



Western Association of Schools and Colleges

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: January 22, 2017

School:	Murrieta Canyon Academy (MCA)		
Address:	24150 Hayes Avenue,	Murrieta, CA	92562
	Number and Street	City and State	Zip Code
Mailing Address (if different):			
	Number and Street	City and State	Zip Code
Telephone #:	(951) 696-1409	Fax #:	(951) 304-1667
Email Address:			
Chief Administrator:	Martina Beach-Hedges		
School District:	Murrieta Valley Unified School District		
Enrollment:	206	Current Grade Span to be Reviewed:	9-12
County:	Riverside		

Check any of the following that apply to your school:

- Comprehensive
 Community Day School
 Alternative Education/Continuation
 Independent Study
 Charter School
 Home Study
 Online Distance Learning
 Other: Explain:

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online 50%, and the percentage of students utilizing the online delivery system 52%.

Briefly describe: **MCA is an alternative school of choice which houses multiple programs to fit the need of students. We house multiple programs including independent study and what we call Carpe Diem, a student behavior improvement program for students on suspended expulsion. The curriculum used for these programs as well as for our credit recovery courses is Apex Online. Students can work at school or at home to complete courses toward credit completion for graduation.**

Part II: School Profile

School Introduction

Murrieta Canyon Academy is an alternative education school serving approximately 250 students in grades K through 12. The school offers a K-12 independent study program (IS) that offers flexibility to students at the elementary, middle and high school level. The Daily program is for 9th through 12th grade students who work with teachers in smaller classroom environments who use varying teaching strategies to support student learning. Carpe Diem is a single classroom program for students who are in need of restorative practices who would otherwise be expelled from the district. Co-enrollment opportunities are also available to IS and Daily students at the district's comprehensive school sites.

The academically challenging programs are delivered in an environment that is small, personal, creative, and caring for students seeking a flexible, learner-centered, competency driven education within a standards-based program. Students have the opportunity to co-enroll in rigorous classes including Advanced Placement, Dual Enrollment, International Baccalaureate and Career Training Education (CTE) classes. Students can also participate in the performing arts programs and competitive athletics at the comprehensive high schools. With on-line courses, students with varying levels of readiness are able to work at their own pace.

School Description

Murrieta Canyon Academy (MCA) is located in Murrieta, which is located in Southwest Riverside County and is considered a bedroom community of Riverside, Orange and San Diego counties. Murrieta has experienced extraordinary growth over the past several years due to rapid development of affordable housing, increased presence of light industry, and governmental agencies. Neighboring communities of Temecula, Menifee, and Wildomar have experienced similar population growth bringing the number of residents in the valley to well over half a million people. Murrieta is a dynamic community and lately a community that is showing an upsurge in student mobility, which could be a result of the current economy. This makeup creates transitional challenges for schools and families with vastly divergent needs and expectations.

MCA is part of the Murrieta Valley Unified School District (MVUSD) where there are over 8500 high school students attending the MVUSD's three comprehensive high schools and the Alternative School of Choice, Murrieta Canyon Academy. MCA is a school created by merging Creekside High School, a continuation school, and Tenaja Canyon Academy, an independent study school, and opened in the fall of 2016. The school is located in the western portion of the city and serves students in grades one through twelve. The current enrollment is approximately 249 students in grades 1-12, and 206 students in grades 9-12.

Demographic Data

The following charts visually explain the enrollment information for MCA and is broken down into ethnicity, gender and special programs. Data is also presented regarding the breakdown of ethnicity of teaching and administration staff.

MCA 2017-2018 enrollment*

Grade	Female	Male	Total
9	9	6	15
10	15	15	30
11	46	32	78
12	50	47	97
Total	120	100	220

*Per Aeries Student Data System at time of report

MCA Student Enrollment by Ethnicity 2017-2018*

Ethnicity	Number of Students	% of Student Population
Hispanic or Latino	89	40%
White not Hispanic/Latino	110	50%
Black/African-American not Hispanic/Latino	10	4.5%
Asian not Hispanic/Latino	7	3%
American Indian or Alaska Native	5	2%
Pacific Islander not Hispanic/Latino	9	4%
Two or More/Declined to State	92	42%

*Per Aeries Student Data System at time of report

MCA Teaching Staff by Ethnicity 2017-2018

Ethnicity	Number of Teachers	% of Teaching Staff
Hispanic or Latino	3	19%
White not Hispanic/Latino	13	81%
Black/African-American not Hispanic/Latino	0	0%
Asian not Hispanic/Latino	0	0%
Pacific Islander not Hispanic/Latino	0	0%
Total	16	100%

MCA Administration Staff by Ethnicity 2017-2018

Ethnicity	Number	% of Administration
Hispanic or Latino	0	0%
White not Hispanic/Latino	4	100%
Black/African-American not Hispanic/Latino	0	0%
Asian not Hispanic/Latino	0	0%
Total	4	100%

MCA Students by Special Populations 2017-2018

Special Population	Number of Students	% of Student Population
Foster	6	3%
Homeless	1	.4%
English Language	13	6%
Socio-Economically Disadvantaged	88	40%
Individuals w/ Exceptional Needs	39	18%

Student Achievement Data

CAASP Assessment was proctored during the 2016-2017 school year. It was the first year for MCA to take the CAASP in the computer labs as a whole. Results are below with 94 students participating in the ELA assessments and 91 students participating in the math assessments. This is an area of concern and is part of regular staff and PLC discussions.

In November of 2017 due to the at-risk and transient population MCA serves, MCA qualified for the Dashboard Alternative School Status (DASS). It designates modified methods of measurement for indicators that are aligned with the evaluation rubrics of the Local Control Funding Formula (LCFF) to evaluate the success or progress of schools that serve high-risk students (<http://www.cde.ca.gov/ta/ac/dass.asp>).

Percentage of Students Ready or Conditionally Ready in ELA/Math

EAP 2016-17		
ELA		
Conditional	Ready	Combined
21.1%	0	21.1%
Math		
0	0	0

CAASPP Results in English Language Arts

	Number of Students 2016-17	Percentage of Students 2016-17
Standard Exceeded	8	8.5
Standard Met	33	35.1
Standard Nearly Met	24	25.5
Standard Not Met	29	30.9

CAASPP Results in Math

	Number of Students 2015-16	Percentage of Students 2015-16
Standard Exceeded	0	0
Standard Met	7	7.7
Standard Nearly Met	23	25.3
Standard Not Met	60	65.9

Part III: The Criteria

Category A Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

Murrieta Canyon Academy's statement of purpose is "*Meeting the Needs for a Personal Education*". Its mission is to "*offer an alternative educational approach to students seeking a flexible, learner-centered, competency driven education within a standards-based program*". Murrieta Canyon Academy serves students in grades K through 12 in the Murrieta Valley Unified School District. MCA offers a daily program for 9th through 12th grade students who need remediation and a smaller classroom environment and a K-12 independent study program with a tiered attendance program that offers flexibility to students at the elementary, middle and high school level. Co-enrollment opportunities are available so students may access programs at comprehensive school sites as well. These programs provide students a viable alternative to the traditional school with an academically challenging program in an environment that is small, personal, creative, and caring. The small class sizes and independent study program enable teachers to address a wide variety of learning styles. Dedicated and caring staff and administrators partner with the district's traditional schools to provide each student with a personalized learning experience. The district-approved curriculum is presented in a small and caring environment where students feel comfortable and are encouraged to succeed. Murrieta Valley Unified School District recognizes that its' students are living in a diverse community where some would benefit from a different learning environment and educational structure while accomplishing their diploma, college, and/or early graduation goals. The district is committed to providing academic options for these students.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

Due to the recent transition from Tenaja Canyon Academy to what is now Murrieta Canyon Academy, the school's learner outcomes are still in the developmental stages. When the concept of MCA was developed, a team of stakeholders known as the "MCA Aesthetic Committee" created the SOAR acronym to represent the expectations of student ideals: Success, Opportunity, Academics, and Respect/Responsibility. This process incorporated the Focus on Learning pillars to ensure a student-centered outcome, as well as to keep the needs of alternative education students at the forefront when planning. Staff members then spent time breaking these ideals down into specific actions and behaviors. Although these actions and behaviors have not yet become an official part of the SOAR learner outcomes, they have been documented and put on reserve until staff members have more time for collaboration.

Seventy two percent of staff members surveyed stated that they either "agreed" or "strongly agreed" about being aware of MCA's learner outcomes.

Explain how the school's purpose is communicated to the members of the school community.

Murrieta Canyon Academy's purpose is communicated to the members of the school community in a variety of ways. It is posted on the school's website, documented in the school's brochure that is accessible online, and stated in the student handbook each year. Additionally, staff members spend time each week during staff meetings and Professional Learning Community (PLC) meetings addressing ways to enhance the school program of alternative education while aligning it to the school's purpose of meeting personal educational needs. Students also spend time at the beginning of each year reviewing the school's purpose through common lesson plans developed by the Leadership Team.

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

MCA has been in a constant state of progression and development since the transition from Tenaja Canyon Academy. Administration and key staff members have worked diligently to develop a school program that is relevant and rigorous and meets the needs of students seeking an alternative educational setting. Because the Focus on Learning ideals have been the blueprints of the development of the school program, the unique needs of MCA students have guided decision-making. With each new change and development, the mission of offering a flexible, learner-centered, competency driven education within a standards-based program is always at the forefront of decision-making and the focus of meetings and trainings.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

There is a current process for regular review and revision of the school purpose and learner outcomes in place at MCA. With the establishment of MCA, a Leadership Team was created that consists of key staff members and administration. This team meets on a regular basis to discuss schoolwide needs and plays a significant role in the development of the school program.

Supporting Evidence and Documentation:

- Staff Survey (see Appendix A)
- Student Survey (see Appendix B)
- MCA Website - <https://www.murrieta.k12.ca.us/murrietacanyon>
- Leadership Team Meeting Agendas/Minutes (see Haiku site)
- Interview with Principal

Achievements:

- MCA Mission
- MCA Vision
- Leadership Team
- SOAR Acronym

Areas for Improvement:

- a. Establish learner outcomes for each letter of the SOAR acronym that represent the mission and vision of the school
- b. Embed the learner outcomes into the school program so that students take ownership of them and so that they are at the forefront of decision-making

A2. Governance Criterion: The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the LCAP.

Provide information about the governance structure and its responsibilities.

