</p>	<p>Meeting Agendas/Minutes</p> <ul style="list-style-type: none"> • Book Inventories • Student Textbooks • Computer Labs • BOE Policies • VMHS Technology Plan
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Category A: Organization: Areas of Strength and Growth

Areas of Strength:

- Refinement of CLASSLRs and Mission Statement that is direct and representative of the changing demographics.
- Clear system outlining roles and responsibilities of site and district leadership providing access for support and consultation by staff, students and parents.
- School-wide focus on post-secondary goals relating directly to CLASSLRs.
- Establishment of PLC schedule that is consistent and allows for teacher collaboration.
- Comprehensive Student Handbook that serves as a resource for all stakeholders.
- Use of teacher websites to deliver information.

Areas of Growth:

- Continue to utilize opportunities for internal communication among all stakeholders.
- Strengthen intervention component of the PLC process.

Category B: Standards-Based Student Learning: Curriculum

B1. Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results?

Students at Vista Murrieta High School participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the CLASSLRs. Rigor begins in the freshmen year with college preparatory classes, and is maintained through Advanced Placement offerings that are available to all students. Our curriculum is aligned with state and national standards. Teachers work within Professional Learning Communities (PLCs), which are divided by strands within a department, to continuously stay up-to-date with curricular competency. Lastly, relevance is evident through our staff commitment to a college preparatory curriculum, as well as to a wide variety of personal enrichment opportunities for students. Of the students surveyed, 76.6% felt that VMHS offered enough courses that interested, challenged, and prepared them for their future.

Current Educational Research and Thinking

Provide examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program for students.

Findings	Supporting Evidence
<p>Teachers are notified via email in regards to conferences and opportunities that various institutions offer to educators.</p> <p>Among them are the following:</p> <ul style="list-style-type: none"> • Flip the Classroom - How to incorporate technology into the classroom curriculum • Personal Statement preparation courses for college application prompts • Marzano Strategies • Thinking Maps in the Classroom • Constructivism • SDAIE • Thematic Approach • Facing History and Ourselves <p>The Read 180 Scholastic Intervention Reading Program is based on</p>	<ul style="list-style-type: none"> • Department Discussion Forms • Classroom Observations • Learning Snapshots • Student Work Samples • PLC Meeting Agendas/Minutes

current educational research. The Read 180 teachers meet in a monthly district-wide meeting to discuss strategies and learn up-to-date research to help struggling and lower-performing students.

The ERWC (Expository Reading and Writing Course) is based on current educational research and is aligned with California State University standards. This is a course designed to prepare students for the rigors of college-level writing. This class works in conjunction with the CST standardized tests, incorporating an EAP (English Assessment Program) into the exam to determine readiness for college.

Teachers actively seek out opportunities to share best practices with colleagues in order to better support curriculum. PLCs give colleagues opportunities to interact with one another regarding best practices; best practices are also communicated through email.

Current research shows a growing acceptance of American Sign Language as a World Language requirement in colleges. Students who take ASL in high school can choose to continue learning ASL in college and complete an interpreter training program. Students can also use ASL to communicate with deaf clients in various occupations; service, business or clerical. Further, students who learn a second language are found to have increased cognitive skills and memory. These students also score higher on standardized tests and increase job-readiness skills in today's diverse global economy.

Science teachers discuss Blooms Taxonomy in department meetings, and exemplars on group projects are done on GoogleDocs. Further, the science department uses the DuFours PLC concepts of using GoogleDocs to monitor benchmark exams. PLC's analyze data to discover and discuss best teaching practices.

In the Visual and Performing Arts department, the program Advances in Technology add to the availability of listening to literature and discovering new music and techniques.

Academic Standards for Each Area

To what extent are there defined academic standards for each subject area, course, and/or program?

Findings	Supporting Evidence
<p>Curriculum within our core departments is based on the California Content Standards. Standards are grouped by levels and further divided by skills and concepts. The state delineates specific skills necessary for student advancement. Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The core curriculum follows the state standards through adopted textbooks and pacing is based on syllabi which departments collaboratively review and revise annually.</p> <p><u>English Language Arts (ELA) Curriculum:</u> The ELA curriculum is based on the California content standards. All classes place an emphasis on the four core elements:</p> <ul style="list-style-type: none"> • Reading • Writing • Written and Oral English Language Conventions • Listening and Speaking <p>Each of these core elements is divided into two or three specific content areas, which are then described by observable skills. The standards are grouped by grade level, with a set that correlates to ninth and tenth grade, and one that correlates to eleventh and twelfth grade.</p> <p><u>Math Curriculum:</u> The Math curriculum is based on the California content standards. The Math department follows the state content standards that are arranged by individual courses as developed at the district level. High school Math standards are based on strands. Strands for core classes are: Algebra I, Geometry, and Algebra II. Higher level strands are: Statistics, Pre-Calculus, and Calculus. Students learn to:</p> <ul style="list-style-type: none"> • Distinguish between inductive and deductive reasoning • Understand the meaning of logical implication • Test general assertions; realize that one counterexample is 	<ul style="list-style-type: none"> • California Content Standards • Department Discussion Forms • Classroom Observations • Learning Snapshots • Student Work Samples • PLC Meeting Agendas/Minutes • Course Pacing Guides • Department Benchmarks • Course Syllabi • VMHS Course Catalog

- enough to show that a general assertion is false
- Understand conceptually that although a general assertion is true in a few cases, it is not true in all cases
 - Distinguish between something being proven and a mere plausibility argument
 - Identify logical errors in chains of reasoning

History/Social Science Curriculum: The History/Social Science curriculum is aligned with the California state History-Social Science Content Standards. These standards include:

- Chronological
- Spatial Thinking
- Historical Research
- Evidence
- Point of View
- Historical Interpretation

The intellectual skills noted are learned through, and applied to the content standards for grades nine through twelve. In addition to the standards for grades ninth through twelfth, students demonstrate intellectual reasoning, reflection, and research skills.

Science Curriculum: The Science curriculum is based on the California content standards. These are grouped by course area and are then broken down by specific concepts. Within these concept areas, specific standards are laid out. The Advanced Placement science courses are based on the National Standards.

World Language Curriculum: The World Language curriculum is based on the state framework, as well as the National Standards. The National Standards provide a general context through five major areas: Communication, Cultures, Connections, Comparisons, and Communities. Each of these areas is broken down into two of three specific learning standards. As a total framework, they provide a comprehensive guide for learning of world languages. The California state framework provides a more in-depth analysis of each level of language learning. It is broken down into different aspects of student performance at each level to ensure competency in all areas of language development. The VMHS World Language department follows the national standards and state framework through its adopted textbooks which are aligned with these documents, as well as through teacher pacing guides.

Visual and Performing Arts Curriculum: The Visual and Performing Arts program offers a challenging and appropriate standards-based curriculum. The content standards are delineated by the specific art form, including dance, music, theater, and visual arts. Within each form, the standards address five key components, including artistic perception, creative expression, historical and cultural context, aesthetics, and applications.

Physical Education Curriculum: The focus of the Physical Education curriculum is to teach fitness principles that enable students to develop a lifetime interest in exercise and movement activities. The VMHS Physical Education department models its activities after the California State Physical Education Framework. This framework includes descriptions of grade-level appropriate curriculum, including an emphasis area for each grade. Within this emphasis at each level are three major curricular components: movement skills and movement knowledge, self-image and personal development, and social development.

Special Education Curriculum: The curriculum within the Special Education department follows that of the regular classroom, within each of the core content areas. Students who are mainstreamed into the regular classrooms receive the curriculum as previously described by the department. Students who receive instruction in Special Education classrooms have access to the curriculum on an individual level based upon learning needs. The curriculum is still tied to the state standards in the core areas, but based on the student's current achievement as documented in their Individualized Education Plan (IEP), the teacher utilizes the appropriate level of this curriculum. Special Education teachers utilize state standards-aligned textbooks for core curriculum courses offered in the Special Education class setting.

Health Curriculum: The Health curriculum is based on the Health Framework for California Public Schools. It addresses four unifying ideas from the nine major content areas of health instruction:

- Acceptance of Personal Responsibility
- Respect for and Promotion of the Health of Others
- An Understanding of the Process of Growth and Development
- The Informed Use of Health-related Information, Products, and Services

The nine major content areas of Health instruction include:

- Personal Health
- Consumer and Community Health
- Injury prevention and Safety
- Tobacco, Alcohol, and Substance Abuse
- Nutrition
- Environmental Health
- Family Living
- Individual Growth and Development
- Communicable and Chronic Diseases

Information and Career Technology (ICT) Curriculum: The Introduction to Computers and Careers course provides students with basic knowledge of computer use, career exploration, awareness, and planning. The curriculum for this course is aligned with the National Educational Technology Standards (NETS). In this course, basic computer applications are taught, including Microsoft Word, Excel, and PowerPoint. Students also work on developing keyboarding skills and speed as part of achieving state content standards. The career component introduces the *Kuder Navigator* program which offers students venues for exploring college, vocational schools, military, and career options. Counselors conduct presentations linking student explorative work with college and career information and integrate college majors, out of state options, and their occupational interests. Throughout the course students are involved in lessons which assist their identifying areas of strengths, values, and interests.

Career Technology and Education (CTE) Curriculum: The CTE courses are designed to provide students with entry-level job training and career exploration. In many CTE classes, students are able to practice their newly acquired skills in on-the-job training in local businesses. CTE courses are available to students sixteen years of age and older. Courses can be taken both on campus and off campus within the district and neighboring program contracted districts. These courses provide free job training, certificates of training, career planning opportunities, job search experiences, and preparation for higher level training. A number of the CTE courses articulate with Mt. San Jacinto Community College.

Other Curricular Offerings

Along with the core subject area electives and CTE courses, a number of career enhancing electives are available to students, including:

<p>Business Management, Drafting, Video Game Design, Public Speaking, Newspaper, Fashion Design, Developmental Psychology of Children, Food and Beverage Production, Graphic Design, Creative Writing, and TV/Video Production.</p>	
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Congruence

To what extent is there congruence between the actual concepts and skills taught, the academic standards and the expected schoolwide learning results?

Findings	Supporting Evidence
<p>VMHS teachers provide instruction using the state content standards as a framework and embed skills and emphasize CLASS in individual lessons. Some examples of skills taught in classes that are congruent with the standards and CLASSLRs are science lab practicums, oral presentations, and discussions of literature relating to real-life. The congruence between the skills students learn and the standards and CLASSLRs culminate in the Senior Exit Interview (SEI). The SEI follows the Common Core Standards and 21st Century Learning by preparing students for the rigor of college and career life.</p>	<ul style="list-style-type: none"> • Department Discussion Forms • Classroom Observations • Learning Snapshots • Student Sample Work • PLC Meeting Agendas/Minutes • Senior Exit Interviews • CLASSLRs • Academic Standards • Senior Exit Interviews

Student Work - Engagement in Learning

How does the examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide student goals (ESLRs)?

Findings	Supporting Evidence
<p>Student work samples collected and the Learning Snapshots that staff members captured throughout this self-study process demonstrate that each department is engaged in delivering a standards-based curriculum while adhering to our mission of CLASS.</p> <p>According to the Certificated Staff Survey, 98% agreed that the curriculum at VMHS has clearly stated standards which are reflective of the California Content Standards. Additionally, the survey reflects that 97% of teachers agree that VMHS teachers create learning experiences that challenge, interest, and motivate students. These learning experiences support the schoolwide CLASSLRs in that they reflect the CLASS components of Character, Attitude, and Scholarship. Additionally, student work samples demonstrate that teachers evaluate student learning in a variety of ways, including tests, portfolios, writing, projects, etc. The Certificated Staff Survey indicates that 97% of teachers believe that they evaluate in diverse ways.</p>	<ul style="list-style-type: none"> • Department Discussion Forms • Classroom Observations • Learning Snapshots • Student Work Samples • PLC Meeting Agendas/Minutes • Certificated Staff Survey Results • Teacher Websites • CLASSLRs • California Content Standards

Accessibility of All Students to Curriculum

What have you learned about the accessibility of a rigorous, relevant and coherent curriculum to all students throughout the class offerings?

Findings	Supporting Evidence
<p>VMHS offers a variety of rigorous, relevant and coherent curricular options that are accessible to all students. Because we have slightly higher graduation requirements than most other comprehensive high schools, most students are able to select courses ranging from college prep to advanced-level status. For those students not quite ready for the college prep experience, we also offer regular courses within each department.</p>	<ul style="list-style-type: none"> • Department Discussion Forms • Classroom Observations • Learning Snapshots • Student Sample Work

<p>Our AP program has traditionally been an “open” program where most students were encouraged to sign up for an AP class of their choice. More recently, we have had to limit the amount of students taking an AP class by placing a GPA minimum of 3.0 for the more popular courses, such as AP United States History and AP Government. This limit occurred primarily due to an excess of students taking the courses that were not academically prepared for the rigor, and as a result, either ended up dropping the class at some point in the first semester, or performing poorly in the class and/or on the AP examination at the end of the year. Nevertheless, our AP enrollment numbers are quite impressive with 612 of approximately 3350 students on campus enrolled in at least one AP course this year.</p> <p>In addition, students carrying at least five courses with a GPA of at least 3.0 may choose to test into the Dual Enrollment (DE) classes. This is an excellent opportunity for students to satisfy high school requirements while beginning their college course work at the same time.</p> <p>VMHS students also have access to our Career Technology and Education (CTE) courses, which provide relevant learning experiences such as Sports Medicine, Crime Scene Investigation and Forensics, and TV and Video Productions. Many students develop a personal interest from these courses that motivate them to pursue careers in similar fields after high school.</p>	<ul style="list-style-type: none"> • PLC Meeting Agendas/Minutes • AP Interview • VMHS Course Catalog • Graduation Requirements • Student Handbook • MSJC Course Catalog
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Integration among Disciplines

To what extent is there integration among disciplines?