The MVUSD governing board has a complete set of policies and administrative regulations that address the needs of each site. These policies and regulations guide yearly district and site goals which are presented to each site administrative team. With these goals at the forefront of decision-making, administrators then develop the Single Plan for Student Achievement (SPSA). MCA administration then presents the SPSA to the MCA Leadership Team prior to each school year so that they can begin to develop an action plan that aligns with MCA's purpose and mission, as well as MVUSD's mission of; *to Think, to Learn, to Achieve and to Care*. Throughout the year, the Leadership Team meets bimonthly in order to monitor progress towards the goals laid out in this plan.

Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

The Local Control and Accountability Plan (LCAP) is an important component of MVUSD, as it guides funding for all programs and sites. Therefore, in order for sites to function from a fiscal perspective, they must adhere to the goals and expectations laid out by the district's LCAP each year. MVUSD's LCAP focuses on serving the underrepresented populations in the district, such as the socioeconomically disadvantaged, English learners and foster youth populations. Since students from these subgroups make up a large portion of MCA's student body, the alignment of MCA's mission and learner outcomes to district policies and bylaws occurs with ease and support.

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

The Governing Board believes that its primary responsibility is to act in the best interests of every student in the District. The Board also has major commitments to parents/guardians, all members of the community, employees, the state of California, laws pertaining to public education, and established policies of the District. To maximize Board effectiveness and public confidence in District governance, Board members are expected to govern responsibly and hold themselves to the highest standards of ethical conduct. The Board expects its members to work with each other and the Superintendent to ensure that a high-quality education is provided to each student. Each individual Board member shall; 1)keep learning and achievement for all students as the primary focus, 2)value, support and advocate for public education, 3)recognize and respect differences of perspective and style on the Board and among staff, students, parents and the community, 4)act with dignity, and understand the implications of demeanor and behavior, 5)keep confidential matters confidential, 6)participate in professional development and commit the time and energy necessary to be an informed and effective leader, 7)understand the distinctions between Board and staff roles, and refrain from performing management functions that are the responsibility of the Superintendent and staff, and 8)understand that authority rests with the Board as a whole and not with individuals.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

The SPSA is written directly from the goals laid out in the LCAP by site administration. It is then presented to the site Leadership Team for feedback and input. Once in place, site administration presents the SPSA to the Executive Director of MVUSD, who oversees and monitors the district’s LCAP. Throughout the school year, as changes or updates are made to the SPSA in terms of site expenditures, programs and goals, site administration communicates these changes to the Executive Director for approval. In addition, site administration submits the “Principal Monthly Update” report to the MVUSD Superintendent, which allows for additional monitoring of the SPSA in terms of student performance, school programs and site budget. Site administrators also participate in monthly principal meetings where they share out on progress towards their SPSA goals.

Comment on the effectiveness of the established governing board/school’s complaint and conflict resolution procedures.

The process for complaint and conflict resolution at MCA has proven to be effective and productive for staff members. To begin the process, communication sent to the site principal is first required to initiate an investigation of the complaint. This can be in the form of an email or written letter and must state a description of the complaint. The principal then launches an investigation and if needed, seeks advice and support from Human Resources at the district level to determine any violations of education codes. Providing no violations have occurred, the site principal follows up by writing a Letter of Resolution of Findings. If the complaint is not resolved through this process, it is then turned over to Human Resources.

Supporting Evidence and Documentation:

- MCA Website
- MVUSD Website - <https://www.murrieta.k12.ca.us>
- LCAP
- SPSA
- Board Policies and Bylaws
- Interview with Principal
- Leadership Team Meeting Agendas/Minutes

Achievements:

- Development of SPSA

Areas for Improvement:

- a. Inclusion of all stakeholders in the SPSA process

A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion: Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, the academic standards, and the college- and career-readiness standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

MCA relies heavily on staff involvement to support student learning. With the varying individual needs of students on an alternative education campus, staff buy-in is crucial to the success of programs. MCA administration places value and importance on the Focus on Learning model in that staff share an equal role in the development and success of each student. Every Monday is modified for an early release schedule so that staff members have the opportunity to meet, discuss and collaborate on student learning. Once a month these days are dedicated to staff meetings, where all staff members, to include teachers and classified employees, come together and discuss current and relevant happenings on campus. The environment of these staff meetings is always open-forum and take place sitting in a circle so that everyone can see one another and have the opportunity for equal participation. Input and feedback are always encouraged. PLC meetings take place bimonthly. Since MCA is small in size and only has a few teachers in each subject, the grouping of the PLC's is cross-curricular. The focus of the PLC meetings is to assess student performance, analyze data and develop interventions. Additionally, the PLC time is used for teachers to discuss areas of concern related to student learning. Due to the smaller setting of these meetings, teachers are more inclined to voice their personal concerns and share input. This information is documented and then shared out at staff meetings. Finally, staff members have been trained to utilize the Intervention/Discipline portion of Aeries, the site's student database. This allows for teachers to see one other's comments in terms of student behavior and interventions, which allows teachers and staff members to work together in helping students. All of these systems are means for instilling a culture of shared responsibility amongst staff at MCA.

Fifty three percent of staff surveyed stated that they either “agreed” or “strongly agreed” that there is a process in place for involving staff in shared responsibility, actions and accountability to support student learning.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

There are many existing structures for internal communication at MCA. District email is the primary source of electronic communication. Administration uses this forum to send out announcements about meetings, upcoming events, staff development opportunities and student information. Additionally, MCA administration utilizes the Haiku learning management system as a hub for communication and storage of professional development curriculum. MCA staff members have access to this LMS on a regular basis as a means of establishing consistent and common communication school wide. Teachers are encouraged to log in on a regular basis to view new content and to utilize the posted teaching resources. Also, MCA administration puts out a “Friday Flyer” each week that recaps campus happenings, upcoming events and important messages to staff. This flyer is sent out via district email to MCA staff and is posted to MCA's Haiku site.

MCA staff relies heavily on the Professional Learning Community (PLC) process for internal planning. Whether it be curriculum design or program development, everything begins in the individual PLCs first. From there, information is shared out amongst all staff either via email or at staff meetings.

MCA administration encourage staff participation and input in every aspect of the school program. In the event of differences arising, staff members are encouraged to share this input at staff meetings if the content pertains to the school program. This allows for discussion amongst all staff members. If personal differences arise, staff members are encouraged to follow the protocol for submitting a professional complaint and then district procedures are followed in terms of following up on this complaint.

Although there are various existing structures in place for internal communication, planning and resolving differences, the staff response indicates that these structures are not being utilized at an appropriate level. Sixty six percent of staff surveyed stated that they either “disagreed” or “strongly disagreed” that the existing structures for these actions are effective.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

MCA’s school planning process is broad-based and collaborative in nature. Programs and action plans are driven by the goals and vision set out by both the district and site. MCA administration is in constant communication with district personnel when the site plan is updated and new goals take shape. All planning involves the site leadership team, which is comprised of teachers, counselors and administrators. The leadership team meets regularly to review and discuss the site plan, as well as changes and updates made to the plan. They have shared responsibility in assuring that programs and plans made for MCA are directly aligned with the site’s vision. MCA staff also meets regularly in PLCs to collaborate and discuss new programs and plans, and feedback from these PLC meetings is shared out at staff meetings.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

MCA’s single plan and the LCAP are developed on an annual basis with the collaboration and support of the leadership team and district personnel. Both are developed based upon the previous year’s student data to include academic achievement, standardized district and state assessments, attendance, and student involvement. The administrative team consistently reviews student data to guide decision-making and program development. As needs are identified and new goals and/or programs are created, the administrative team is responsible for updating the single plan and then presenting these changes to district personnel and the site leadership team.

Supporting Evidence and Documentation:

- Staff Survey
- PLC Meeting Agendas/Minutes
- Staff Meeting Agendas/Minutes
- MCA Haiku Site
- Friday Flyers
- Interview with Principal

Achievements:

- Friday Flyer
- Haiku Site
- Early Release Schedule for Meetings

Areas for Improvement:

- a. Improve the PLC process so that it allows for data analysis and modifying of curriculum to meet student needs

- b. Involve parents in the school planning process
- c. Establish additional means for internal communication
- d. Develop positive culture amongst staff to foster professional level of trust

A4. Staff: Qualified and Professional Development Criterion: A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

The MVUSD Human Resources Department strongly supports the district mission by securing the best and most qualified employees in all areas of the operation. The Human Resources Department strives to provide a professional, prompt and personal experience to all applicants and meet the following goals:

- **The successful recruitment, selection and retention of the very best candidates to serve our students.**
- **Allocation of resources in a manner which makes the greatest contribution to the instructional program of the district.**
- **Support a climate which produces optimum staff performance and satisfaction.**
- **Develop positive employee/employer relations.**

Additionally, MCA administration works diligently to ensure that staff is utilized in the most beneficial way for student success. In creating the master schedule, considerations pertaining to prior training, personal background/interest and additional certifications are taken into account. For example, a teacher that holds a credential in English but that has a passion for teaching History may be elected to teach a section of US History.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

All written communication established between administrators and staff at MCA is posted on the Haiku site. Additionally, administration sends out a Friday Flyer each week that communicates current happenings on campus and important communications regarding site procedures.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

MCA's evaluation process is aligned to MVUSD guidelines. Certificated and classified employees are evaluated every three years. The district notifies MCA administration of employees that are up for evaluation each year. Administration then notifies each employee to indicate the assigned administrator and the timeline of the evaluation process. From there, a pre-observation, observation and post-observation are scheduled with the evaluator and employee. As a result of the evaluation process, administrators offer recommendations to employees as a means to improve effectiveness. These recommendations are aligned with current educational trends that are relevant to student learning.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

MCA administration encourages staff to seek professional development opportunities that support student learning and that are aligned with site and district goals. During the 2016-2017 school year, the leadership team established a program to support professional learning. This program is referred to as Phoenix SOAR and is designed to celebrate Professional Development (PD) success and allow for recognizable badges to certify competency in individual professional growth. This program is designed to encourage and celebrate personal and professional growth targeting MCA's student learning outcomes and the district's mission. Professional learning opportunities consist of site, district and outside trainings, to include social networks, chats, discussions, and forums. In order to earn a badge for professional development, staff

members are asked to fill out the Phoenix PD form on the MCA Haiku site. This form outlines the professional growth activity and how staff members will demonstrate the new professional learning. Once administration receives the form, it is presented to the leadership team for approval. The various badges and levels are stated in the Professional Development flyer in Appendix E.

Summarize the current process to determine the measurable effect of professional development on student achievement.

The current process to determine the effects of professional development on student achievement is in the refining stage. Naturally, this process should take place during PLC meetings when teachers are analyzing data. With future changes in the school program approaching, it is expected that there will be a plan established to monitor the effectiveness of professional development.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

The following courses are taught by teachers that are teaching outside of their areas of major or minor, along with the stated reason:

- Chemistry – personal interest for teacher
- US History – personal interest for teacher
- Biology – personal interest for teacher
- English I, II, III and IV – Independent Study Program teachers
- Biology, Earth Science, Life Science, Environmental Science, Chemistry – Independent Study Program teachers
- World History, US History, Government, Economics – Independent Study Program teachers
- Math I, II, III – Independent Study Program teachers
- Algebra I, II – Independent Study Program teachers
- Geometry, Pre-Calculus, Probability and Statistics – Independent Study Program teachers

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

See attached document in Appendix C.

Describe any use made of regularly employed instructional assistants.

MCA utilizes the help of one Designated Instructional Services (DIS) Aide on campus. This staff member works with students in the Special Education classes, as well as students transitioning into the mainstream classes.

Describe any regular use made of community volunteers.

On a weekly basis, community volunteers come on to campus to share information to students in regards to college and career opportunities. There is a system in place for this process and the sessions are well-attended by students. Additionally, parent volunteers help with school activities when needed. However, MCA would like to grow the level of community and parent volunteers on campus to gain further support and to build the school community.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

The ratio is 15.5:1 per the October 1 CBEDS data, MCA had 249 enrolled students and 16 employed teachers.

Provide the information regarding support or classified staff.

Following is the breakdown of classified and support staff:

Classified/Support Position	Number of Staff	Employment Status
Guidance Technician	1	Full-time
Attendance Clerk	1	Full-time
Site Secretary	1	Full-time
Security Personnel	1	Full-time
Custodian	1	Full-time
DIS Aide	1	Full-time
Library Technician	1	Part-time
School Nurse	1	Shared w/other school sites
School Psychologist	1	Shared w/other school sites

Additional Supporting Evidence and Documentation:

- Master Schedule (see Appendix C)
- Interview with Principal
- MVUSD Website
- MCA Website
- MCA Haiku Site

Achievements:

- Student-teacher ratio
- Teacher flexibility within the Master Schedule
- Phoenix SOAR professional development program

Areas for Improvement:

- a. Implement procedure for measuring the effects of professional development on student achievement
- b. Increase level of community and parent volunteers in the school program

A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

As the alternative education campus in MVUSD, MCA receives a site budget allocated from district resources that is intended to fund the school program. Allocation of this site budget is guided directly by the SPSA. At the time of development for each school year, student goals are established based upon the vision and mission of the district. Because the LCAP plays an integral role in this process as well, many of the goals created pertain to the ideas and components of this document. Therefore, items such as career readiness and Social Emotional Learning (SEL), which are priorities of the LCAP, are at the forefront of goal setting. Upon district approval, the established goals become the foundation of the SPSA. Site administration decides how to spread resources to guide each goal and presents this plan to district personnel. Naturally, as changes occur and new goals are created throughout each school year, funds need to be reallocated for support. With each new change in allocation, site administration is responsible for informing and updating district personnel monthly. Therefore, the allocation of site resources is constantly being monitored and updated to stay aligned with the natural changes and needs of the school program.

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Once the SPSA is established each year, it is presented to the MCA leadership team for review and monitoring. The leadership team plays an important role in identifying student needs based upon the goals laid out in the SPSA. They are encouraged to provide feedback and input in regards to how site funds will be allocated to the different components of the single plan.

Explain the impact the process for the allocation of resources has made on student learning.

Because the SPSA is student-centered, the impact of the allocation of resources is always evident in regards to student learning. MCA is in constant search of developing programs and curriculum that meet the unique needs of the alternative education students on campus. Funds have driven many crucial professional development opportunities for staff that have had direct impacts on students such as social emotional learning, restorative justice practices, and career and technical education exploration.

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

MCA has evolved from previous curricular programs, starting with the original Creekside High School, to Tenaja Canyon Academy, and to what is now known as Murrieta Canyon Academy. With each new shift in curricular program, changes have occurred on the physical campus along the way to support the needs of students and the school community. When MCA was established and new school colors were selected by the Aesthetic Committee, the campus was painted to reflect this change. New foliage was planted around campus to create a welcoming environment, signs reflecting updated student expectations were hung, and a marquee was placed in the front of campus to highlight school events. For student appeal, a food court was established, the library was rearranged to accommodate the Phoenix Zone, and a computer lab was created for the Independent Study program. To ensure and maintain a high level of safety on campus, additional hours were added to security personnel, Lock Blocks were placed on all doors to aide in the event of a lock-down, and a Safety Committee was established to help monitor all safety procedures on campus.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

All material and equipment resources are regulated through the district Executive Director of Secondary Education. Approval of funds is determined based on site need and the single plan, and then sent to the board for final approval. Technology funds are determined by the Assistant Superintendent of Facilities and Operational Services. All technology needs are written into the site technology plan that are then a part of the district technology plan, of which is supported by Measure BB.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

All resources are guided by the LCAP and SPSA's within MVUSD. Therefore, heavy focus is placed on hiring highly-qualified staff and ensuring that staff is provided with relevant and frequent professional development opportunities to meet the needs of students.

Supporting Evidence and Documentation:

- LCAP
- SPSA
- Leadership Team Meeting Agendas/Minutes
- Staff Meeting Agendas/Minutes

Achievements:

- Social Emotional Learning (SEL) training
- Restorative Justice Practices training
- Phoenix Zone
- Safety Committee

Areas for Improvement:

- a. Acquire additional funds to support new site vision with programs and needed materials
- b. Continue to update school facility to ensure safety

Category B

Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC “a-g” requirements.

Students at Murrieta Canyon Academy (MCA) participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, University of California (UC) and California State Universities (CSU) A-G requirements, and our school’s Expected Schoolwide Learning Results (SOAR). With the Focus on Learning model at the core of the school program, MCA’s alternative education students’ needs are the focus of curriculum development and design.

In order to maintain a meaningful instructional program for students, teachers have received training on Elements of Effective Instruction and 40 Developmental Assets. Within our professional learning communities, teachers continue to develop and employ various teaching strategies and utilize peer coaching to engage students, and to measure success in reaching academic goals. Our goal is to continue discussion and investigation of instructional strategies/models and implement these strategies school wide.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

MCA Teachers meet in department/subject groups to collaborate on curriculum design and review. Due to our unusually small staff size, these groups are often one or two teachers only, so many of our teachers will outsource to the local educational community, particularly by reaching out to other MVUSD teachers. The MCA Teachers also serve on MVUSD curriculum committees, to ensure our site is using the same curriculum and instructional practices as our community. Teachers also meet bi-monthly in larger Professional Learning Communities (PLC) of their peers to discuss curriculum, school policies, and student achievement. The Independent Study teachers meet weekly to go over their shared students’ progress and curriculum.

Our Staff and Student Surveys show that 62% of Staff and 63% of Students either “agreed” or “strongly agreed” that MCA works collaboratively to examine and review curriculum.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

MCA staff participate in PLC groups where the teachers collaborate with peers on curricular review and evaluation. MCA Independent Study teachers also meet weekly to discuss goals and student progress. Department or Subject teachers meet regularly to plan and evaluate curriculum. Staff meetings for all staff, certificated and classified combined, are held monthly. The Leadership Team (LT) meets bi-monthly. MCA Staff also uses a shared Haiku page that is regularly updated to include information on all matters pertaining to the school. This Haiku page includes areas for shared discussions amongst teachers and other staff. Many of the administrators, counselors, and teachers also utilized shared Office 365 documents to collaborate.

In the new vision for MCA, time will be built into the daily schedule for collaborative review and evaluation in the afternoon. This collaboration will also involve students, in the form of portfolio review, tutoring, and SEL. Minimum day Mondays are also planned, which will allow for teachers to collaborate in PLCs or department meetings.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

MCA is a school of choice that draws students from many of the other schools in MVUSD, across all grade levels from elementary to high school. The curriculum used at MCA and the courses offered match with MVUSD, so that students who choose to move back to one of the comprehensive schools will be able to seamlessly transition. MCA Counselors and Administrators regularly attend all meetings within MVUSD to ensure our program is articulated with our feeder schools. MVUSD also has an agreement with the local community college, Mt. San Jacinto Junior College (MSJC) which allows the district to offer dual-enrollment courses and college credit. There are plans in place to align the MCA Art classes with either MSJC or Riverside Community College (RCC), so that our students will have the opportunity to earn college credit for our CTE Arts courses.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

See attached document in Appendix D.

List the courses for which there is a written comprehensive and sequential documented curriculum.

All courses on the Apex and Odysseyware online programs have comprehensive and sequential documented curriculum. These can be viewed on www.apexvs.com and www.odysseyware.com

Courses taught via direct instruction in the daily program have been aligned to the MVUSD learning goals and objectives of rigor and relevance, as well as California standards. Many MCA courses are a-g approved by the UC system.

List the graduation requirements of the school, if applicable.

Murrieta Canyon Academy students follow the MVUSD Graduation Requirements. In order to earn a high school diploma, students must:

1. Complete 230 credits, including 3 years of math, 3 years of science, and 50 elective credits
2. Complete 40 hours of Community Service at an approved non-profit organization
3. Complete the district’s Senior Culminating Project which consists of a Reflective Essay, a problem-based project, and an oral presentation before a panel

Students must successfully complete a minimum of 230 semester credits within the following specific requirements indicated below:

a. ENGLISH	4 years	40 SEMESTER CREDITS
b. MATHEMATICS	3 years	30 SEMESTER CREDITS
1 yr Algebra I – Required		
c. SCIENCE	3 years	
Physical Science - Required		10 SEMESTER CREDITS
Life Science - Required		10 SEMESTER CREDITS
Additional Science Course		10 SEMESTER CREDITS
d. SOCIAL SCIENCE	3 years	
World History/Culture		10 SEMESTER CREDITS
U.S. History		10 SEMESTER CREDITS
U.S. Government/Economics		10 SEMESTER CREDITS
e. VISUAL & PERFORMING ARTS	1 year	10 SEMESTER CREDITS
f. WORLD LANGUAGE	1 year	10 SEMESTER CREDITS
g. PHYSICAL EDUCATION	2 years	20 SEMESTER CREDITS
h. HEALTH	1 semester	5 SEMESTER CREDITS
i. CAREERS & INTRODUCTION TO COMPUTERS	1 semester	5 SEMESTER CREDITS
j. GENERAL ELECTIVES		50 SEMESTER CREDITS

Monitoring of the students’ four year graduation plans by both teachers and counselor ensures that students remain on-track to graduate on time.