Findings	Supporting Evidence
<p>At this point, there is limited integration among disciplines due to, but not limited to, the following reasons: budgetary constraints, scheduling constraints, and curriculum being bound to current content standards which limit curriculum to a specific scope and sequence that rarely allows for integration. The transition to the Common Core Standards will facilitate better integration among disciplines. Such training centering on Common Core Standards will aid in the implementation of cross-curricular instruction.</p>	<ul style="list-style-type: none"> • Department Discussion Forms • Classroom Observations • Learning Snapshots • Student Work Samples • PLC Meeting Agendas/Minutes

	<ul style="list-style-type: none"> • Common Core Standards
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Curricular Development, Evaluation, and Revisions

Comment on the curriculum review, evaluation, and review processes for your program area. Comment on the impact of these processes on providing a challenging, coherent, and relevant curriculum for all students.

Findings	Supporting Evidence
<p>The Professional Learning Community (PLC) process allows VMHS teachers to deliver a challenging, coherent, and relevant curriculum through continuous refinement of best practices and relevancy.</p> <p>In terms of curriculum review, evaluation, and review processes, PLCs meet regularly between fifteen and twenty hours per semester. Curriculum review, evaluation and instructional strategies are a focus in the subject specific PLC. Teachers collaborate on items that include common benchmark assessments (formative and summative), instructional strategies and classroom management policies. Data collected from these benchmarks are used to identify areas of strength and weakness, and reinforce continuing efforts to improve student achievement. Additionally, PLC groups analyze standardized test data in order to identify and find solutions that will increase overall student performance.</p> <p>According to the Certificated Staff Survey, 89% of teachers agree that teachers consistently monitor students' performance and adjust their teaching strategies when appropriate.</p>	<ul style="list-style-type: none"> • Department Discussion Forums • Classroom Observations • Learning Snapshots • Student Work Samples • PLC Meeting Agendas/Minutes • VMHS Website • Teacher Websites • Department Benchmark Assessments • Assessment Data • Certificated Staff Survey Results

Policies-Rigorous, Relevant, Coherent Curriculum

What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings?

Findings	Supporting Evidence
<p>Over the years our master schedule and course offerings used to be completely student-driven. Courses offered were developed by student interest; however, as student population shifts occur, budgets have impacted class size, staffing and course offerings. Over the past years the district allowed us to use data to influence our site decision making. This caused a transformation in Math placement, such as interventions offered and the initiation of advanced course work. We have added more interventions into our master schedule; especially in the 9th grade to support the transition to high school, while at the same time starting a number of advanced courses. Traditionally our AP courses attracted a rather homogeneous group. Vista Murrieta initiated the Dual Enrollment program to entice a broader range of students to begin college course work while in high school. Although this philosophy initially worked, the budget and some legislative language have hindered student access and program growth. Although our Dual Enrollment program has sparked the interest of the community, the byproduct has influenced the interest of AP courses by a growing number of students. Because of demand we have focused on expanding Dual Enrollment, AP and new intervention systems to support students inside and outside of the classroom.</p>	<ul style="list-style-type: none"> • Subgroup Data • Master Schedule • Course Catalog • Site Budget • AP Data • DE Data • AP Interview

Articulation and Follow-Up Studies

Share examples of articulation with feeder schools and local colleges and universities, including comments on the regularity of their occurrence.

Findings	Supporting Evidence
<p>Some programs on campus have built relationships with feeder schools and local colleges and universities.</p> <p>Programs such as AVID, Read 180, Academic Seminar, and the Special Education department meet with feeder schools to determine recommended student placement. Although these connections exist at some level, VMHS would like to expand and strengthen these relationships in order to better service our students. We have found it difficult to obtain student performance information, especially in terms of academic data, from our feeder</p>	<ul style="list-style-type: none"> • AVID Data • Read 180 Data • Academic Seminar Data • Special Education Data • Articulation Meeting Agendas/Minutes • Performing Arts Data

middle schools, which hinders our ability to properly place incoming freshmen.

The Dual Enrollment (DE) program allows for articulation between Mt. San Jacinto College (MSJC), the local community college, and our DE teachers and coordinators. This articulation relationship is ongoing and consistent since the college has strict requirements for implementation and participation.

The Special Education department holds transition meetings in order to meet the ongoing needs of incoming and outgoing students. These transition meetings include representatives from DSPS, TPP and the Department of Rehabilitation.

The Performing Arts department has extensive contact with both feeder schools and local colleges in order to build interest in the diverse performing arts program. Interest building activities include festivals, collaboration with college groups and professional artists, Dual Enrollment classes, and competitive performances. Additionally there is regular communication with elementary and middle school teachers to transition students to the high school level.

The Read 180 English Intensive class meets extensively with counterparts at both the middle school and with other high schools in the district. At the end of the year/beginning of the new school year teachers meet to discuss recommended student placement. Additionally, throughout the year Read 180 teachers meet as a district group to discuss best practices.

AVID meets with counterparts at both the middle school and with other high schools in the district. At the end of the year/beginning of the new school year teachers meet to discuss recommended student placement. Additionally, throughout the year AVID teachers meet as a district group to discuss best practices.

B2. Curriculum Criterion

Do all students have equal access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Every student meets at least twice yearly with their counselor for monitoring and planning. Access to VMHS programs are encouraged and discussed on a biannual basis in a meeting once each semester. These are focused individual meetings including an itemized questionnaire addressing academic, post-secondary and career exploration. Individual meetings occur throughout the school year per counselor or student choice.

Variety of Programs - Full Range of Choices

What have you learned regarding the extent to which all students have opportunities to make appropriate choices and pursue a full range of realistic career and educational options? How does the school provide for career exploration, preparation for postsecondary education and pre-technical training for all students?

Findings	Supporting Evidence
<p>VMHS students are offered a full range of opportunities to research, explore, and pursue post-secondary options through multiple exercises and support mechanisms built into their four year experience. As a part of the ninth grade curriculum students are required to take Career ICT courses which cover career exploration and <i>Kuder Navigator</i> interest inventory batteries to match student interests and abilities, and allow students to present on personal interests and passions. Counselors use these batteries to match individual learning plans (course offerings) to these interests. Counselors meet with all students biannually to go over course work progress and planning for future course work taken. With each year a set of standards are discussed with students matched to their current grade level and post-secondary plan. Any adjustments needed to their four year plan happen during these meetings.</p> <p>Individual counseling workshops are also organized in the eleventh grade that are geared towards further exploration of career information and college major searches based on <i>Kuder</i></p>	<ul style="list-style-type: none"> • ICT Careers Syllabus • ICT Careers PowerPoint Presentation • Grade Level Individual Learning Plans • Senior Exit Interview Reflective Essay Prompt • Senior Exit Interviews • <i>Kuder Navigator</i> Software • Career Center Schedules and Logs for Presentations • CTE Syllabi • CTE Articulation Agreements • Junior and Senior Lab Schedules, Logs, and PowerPoint Presentations

<p><i>Navigator</i> interest inventories. Additionally, eleventh grade students are given the opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) in the spring. Students are informed of the test through their Social Science classes and the Career Center. In their senior year, community college presentations are conducted by our counselors demonstrating website resources for searching both programs of study locally and within driving distance. Also, counselors review the admissions procedures for nearby community colleges. While the four year A-G requirements are heavily supported, we have worked hard to improve our Career Technical Education (CTE) offerings that are articulated with Mount San Jacinto Community College. College and career fairs are an annual occurrence coordinated with Temecula Valley Unified School District as a joint venture in the fall and spring semesters. The college and career fair is organized and supported through the VMHS Career Center. Our Career Center also organizes college and business presentations presented in the library for students to further their understanding of future endeavors.</p> <p>Over the past year the Murrieta Valley Unified School District has planned and implemented a Senior Exit Interview. Students are asked to write a reflective essay during the end of their junior year expressing the impact VMHS has had on their life, post high school plans, and their plan to accomplish their dreams. The essay is graded over the summer and students present their ideas to a panel before exiting high school.</p>	<ul style="list-style-type: none"> • Student Survey Results • Parent Survey Results • Certificated Survey Results • Community College PowerPoint Presentations • Guidance Activity Logs • Senior College Majors, Searches and Career Lab Interest Surveys • Career Interest Results Survey with Pre/Post Analysis
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Student - Parent - Staff Collaboration

To what extent do parents, students and staff collaborate in the development and monitoring of a student’s personal learning style and career and educational goals?

Findings	Supporting Evidence
<p>In collaboration with our local community college advisors, the college and career guidance technician, and the VMHS counseling department, numerous opportunities are offered to VMHS students and parents in regards to guidance in the college admissions process. This includes presentations and workshops on the application process and financial aid. After-</p>	<ul style="list-style-type: none"> • Parent Survey Results • Student Survey Results • Certificated Staff Survey Results • Lab Presentation PowerPoints

<p>school workshops and Parent Nights provide direct support to parents and students in applying to both the California State Universities and the Universities of California, as well as completing financial aid forms. Parents are invited to college related presentations on Open House and Back to School Night events.</p> <p>In the grade level labs, pullout sessions, and senior presentations, students who do not plan to attend a four-year college are guided to enter a two-year community college, or certificated or other post-high school training program.</p> <p>Counselors notify students and parents through Connect Ed services, emails and newsletters regarding PSAT, SAT and ACT college entrance exam preparation seminars, testing dates, upcoming visits from college representatives, financial aid seminars, and application deadlines.</p> <p>Guidance activities are interwoven with the College and Career Center to provide information to students, parents, and staff on colleges, college fairs, majors, out of state colleges, scholarships, financial aid, and career assessments. It also serves as a liaison to all military branches as well as to colleges.</p>	<ul style="list-style-type: none"> • Guidance Activities Calendar • Lab Surveys • Emails, Announcements, Posters, Flyers • Parent Night Agendas • College/Career Center College Visit Logs and Announcements
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Monitoring/Changing Student Plans

What processes are utilized for monitoring and making appropriate changes in students’ personal learning plans? How effective are these?

Findings	Supporting Evidence
<p>VMHS students meet with their counselor biannually to review and discuss transcripts, individual learning plans, and post high school plans, once in the fall, and once in the spring semesters. Based on information gathered on student’s individual learning plans during these meetings, workshops are set up to address student needs, interests, and exploration. Counselors, teachers, and administration use final grades, department common assessments, CST scores, the six week, twelve week, and semester grades as check and balances to ensure students are properly placed and are moving forward in content mastery in the</p>	<ul style="list-style-type: none"> • 4-Year College Attendance Rates • Community College Attendance Rates • Course Completion Rates in Dual Enrollment Courses • AP Pass Rates • Individual Student Learning Plans

<p>given course. Level changes and/or changes in a student's individual learning plan come from data collected over the course of a given year. Program involvement requires all stakeholders sharing key data to ensure student success. Advanced Placement and Dual Enrollment students are monitored through an early alert process in which any student struggling in an advanced course meets with specific counselors in charge of the Advanced Placement or Dual Enrollment programs. Teachers send an early alert to counselors and a parent-student conference is held to make sure student success is achieved.</p>	<ul style="list-style-type: none"> • Graduation Rates • Dual Enrollment Data • Advanced Placement Data
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Post-High School Transitions

How effective are strategies and programs to facilitate transitions to post-high school options?

Findings	Supporting Evidence
<p>In response to the original WASC goals established in 2006, the guidance department embarked upon developing a strategic guidance model which follows a progressive four-year college & career development plan beginning in the ninth grade. This includes grade-level career interests, skills, work values assessments, counselor-guided interpretations, occupation exploration, resource investigation, and post-secondary training and education which match their results. Juniors and seniors participate in post-secondary programs of study guidance labs to explore colleges and majors and post-secondary vocational training options.</p> <p>In collaboration with our local community college advisors, the college and career guidance technician, and the VMHS counseling department, numerous opportunities are offered to VMHS students and parents in regards to guidance in the college admissions process. This includes presentations and workshops on the application process and financial aid. After-school workshops and Parent Nights provide direct support to parents and students in applying to both the California State Universities and the Universities of California, as well as completing financial aid forms. Parents are invited to college related presentations on Open House and Back to School Night events.</p>	<ul style="list-style-type: none"> • Guidance Activity Calendar • Grade Level Surveys • Counselor Calendars • <i>Kuder Navigator</i> Summary Data • Pony Express • VMHS Website: Counselor Section & College Career Center Section • Parent Survey Results • Student Survey Results • Certificated Staff Survey Results • Senior Exit Survey Results • Senior College Majors, Searches and Careers Lab Interest Surveys • Grade Level Handouts • PowerPoint Presentations

In the grade level labs, pullout sessions, and senior presentations, students who do not plan to attend a four-year college are guided to enter a two-year community college, or certificated or other post-high school training program.

Counselors notify students and parents through Connect Ed services, emails and newsletters regarding PSAT, SAT and ACT college entrance exam preparation seminars, testing dates, upcoming visits from college representatives, financial aid seminars, and application deadlines.

Guidance activities are interwoven with the College and Career Center to provide information to students, parents, and staff on colleges, college fairs, majors, out of state colleges, scholarships, financial aid, and career assessments. It also serves as a liaison to all military branches as well as to colleges.

The following statistics are limited to the available information produced by the UC/CSU enrollment data system. The 2010-2011 and 2011-2012 data is not available through that system as of this date. In 2007, out of 661 graduates, VMHS had a verified and documented total of 155 UC and CSU enrollments. In 2008, out of a total of 729 graduates, we had a verified and documented total of 105 UC and CSU enrollments. In 2009, of 779 graduates, we had a verified and documented total of 172 UC and CSU enrollments. The independent colleges do not have a system demonstrating total enrollments for high school per year as of this date.

The guidance department and school leadership review grade level guidance activity surveys and summary data semi-annually. This includes ninth grade ICT pre and post data, *Kuder Navigator* career assessment data, career and college major labs conducted in the junior and senior years, and college presentation workshop data.

B3. Curriculum Criterion

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Beginning in spring of the 8th grade, each potential transfer student is briefed at their respective middle schools by VMHS counselors. The four year individual education plan is presented, and course selections for the 9th grade are reviewed as students make their choices. In the counselor grade level pullouts, students’ four year plans and tracking on graduation progress are conducted. Every grading period is monitored throughout the student’s educational experience at VMHS. Augmentations to the student’s course work are made based upon parent conferences, teacher reviews and suggestions, and student/counselor meetings. Students struggling with semester or year-long course makeups either re-enroll in a matching semester course, attend summer school, enroll in credit recovery, co-enroll in Adult Ed core courses, enroll in independent online programs or transfer to an alternative setting if significantly behind in credits for graduation. Our above average graduation rates have remained consistent over the years and demonstrate that our means of intervention for high school completion are successful. In 2010, 91% of our senior class was able to meet all requirements for graduation, and in 2011, that completion rate increased to 95%.

Real World Applications - Curriculum

To what extent do all students have access to real world applications of their educational interests in relationship to a rigorous, standards-based curriculum?

Findings	Supporting Evidence
<p>All 9th graders are required to review occupational descriptions of their interests in the ICT course. Each student investigates specific areas of required knowledge, abilities, and skills located on the Bureau of Labor Statistics Website, The ONET. Students compare classes they are taking or planning to take related to “real world” occupational requirements.</p> <p>The guidance department conducts lessons in each ICT course for 9th grade students. The activities include identifying and working with resources assisting them with learning about fields of study, specific courses and college majors, community college majors, college transfer plans, vocational schools, and specific relatable careers. They work with the University of Tennessee’s “<i>What can I do with this major?</i>” website to review and explore a significant host of resources and links in order to strategize obtaining a career related to their studies.</p>	<ul style="list-style-type: none"> • ICT Class Assignment Worksheets or Cloud Storage • VMHS Counseling Website • ICT Syllabus • ICT Lesson Plans • Student Survey Results • Senior Exit Survey Results • Counselor Calendar • Junior Reflection Essays • Counselor PowerPoint

<p>All juniors attend a counselor workshop in the spring, exploring programs of study at the vocational, community and college levels. Students take career interest and work values assessments, review results, explore occupations of interest, including the ONET occupational descriptions.</p> <p>All seniors attend a Senior Exit planning lab in the fall or spring. They explore occupational and post-secondary information including the ONET, the Closing the Gap Table, and Programs of Study at the vocational, community and college levels. Students can take career interest and work values assessments, review results, and explore occupations. This includes occupational knowledge, abilities, skills, and education. Students also work with the University of Tennessee’s “<i>What can I do with this major?</i>” website to review and explore a significant host of resources and links in order to strategize obtaining a career related to their studies. Students continue to prepare for the Senior Exit Interview, summarizing their education at VMHS and conduct in-depth research within their interest or strengths, clarifying their career plans and expected pathway.</p>	<p>Presentations</p>
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Meeting Graduation Requirements

How effective are academic support programs to ensure students are meeting all requirements, including the CAHSEE?

Findings	Supporting Evidence
<p>The Freshman Academic Seminar program, which began in the 2010-2011 school year, produced a reduction in both failures and an increase in GPA for freshmen. Informal discussion between staff and parent communications indicate that the seminar classes offer value in terms of oversight and intervention.</p> <p>The Read 180 program is an academic intervention program for designated incoming 9th grade students who have a combination of low English CST scores and low reading scores from their middle school Read 180 programs. Read 180 is a reading intervention program to help students with reading and English skills.</p>	<ul style="list-style-type: none"> • GPA Data • Report Card Data • CST Data • Freshman Academic Seminar Syllabus • CELDT Data • Student Transcripts • Career Interest Results Survey • Community College and Field of Study Survey • Read 180 Reading Level Scores

The Advancement Via Individual Determination (AVID) program monitors student progress throughout their four years of high school, not only to ensure graduation requirements are met, but also to monitor that the A-G college requirements are met. Students are assigned to one AVID teacher who mentors them throughout their four years of high school.

The English Language Development (ELD) program monitors students who have been tested and designated as English Language Learners (ELLs). The designated ELL students are either enrolled in an ELL support class with the ELD coordinator, or are enrolled in general education classes, but still have access for support from the ELD coordinator.

The California High School Exit Examination (CAHSEE) is a test that is initially given in the tenth grade. If students do not pass the test, they are unable to graduate and are required to retake the test again in their eleventh or twelfth grade years. In an effort to proactively prepare students to pass the test on the first attempt, the Math and English curricula integrates CAHSEE prep throughout the year. Intervention for regular education students occurs on a very limited, as needed, basis. Special Education offers CAHSEE classes and intervention through English and Math courses taught by RSP teachers. Additional intervention occurs through the Learning Center where programs such as Scholastic Math Inventory (SMI) are available. Additionally, struggling non-native English speakers work with our English Language Development (ELD) teacher.

The Credit Recovery (CR) program has provided students with the opportunity to remain on track for graduation by allowing them to complete classes at their own pace. More than one hundred semester classes are completed yearly through the few sections of CR offered.

- CAHSEE Data

Category B: Curriculum: Areas of Strength and Growth

Areas of Strength:

- Collaboration and articulation with post-secondary institutions, service organizations, and local businesses that enhance curricular and co-curricular programs.
- Standards- based alignment of the curriculum.
- Utilization of the PLC process to develop essential learning outcomes.
- Variety of curricular opportunities.
- Establishment of ELL program that provides a comprehensive curricular program for ELL students.

Areas of Growth:

- Implement Common Core Standards.
- Strengthen student awareness of academic standards.
- Further implement the 21st Century vision of technology in the classroom.
- Strengthen articulation between feeder middle schools and the high school.

Category C: Standards-Based Student Learning: Instruction

C1. Instruction Criterion

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results?

The students at VMHS are involved in challenging learning experiences in all core and elective classes on campus. These experiences achieve the academic standards as well as the expected school-wide learning results of demonstrating CLASS - character, leadership, attitude, scholarship and service - in all that they do.

Students were observed in Learning Snapshots as well as Classroom Observations that were conducted by members of the teaching staff. In these Snapshots and Observations, students were applying and practicing new skills, as well as demonstrating their personal engagement with the CLASSLR ideals. In addition to the Learning Snapshots, a spectrum of student work was collected including samples that were above, at, and below grade-level expectations. Again, all work samples were self-assessed by the submitting teachers to identify both the standards covered as well as the CLASSLRs represented.

Students, parents, and staff members were all surveyed at the start of each school year and graduating students were surveyed prior to their respective graduations. In the most recent student survey, 84% of VMHS students reported that they understood the meaning of CLASS and how it relates to their participation and behavior at school. Similarly, when graduating students were surveyed in 2012, 82% reported that VMHS prepared them for the goals they plan to pursue after graduation; up from 76% in 2011.

Results of Student Observations and Examining Work

To what extent did the observations of students working and the examining of student work provide information on the degree to which all students are involved in learning results?

Findings	Supporting Evidence
<p><u>English Department:</u> In all of the English classrooms students were observed applying skills, practicing new skills, participating in a collaborative activity, or taking an assessment. In some classrooms the students were observed sharing learning results and problem solving in small collaborative groups. In an RSP classroom, the teacher asked</p>	<ul style="list-style-type: none"> • Learning Snapshots • Student Work Samples • Formal and Informal Teacher Interviews

students to assess what was learned. She offered clues for students who have diverse learning abilities in order to ensure their success. Overwhelmingly, all classes observed exemplified students exhibiting some elements of CLASS.

Some of the student work samples examined included essays. The nature of an essay directly reveals learning results as they are evidence of student reflection and thinking about a specific work or subject that was studied. Students of all backgrounds and learning abilities have revealed what they are capable of learning in this format. Our struggling readers demonstrated learning results with dialectical journals. In autobiographical essays, diverse (and at times challenging) backgrounds are often revealed, yet these students can exemplify elements of Character, Attitude, and Scholarship. Overall, CLASS was revealed to varying degrees based on effort. The works samples all clearly revealed that academic standards are being addressed, and many assignments cover multiple state standards.

Math Department:

In many of the Math classrooms, students were observed receiving information, applying, and practicing new skills. All assignments observed and collected demonstrated the expected school-wide learning results to varying degrees. In addition, all assignments were designed to cover multiple state standards.

Students who enter VMHS with a GPA below 3.0 are encouraged to enroll in the Academic Seminar class. In this intervention program, students are encouraged to achieve the academic standards and are given the opportunity to feel successful in subject areas where they have historically struggled. In the Academic Seminar classroom, students were observed completing their homework under the guidance and tutelage of a Math teacher. Because of the one-on-one attention given to these struggling students, one observer noticed that the students demonstrated a desire to be successful.

The majority of students observed in all Math classes acted with personal and academic integrity. Several students were observed in collaborative learning experiences demonstrating their leadership skills in the process. As one observer noted, there was higher engagement from students who were asked to apply life skills and real world applications with their peers.

Overwhelmingly, all classes observed exemplified students

- Formal and Informal Student Interviews
- Student Survey Results
- Department Discussion Forms
- PLC Meeting Agendas/Minutes
- PLC Data

exhibiting elements of CLASS. Similarly, CLASS was revealed in student work to varying degrees.

All students took ownership of their own learning; even those students who are identified as low achievers, RSP, and ELLs. On one assignment, an RSP student was able to apply inductive reasoning to mathematical concepts based on the skills acquired.

Science Department:

In Science classrooms students were observed participating in collaborative activities, including labs. Labs reveal student learning as it is applied to the study in the actual lab. During a PowerPoint presentation, students were asking questions, indicating a strong involvement in student ownership of their learning results.

Student work samples reveal lab reports that exemplify student learning results. There are illustrations/posters used to demonstrate student learning results. These assessment opportunities make learning results accessible to students with diverse learning abilities.

History/Social Science Department:

Most History/Social Science classrooms were observed with students working on collaborative learning activities. One of the classrooms exhibited a high degree of student involvement in learning results as they were actually presenting a section of the chapter to the class. Many of the observations also reflected students synthesizing information, which is a clear example of students applying their learning results.

As a result of teachers using a variety of assessment methods, there are examples of student work which reflect typically “low achieving” students earning higher grades on assignments that meet their specific learning abilities.

World Language Department:

Students at VMHS have a choice of three different world languages to study: American Sign Language (ASL), Spanish, or French.

In all classes, regardless of the language being taught, students were observed working independently, in pairs, and in small groups. The majority of practice activities observed involved students working collaboratively, demonstrating effective work habits and, as a result, taking ownership of individual learning.

Student engagement helped to foster environments where comprehension and application were given great importance. One observer noted an activity where students were taught a real-world skill (ordering items off of a menu) and then applied that skill by working with a partner before presenting their learnings to the whole class. In addition to the topics covered in class, students are also exposed to activities in the community that relate to the cultures associated with the different languages they are studying.

Visual and Performing Arts Department:

Students at VMHS have a myriad of choices for Visual and Performing Arts. For the visual arts, students are enrolled in courses including drawing, ceramics, graphic design, video production, creative media design, drafting and photography. For performing arts, students can elect to study drama, audio technology, dance, choir, band, and guitar.

Students observed in Visual and Performing Arts were working independently as well as collaboratively and, as a result, were taking ownership of their own work.