MCA students also participate in the district’s Senior Culminating Project graduation requirement. The SCP is a graduation requirement established by the Murrieta Valley Unified School District in 2008 beginning with the graduating Class of 2013. This recommendation came from the 21st Century Collaborative Ad Hoc Committee. This district committee reviewed research and recommendations

addressing 21st century College and work force requirements, and as a result Board Policy 6146.1(a) regarding district graduation requirements was revised.

Students obtaining a diploma of graduation from a Murrieta Valley Unified School District high school shall successfully complete a presentation on personal career/life goals. This presentation will exhibit the student's creative ability, critical thinking and communication skills while demonstrating a clear understanding of the essential activities needed to achieve the career/ life goals. The Senior Culminating Project process includes: A written reflective essay, a problem based senior project - a presentation that reveals your passion and goals, and a culminating oral presentation.

MCA students begin preparation for the exit interview in their freshman year with the Career/ICT course and CCGI. The Freshman Project will provide students with the opportunity to investigate and do research related to their passions and aptitudes. This project will build the foundation for subsequent grade level projects that will ultimately lead to the Senior Culminating Project. The ultimate goal is to ensure all students are career and college ready upon graduation and effective contributors in our global society. The Freshman Project includes CCGI activities, Global Contexts, research, an essay and presentation.

MVUSD is currently designing another component, the Sophomore Project. MCA teachers are involved in the development of this aspect of the graduation requirement by attending the committee meetings to design the project. It is expected that the Sophomore Project will be rolled out during the 2017/2018 school year.

The Reflective Essay component is then written during the student's junior year. The senior project is presented to a panel of teachers, administrators, and peers at the end of the student's senior year.

To further assist students, community service opportunities are posted in the office and often advertised during announcements.

With a school-wide implementation of an instructional model that incorporates technology into a rigorous, standards-based curriculum, we believe that we have prepared our students to meet graduation requirements.

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

In 2017, MCA graduated 99 students, with two non-completers and seven dropouts. Many of our graduating seniors went on to enroll at the local community college that MVUSD partners with, MSJC. Few of our students also went directly to a four-year university. We also had a handful of students who joined the military. The majority of MCA graduates went directly into the workforce, making Career Technical Education (CTE) a priority for us in the future.

Additional Supporting Evidence and Documentation:

- Staff Survey (see Appendix A)
- Student Survey (see Appendix B)
- Staff Questionnaire
- MVUSD website
- MCA website
- MVUSD Board Policies and Bylaws
- MCA Vision Presentation

Achievements:

- Minimum days on Mondays to allow for collaboration (PLC, Department meetings, Staff meetings)

Areas for Improvement:

- a. Introduce the CTE Project Based Integrated Curriculum Academy model of instruction
- b. Goal of having MCA students meet the standard of Prepared—High School Diploma plus one on the California College/Career Indicator

B2. Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

The Counseling Department offers a variety of meetings regarding student academics including Orientation for all new MCA students. The Counselors also meet individually with students, ideally in the freshman and sophomore years, to go through the CCGI to help determine students' post-secondary plans. The Counseling staff also guides students through the college application and financial aid process, ASVAB military guidance, and CTE course availability. A recently formed committee of counselors, teachers, and administrators has been charged with creating weekly career presentations. MCA staff also assists the students in formation and development of their Senior Culminating Project, during which students are expected to reflect on their high school experience while commenting on their future goals and plans.

MCA strongly believes in the value of Career Technical Education and work-based skill development. Our new vision allows for our school to deliver instruction around industry-sector themes, in an Academy model. CTE pathways will further define these themes.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

MCA primarily uses a combination of different instructional models: APEX and Odysseyware online classes, Internet tutorials, flipped classroom, and direct instruction. All APEX and Odysseyware courses are Common Core aligned. All MCA courses meet UC a-g requirements.

The English curriculum exposes students to all California content standards in reading and language arts, but more importantly, it is a goal that every student leaves classrooms as global, critical thinkers— more aware of self and the world around them. All classes place emphasis on the core elements of English/Language Arts: literature, writing, grammar, listening and speaking and vocabulary.

The Math course and pacing schedule is determined by student need and effort. This fosters coherency and aids implementation in meeting the California content standards. Because many of our students learn independently, our math teachers use a variety of instructional models. There is some traditional textbook emphasis, and some direct teaching. Also utilized are the digital curriculums and online learning platforms. Alternatively, individual student/teacher instruction and tutoring, as well as peer tutoring, are the main teaching methods.

Assessment and flexible curriculum is designed not only to identify, repair and remediate poor math comprehension, but is used to formulate an individual student plan that will build a foundation for additional math skills.

The Science curriculum at Murrieta Canyon Academy is geared toward providing each student with the best science education possible. The MCA staff's goal is to create an environment that encourages academic excellence and a life- long interest in the sciences. Using the National Science Standards and the State of California Science Standards as guides, MCA provides a variety of educational opportunities and experiences in each of the courses that will enable every student to achieve their academic potential. Cross and Co-Curriculum activities are incorporated in the sciences such as math, reading, and writing. The science teachers meet to discuss current teaching practices in order to reach more students with

different learning modalities, and to increase the interest of students to take more and different types of science classes.

Murrieta Canyon Academy offers Visual Arts curriculum to meet the needs of California high school graduation VAPA requirements. Our Art teacher is currently completing the process to become CTE certified, so that MCA may soon offer an Arts CTE Pathway. This will include Art courses that are articulated with the local community colleges, as well as an AP Studio Art class.

All courses are aligned with the California content standards. Teachers have resource materials that are supportive of the standards, such as maps, digital curriculum, and computer access to the internet. Teachers use various methods such as project-based assignments, and technology-based presentations to ensure student engagement in learning.

Our Staff and Student Surveys show that 53% of Staff and 59% of Students either “agreed” or “strongly agreed” that MCA students have access to a rigorous and relevant curriculum.

With our new vision, MCA intends to change the way we deliver the curriculum by implementing a menu of educational options to be centered on Career Technical Education through the lens of Social Emotional Learning.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Students enrolling in Murrieta Canyon Academy attend an intake session with their parents/guardians and the MCA Counselor. Appropriate placements in Math, English, Science, and Social Studies are based on transcripts and previous course completion. Students who enroll mid-year will be placed in the same courses (if possible) that they were previously passing. If however, they were not passing any particular course, they will begin at the beginning of the semester. The students then have an initial meeting with the teachers to review class schedules, behavior and dress codes, policies and student expectations.

MCA holds an annual Orientation the week prior to the school year starting. During this time MCA new and returning students and their parents have the opportunity to take ID card photos, sign Master Agreements, access the Student Handbook, check out textbooks, and meet with teachers, the counselor, and secretary.

Murrieta Canyon Academy has a variety of elective courses including: English, Math, Visual Arts, Social Science, GED/CHSPE Prep and CTE/ROP courses. Each year, the MCA counselor meets one-on-one with students to select courses that match their career and post-secondary goals. During this meeting a graduation plan is reviewed along with student transcripts. This meeting helps students identify which courses they want to place into their schedules in order to meet their career and post-secondary goals. As needed, an individual plan for credit recovery is devised.

From the Staff and Student Surveys, we see that 62% of Staff and 63% of Students either “agreed” or “strongly agreed” that MCA uses personalized approaches to learning and creating individualized learning plans for students.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options

The MCA Counselors and teachers meet each semester with students to develop, review, and revise a yearly graduation plan. They make certain students who have planned to enter the community college/workforce are prepared fully for this next step. They monitor graduation plans to make certain all students will meet graduation requirements, including the Senior Culminating Project, and 40 hours of community service. Counselors and teachers monitor grades, conduct SST meetings to determine why students are not succeeding, and help devise ways in which students can be more successful. Meetings with students and parents are conducted to devise credit recovery plans when needed.

Students at MCA also have the opportunity to enroll in community college courses for high school credit. Because of our agreement with the comprehensive schools throughout MVUSD, our students can co-enroll in classes at any MVUSD school. MCA students typically co-enroll in classes such as lab sciences, foreign languages, and electives. MCA students also participate in CIF sports at the other district high schools. They also have the opportunity to attend Murrieta Adult School to earn credits that will apply to graduation from MCA.

We can see from our Staff and Student Surveys that 76% of Staff and 45% of Students either “agreed” or “strongly agreed” that MCA provides engagement in career, college, and other postsecondary plans. We hope to increase the percentage of our students who regularly participate in college, career, and postsecondary planning, with our new MCA vision that relies heavily on CTE and workplace readiness skills. Within this vision is an expansion of our Master Schedule to set aside dedicated time each afternoon for students to work with their CTE teachers, to attend Career workshops, and to self-reflect on their transition plans.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

MCA primarily uses two online curriculum programs, Apex and Odysseyware. We are the main district school to provide instruction via online learning. MVUSD and MCA have identified three critical elements that must be an essential component of all online courses:

- **Rigor:** Each online course must match the level of rigor found in our current courses.
- **Relevance:** Each online course must be designed to meet the learning goals and objectives of our current district courses while engaging students with meaningful, relevant content and activities, and rich, interactive digital resources.
- **Relationships:** Each online course must provide for substantial teacher-to-student and student-to-student interaction, with ongoing communication of expectations and progress with students and parents.

Rigor, relevance, and relationships are essential elements of an MVUSD online course and, we believe, to the successful online learning experience for our students. To achieve this, high quality content that includes a multimedia-rich and highly interactive learning experience, developed and delivered by MVUSD teachers, is essential. Our district online teachers are equipped and trained to provide this level of quality virtual instruction.

With the new vision for MCA, we intend to ensure all students are college or career ready by utilizing project based academics, career technical education and work-based skills that align with current and future trends of educational pedagogy.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

Each year the MCA counselor and teachers use the CCGI program, an internet based college and career planning program, to help students identify post high school plans. The Counselor also arranges for speakers to meet with students interested in attending educational institutions and arrange for admission counselors for students interested in attending a two year college (Mt. San Jacinto College, ITT Tech) to explain the registration and enrollment process. MCA students are invited to attend College and Career Readiness assemblies with speakers from local businesses, the military, the police and fire departments. The speakers give presentations to all students on the careers and the necessary preparations and requirements for these jobs. ASVAB testing is conducted by the military each year and provides juniors and seniors with information regarding their academic aptitude as well as career inventories matched to their interests and aptitude. Currently, MCA is considered a Tier 1 school for both the Army and Air Force, which will allow our students who are interested to immediately enlist upon graduation.