Student work samples revealed that students were involved in their learning as most of them were receptive to feedback in order to improve.

Electives:

Students at VMHS are involved in an assortment of electives. These range from Foods to Crime Scene Investigation to Fashion History and Design. Students were observed asking for more information during a PowerPoint presentation, which reveals a high level of student involvement in learning results.

Student work samples that were observed revealed that students were involved in learning as the assignment included commentary on the learning experience.

Student Understanding of Performance Levels

To what extent do students know beforehand the standards/expected performance levels for each area of study?

Findings	Supporting Evidence
<p>As a result of classroom observations, it was noted that standards were posted in most classrooms. Standards were either posted on the walls of the room, on the board, or on specific assignments given to students. In some subjects, standards are in the textbooks and, as such, are referenced with the understanding that students can and will access them when needed. All student work samples were clearly standards-based, however it was not indicated on all assignments whether or not students were explicitly made aware of the specific standard for each assignment.</p>	<ul style="list-style-type: none"> • Learning Snapshots • Student Work Samples • Observations

Differentiation of Instruction

To what extent is differentiation of instruction occurring, and what is the impact on student learning?

Findings	Supporting Evidence
<p>Teachers present material in a variety of modalities in many classrooms. These include auditory, visual (including PowerPoint and other technological displays), and kinesthetic deliveries. Student assignments and assessments are differentiated in that most students have opportunities to reveal learning results based on their individual learning styles and abilities.</p> <p>Differentiated instruction has been observed in the form of alternate writing assignments. Students who know certain genres are able to utilize them, while other students are met where they are as far as writing. In science, there are different types of assignments that meet different learning styles: written, oral, and visual.</p> <p>Overall, the following strategies are being reported by teachers as methods of how instruction is being differentiated in their classrooms:</p> <ul style="list-style-type: none"> • Clustering of RSP students into classrooms where teachers 	<ul style="list-style-type: none"> • Learning Snapshots • Student Work Samples • Department Discussion Forms • Home Group/Department Survey • PLC Meeting Agendas/Minutes • PLC Data

<p>utilize more visual and kinesthetic activities</p> <ul style="list-style-type: none"> • Flipped classrooms where students are encouraged to practice skills at their own levels based on lessons learned online through teacher websites • Project-based learning opportunities in core classes as well as through the Senior Exit Interview process. • Implementation of SDAIE strategies in all classrooms for ELL and non-ELL students alike. • Thinking map trainings were conducted by the district and, as a result, teachers are using the strategy to differentiate instruction • Rotation Stations allow students to participate in small groups for individual reading, writing, and computer work while working in similar ability groups in the Read 180 classrooms <p>These strategies impact our students as they are able to express learning results based on their differentiated abilities. In a student survey, 69% of students reported that they believe their teachers use various teaching strategies that respond to their learning needs.</p>	
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Student Perceptions

Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the school-wide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.

Findings	Supporting Evidence
<p>According to a student survey, 84% of our students believe that they understand our school-wide learning results. 75% of our students agree that what they are learning in the classrooms prepares them for standards-based assessments. The majority of our students have responded that they feel they are challenged, encouraged, exposed to technology in the classroom, evaluated in multiple ways, and they are responded to by teachers when they do not understand material.</p> <p>In a series of individual interviews with students, one student reported that teachers make reference to CLASS in daily lessons. Another student reported that some teachers talk about it every day,</p>	<ul style="list-style-type: none"> • Student Survey Results • Learning Snapshots • Student Group Meetings

demonstrating that teachers are communicating the schoolwide learning results to students.

When asked about programs available to assist students in need academically, one student reported that she attends late-start tutoring or goes to teachers outside of class time for tutoring or extra help. When asked about the college and career center, one student stated that she tries to go every week, sometimes more than once a week, and that it has been very useful in preparing for the college application process. One student reported that the learning experience at VMHS has been challenging, but that the teachers and staff have helped to make it better.

When asked about whether or not teachers let students know beforehand the expectations and standards being taught in any lesson, one student said that they do that and provide information about how we should feel after the lesson, as well. Another student reported that sometimes teachers will communicate this but mostly they write this information on the board.

When asked about teaching using resources outside of the textbook, including real world opportunities and technology, one student reported that very few teachers at VMHS only use the textbook. Many teachers use the ELMO projector to assist in class. Similarly, one student reported that teachers use the internet for new and changing information; while another noted that students are encouraged to further explore information covered in class on the internet.

C2. Instruction Criterion

To what extent do all teachers use a variety of resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The staff at VMHS strives to provide students with challenging instruction that is both engaging and develops higher order thinking skills. This is accomplished by incorporating a variety of instructional strategies to meet the needs of all learners. These experiences achieve the academic standards as well as the expected schoolwide learning results of demonstrating CLASS - character, leadership, attitude, scholarship and service - in all that they do. Furthermore, these experiences provide students opportunities to learn beyond the materials covered in the textbooks by

encouraging them to get out into the community and work with and learn from other stakeholders.

Teachers were observed in both Learning Snapshots and Classroom Observations that were conducted by peers. In these Snapshots and Observations, teachers were teaching new skills, modeling expected behavior, and helping contribute to the school culture of CLASS. In addition to the Learning Snapshots, a spectrum of student work was collected identifying samples that were above, at, and below grade-level expectations. Again, all work samples were self-assessed by the submitting teachers to identify both the standards covered as well as the CLASSLRs represented.

All staff members - certificated and classified - were surveyed, as well as students and parents, and were asked their opinions regarding how technology and experiences beyond the classroom were used to engage students. The overwhelming majority of individuals surveyed felt that VMHS was providing students these opportunities. 58% of students surveyed indicated that VMHS staff provided them with the access to resources within the community like businesses and professional services that may support them in their educational and career goals.

Current Knowledge

Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.

Findings	Supporting Evidence
<p>Teachers at VMHS strive to remain current in instructional content as well as research-based instructional methodology. With the help of our colleagues and the oversight of our district, we have been able to access and attend multiple professional development opportunities. This has been achieved even though financial resources have been scarce for these types of opportunities in recent years.</p> <p>84% percent of teachers report that they are encouraged to participate in professional development opportunities. Similarly, 91% of teachers report that each department is provided with adequate equipment and instructional materials to meet the needs of each program. With the opportunities to participate in professional development and the materials necessary to meet program needs, teachers are reporting that we have both the support and the resources necessary to run our programs.</p> <p>Throughout the course of the past 3 years, VMHS teachers have been participating in Professional Learning Communities (PLCs) separate from their regular department meetings. As a part of the</p>	<ul style="list-style-type: none"> • Staff Survey Results • PLC Meetings Agendas/Minutes • PLC Data • Formal and Informal Teacher Interviews • Department Discussion Forms

<p>transition into the PLC cohorts, many teachers have attended the DuFours PLC training. Through the PLCs, cohorts have been creating, implementing, and evaluating SMART goals for each course level.</p> <p>In addition, the district has made several training opportunities available to teachers including Thinking Map trainings, Social Media Use trainings, and keynote speaker addresses regarding 21st Century Learning from industry experts, like John Kuglin.</p>	
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Teachers as Coaches

To what extent do teachers work as coaches to facilitate learning for all students?

Findings	Supporting Evidence
<p>87% of VMHS teachers believe that they guide students to think and become self-directed learners. In our roles as coaches, teachers check for understanding and differentiate instruction - making sure that all students are keeping up with the material as it's covered. In addition, teachers provide immediate feedback to students, establish clear expectations both in and out of the classroom, and motivate students to set and achieve goals.</p> <p>Teachers have been observed moving around the classroom to interact with specific individuals and groups of students to check for comprehension and reteach or further explain concepts. One observer even noted a colleague giving clues to students to guide them to figure out the important aspects of the lesson, as opposed to just giving the answers directly to the kids - she made them work together to figure it out.</p> <p>79% of teachers consistently discuss standards and CLASS with students. As such, teachers are emphasizing the expected school-wide learning results, providing clear expectations and positive feedback to students.</p> <p>Teachers in all departments make themselves available before and after school as well as during break and lunch to assist students in need to extra help. We also provide information via our individual websites as well as text-based services like Remind 101 to keep students organized and successful in all classes, coaching them along</p>	<ul style="list-style-type: none"> • Staff Survey Results • PLC Meeting Agendas/Minutes • Formal and Informal Teacher Interviews • Department Discussion Forms • PLC Data

the way.	
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Examination of Student Work

Evaluate and comment on the ways in which student work demonstrates a) structured learning so that students organize, access, and apply knowledge they already have acquired; and b) that students have the tools to gather and create knowledge and have opportunities to use these tools to research, inquire, gather, discover, and invent knowledge on their own and communicate this.

Findings	Supporting Evidence
<p>The student work samples reveal that in all content areas the learning is structured so that students have access to necessary tools that enable them to gather and create knowledge. One of these basic tools is the content area textbook. Teachers in all classrooms present ways for students of varying learning abilities to access the information that these tools offer. This is done in ways such as pre-reading study guides, collaborative chapter-based group activities, student presentations on certain sections of the chapter, and activities which require students to analyze and synthesize the information in ways that address several different learning styles. Tools are supplied so students can further research many of the topics that are presented in class. These tools include access to computers, paper, colored pencils, document camera and projection devices, and library facilities. Many students are encouraged to use personal smart phones and iPads to research, gather, and discover additional knowledge that is related to the topic on the spot.</p>	<ul style="list-style-type: none"> • PLC Meeting Agendas/Minutes • Student Work Samples • Learning Snapshots • Formal and Informal Teacher Interviews

Examination of Student Work

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

Findings	Supporting Evidence
<p>There is a variety of group and individual activities that all involve</p>	<ul style="list-style-type: none"> • PLC Meeting

<p>student thinking, reasoning, or problem solving. In history students write document-based inquiries where they must use reasoning to determine and prove a coherent and logical argument. Students receive an inquiry-based prompt and a set of documents to support the prompt. Students annotate the prompt and documents, analyze the prompts and documents to create a logical argument, and then create a thesis statement either supporting or arguing against the prompt. Next students synthesize their annotated documents and write a cohesive essay using documents as sources for and against their argument--source documents either support or act as counter arguments within the essay. In preparation for this assignment some teachers have students use well-reasoned arguments in classroom debates.</p> <p>All math student work samples revealed explicit examples of students thinking, reasoning, and problem solving. The students work both individually and in groups.</p> <p>In English work samples students were using thinking and reasoning as they analyzed different types of literature in essays and annotations they made on excerpts of literature. Students use textual evidence to solve problems presented in literary works. Students do inquiry-based research papers at all English levels.</p> <p>In science student work samples reveal inquiry-based labs in small groups to solve scientific problems. In other samples students use reasoning to find evidence to support scientific theories.</p>	<p>Agendas/Minutes</p> <ul style="list-style-type: none"> • Student Work Samples • Learning Snapshots • Formal and Informal Teacher Interviews
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Examination of Student Work

Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes.

Findings	Supporting Evidence
<p>Technology is used on our campus in a variety of ways. Struggling math students have access to computer use and programs that assist them in achieving the standards. Struggling readers are placed in an English I Intensive class and use a computer-based technology called</p>	<ul style="list-style-type: none"> • PLC Meeting Agendas/Minutes • Student Work Samples

<p>READ 180. Students are brought to a computer lab to do research in English classes. Most teachers use technology to present standards-based material, lessons, and content. In a biology class technology was used to meet a standard on molecules. The students viewed an online simulation to analyze a lab on molecules. Students use PowerPoints as an option in many content areas as an option for standards-based class presentations.</p> <p>In all areas regarding the use of technology, our expected school-wide learning result of CLASS is exemplified.</p>	<ul style="list-style-type: none"> • Learning Snapshots • Formal and Informal Teacher Interviews • Student Survey Results
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Examination of Student Work

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

Findings	Supporting Evidence
<p>The student work samples reveal that students are exposed to online streaming videos that enhance the information presented in the textbooks. It is clear that students are given time to work in a computer lab at various times during the year. In the social science department, original source documents are used throughout the year. In English classes, original source documents are used in nonfiction analysis. They are also used as sources for student research in other content areas. In our library, students have access to the computer network EBSCO to do research.</p> <p>Fifty-eight percent of our students feel they are provided with access to resources within the community. We have a program called Explorers which connects students to the real world as they go to other school sites to teach a talent to younger students. In our district's new Senior Exit Interview requirement, students are expected to independently research post-high school options by observing and interviewing people in the real world who are involved in the area of the student's investigation. In a statistics class, students are expected to go out into the real world and gather statistical data.</p>	<ul style="list-style-type: none"> • Library and Computer Lab Sign-Up Sheet • PLC Meeting Agendas/Minutes • Student Work Samples • Learning Snapshots • Formal and Informal Teacher Interviews • Student Survey Results

Real World Experiences

To what extent are opportunities for shadowing, apprenticeship, community projects and other real world experiences and applications available to all students?

Findings	Supporting Evidence
<p>VMHS students have opportunities for community projects and other real world experiences and applications.</p> <p>All students are required to complete a minimum of 40 hours of community service as a graduation requirement. 97% of teachers report having adequate support to ensure that students are meeting all requirements for graduation, as well as pursuing their academic, personal, and school-to-career goals. In addition to the community service requirements, VMHS students will be completing a Senior Exit Interview about their post-graduation plans. This project, in its second year, will give students the opportunity to plan and reflect on their goals for the future.</p> <p>91% of teachers agree that VMHS offers courses that interest, challenge, and prepare students for their future. Teacher observers noticed that the skills being taught in classes are real world skills with specific applications for students from video editing to ordering items off a menu in a foreign language to calculating interest rates.</p> <p>Students are encouraged to participate in the community beyond the school walls. As such, the Explorers program affords VMHS students the opportunity to go into Murrieta Elementary and Middle Schools to teach younger students skills based on self-identified areas of expertise. VMHS students assist programs including basketball, cheerleading, Spanish, American Sign Language (ASL), arts & crafts, and a homework club. One observer of an ASL class noted that the teacher was encouraging students to take advantage of community events, including Deaf Disneyland Events, ASL Silent Night, and an upcoming ASL Variety show.</p>	<ul style="list-style-type: none"> • Learning Snapshots • Student Work Samples • Formal and Informal Teacher Interviews • Formal and Informal Student Interviews • Student Survey Results • Staff Survey Results • Department Discussion Forms • PLC Meeting Agendas/Minutes

Category C: Instruction: Areas of Strength and Growth

Areas of Strength:

- Instructional connections to real-world applications.
- Incorporation of a variety of instructional strategies.
- Implementation of intervention programs for struggling students.

Areas of Growth:

- Strengthen intervention component of the PLC process.
- Expand differentiated instruction.
- Promote and enhance cross-curricular instruction.
- Broaden academic support for ELL students.

**Category D: Standards-Based Student Learning:
Assessment and Accountability**

D1 & D2. Assessment and Accountability Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

At Vista Murrieta High School, we use a variety of assessment strategies to evaluate student learning. It begins with a myriad of tools to assess progress including formative and summative components allowing for both teachers and students to respond to trends revealed in the assessment data.

Professionally Acceptable Assessment Process

Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Findings	Supporting Evidence
<p>At VMHS we have an assistant principal responsible for processing assessment data. This position is further supported by a district administrator in charge of assessment.</p> <p>Said administrators ensure that all state testing data is collected and broken down in order to show a number of trends, such as sub-group performance, content strengths and weaknesses, and program effectiveness. In addition to standardized assessment data, other performance data is also collected for analysis at our school, including:</p> <ul style="list-style-type: none"> • Data regarding student discipline, attendance, and grades collected by administration • Data regarding common assessments and grades collected 	<ul style="list-style-type: none"> • Home Group Discussion Forms • Stakeholder Surveys • Classroom observations • Common assessments by department • Examples of formal/informal assessments • Administrative, Staff, Department Lead, Department, and PLC Meeting Agendas

- by departments
- Data regarding summative and formative classroom assessments collected by teachers and within PLCs.

Our administration is responsible for facilitating the processes to analyze all performance data. There are a number of contexts in which this data is analyzed, including:

- Administrative meetings, in which discussions occur to develop school-wide goals.
- Staff meetings, in which data is shared with the full staff.
- Department Lead meetings, in which administrators provide guidance in facilitating discussions in departments.
- Department meetings, in which data specific to the department is discussed and department goals are set based on this analysis. Within the English department, for example, in preparation for the California High School Exit Exam (CAHSEE), a diagnostic pre-test was given, data collected, analyzed, and disseminated. Guided instruction was planned according to areas of strengths and weaknesses, and a post-test was administered with positive results afforded. As a Professional Learning Community (PLC) SMART goal, literary terms & definitions and application in literature was emphasized with the same format as above with diagnostic pre-testing, analysis of data, modified instruction and post-testing.
- PLC meetings, in which relevant data is used to understand current issues and develop responses.

Adequate Yearly Progress (AYP) and Academic Performance Index (API) scores are reported annually through all local print and electronic media outlets. In addition, copies of individual score reports for the CAHSEE and the California Standards Test (CST) are distributed to students. As part of our continuing efforts to provide information regarding student progress and status, parents can also view their student's information from our school database using the Aeries Browser Interface (ABI) Parent Portal within the Aeries Student Information System. Lastly, School Accountability Report Card (SARC) data, which also communicates school achievement, is available on the district website.

- SARC Link on district website.
- Weekly Progress Report Forms

<p>Classroom assessment data is reported to students and families in a number of ways. These include:</p> <ul style="list-style-type: none"> • The Aeries grade reporting system allows parents to access updated grades from home. • Progress reports are distributed each semester at the six-week and twelve-week junctures. • End-of-semester report cards. • Transcript review conferences between student and counselor to track progress of credit acquisition and further develop academic and career development plan. • Weekly progress reports can be used to inform coaches, advisors, and parents of classroom progress. • Teacher-initiated contacts. • Parent-initiated contacts. 	
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Basis for Determination of Performance Levels

Upon what basis are students’ grades, their growth and performance levels determined and how is that information used?

Findings	Supporting Evidence
<p>Within the PLC, departments utilize common assessments and goals in order to determine student growth and performance levels.</p> <p>In the Science department, sub-department groups (i.e. biology, chemistry, physics, etc.) have common grading scales for determining student performance levels. Also, the use of Google docs to collect, analyze, and report performance on common benchmark exams is ongoing. Repeating benchmark questions on final exams allows for review of student growth over the semester or course. This information is used to evaluate program effectiveness, to develop an intervention process addressing areas of need and to discover best teaching practices. The development of the Academic Seminar Program for ninth grade math, English, and science is an example of such an intervention.</p> <p>Another example of the use of tools for identifying areas in need of intervention is the Math department’s use of the IXL program. Students interact with the software and receive support and remediation opportunities targeting weaknesses.</p>	<ul style="list-style-type: none"> • Home Group Discussion Forms • Stakeholder Surveys • Classroom observations • Common assessments by department • Examples of formal and informal assessments • Stakeholder interviews • PLC Monthly Log

Some teachers at VMHS incorporate the use of the Illuminate Education database program. It provides teachers with significant access to student information, has user-friendly query functions and can be used to analyze the effectiveness of test items from common benchmark exams; including their correlation to state standards.

Grades are determined by participation, attendance, and individual skill effort in our physical education courses. Student growth is measured by the pre and post tests administered in physical fitness as well as class specific testing. In dance, performances are used to establish the student grade.

Within our World Languages department, as a tool for pre-assessment, the teacher may lead a class discussion of prior experience. In upper-levels, a pre-assessment test may be given. Projects and presentations are incorporated to assess for understanding. These assessments are discussed within department collaboration time to recognize aspects which may need to be developed further. Rubrics are used to ensure that student progress is monitored fairly and consistently between teachers. American Sign Language uses two types of assessment of student language acquisition: Receptive and Expressive.

Our Fine Arts teachers use project and portfolio based assessments which are reviewed on a group or individual basis. Critiques are based on specific rubrics. Rubrics for projects assess artistic perception, creative expression, and aesthetic valuing. Performing Arts teachers, on the other hand, utilize competition, festival, audition, and video/audio recorded performances as primary assessment tools.

Throughout our programs, teachers use formal and informal assessments, including those formative and summative in nature, to evaluate student progress, provide students with feedback, and guide instruction. Grade percentages are often broken down by category of assignment. These categories may include:

- Quizzes
- Tests
- Final exam - district and/or site specific
- Homework

<ul style="list-style-type: none"> • Classwork • Writing • Holistic methods through projects and presentations • Participation • Interactive notebook • 21st century assessments (exit interview) <p>The Math department agreed to a breakdown of 80 percent of the overall grade based on tests & quizzes with the remaining 20 percent composed of classwork and homework.</p> <p>The World Languages department agreed to weighting their grades as follows:</p> <ul style="list-style-type: none"> • Classwork and homework: 20% • Participation: 25% • Projects: 10-15% • Tests, Quizzes, and Finals: 40-45% <p>Standardized assessment performance data (i.e. CST, CMA, and CAHSEE) is also employed in determining student growth. Such data can direct student placement in courses, highlight need for remediation, and drive incentive programs to recognize student achievement and improvement.</p>	
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Appropriate Assessment Strategies

To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills?

Findings	Supporting Evidence
<p>At VMHS our staff strives to use a variety of tools for assessing student learning. The following is a list of common assessments by department:</p> <p><u>English Department:</u></p> <ul style="list-style-type: none"> • Test-prep warm-ups • Reading pre-test • Semester Exams • Grade Level Exams • Classroom writing assessments 	<ul style="list-style-type: none"> • Home Group discussion forms • Stakeholder surveys • Classroom observations • Common assessments by department • Examples of formal and informal assessments

- Research papers
- Senior exit reflective essay and oral interview

Math Department:

- Warm-ups
- Concept Quizzes
- Chapter Exams
- Benchmark Tests
- Unit Exams
- Final Exams

Science Department:

- Common Labs
- Subject-specific, Standards-based Benchmark Tests
- Final Exams
- End of Course Exams

History/Social Science Department:

- Fall and Spring Midterm
- Document Based Questions (DBQ's)
- Unit Assessments
- District End of Course Exams

World Language Department:

- Chapter Exams
- Semester Exams

Physical Education Department:

- Physical Fitness Standards-based Testing
- Written and Skills Tests
- Fitness Gram Test

Special Education Department:

- Scholastic Reading Inventory (SRI) Test
- Scholastic Phonics Inventory (SPI) Test
- Scholastic Math Inventory (SMI) Test
- Woodcock-Johnson III Tests of Achievement (WJ III)
- California Modified Assessment (CMA)
- California Alternate Performance Assessment (CAPA)
- Wechsler Individual Achievement Test (WIAT)

Business/Technology Courses:

- Unit Exams

- Quintessential Instructional Archive (Quia)

Health Courses:

- Unit Exams

A diversity of formal and informal assessments is used by teachers at VMHS as well. Formal assessments used at our school include:

- Exams and quizzes
- Individual and group presentations, speeches, and debates
- Projects
- Video presentations
- Formal essays
- Research papers
- DBQ's
- Lab practicums and reports
- Performances
- Technology-based assessments
- Attendance/participation
- Formal/sectional performance
- Portfolios
- Senior exit interview
- Student-led demonstrations

Informal assessments used at our school include:

- Daily class and homework
- Interactive notebook
- Guided practice activities
- Annotations
- Dialectical journals
- Reader response journals
- Writing prompt responses
- Class discussions
- Student-led group discussions
- Checking for understanding
- Skits/role play
- Warm-ups
- Mini white board response
- Writing/speaking in target language
- Self and peer evaluations
- Speaking assessments/oral interviews
- Games
- Teacher/student interactions

<ul style="list-style-type: none"> • Socrative.com quizzes • Expressive practice • Rehearsal performance • Daily closure activities • Video reflections • Quest online assessments <p>This myriad of assessments used offers teachers and students the ability to evaluate student progress effectively in a number of ways.</p>	
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Demonstration of Student Achievement

Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

Findings	Supporting Evidence
<p>Numerous assessments are implemented for determining student progress toward achievement of academic standards.</p> <p>Student product is directly correlated to the state academic standards. Performance differentiation is evident for a low, medium, or high achieving student. In several courses students have the opportunity to reflect on their performance within specific exercises, activities, and even assessments.</p> <p>Test corrections and/or retakes, along with assignments that review the main points within the framework of the standards often serve this reflective purpose. In the World Languages department, upon completion of the assessment, teacher offers a second chance for mastery if the student desires it and he or she scored at least sixty percent on the initial assessment. Students earning below 60% had not made a reasonable effort in preparation for the first assessment and, therefore, do not receive an additional opportunity. Prior to a student’s second attempt, he or she must demonstrate additional effort made by completing practice exercises for the skills needing development. These practice exercises are provided by the teacher who also offers before-school tutoring.</p>	<ul style="list-style-type: none"> • Home Group Discussion Forms • Classroom observations • Learning Snapshots • Examples of formal and informal assessments • Student work samples

<p>Teachers embed the CLASSLRs into their daily lessons and student product demonstrates connection to a subcomponent of CLASS.</p> <p>Low performing students are identified through a universal screening process using the Scholastic Reading Index in conjunction with standardized test scores, English grades, and writing scores for placement in the Read 180 program. Growth goals for reading comprehension scores are created and periodically tracked.</p> <p>All assessment methods are used, and often modified to accommodate for special needs students. Alternative means of performance are available for these students to demonstrate their attainment of the academic standards. Growth goals are established and revisited in the updating of the Individualized Education Plan (IEP). Grades are dependent on classroom teacher grading protocol with applicable accommodations and modifications.</p>	
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Curriculum Embedded Assessments

Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

Findings	Supporting Evidence
<p>Examples by department of standards-based curriculum embedded assessments include:</p> <p><u>English Department:</u></p> <ul style="list-style-type: none"> • Benchmark Tests including quizzes, unit exams, final exams, essays, and presentations • Oral assessments in primary language for ELD students • CSU Early Assessment Program as an extension of the CST • Senior exit reflective essay and oral interview • Formative and summative assessments are written in easy-to-read format eliminating complex words or ideas <p><u>Math Department:</u></p>	<ul style="list-style-type: none"> • Home Group Discussion Forms • Classroom observations • Learning Snapshots • Examples of formal and informal assessments • Student work samples • Modified assessment for ELD students • Student work samples that include primary language responses

<ul style="list-style-type: none"> • Benchmark Tests • Proficiency test for Algebra 1 together with CST performance used to determine placement. • Assessments can include word problems and instructions translated into primary language • Formative assessment with answers accepted in primary language • Currently working on further development of formative assessments to measure knowledge of content standards in all areas. 	
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Student Feedback

To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?