Supporting Evidence and Documentation:

- Staff Survey
- Student Survey
- Staff Questionnaire
- MCA Vision Presentation
- MVUSD website
- MCA website
- MVUSD Board Policies and Bylaws

Achievements:

- Creating an Orientation for all students
- Creating a committee to develop Career presentations

Areas for Improvement:

- a. Establish CTE Pathways that integrate rigorous academics with high-quality career technical education and work-based learning
- b. Expand our online blended learning opportunities to include Haiku LMS with Apex and Odysseyware, and possibly Summit Software
- c. Expand our instructional pedagogy to include flipped instruction, rotational model, gradual release, project-based learning, and OneNote Portfolio driven assessment
- d. Planned collaboration time in the new Master Schedule

Category C

Standards-based Student Learning: Instruction

C1. Challenging and Relevant Learning Experiences Criterion: To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

MCA students are involved in various challenging and relevant learning experiences that are aligned to the pillars of the Focus on Learning model. To achieve the academic standards, students are engaged in project-based lessons, presentations, and group activities. Additionally, students work towards the college and career readiness standards by completing a semester of Career/ICT, where they explore college and career options as freshmen. Also, students take part in the Senior Culminating Project (SCP) as part of a graduation requirement. This project helps guide them towards selecting a career path of interest and then researching the appropriate steps to seek this path. They are then required to present their career plan during their senior year to a panel of staff members as the culminating part of this process. Teachers work with students to help improve their presentational and communicative abilities, as well as enhance their soft skills. Restorative practices and social emotional learning help students work towards achievement of the schoolwide learner outcomes by maintaining their focus and emotional balance. Most teachers use their training on these techniques to engage students and to teach them to become active learners.

Sixty three percent of students surveyed either “agreed” or “strongly agreed” that they are involved in challenging and relevant learning experiences.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

Standards are displayed in the classrooms. Students are also given the standards in the Student Handbook. Seventy eight percent of students surveyed either “agreed” or “strongly agreed” that they are aware of the academic standards. Additionally, seventy four percent of students surveyed either “agreed” or “strongly agreed” that they are aware of the level of performance expected to demonstrate their knowledge of the academic standards.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of multimedia and technology instructional strategies is used.

Seventy two percent of students surveyed either “agreed” or “strongly agreed” that their teachers differentiate instruction to meet student’s needs. Additionally, eighty two percent of staff surveyed either “agreed” or “strongly agreed” that they differentiate classroom instruction to meet individual student’s needs.

Staff members report that they utilize the following instructional techniques to differentiate instruction: offering choice on projects, working with RSP teacher to modify assignments, study and discussion groups, presenting content in a variety of ways using multimedia (i.e.: PowerPoints, video/audio recordings, etc.). Teachers also reported that they modify assignments by using notes instead of worksheets, or by using study guides in place of practice assignments in Apex.

Teachers integrate technology in the following ways: using SEL Ted Talks and motivational videos, using Haiku LMS, showing YouTube videos on writing skills and math concepts, and using online curriculum such as Apex and Odysseyware.

Seventy seven percent of staff surveyed either “agreed” or “strongly agreed” that they integrate multimedia and technology into their instructional practices. The students also reported similar findings, with sixty one percent “agreeing” that their teachers do integrate multimedia and technology in the classroom.

Supporting Evidence and Documentation:

- Student Survey
- Staff Survey
- Staff Questionnaire
- Interview with Principal
- MCA Student Handbook

Achievements:

- Senior Culminating Project
- Student Handbook

Areas for Improvement:

- a. Implement a program for design-based learning that is relevant for students
- b. Implement a program for project-based instruction that will actively engage students in the learning process
- c. Create a system for portfolio-driven assessments that will highlight student learning
- d. Establish a tutorial system that offers instructional support as a means for intervention

C2. Student Engagement Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels for college, career, and life.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of multimedia and other technology.

Sixty two percent of teachers surveyed either “agreed” or “strongly agreed” that they keep current in instructional content. Some MCA teachers serve on district curriculum committees. All staff members participate in MVUSD staff development on a yearly basis. MCA staff has been trained in Social Emotional Learning (SEL) and Restorative Justice Practices. Trainers from the Apex and Odysseyware Online Curriculum programs have come onto MCA campus to instruct teachers. Administration posts weekly instructional and inspirational videos on the MCA Haiku site. There is a SOAR Board posted in the staff lounge that celebrates staff members who have kept current through professional development opportunities. This fun, game-like board encourages and motivates staff to seek training and professional development in the latest instructional methodologies. The SOAR Board is attached in Appendix E.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

Teachers reported that they incorporate coaching strategies such as goal setting, motivational talks and videos, rewards for achievement, positive feedback and encouragement to facilitate learning for all students. MCA staff also uses team-building exercises to encourage trust and enthusiasm among all students. Class and schoolwide celebrations, such as Pancakes for Passing, are used as motivational tools.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

MCA students are engaged in a variety of experiences where they are able to apply acquired knowledge. Science labs, math assimilations, art contests, and project-based assignments are all examples of these experiences. With the implementation of the new vision and program for next school year, application of acquired knowledge will be at the forefront of the instructional model.

Explain how students demonstrate higher level thinking and problem solving skills in a variety of instructional settings.

MCA students demonstrate higher level thinking and problem solving in a variety of ways in class. They are presented with daily situational lessons that require application and analysis of previous learned content. Examples include using the campus to plot quadrants in Math class or taking input from a Shakespearian actor to then perform an original skit.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Technology has become a priority for our site. We have a brand-new computer lab with current models of desktop computers, printers, and copiers. Many classrooms also have laptop computer carts available for student use. We also utilize two online curriculum programs, Apex and Odysseyware. Additionally, some teachers use the Haiku LMS for instruction. MCA has also adopted an SEL curriculum, which includes the use of the Phoenix Zone for mindfulness practice. The mindfulness and SEL approach allows for students to become re-engaged in their learning. MCA staff is also using Restorative Justice Practices to build positive relationships with the students.

Explain the degree to which students have access to and are engaged in career preparation activities.

As a means to engage students in career exploration MCA has established a routine system for bringing career professionals onto campus weekly. These have also included various certificated career industry programs and military advisors.

Supporting Evidence and Documentation:

- Staff Survey
- Student Survey
- Staff Questionnaire

Achievements:

- Mindfulness/SEL Curriculum
- Restorative Justice Practices
- Discipline Matrix
- New Computer Lab and laptop carts

Areas for Improvement:

- a. Implement a program for design-based learning that is relevant for students
- b. Implement a program for project-based instruction that will actively engage students in the learning process

Category D

Standards-based Student Learning: Assessment and Accountability

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion: The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the school staff, students, parents and other stakeholders.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

Murrieta Canyon Academy's assessment processes vary depending on the nature of each course. In general, MCA teachers use formative assessments to guide instruction and enhance teaching throughout lessons. Summative assessments are administered to determine the level of mastery of concepts taught throughout each lesson. As a component of the Focus on Learning model, the use of assessment to determine student achievement is a constant goal of the school program.

The structure of an Apex course at MCA is to provide lessons, study guides and self-checks before providing a quiz for students to take. There are quizzes for each subsection within each unit that students must pass with a 70% mastery level in order to advance. Students may reset the quiz once on their own if a passing score is not achieved. After the second fail, however, teacher intervention is required to see why the student has not mastered the material. Feedback for the teacher provided by Apex includes information on which particular questions students missed based on the level of Bloom's Taxonomy (comprehension, knowledge or application). Also provided is whether mastery was obtained or has yet to be mastered and what category of specific content knowledge has been mastered. This detailed feedback allows the teacher to use very individualized instruction to reinforce the correct concepts before allowing the student to move forward. The staff has found the constant monitoring by these section quizzes to be effective feedback on student progress and mastery. In addition, a teacher-proctored CST (Computer Scored Test) and TST (Teacher Scored Test) are given at the end of each unit. The CST results provide the similar feedback as quizzes however, the TST provides feedback in areas multiple choice exams may not address because the exam has more depth and includes open ended responses. The TST gives an instructor more insight into exactly what the student knows and what areas might need improvement and helps guide a dialogue between teacher and student on content and comprehension.

The structure of a traditional course at MCA is to provide direct instruction and guided practice of content standards. MCA teachers administer formative assessments on a daily basis to ensure mastery of key concepts, including warm-ups, paper/pencil assessments, checking for understanding, projects and in-class practice. Additionally, summative assessments are administered at the end of each chapter or unit. These assessments vary in format from the traditional paper and pencil chapter test, to an essay, to a project that demonstrates mastery of key concepts.

MCA's process for monitoring individual students occurs within the counseling department and with administration. Counselors work with individual students to discuss grades and credits needed/completed throughout the semester and based on these discussions, student's future coursework is mapped out and a plan is established for graduation.

As MCA moves towards the new stated vision, teachers will begin to play a more integral role in the monitoring of student's individual plans. This monitoring will occur in the afternoon portion of each school day during the "Pathways" segment. Students will have choice in attending various sessions, such as portfolio meetings, tutoring, credit recovery, etc. The home room teachers will be accountable to making sure that students are attending the session that is most needed and beneficial for their individual academic

situation. With this new vision and school program, it will be crucial that teachers know each of their home room students well so that they are able to guide and mentor them towards graduation and beyond.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

MVUSD utilizes Aeries, a student database that hosts valuable student information such as attendance, grades and progress towards graduation. Students and parents have access to online personal Aeries portals to support monitoring and informing of important information such as current grades, missing assignments, and progress reports. Additionally, the district issues progress reports at the six and 12-week points in each semester to mark current progress in each class. These progress reports are available for parent viewing on the Aeries portal, and messages explaining this process are sent home using the Blackboard system. Individual CAASPP scores are also available via the Aeries portals. The MVUSD school community is informed of site performance data as well via the School Accountability Report Card (SARC) that is posted to the district’s website each year. This report card contains information regarding student achievement on state assessments such as CAASPP. Stakeholders are able to see site subgroup performance on each assessment administered over a three-year span.

Explain the impact and effectiveness of the basis for which students’ grades, their growth, and performance levels are determined.