Findings	Supporting Evidence
<p>Students utilize their individual assessment results to modify their on-going learning as needed. Based on individual review of these assessment results, students may make the following modifications:</p> <ul style="list-style-type: none"> • Changing study habits • Seeking teacher support or peer tutoring • Increasing class participation • Modifying course placement • Seeking counselor guidance • Using school resources such as library and teacher websites • Seeking outside resources such as content-appropriate literature and online support or professional tutoring. <p>Often, class discussions will follow assessments. At such time students can give their input on their interpretation of, and performance on, specific assessment items.</p>	<ul style="list-style-type: none"> • Counseling Team Meeting Agendas • Teacher websites • Late Start Tutoring Sign-in Sheets • Classroom observations

Modification of the Teaching/Learning Process

Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

Findings	Supporting Evidence
<p>Changes in curricular and instructional approaches are made as a result of evaluating assessment data.</p> <p>Collecting the assessment data covers a broad spectrum of methods and processes which include using AERIES, Illuminate Interface, Scholastic Reading and Math Inventories (SRI, SMI), department common assessments, individual teacher assessments, and student performance reflective exercises. While this serves the academic community principally, there are additional assessment data collection practices for physical education, world language, fine arts, and performing arts.</p> <ul style="list-style-type: none"> • Physical Education assessment data is derived from teacher administered fitness tests. • American Sign Language assessment data is collected through receptive and expressive modes. Students demonstrate speaking proficiency through nonverbal expressions as well as listening and understanding mastery in a visually receptive mode. • World languages other than ASL utilize assessment methods that require students to demonstrate proficiency in the areas of reading, writing, listening, and speaking. • Fine arts teachers employ a project/portfolio-based assessment method. • Performing Arts teachers assess students through project and performance based methods. 	<ul style="list-style-type: none"> • AERIES queries • Illuminate queries • Teacher assessment reports • Student work samples

Monitoring of Student Growth

Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.

Findings	Supporting Evidence
<p>Monitoring student progress toward meeting academic standards and CLASSLRs occurs on multiple levels. District personnel provide us with data that fosters dialogue within VMHS staff about monitoring processes and student achievement.</p> <p>At our staff meetings we engage in regular discussion about student progress and general trends in achievement.</p> <p>Teachers analyze student performance data specific to our content areas at department meetings.</p> <p>Both staff and department meetings include dialogue about subgroup, grade level, and course level performance.</p> <p>While the focus of the PLCs is on student learning, shareholders in each community use their data in more pointed discussions to monitor student progress toward meeting specific academic standards.</p> <p>Teachers include discussions and a variety of assignments, both performance and reflection oriented, that monitor student progress toward CLASSLRs.</p> <p>Dean of Students monitors student progress of CLASSLRs and reports to all VMHS staff.</p>	<ul style="list-style-type: none"> • District Assessment Meeting Minutes • Staff meeting agenda and minutes • Department meeting agenda and notes • PLC monthly log • Stakeholder Surveys • Student work samples • Weekly Discipline Report

D3 and D4. Assessment and Accountability Criterion

D3. To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

A system for assessing and monitoring student progress toward achievement of the academic standards and CLASSRs at VMHS is supported by our district and community. We use a variety of assessment tools including subject-specific, common core, and California standardized tests and make the results available to all stakeholders individually and collectively.

D4. To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?

Decisions regarding the school’s programs and resources are driven by assessment of student achievement. Evaluation of that data in department discussions as well as stakeholder input resulted in the development of additional intervention programs and the implementation of PLCs.

Assessment and Monitoring Process

To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?

Findings	Supporting Evidence
<p>One way we are able to involve shareholders in monitoring of student progress is through regular school-wide staff, department, and PLC meetings.</p> <p>Teachers and administrators analyze data to monitor achievement within specific grade levels or courses, examine subgroup performance, and evaluate student proficiency in specific standards to identify student achievement trends and develop and modify programs to meet student needs.</p> <p>Individual teachers are also provided with grade and test score results in order to reflect on their students’ progress.</p> <p>Administrative and counseling personnel meet regularly to examine student achievement trends.</p>	<ul style="list-style-type: none"> • Staff meeting agendas • Department meeting agendas • PLC reports • California Standardized Test reports • California High School Exit Exam reports • Strategic Measurable Attainable Results-based Time-bound (SMART) goal reports • ABI query of grades

<p>School board and district personnel are also involved in the monitoring process of student progress. Board meetings included sharing Grade Point Average (GPA) data, pass/fail rates by course and grade level and graduation rates. Students, parents, and teachers periodically address the board and share information about programs at VMHS.</p> <p>Students and parents have continual access to student performance data by teacher/course through the ABI parent and student portals in AERIES.</p>	<p>distribution</p> <ul style="list-style-type: none"> • Admin and counseling meeting notes • School board meeting minutes
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Reporting Student Progress

How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected school-wide learning results?

Findings	Supporting Evidence
<p>Keeping parents informed about student progress toward achieving academic standards and CLASSLRs is a priority at VMHS. With the variety of methods to share performance data both for individual students and the student body as a whole, parents, district personnel, and board members are effectively in-the-know.</p> <ul style="list-style-type: none"> • Available at the district website are school and district reports that include school, district, and statewide performance figures. • The VMHS website includes a link to the data at the district website allowing stakeholders a quick and easy shortcut to the data without a burdensome hunt for the information. • Letters with easy-to-follow setup instructions for an ABI parent account are distributed at 8th grade orientations for high school enrollment. • Annual grade-level student registration sessions include information on accessing student performance data from both parent and student portals • VMHS website features an ABI tutorial and contact information links to school personnel who can assist with 	<ul style="list-style-type: none"> • SARC • Spotlight on Performance • School Quality Snapshot • VMHS website • ABI tutorials • CLASSLRs • Discipline reports • BNN video archives • Bronco Banner archives • VMHS Four-Year Service Plan Documentation

<p>establishing these monitoring accounts and it can all be done via email. No visit to the school is required.</p> <ul style="list-style-type: none"> • A more informal process to keep parents and additional stakeholders informed about student progress exists with a weekly or as-needed grade check form to be filled out by student’s teachers. • The Dean of Students maintains data for the purpose of monitoring CLASSLRs when students are NOT demonstrating achievement. • In anticipation of various state assessments, district and school site assessment coordinators have established and maintain an effective schedule for teachers, students, and parents to follow. Assessment coordinators keep stakeholders informed using multiple communication methods including the Bronco News Network (BNN), the Bronco Banner publication, parent link auto-dialer phone notification system, classroom teacher updates, and website updates. • Hard copy progress reports of student performance are distributed directly to students at regular intervals effectively saving the school and district a substantial amount of money in mailing expenses. This report distribution is followed up by an auto-dialer phone notification message. • Included with the student performance report is a monitoring system for student progress toward achieving with the CLASSLRs. Evaluation of Character, Leadership, and Attitude is reflected in the citizenship portion of the report while Scholarship and Service is addressed in the work habits section. Teachers also regularly use the general comments section to communicate CLASSLR achievement to all stakeholders. 	
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Modifications Based on Assessment Results

Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

Findings	Supporting Evidence
Continuous analysis and evaluation of assessment results has	<ul style="list-style-type: none"> • Course syllabi

resulted in remarkable, effective changes in our school program, professional development activities, and resource allocations.

- Individual teachers offered opportunities for students not meeting the learning standards to revise assignments and projects after re-teaching.
- The school assessment coordinator worked with math teachers to identify students who did not pass the CAHSEE and what specific standards/concepts challenged them most. Then customized remediation plans were created and utilized by teachers conducting an intensive boot camp program in preparation for students' next attempt on the CAHSEE.
- State test and classroom assessment results have been used to identify students benefiting from placement in the Read 180 course.
- A third class has been added to the English Language Development (ELD) Program as a result of CELDT data. Courses are leveled in accordance with students' test results and the nearly-English-proficient group is placed in a SDAIE English 1 class.
- The Learning Center has been created to meet the needs of struggling students as determined by state, course and teacher assessment data.
- PLC groups have modified our meeting objectives and SMART goals to address the needs of students based on evaluation of assessment data.
- The principal and administrative team oversees the use of resources.
- The special education department continuously uses state, course, and teacher assessment data to modify students' goals in their Individualized Education Plans (IEPs).
- Freshman Academic Seminar Program has been implemented as a result of 8th grade GPA and CST assessment data.
- Pearson Online Learning Program has been acquired and incorporated into our Extended Learning Opportunity (ELO) Program for students who have not successfully completed required courses. The flexibility with this program allows us to accommodate a greater number of students across broader content area needs.

- Learning Center Program Overview
- Learning Center sign-in log
- Math boot camp sign-in log
- Math boot camp session notes
- Read 180 Program Overview
- ELD Program Overview
- PLC meeting reports
- School Budget Reports
- IEP history
- Freshman Academic Seminar Program Overview

Category D: Assessment and Accountability: Areas of Strength and Growth

Areas of Strength:

- Variety of resources available to notify stakeholders of student performance.
- Common assessments within core departments.
- Stakeholder commitment to state testing.

Areas of Growth:

- Enhance the formative assessment process within PLCs of analyzing data and using this data to re-teach and develop interventions.
- Enlist district support for the assessment analysis process.
- Refine the Senior Exit Interview Process.
- Continue to focus on improving subgroup performance on state assessments.

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

E1. School Culture and Student Support Criterion

To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

School leadership utilizes many strategies to encourage parental and community involvement focusing on communication and inclusion in the educational process. We welcome parental and community involvement throughout the year with various events to bring stakeholders to our campus. School leadership encourages technological communication through a variety of outlets as well as through traditional written forms.

Regular Parent Involvement

Evaluate the strategies and processes for the regular involvement of parents and the community, including being active partners in the teaching/learning process. Comment on the effectiveness of involving non-English speaking parents.

Findings	Supporting Evidence
<p>Parents are invited to Back to School Night at the beginning of the school year and Open House in the Spring. These evenings serve as vehicles for communication regarding classroom policies and course curriculum.</p> <p>Teachers communicate with parents via email, websites, and phone in order to discuss student performance. Specific strategies which are regularly employed in order to enhance communication include:</p> <ul style="list-style-type: none"> • Aeries Portal, an online grading system that is available for every student. Teachers are required to update grades three times per semester; however, many utilize this system to communicate with students and the school community. • Progress reports which are sent home at the six and twelve 	<ul style="list-style-type: none"> • Stakeholder Surveys • Stakeholder Interviews • Classroom Observation Forms • Open House and Back to School Night Schedules and Attendance Records • Progress and Grade Reports • Aeries Portal - documentation of administrative/counseling parent contacts and conferences • Pony Express

week mark and report cards are sent home via students. In addition, parents of students who are in danger of failing at the semester are notified of this via comments on these progress reports and communication home.

- Our school website, which provides valuable information for parents and the community about upcoming events and opportunities for involvement. The school website also provides links to staff email addresses and individual teacher websites, as well as access to voicemail extensions.
- Our website also provides teachers with individual websites, which include classroom syllabi. Many teachers use this to update students with assignments, tutorials, due dates, and information regarding classes.
- *The Pony Express*, a weekly school newsletter, is available for stakeholders to receive via email. This newsletter provides a vehicle for the timely distribution of information regarding upcoming events. Currently this newsletter is distributed to more than 3,100 recipients.
- Course syllabi, which are sent home with consent forms, policies, and expectations for class performance. Consent forms, used by many teachers, require a parent signature to ensure that parents are aware of specific course expectations.
- The Student Handbook, which provides an abundance of information for parents, including behavioral expectations, important dates and contacts, graduation requirements, and college planning information. It also includes a year-long calendar for students to use and record assignments and classroom requirements.
- Senior Contracts, which communicate attendance, behavior, and graduation requirements. These are signed by students and parents in order to ensure a successful senior year.

Administration and support staff make parent contacts regarding student behavioral and attendance concerns. Parents are often invited to the school to meet and serve as partners in addressing these issues by developing solutions collaboratively.

Parents of students with special needs play a collaborative role in supporting their student's education. Individual Education Plan (IEP), 504, and Student Support Team (SST) meetings provide venues for this collaboration.