Sixty two percent of students surveyed either “agreed” or “strongly agreed” that the way in which their teachers determine grades, growth, and performance levels is effective. Comparatively, fifty three percent of staff surveyed either “agreed” or “strongly agreed” that this same process is effective.

Supporting Evidence and Documentation:

- Staff Questionnaire
- Staff Survey
- Student Survey
- Apex learning management system
- Aeries database
- SARC

Achievements:

- Aeries student/parent portals as means of communication

Areas for Improvement:

- a. Establish a system for monitoring individual students
- b. Create a system for portfolio-driven assessments that will highlight student learning
- c. Implement a system for project-based assessments
- d. Implement a system for standards-based grading

D2. Using Assessment to Monitor and Modify Learning in the Classroom Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

MCA's curriculum is aligned with Common Core State Standards. The assessments used by classroom teachers are aligned with these standards and address knowledge and skills determined by the State of California. Additionally, the coursework meets A-G requirements, ensuring academic rigor on both assignments and assessments throughout each course.

With an online Apex course, students are presented with lessons and study guides prior to taking an online quiz within each unit of each course. The online quizzes are interactive in approach, providing immediate feedback on missed answers with the correct information. These summative quizzes are designed to prepare students for the unit test. In order to stay current in an online Apex course, students must take an average of one to two quizzes per school day. The unit tests can be taken either online or in a written format. All quizzes and tests are proctored by the Apex teacher in class to ensure validity and integrity.

In a traditional classroom setting, MCA teachers offer a variety of formative and summative assessments to monitor student acquisition of the standards. Formative assessments are offered on a daily basis in classrooms, and range in context from checking for understanding strategies, to graphic organizers/outlines, to group responses, to quick writes, to jigsaw activities, and to writing assignments. Summative assessments are more traditional in nature and involve projects, essays, written exams, presentations, and research papers. MCA teachers administer summative assessments on a weekly or bi-monthly basis.

Seventy one percent of staff surveyed either "agreed" or "strongly agreed" that they employ assessment strategies to monitor student acquisition of the academic standards effectively and frequently.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

MCA teachers are encouraged to be reflective in their instructional practices so that they can assess student acquisition of the academic standards on a regular basis. Re-teaching is a regular aspect of the instructional program at MCA, given the individual needs of the alternative education students. MCA teachers are flexible and adaptable to making modifications for student success and modify the curriculum on a regular basis. However, due to the limited number of teachers on staff, the PLC process, which allows for collaboration on modifying instruction within programs, has been challenging to implement. Currently, MCA teachers serve in heterogeneous PLC groups of blended contents. The idea is to develop cross-curricular programs within these groups, however to date the PLC time has been utilized for procedural concerns.

Seventy six percent of teachers surveyed stated they either "agreed" or "strongly agreed" that they use formative and summative classroom assessments to guide, modify, and adjust their instruction.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

MCA teachers develop positive relationships with students as a result of the small class sizes and individual approach to helping students succeed. Providing motivation for learning and helping students make connections to life are daily actions of MCA teachers. Eighty one percent of staff members surveyed either “agreed” or “strongly agreed” that they engage in dialogue with students about their learning experiences and their relevance to college, career and life. Sixty four percent of students surveyed either “agreed” or “strongly agreed” that their teachers engage them in meaningful dialogue about preparation for college, career and life.

Supporting Evidence and Documentation:

- Staff Survey
- Student Survey
- Staff Questionnaire

Achievements:

- Varied Assessments
- Formative and Summative Assessments

Areas for Improvement:

- a. Create a system for portfolio-driven assessments that will highlight student learning
- b. Implement a system for project-based assessments
- c. Implement a system for standards-based grading

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion: The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. The system drives the school's program to continually improve and to allocate resources to effectively meet student needs.

Comment on the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments.

MCA students participate in the District Benchmark Assessments, the California state CAASP testing, and the PSAT. Our staff collaborates in PLC groups and in staff meetings to examine the curriculum and standardized assessment results. Although assessment results are shared with staff, there is still a need for further review and analysis of the data so that teachers can utilize this information to guide instruction.

Explain how the school uses schoolwide assessment results to make changes in the school program, professional development activities and resource allocations.

MCA teachers communicate in PLC groups regarding schoolwide assessment results in order to identify areas of need. These recommendations are then given to the leadership team, who communicates directly with administration in meetings. The ideas and concerns derived from these meetings are then used to determine schoolwide curriculum adjustments, professional development opportunities, and resource allocation.

Explain the current and future processes to assess its curriculum and instruction in relation to its evaluation processes.

Currently MCA staff relies on our PLC and leadership team meetings to assess and evaluate curriculum and instruction. In the future, with the new vision, the plan is to move more towards integrated PLCs. Additionally, the new Master Schedule will allow daily time for both PLC meetings and for reflection.

Comment on the impact of stakeholder involvement in assessing and monitoring student progress.

MCA teachers currently serve on MVUSD curriculum committees and collaborative teams. With the new vision, MCA will be developing a School Site Council to foster more stakeholder involvement.

Describe the school's security systems that maintain the integrity of the assessment process.

For schoolwide assessments, such as standardized testing, there is a dedicated computer lab. The computers in the lab have locked-down browser capability for use on standardized exams. MCA also follows all measures of removing curriculum from the lab walls. Additionally, MCA uses credentialed teachers as exam proctors, who sign the CDE affidavit prior to testing.

Supporting Evidence and Documentation:

- CDE Website
- MVUSD Board Policies and Bylaws
- Leadership Team Meeting Agendas/Minutes
- PLC Meeting Agendas/Minutes
- MCA vision presentation

Achievements:

- Creation of computer lab

Areas for Improvement:

- a. Establish a School Site Council
- b. Move to Integrated Curriculum PLC groups

Category E

School Culture and Support for Student Personal and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

The school leadership uses a variety of strategies to encourage parents and the community to serve as partners in the learning process. MCA Administration is currently working with MVUSD officials and community partners to brainstorm, discuss and provide input on topics such as the school budget, school policy and collaborative projects between the school and community business partners. A new mission and vision for the future of MCA is currently being developed. This vision will be shared in coming months with students, parents, and community. We are looking forward to strengthening our community partnerships by focusing on a pathway/academy model of instruction which would incorporate more community involvement in the form of Career Technical Education courses. Our intention is to have MCA students earn industry certifications within our local community, as well as provide our students with internship opportunities in local businesses.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

The MCA staff makes every effort to provide students with experiences that extend beyond the classroom activities to extra-curricular activities where students interact with other schools, parents, and members of the community. MCA hosts a Career Day every spring where numerous community businesses/agencies give presentations to students to expose them to a variety of careers including internship opportunities. Parents and school board members are invited to attend this event which highlights different career paths. Other community members generously support MCA throughout the year through the Student-of-the-Month breakfast and the Attendance Rewards Program by donating gift certificates, coupons, free food, and savings bonds.

Further evidence of student/community interaction are our on-campus clubs. MCA Leadership Club members participate in several community service projects, fundraising, field trips and on-campus activities throughout the year. Projects include canned food drives, Susan G. Komen Breast Cancer volunteers, Christmas toy drive, Earth Day trash pick-up, Riverside peace walk, and volunteering at the neighboring memory care facility called Vineyard Place. Additional clubs include Art, Journalism, Hiking, Rise Up, BBQ, and Guitar.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

MCA recognizes the importance of involving parents in the education of students. Upon enrolling, parents and students attend an Orientation where they receive a Student Handbook, view a PowerPoint presentation, and have questions answered regarding the self-paced programs offered at MCA. Every effort is made to keep parents informed and updated on student progress and school activities through: e-mail, phone contacts, teacher websites, monthly newsletter, course syllabi, Back-To-School Night, progress reports, and Remind 101 app.

MCA also sends a student representative to attend MVUSD Board meetings and report on happenings at our school.

MVUSD and MCA have recently adopted an LCAP Advisory Group to outline how the District and school site intends to meet annual goals for all pupils with specific activities to address state and local priorities. This group includes student, parent, community, administrative participants and meets regularly.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

MCA encourages our parents and families to access their students' attendance and grades through the Aeries online database. Parents of students who use the online curriculum are welcome to use their student's login information in order to monitor progress on a daily basis. MCA Teachers communicate regularly with students and parents through both Aeries and the online curriculum platforms. On Apex and Odysseyware, students and parents have the ability to instantly message the teacher with questions or concerns.

Parents, students, staff, and board members were all part of the aesthetic community in 2015/16 which helped to create and develop the new school's name, mascot, colors, and culture for MCA.

Comment on how parents have access to school personnel regarding all concerns.

Teachers use a variety of formats to communicate with parents; email, standard mail, or phone to contact parents on a regular basis regarding student performance. Parents can also access the MVUSD Aeries database for information on their student's course schedule, grades, and attendance. For students using the APEX and Odysseyware online curriculum, parents have access to their student's login information, so that they may monitor progress and check grades.

Parents may request a conference with a teacher at any time during the school year or email their child's teacher(s) to get regular updates on progress being made.

Describe how the school regularly communicates to parents and other stakeholders.

Parents are invited to Back to School Night at the beginning of the school year, and Open House in the spring. Orientation provides guidance for students who are newly enrolled at MCA. Students and parents receive a handbook, view a PowerPoint presentation, and have questions answered regarding school wide expectations and the self-paced programs offered at MCA. The MCA website provides valuable information for parents and the community on upcoming events and opportunities of involvement. Students may utilize the daily or weekly progress report forms whereby parents may be continually updated on their child's academic standing. Course syllabi with Consent Forms, Policies, and Expectations for class performance are sent home and available on the school website. Parents must sign senior contracts which cover attendance, behavior and graduation requirements. Parents are contacted through the Assistant Principal's Office for discipline, Attendance Office for attendance issues and Counseling Office for SST's.

Many teachers also use the Remind 101 app on cell phones to communicate with students and parents.

Student Attendance Review Board (SARB) attendance interventions compel parents to become involved in attendance issues.

From our Staff Survey, we see that communication is an area for us to improve. Only 19% of MCA Staff reported that they "agreed" that we have an effective and consistent system of communication between leadership, staff, students, parents, and community stakeholders. This is an area we hope to focus on with the new MCA vision.