- VMHS website
- Course Syllabi
- Student Handbook
- IEP, 504, and SST meeting summaries
- English Language Advisory Committee (ELAC)
- Meeting Agendas and Minutes; ELAC, PTSA, Booster Clubs, School Site Council
- Senior Contracts
- Expectation Assemblies
- CLASS Awards
- MVUSD Scholarship Night
- Pep and Academic Rallies
- Orientation
- Golden Broncos
- BNN Streaming Online
- Remind101.com
- Parent-Link
- Athletic events
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<p>There are a variety of school groups that encourage parent involvement such as the Parent Teacher Student Association (PTSA), School Site Council, and English Learners Advisory Council (ELAC). Specific strategies which are regularly employed in order to enhance communication include:</p> <ul style="list-style-type: none"> • Several ELAC meetings each year • Opportunities for Spanish speaking parents to receive information about post-secondary education and planning • Multiple staff members who serve as translators for families <p>The counseling department offers a variety of evening presentations in order to engage parents in the academic process. VMHS offers the following presentations annually: Advanced Placement (AP) Information Night, College Financial Aid Information Night, College-Going Athlete Information Night, and Middle School Transition Night. In addition, the counseling staff guides parents through the college application and financial aid application process. Yearly College Nights provide parents the opportunity to meet with counselors in order to understand how to support their student on the path to college.</p> <p>VMHS offers a comprehensive registration and orientation process for students and families. All forms for registration are posted on the school website and available for stakeholders. Link Crew offers family tours during Freshmen registration to help Ninth grade students acclimate to high school.</p>	
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Use of Community Resources

How effective is the school use of community resources to support students, such as professional services, business partnerships, and speakers?

Findings	Supporting Evidence
<p>Community involvement within the school setting primarily takes place through guest speakers and parent volunteers both on campus and in the classroom. VMHS students include the community in the learning process through a variety of activities that take place outside of the school setting. These include the</p>	<ul style="list-style-type: none"> • Stakeholder Surveys • Stakeholder Interviews • Transitional Planning Program (TPP) • Military Recruiters

following:

- Community service hours which are a requirement for graduation
- Field trips to local community businesses and colleges
- Participation in local charity events
- Performances in local parades, plays and concerts
- Activities on the VMHS feeder elementary and middle schools

The community’s involvement in VMHS often includes financial support of its academic programs. Both VMHS and its sister schools take part in a Scholarship Committee which reaches out to the community in order to encourage local businesses to donate scholarships to graduating seniors. Significant scholarships are awarded to a number of students, and local business and organizations take pride in their ability to support the education of these students.

In addition to the scholarship fund, local businesses support VMHS through other generous donations. VMHS receives continued support from Pechanga Casino and Target.

VMHS has developed a partnership with the California University, San Bernardino through the Student Orientation And Registration (SOAR) Program. This program has given a greater number of VMHS students the opportunity to attend college through guaranteed admissions program.

Through our College and Career Center the guidance technician is able to organize opportunities for our students.

Which includes the following:

- Visits from colleges and universities from across the country
- Military recruiters from all branches of the armed services
- Career Technical Education (CTE) program
- Local community college workshops, presentations and speakers
- Community scholarship opportunities

Our school has partnered with Mount San Jacinto Community College and Palomar Community College in order to offer students a dual enrollment program. Our counseling staff has allocated time and effort to build this relationship. We currently

- College Representatives and Speakers
- Community Scholarships
- MVUSD Scholarship Foundation
- Business Sponsorships
- San Diego Blood Bank
- Golden Broncos
- Parent-Link
- Dual Enrollment
- Career Technical Education (CTE)
- Eighth Grade Parent Night
- PTSA
- Community Service Graduation Requirement
- Explorers Program
- Student Orientation And Registration (SOAR) Program
- Schedules and calendars
- Announcements
- Materials
- Dual Enrollment Documents
- Transcripts
- Student Survey
- Senior Survey

<p>offer multiple classes for students during their junior or senior year. This opportunity allows students to earn credit at the collegiate level, in conjunction with their high school graduation requirements. The credits earned while in the Dual Enrollment Program can be submitted towards a degree at the student's college or university. This allows for the seventy percent of students surveyed to agree that we provide them with access to resources within the community that support them in their educational and career goals.</p>	
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Parent/Community and Student Achievement

How does the school ensure that the parents and school community understand student achievement of the academic standards/expected school-wide learning results through the curricular/co-curricular program?

Findings	Supporting Evidence
<p>We use a variety of technology to communicate with stakeholders:</p> <ul style="list-style-type: none"> • Communication to parents is important, demonstrated in that fact that over eighty percent of parents surveyed understand the meaning of CLASS and actively receive <i>The Pony Express</i> (email newsletter). • Our Back to School Night and Open House gives parents the chance to see our planned curriculum and student work samples. In addition - access to teacher's syllabus gives information on academic standards and rules as well as CLASSLR's. • ABI, our grade program, is online and available for parents to check. This allows families to stay current on academic and achievement in the classroom. This program also gives parents and teachers ways to communicate via email. Progress reports and semester report cards are distributed through classroom teachers. <p>The community partnerships that have been fostered allow for eighty-four percent of parents surveyed feeling</p>	<ul style="list-style-type: none"> • Stakeholder Surveys • Stakeholder Interviews • Course Syllabi • Aeries Portal • Pony Express • Explorers Program • Remind101.com • Parent-Link • Meeting Agendas and Minutes; ELAC, PTSA, Booster Clubs, School Site Council • VMHS website • Progress and Grade Reports • Aeries Portal - documentation of administrative/counseling parent contacts and conferences • Open House and Back to School Night Schedules and Attendance Records • CLASS Awards • Renaissance Rallies

<p>comfortable contacting VMHS staff with regards to student success.</p>	<ul style="list-style-type: none"> • PLUS Unity Forums • Link Crew Freshmen Orientation • Community Service Graduation Requirement
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E2. School Culture and Student Support Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning? To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

VMHS is a safe, clean and orderly place. We proactively nurture learning in a variety of ways. This fosters a safe environment and involves all stakeholders. VMHS staff and administration believe in high levels of trust and professionalism as a key component to promote continued school improvement. We use a multi-faceted approach that encourages our student to reach our high expectations.

Safe, Clean, and Orderly Environment

Comment on your analysis of a) the existing policies and use of resources to ensure a safe, clean and orderly place that nurtures learning and b) all aspects of the school with respect to safety regulations.

Findings	Supporting Evidence
<p>As a staff we pride ourselves on maintaining a safe and orderly environment. This is achieved through the following:</p> <ul style="list-style-type: none"> • We have a closed campus; gates are locked or monitored throughout the day to ensure that only students and authorized adults are on campus at any time. • Security staff is positioned throughout the campus and continuously interacts with students to ensure safety. • Security cameras installed throughout the campus monitor activity twenty-four hours a day preserving a safe environment. • A school resource officer is housed on campus during school day in order to assist staff and students in maintaining an orderly school environment. 	<ul style="list-style-type: none"> • Stakeholder Surveys • Activity Observation Forms • Security Staff Supervision Schedules and Duties • Site resources Officer (SRO) • Youth Accountability Team (YAT) • Behavioral and Expectation Assemblies • Dean Of Students

<ul style="list-style-type: none"> • The InterQuest Program ensures student safety by bringing canines on campus on a random basis in order to search for contraband. • Teachers report attendance period-by-period via the online attendance program. Security members conduct regular tardy sweeps in order to promote attendance and punctuality. Teachers use a uniform hall pass as a method of monitoring student movement during class periods. • Lockdown and evacuation drills are conducted on a regular basis throughout the school year in order to ensure that all students and staff are aware of disaster procedures. Evacuation plans for campus are posted in each classroom. In addition, the Security Team has developed a Site Safety Plan that covers policy and procedures in case a major emergency. • Our school nurse gives an annual in-service to staff on safe practices of dealing with injuries and other health related concerns. A part-time registered nurse and full-time health technician are available during school hours to assist staff and students in case of a medical emergency. • Our custodial staff works throughout the day to maintain a clean campus. District maintenance employees regularly attend to the upkeep of the landscape and buildings. <p>The addition of a Dean of Students has positively affected our school culture. Our school’s expulsion and suspension rate is below the state and district level. This has created an environment where over eighty percent of students and parents surveyed agreed that they feel safe on our campus.</p>	<ul style="list-style-type: none"> • Discipline Matrix • Emergency and Evacuation Plans • InterQuest Program • Site Safety Plan • ParentLink • Recycling program • Green Team • Behavioral assemblies
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High Expectations/Concern for Students

To what extent does the school demonstrate caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning?

Findings	Supporting Evidence
<p>The VMHS CLASSLRs communicate high expectations for students in a variety of areas, both academic and personal. We have created an environment of altruistic students who will be prepared for their academic future as caring citizens.</p>	<ul style="list-style-type: none"> • Stakeholder Surveys • Stakeholder Interviews • Classroom Observation Forms

On a school-wide level, high academic expectations are established in a number of ways.

- Our graduation requirements include a high number of credits and rigorous course requirements. In addition, students must complete forty hours of documented community service in order to graduate, which emphasizes expectations of service.
- We offer a number of academic interventions in order to communicate to all students that there are support mechanisms in place for them.
- Academics are strongly supported by athletic and leadership programs. Student athletes and leaders must adhere to high expectations for their academic performance in order to participate.
- The Renaissance Program is an academic program that promotes a culture of academic success. There are year-round events that recognize students who are achieving, as well as those who have improved performance. Teacher support and recognition is a vital focus of this leadership program.
- Link Crew is a program for juniors and seniors to serve as mentors for the freshmen class. This is a year-long mentorship linking upperclassmen with a group of freshmen. There are social and academic events throughout the year to promote a culture of caring and trust across campus.
- Peer Leaders Uniting Students (PLUS) Program is an integral part of the leadership team on our campus. The PLUS team focuses on the social aspects of leadership sponsoring activities that promote inclusion. Student connections at these events create a community of care and understanding.

Sixty- five percent of students surveyed stated that they feel as though staff teach them to care about the school community as well as the community they live.

- CLASSLRs
- Student Handbook
- Graduation Requirements
- Community Service Hour Logs
- Athletic Program Requirements, Grade checks and Study Hall Logs
- Renaissance Assembly
- CLASS Awards
- Senior Student of the Month
- Student of the Year
- Campus Clubs
- Link Crew
- PLUS
- Associated Student Body and Student Senate
- PLC
- Illuminate
- Dual Enrollment Program
- AP/Honors Classes
- Band
- Athletics
- CTE
- Department meetings

Atmosphere of Trust, Respect and Professionalism

To what degree is there evidence of an atmosphere of trust, respect and professionalism?

Findings	Supporting Evidence
<p>Our staff members strive to maintain a culture of trust, professionalism, and continuous improvement. Ninety-five percent of staff members believe that trust and professionalism characterizes our culture, as revealed in the staff survey results.</p> <p>In order to maintain this culture, the following strategies are in place to promote trust, professionalism, and continuous improvement amongst the staff:</p> <ul style="list-style-type: none"> • A key component of our staff development as a maturing school has been regular discussions regarding school culture. The staff has worked together to maintain a culture of CLASS • Monthly Bronco Awards honor teachers for excellent effort or achievement. These awards are given by other staff members or students and promote excellence and celebration • Teachers have collaborative time during department meetings to nurture this professional community • Department leads are elected by colleagues and serve as a liaison to administration, promoting trust and increased communication and representation. • We have a large number of staff who are working towards higher level educational goals, including higher educational goals, administrative credentials and National Board Certification • At the beginning of the school year teachers discuss the meaning of CLASS. In addition, CLASS is used as a focus by teachers of all content areas. We use CLASS within our daily interactions with students, each other and local community. • All members of the administrative team have an open door policy for students and staff members. 	<ul style="list-style-type: none"> • Stakeholder Surveys • Stakeholder Interviews • Professional Learning Communities (PLC) • Stakeholder Surveys • Stakeholder Interviews • Activity Observation Forms • Staff Meeting Agendas • Department Meeting Agendas and Minutes • BTSA Program • New Teacher Support Committee • Department Lead Meeting Agendas and Minutes • School/Community Profile • Back to School Night • Behavioral and Expectation Assemblies • CLASS Awards • Illuminate • Bronco of the Year Awards • Teacher of the Year • CLASSL’R Lessons • Supervision Duties • Trailblazers • PTSA • Staff member of the Game • Dean of Students

<p>Many teachers are involved in extracurricular activities that go above and beyond traditional contract duties, such as:</p> <ul style="list-style-type: none"> • Class Advisors • Club Advisors • Coaching • Leadership Team • AVID • JROTC 	
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E3 and E4. School Culture and Student Support Criterion

E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

To ensure academic success, staff members work to provide opportunities for students to receive appropriate support from programs best suited to their learning needs. There are a multitude of programs on campus that help to provide individualized support for students in order to help with post-secondary plans.

E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

All students have opportunities to meet with a counselor concerning social and academic needs. There are various programs on campus that serve to support student’s social needs.

Adequate Personalized Support

To what extent does the school have available adequate services, including referral services, to support students in such areas as health, career and personal counseling, and academic assistance?