Supporting Evidence and Documentation:

- MVUSD 2017/18 LCAP
- MCA Aesthetic Committee
- Staff Survey
- Student Survey
- Staff Questionnaire
- MCA Haiku site
- Friday Flyer
- MCA website

Achievements:

- New school name, mascot, colors, culture
- Remind 101 App
- Student Handbook
- Orientation for all students
- On-campus Clubs

Areas for Improvement:

- a. Establish a School Site Council
- b. Continue formation of a Parent-Teacher Organization
- c. Administration will be meeting in near future with parents and community members to share our new vision
- d. Develop a clear and consistent system of communication

E2. School Environment Criterion: The school ensures that it is a) a safe, clean, and orderly place that nurtures learning and b) has a culture that is characterized by trust, professionalism, and high expectations for all students with a focus on continuous school improvement.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

The goal of MCA is to provide a safe and comfortable learning environment. MCA rules are based on a few simple considerations: respect, courtesy and safety. Students are to exhibit acceptable standards of behavior at all times on campus and during school activities. Students should have their student identification card at school and while attending school related activities. It is the student’s responsibility to know MCA school rules and to follow them. By doing so, students will be productive and successful members of the learning community. If students disobey the rules, they will be held accountable for their actions.

MCA has recently created a Safety Committee to develop and review the site safety plan, and conduct drills to educate our staff and students on safety issues.

All classroom doors are now equipped with Lock Bloks on the inside, which allows staff to keep doors locked yet still provide access particularly for handicapped students. These also limit the distraction related noise within the classroom.

Comment on the effectiveness of the school’s practices and procedures for all aspects of student safety.

MCA Administration is present in the main quad area of campus during all passing periods and lunch. MCA also employs a full-time Campus Supervisor who monitors student behavior and interactions throughout the school day. We also have a designated mindfulness room, called the Phoenix Zone, located inside the library. Staff can send students to the Phoenix Zone for short intervals (usually 10-15 minutes) when the student needs a mindfulness break. The Phoenix Zone is monitored by the Campus Supervisor. Mindfulness practices such as meditation and self-reflection are utilized. Students can also request to go to the Phoenix Zone when they self-identify the need.

MCA has recently implemented Restorative Practices within our discipline matrix.

School Resource Officer is on-call during the school day in order to assist staff and students in maintaining an orderly environment.

When surveyed, only 14% of staff “agreed” or “strongly agreed” that MCA has procedures in place to ensure all aspects of student safety. Additionally, only 41% of Students surveyed “agreed” that MCA is a safe campus. This is clearly an area we need to improve. We hope to make strides in this area with the new vision for MCA.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

Murrieta Canyon Academy prides itself on maintaining a safe, clean school that fosters learning. We have recently implemented Social Emotional Learning (SEL) curriculum and practices. MCA staff has been trained in Restorative Practices through the Riverside County Office of Education.

Students and staff feel safe and are encouraged to uphold excellence on campus. Strategies and resources to maintain safety include a closed campus, 24-hour security cameras, visibility of campus security, administrators and campus resource officer, and lockdown and evacuation drills. In addition, on-campus

detention and school suspensions are utilized to maintain discipline. Campus gates are locked for safety and all visitors must check-in and produce identification before entering the campus, using the new district-wide digital Raptor system. All classroom doors were equipped this year with MCA's excellent custodial staff works during breaks, lunch, and classes to maintain a clean campus. District Nurse gives an annual in-service to staff on universal precautions and dealing with injuries. All Staff is also required to annually complete Employee Safety Training using the Keenan Safe Schools models.

The professionalism of the MCA is vital for encouraging students to develop the skills and intellectual mindset necessary for success in the future. MCA staff sets high standards for students and themselves in order to develop a culture that continually focuses on embracing the future for every person on campus.

Rewards incentives are awarded to students who score proficient on the CST's, have 80% or better attendance, and for earning adequate credits on each progress report. Collaborative department meetings are held regularly to develop and implement common and objectives and lessons. New teachers must complete two-year BTSA training. Finally, the counseling staff meets with students at least once a year to establish, evaluate and/or modify their school plan and graduation status. Administration and Counseling staff go into classrooms for presentations, establishing the environment of high expectations for all students.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

MCA Leadership Team meets on a bi-monthly basis to discuss issues related to budget, curriculum, attendance, student support, etc. Parents and students are provided Course Outlines, Graduation Requirements, and Student Handbook at Orientation. Test scores and school ratings are printed in the local newspapers comparing local community schools. Progress reports are sent home to parents six times per year. Semester grades can be accessed by students and parents via the Aeries online database. Course syllabus/outlines clearly define expected learning results and align them with the California State Standards. The California State Standards are posted in each of the core classrooms. The Student Handbook clearly provides information on graduation requirements, ESLR are, planning for a college education, and extra-curricular school activities. Teacher websites provide information on assignments for all syllabi. Back to School Night allows parents to listen to presentations by each teacher regarding classroom expectations. Student achievement "Rewards" breakfast/luncheon recognizes academic excellence of students. District website provides information on Murrieta Valley Unified School District policies. School Accountability Report Card (SARC) posted on school website.

Stakeholders are also encouraged to access the MCA website for information. MCA staff communicates regularly through the MCA Haiku site and administration communicates weekly through the Friday Flyer.

Supporting Evidence and Documentation:

- Staff Survey
- Student Survey
- MCA School Safety Plan
- MCA Emergency and Disaster Preparedness Plan
- Leadership Team Meeting Agendas/Minutes
- Staff Meeting Agendas/Minutes
- MVUSD website
- MCA Haiku site
- MCA website

- Friday Flyer

Achievements:

- RISE UP club
- Raptor digital system for signing in/out on campus
- Lock Bloks
- Safety Committee
- Restorative Justice Practices
- Phoenix Zoe
- Mindfulness/SEL Curriculum

Areas for Improvement:

- a. Improve and ensure all aspects of safety
- b. Develop a clear and consistent system of communication

E3. Personal and Academic Student Support Criterion: All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

Personal support systems at MCA include a drug and alcohol recovery program through MFI, Gang Intervention Program, and Breakthrough small group counseling sessions on topics such as self-esteem, anger management, and decision-making.

The MVUSD Breakthrough program is housed on the MCA campus, allowing our students easy access to a variety of counseling services. The Breakthrough Student Assistance Program helps students and their families navigate their way through the school system safely and successfully. Breakthrough welcomes any student, Pre-K through 12th grade, and his/her family in the Murrieta Valley Unified School District. Students and/or parents can self-refer to the program or be referred by concerned administrators, staff members, parents, or friends due to: Individual or family stress, school challenges, family changes, attendance issues, substance abuse concerns, safety concerns, mental health issues.

One of the primary programs in place at MCA involves the MFI Recovery program which provides drug and alcohol assistance to students who are struggling with addiction. These group sessions are typically held twice a week.

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

MCA Counselors and teachers meet with each student individually at the beginning of the school year, and again mid-year, to develop a personalized learning plan. Students' progress toward graduation is constantly monitored by both teachers and counselors using the Aeries database. Students using the online curriculum programs are given activity reports that list all assignments and due dates. The online curriculum programs can also be manipulated by the teachers to change and modify assignments and due dates, on an individual student basis.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

Academic Seminar has been established this year within the Master Schedule as our primary academic intervention. This is at least one period per day so that the students have an opportunity to recoup lost credits. The students primarily use the Apex online curriculum to retake a course that they previously failed, for Credit Recovery. Both daily and independent study students can take Credit Recovery courses.

Teachers, counselors, administrators, and campus supervisors have also begun using the Intervention tab on the Aeries online database to record any steps they have taken, both academically and behaviorally.

Using the new SEL curriculum and Restorative Justice Practices, with an emphasis on mindfulness, the staff has also been able to intervene in behavioral situations.

With the new vision for MCA, we intend to expand our Master Schedule to include daily tutoring (AVID style), as well as daily Credit Recovery opportunities for all students. Additionally, the new vision outlines a way to incorporate SSTs into the Master Schedule by providing time at the end of the day to hold any needed interventions.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

The Master Schedule is a priority. Extensive course offerings provide students with the opportunity to complete all of their graduation and college requirements. A challenging and relevant curriculum is available to all students. MCA currently offers two instructional programs: daily teacher-directed instruction, and independent study using online curriculum. Students can enroll in one single program, or co-enroll between both. Many of our students also blend these two programs with co-enrollment at the other MVUSD comprehensive schools, and/or concurrent enrollment at MSJC.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

MCA students can participate in co-curricular activities both on our campus, and by co-enrolling at the other district schools. On our campus, students are invited to join clubs and participate in on and off campus activities such a hiking in the local preserve.

Students regularly co-enroll in various co-curricular clubs and activities at the comprehensive schools, such as Band, Choir, Drama, and CIF sports.

Supporting Evidence and Documentation:

- Staff Survey
- Student Survey
- Staff Questionnaire
- MCA Haiku site
- MVUSD website
- MVUSD Board Policies and Bylaws
- MCA Vision Presentation

Achievements:

- MCA Students being able to co-enroll in any MVUSD school, as well as local junior colleges
- Implementation of Academic Seminar for Credit Recovery
- SEL Curriculum
- Restorative Justice Practices
- Breakthrough program moved onto our campus

Areas for Improvement:

- a. School assemblies
- b. Reward system for attendance and credit completion
- c. Beautify the campus
- d. As we continue to spread programs such as leadership, SOAR activities, Rise Up club and positive behavior, hopefully the overall school culture will improve.
- e. Consistent and swift intervention of negative student behavior.

Part IV: Major Achievements/Needs

Major Achievements/Accomplishments: Provide a prioritized list of major achievements/accomplishments (within the past three years) of students, staff, and school.

- **Creation of a new school, Murrieta Canyon Academy – along with new name, colors, mascot, physical environment, and culture**
- **NCAA approved**
- **Some courses are UC a-g approved (the classes from the old Tenaja Canyon Academy)**
- **Creation of on-campus Clubs**
- **Career and Industry representation**
- **Brining Social Emotional Learning to our campus**

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

Murrieta Canyon Academy is currently undergoing significant change. We are transitioning from two separate schools, Creekside High School (continuation school) and Tenaja Canyon Academy (independent study school) to become one new school, Murrieta Canyon Academy. As part of this merge, we are transforming our curriculum and instruction models. Our new mission is to educate students through a Social Emotional Learning lens that focuses on learning and growth while meeting individual academic needs by utilizing a menu of education opportunities. We envision a school where we ensure that all our students are college and career ready by utilizing project-based academics, career technical education and work-based skills that align with current and future trends of educational pedagogy.