Findings	Supporting Evidence
<p>Our students are provided with a number of academic support tools. Specific classes are in place to ensure academic success for all.</p> <ul style="list-style-type: none"> • Senior Seminar • AVID • Study Skills • READ 180 	<ul style="list-style-type: none"> • Stakeholder Surveys • Stakeholder Interviews • Classroom Observation Forms • PLC • Course Catalog • Credit Recovery Course Schedule and

<ul style="list-style-type: none"> • Pearson Online Learning • English Language Development (ELD) • Transitional Training Program (TTP) • Advanced and Advanced Placement Classes • Dual Enrollment • Academic Seminar <p>Students who need to recover credits are given multiple extended learning opportunities. During the school year, credit recovery opportunities are offered for core classes during the school day and a Independent Studies option is available for select students. Students who have received a D or F are referred to Pearson Online Learning Program through counselors and the Intervention Coordinator. Similarly, these students are also offered credit recovery options online or during Summer.</p> <p>Academic Seminar is a research-based intervention program to provide support to incoming freshmen during their transition into high school. Students are provided with additional teacher-student time to get clarification and assistance as well as connect with the culture of our campus. Students transitioning into ninth grade with less than a 3.0 GPA are automatically scheduled into the intervention program.</p> <p>On an individual level, counselors serve as coordinators of student support meetings, including student-teacher meetings, student-parent meetings, and SSTs. These various formats allow those involved to come together to support individual success.</p> <p>Student survey results show that approximately seventy percent of students feel that there are resources available to utilize in order to be successful in their courses.</p>	<ul style="list-style-type: none"> Attendance Records • Grade Level Intervention Team Agendas and Minutes • Aeries Documentation of Counseling Support • Pearson Online Learning Program • Senior Exit Interview Intervention Course • School Psychologist • Health Office • BreakThrough Student Assistance Program • Grade Level Counselor Pull Out • College and Career Center • Academic Seminar • The Learning Center • Community Service • Read 180
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Direct Connections

How direct are the connections between academic standards and expected school-wide learning results and the allocation of resources to student support services, such as counseling/advisory services, articulation services, and psychological and health services or referral services?

Findings	Supporting Evidence
We provide personal support to students through our counseling	<ul style="list-style-type: none"> • Stakeholder Surveys

staff. Counselors are available at all times to meet with students who are struggling with personal issues. Teachers often make referrals to counselors based upon their observations and interactions with students in the classroom.

When needed, counselors make referrals to a number of resources that can serve to support individual students. These resources include:

- Consultations with the school psychologist
- Participation in on-site student support groups, such as grief groups, anger management groups and girls' groups
- Breakthrough, a district student assistance program which is led by a district counselor. This program evaluates students through a formal family interview and links them to appropriate resources. Students are often referred for this program when they are involved in drug and alcohol-related infractions at school.
- The health office, which consists of a full-time health technician and a part-time registered nurse. This resource serves as a liaison between students and the school for issues related to physical health, attendance issues, and mental health.
- A variety of community support programs including: California State Department of Social Services, Temecula Mental Health Services, Healthy Kids Medical Insurance, private counseling services, and non-profit support programs.

All extracurricular activities including athletics and performing arts have GPA requirements for students for participation.

In addition to specific support services, we offer a number of school-sponsored activities which provide personal support to students. The PLUS and Link Crew leadership programs assist student with social issues and high school transition. Other clubs and athletic activities provide students with avenues for social interaction and opportunities to achieve in co-curricular activities.

When a school tragedy occurs our staff is alerted so they can respond appropriately to students' needs. Our counseling staff provides students and staff with venues for support and comfort.

- Stakeholder Interviews
- Activities Observation Form
- Support Group Information
- BreakThrough Student Assistance Program
- School Nurse
- District Nurse
- School Psychologist
- Support Groups
- School Nurse
- School Attendance Review Board (SARB)
- Healthy Kids Survey
- District Crisis Team Manual
- District Crisis Plan
- District Counselor meetings

District and sister school counselors come to assist in this process providing a community of support amongst the schools.

Strategies Used for Student Growth/Development

Evaluate the types of strategies used by the school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Findings	Supporting Evidence
<p>We have developed Academic Seminar to help incoming freshmen that are below basic adjust to high school. These students are determined by looking at CST scores, GPAs and recommendations from middle school administration. They receive extra support in study skills classes with one of their core teachers. Academic Seminar has created network of teachers that span the curriculum to provide maximum support for students. 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.</p> <p>The objective for the Learning Center is to support academic learning through a student’s school day in their core academic classes. Students who are on an active 504 and IEP plans as well as Academic Seminar and At-Risk students can benefit the most from this assistance in improving overall academic achievements. Working in conjunction with the middle schools, using informal assessments and systematic intervention programs and collaborating with administration and teachers will help us create an effective system for placement and intervention and provide measurable data to track student achievement.</p> <ul style="list-style-type: none"> • Informal Assessments (benchmark and progress monitoring system) • Pull-out testing- RSP, SDC, Academic Seminar, General Education students • Make-up testing- All students • Tutoring in core subjects- (1 on 1 or small group) • Computers, laptops, iPads- Research, Writing, web-based 	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • AVID • Pearson Online Learning Program • Academic Seminar • Read 180 • Study Skills • Grade Checks • IEP and 504 • Grade Level Transcript Reviews • Learning Center • PLC • Academic Seminar • Behavioral Expectation Assemblies

<p>informal assessments and web based alternative curriculum</p> <ul style="list-style-type: none"> • Textbooks for all core subjects <p>We have incorporated PLC to develop best educational practices. Weekly meetings during Late Start have been established to allow for teachers to collaborate and create assessments to monitor student progress in learning the state standards. PLC meetings work to develop:</p> <ul style="list-style-type: none"> • group norms • SMART Goals • develop formative and summative assessment • discussion of best practices • collect/analyze data • use data to guide curriculum • mini workshops/ training • cross-curricular alignment 	
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Support Services and Learning

To what extent does the school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning, e.g. within and outside the classroom?

Findings	Supporting Evidence
<p>We support students through individual assistance within the classroom and outside the school day. Teachers support Special Education students following accommodations and collaborating with Special Education teachers, English Language Learners are supported within the ELD classroom and by being placed in classes with a properly certificated teacher.</p> <p>Expository Reading and Writing Course is offered to Juniors and Seniors as an advanced English class. This program was developed by the California State University System to prepare graduating students for collegiate reading and writing.</p> <p>We have a designated English Language Learners program with a Coordinator who oversees the students involved.</p>	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • Advanced/ Advanced Placement Courses • Dual Enrollment • Expository Reading and Writing Program • Bridge Program • TTP • Academic Seminar • Speech and Debate Team • Peer Tutoring • Every 15 Minutes

<p>AVID helps students develop effective study skills and plan for college.</p> <p>The Learning Lab was created to help Special Education students as well as general education students. This program is run by Special Education staff members.</p> <p>Special Education Students are enrolled in study skills classes to help support them in general education classes.</p>	<p>Program</p> <ul style="list-style-type: none"> • Leadership Conferences • PTSA Reflections • CLASS Awards • Club Mainstream • ELAC • ELD • Learning Lab • Study Skills • Science Olympiad
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Equal Access to Curriculum and Support

What have you learned about the accessibility of a challenging, relevant and coherent curriculum to all students? What have you learned from examining the demographics and distribution of students throughout the class offerings?

Findings	Supporting Evidence
<p>The course catalog is published for students all stakeholders to help in the four year planning process. Counselors regularly meet with students regarding their plans for post-secondary life. Students are given the opportunity to take any class they meet the requirements for. Students outline their plans at the start of their freshmen year so that they can meet the benchmark requirements over their time here.</p> <p>Students feel connected to what they are learning. This can be seen through the student survey:</p> <ul style="list-style-type: none"> • Approximately 84% of students either agree or strongly agree that their teachers evaluate their learning in a variety of ways. • Approximately 73% of students either agree or strongly agree that they are encouraged to use critical thinking skills in the classroom. <p>Students who are a part of the Golden Alliance have the ability to enroll in an extra period beyond the traditional school day. The first year they are enrolled in this they have the ability to meet</p>	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • Classroom Observations • AVID • Academic Seminar • Dual Enrollment • Co Enrollment • AP/ Honors Courses • Pearson Online Learning Program • Student and Community Profile • The Golden Alliance Band Program • Guidance Calendar • Scheduled Labs

<p>their Visual and Performing Arts credit and their second year in the program allows them to fulfill their Physical Education requirement.</p> <p>We offer all students the opportunity for enriched challenging curriculum with:</p> <ul style="list-style-type: none"> • Dual Enrollment • CSU Expository Reading and Writing • AVID • AP/Honors classes <p>Students who are in need of remediation have the opportunity to fulfill these requirements in a variety of ways:</p> <ul style="list-style-type: none"> • Pearson Online Learning • Summer School • Co-enrollment Adult Ed • Co-enrollment Community College • Re Enrollment in matching semester • Online enrollment through district approved independent study programs. 	
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Co-Curricular Activities

To what extent does the school leadership and staff link curricular and co-curricular activities to the academic standards and expected schoolwide learning results?

Findings	Supporting Evidence
<p>Our Principal is on BNN everyday with ‘Common Sense for the Day’. He uses this as an opportunity to speak to the entire campus about subject related to our CLASSLERS.</p> <p>A variety of academic standards are reflected in the assignments that students complete in their classes.</p> <p>Leadership programs cover the standards of our CLASSL’Rs during the school day and beyond in extracurricular activities. The programs and events they provide for the student body support all students.</p>	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • CLASSLR Posters • Bronco News Network (BNN) • NHS/CSF Tutoring • Academic Seminar • Renaissance • PLUS • ASB and Student Senate

<p>Renaissance holds the CLASS awards evening every year which allows students to be recognized for their co-curricular achievements. This event is open to all stakeholders.</p> <p>The school newspaper and yearbook document major academic and extracurricular events throughout the year. Students look forward to the release of these publications.</p> <p>Every classroom has a CLASSLR poster which is visible to all students and stakeholders.</p>	<ul style="list-style-type: none"> • Link Crew • JROTC • Letters: Academic, Athletic, Activities • Newspaper • Literary Magazine • Yearbook
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Student Involvement in Curricular/Co-Curricular Activities

Comment on the effectiveness of the school process for regularly evaluating the level of student involvement in curricular/co-curricular activities and student use of support services.

Findings	Supporting Evidence
<p>At the start of every school year ASB holds a Club Rush which provides students with the opportunity to join groups on campus. This event allows club advisors and administrators to evaluate the climate of student participation on campus.</p> <p>There are multiple events throughout the year to encourage students to get involved on campus:</p> <ul style="list-style-type: none"> • ASB/Senate holds a formal nominating convention • Link Crew, PLUS and Renaissance open application process to join a leadership program • JROTC actively recruits both on campus and at our feeder schools • Performing Arts have open auditions throughout the year <p>Fifty-six percent of students surveyed identified they have used and benefitted from their interaction at the College and Career Center.</p> <p>The level of student involvement in curricular and co-curricular activities is measured and evaluated through class rosters based on student applications to the classes offered.</p>	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • Link Crew • PLUS • ASB/Senate • Yearbook • Newspaper • Literary Magazine • Renaissance • Course Selection • National Honor Society • California Scholarship Foundation • Senior Survey • Transcript Review • College/Career Center • Kuder Navigator • RSP/SDC Case-Carriers • Biannual Counselor

<p>Support services provided for student population include annual transcript review, and biannual counselor meetings.</p>	<p>Visits</p>
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Student Perceptions

Comment on the student view of student support services after interviewing and dialoguing with student representatives of the school population.

Findings	Supporting Evidence
<p>We support student needs socially and academically in a variety of ways. The programs we have built over our ten years of service have allowed our students and staff to build a strong community. Students feel connected to school and are open about their support for our campus culture.</p> <p>Students understand that they have a variety of ways to become involved on campus. The Senior Exit Survey showed:</p> <ul style="list-style-type: none"> • 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 club/organization during their high school career. • Students reported from the WASC Student Focus Group they felt they could go to the counselor when they were need of assistance. Findings show that they felt they could visit their counselor if they had needs however a majority felt supported by staff on campus regardless of how often they chose to visit their counselor. Approximately 74% of students either agree or strongly agree that they receive support to ensure that they are meeting all requirements for graduation. In addition, 77% of students either agree or strongly agree that they participate in planning for graduation and for their post-high school goals. 	<ul style="list-style-type: none"> • Stakeholder Interviews • Stakeholder Surveys • BNN • Campus Clubs • AVID • JROTC • Link Crew • PLUS • ASB • Renaissance • Academic Seminar • Golden Alliance • Late Start Tutoring • College/Career Center • Athletics Program • Teachers • Counselors

Category E: Culture: Areas of Strength and Growth

Areas of Strength:

- Incorporation of CLASS in entire school culture.
- Implementation of Dean of Students position and a consistent discipline matrix.
- Stakeholder awareness of discipline matrix.
- High level of stakeholder participation.
- Development and utilization of College and Career Center.

Areas of Growth:

- Continue to develop opportunities for student connectedness.
- Continue to develop outreach and transition programs with feeder middle schools.