In shifting to a new paradigm, we intend to provide CTE project-based integrated curriculum through an Academy pathway model. We will continue to utilize our existing online learning platforms, such as Apex and Odysseyware, to blend learning through supplemental pathways, while adding additional new online curriculums such as Summit Learning Software.

The CTE Integrated Curriculum approach integrates rigorous academics that meet college-ready standards with sequenced, high-quality career technical education, work-based learning, and supports to help students stay on track. For Integrated Curriculum, students' education is organized around industry-sector themes. The industry theme is woven into lessons taught by teachers who collaborate across subject areas with input from working professionals, and reinforced by work-based learning with real employers. In order to implement this significant change, we at MCA must change our educational pedagogy. For this new framework, we will employ different instructional models such as: Rotational Model, Flipped Instruction, Blending Learning using LMS (Powerschool), Gradual Release, Standards Driven Instruction/Grades, Design-Based Learning, Project-Based Learning, and OneNote Portfolio Driven Assessment.

One of the many factors that led us to change MCA is the California Department of Education's emphasis on Career/College Indicator Performance Levels. According to the CDE, the College/Career Indicator uses multiple measures to provide a performance level based on the number of students who are likely prepared for success after high school. The new Dashboard report displays the number of students that met each of the CCI measures in the Prepared and Approaching Prepared Levels. Given

the emphasis on Career Technical Education and preparation for postsecondary success, we felt the need to incorporate CTE into our pathway approach.

Other motivation for the change was our identification of our students' needs, as determined by responses from our stakeholders on recent surveys. Our community strongly suggested the need for Career Technical Education, as well as individualized focused learning. By reaching out to our community, we also learned that certain industries in our geographic area have a high need for employees, but that the pool of appropriately trained candidates is slim. One such industry is the non-destructive testing (NDT) market. We discovered that by creating an Academic Pathway for Manufacturing/Marketing, Sales, and Service we can equip our students with the skills necessary to obtain NDT Certification. MCA students with a high school diploma and the NDT Certification can be immediately employed in local jobs that earn upwards of \$60,000 starting salary. We are also hoping to make use of the Manufacturing/Marketing component of this pathway by having our students work with the Arts Pathway teacher to design, create, and produce products such as silk-screening.

We have also learned that our area has a distinct need for Cybersecurity Technology specialists. This is another area where the demand for skilled workers far outweighs the supply of potential employees. It is another job market that is currently underserved, and one that with our geographic location near San Diego and Los Angeles, our students could be uniquely poised to take advantage of outstanding opportunities. An Information and Communication Technologies Pathway is a natural fit for our student population, as we have discovered we educate many students who are already skilled in coding and information technology. It is also a good fit for MCA since we have recently invested monies on new and updated technology.

Another avenue that we have determined is needed at MCA is an Arts, Media, and Entertainment Pathway. MCA has been fortunate to have a successful working artist as our Art teacher. He is in the end stages of obtaining his CTE certification. This will allow him to teach the Arts Pathway courses such as Studio Art, Advanced Art, and AP Studio Art. His existing connections to the local community will aid our students in Internship placement.

Throughout this school year, we have also identified the need for more Social Emotional Learning experiences for our site. Our unique student population (foster students, students with mental health issues, etc.) has a distinct desire for their learning to be delivered with an emphasis on Social Emotional aspects.

With this new MCA vision, our students will be able to find their own way to academic success. Their academics will be more individualized and focused on their interests and postsecondary plans. MCA will provide our students with access to a variety of industry sectors to explore. We also hope that this new paradigm will also aid in the prevention, acceleration, and intervention that our students will require to be successful.

A presentation of the new MCA vision was created by the site administration, in coordination with district officials, to be presented to all stakeholders. The presentation is available to view on [MCA Vision](#)

Name: Martina Beach-Hedges *Position:* Principal

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

Appendix A
Staff Survey

WASC Survey Questions	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree
1. I am aware of MCA's learner outcomes (SOAR).	10%	5%	14%	43%	29%
2. I played a role in developing MCA's learner outcomes (SOAR).	14%	0%	38%	33%	14%
3. There is consistency between MCA's vision, mission, learner outcomes (SOAR), the school program and ongoing school improvement.	14%	33%	14%	38%	0%
4. There is a process in place at MCA for involving staff in shared responsibility, actions and accountability to support student learning.	28%	14%	5%	48%	5%
5. The existing structure for internal communication, planning, and resolving differences at MCA is effective.	33%	33%	5%	28%	0%
6. The process for developing the school program at MCA is inclusive and collaborative of all stakeholders (staff, students, parents and community members).	33%	19%	5%	38%	5%
7. The communication system in place at MCA clearly defines staff responsibilities, operational practices, decision-making processes, and professional relationships.	24%	33%	10%	33%	0%
8. There is support (time, materials, fiscal resources) in place for professional development that is directly aligned with student achievement.	14%	24%	14%	33%	14%
9. I engage in collaborative strategies with fellow staff members and administrators to examine curriculum and student work in order to refine lesson plans.	0%	14%	24%	48%	14%
10. Students at MCA have access to a rigorous and relevant curriculum across all programs.	5%	14%	29%	43%	10%

11. The instructional practices that I employ in my classroom facilitate access and success for my students.	0%	10%	10%	38%	43%
12. MCA students, parents and staff collaborate to develop and monitor a student's personal learning plan.	19%	19%	10%	43%	10%

Survey Questions	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree
13. There are strategies and programs in place at MCA to facilitate transition to college, career and other post-secondary options.	0%	10%	14%	48%	28%
14. Students at MCA are offered a rigorous and relevant curriculum that includes real world applications to prepare them for success in college, career and life.	10%	29%	19%	33%	10%
15. The process to ensure all students are meeting graduation requirements at MCA is effective.	10%	29%	19%	43%	0%
16. All students at MCA are involved in challenging and relevant learning experiences in order to achieve the academic standards	10%	24%	19%	43%	5%
17. MCA students are aware of the academic standards within each course.	5%	14%	38%	43%	0%
18. MCA students are aware of the level of performance expected to demonstrate their knowledge.	10%	14%	19%	52%	5%
19. I differentiate my classroom instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning.	0%	10%	10%	38%	43%
20. I integrate multimedia and technology in my instructional practices.	0%	5%	19%	29%	48%

21. I keep current in the instructional content I teach and research-based instructional methodology, including the use of multimedia and other technology.	0%	14%	24%	19%	43%
22. I use coaching strategies to facilitate learning for all students.	0%	5%	24%	29%	43%
23. I believe that MCA students have access to and are engaged in career preparation activities on campus.	5%	24%	10%	52%	10%
24. MCA has effective assessment processes that include data from external and internal sources.	10%	19%	14%	52%	5%

Survey Questions	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree
25. MCA has effective processes for informing appropriate stakeholders (students, parents, staff, community) about student achievement.	10%	29%	29%	29%	5%
26. The processes for determining student's grades, their growth, and performance levels are effective.	10%	24%	14%	43%	10%
27. I employ assessment strategies to monitor student acquisition of the academic standards effectively and frequently.	0%	5%	24%	57%	14%
28. I use formative and summative classroom assessments to guide, modify, and adjust my instruction.	0%	0%	24%	48%	28%
29. I engage in dialogue with my students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.	0%	10%	10%	38%	43%
30. MCA has procedures in place to ensure all aspects of student safety.	43%	33%	10%	14%	0%

Appendix B

Student Survey

WASC Survey Questions	Strongly Disagree	Disagree	Not Applicable	Agree	Strongly Agree
1. I am aware of Murrieta Canyon Academy's learner outcomes (SOAR).	25%	15%	23%	18%	19%
2. I played a role in developing Murrieta Canyon Academy's learner outcomes (SOAR).	44%	14%	18%	13%	12%
3. I have access to all types of classes at Murrieta Canyon Academy.	5%	9%	16%	28%	42%
4. I take part in developing my individual learning plan along with my parents/guardians and other staff members.	12%	5%	21%	29%	33%
5. There are strategies and programs in place at Murrieta Canyon Academy to help me transition to college, career and other post-secondary options.	7%	8%	21%	32%	31%
6. Murrieta Canyon Academy offers a rigorous and relevant curriculum that includes real world applications that will prepare me for success in college, career and life.	10%	9%	22%	33%	26%
7. The process to ensure I am meeting graduation requirements at Murrieta Canyon Academy is effective.	6%	3%	16%	31%	44%
8. Murrieta Canyon Academy offers challenging and relevant learning experiences that will help me achieve the academic standards.	9%	5%	23%	31%	32%
9. I am aware of the academic standards within each course that I have taken or am currently enrolled in.	6%	5%	12%	36%	42%

10. I am aware of the level of performance expected to demonstrate my knowledge in each of my classes.	6%	4%	16%	33%	41%
11. My teachers differentiate (vary) their instruction to meet each student's individual needs in my classes.	7%	4%	17%	31%	41%
12. My teachers integrate multimedia and technology in their instructional practices.	6%	12%	21%	34%	27%
13. My teachers use coaching strategies to facilitate learning for all students.	6%	9%	22%	35%	27%
14. I have access to and am engaged in career preparation activities on campus.	14%	10%	31%	27%	18%
15. The way that my teachers determine student's grades, their growth, and performance levels is effective.	8%	6%	23%	29%	33%
16. My teachers engage in dialogue with me for the purpose of determining if my learning experiences are meaningful in preparing me for college, career, and life.	8%	7%	21%	33%	31%
17. Murrieta Canyon Academy is a safe campus.	16%	16%	27%	19%	22%
18. Murrieta Canyon Academy has procedures in place to ensure the safety of its students.	12%	10%	23%	27%	28%

<p>19. Murrieta Canyon Academy has established an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, pr...</p>	12%	7%	18%	32%	31%
<p>20. Murrieta Canyon Academy has an effective system of communication between students, staff and parents.</p>	12%	8%	18%	34%	29%
<p>21. Murrieta Canyon Academy has effective support services for students in such areas as physical and mental health and career, academic, and personal counseling.</p>	12%	7%	21%	27%	32%
<p>22. Murrieta Canyon Academy uses personalized approaches to learning and alternative instructional options that allow me to succeed.</p>	8%	2%	27%	27%	36%
<p>23. I am involved in school activities that are linked to the academic standards and learner outcomes (SOAR).</p>	26%	18%	21%	14%	21%
<p>24. I enjoy coming to school at Murrieta Canyon Academy.</p>	18%	6%	14%	25%	36%
<p>25. The staff at Murrieta Canyon Academy cares about the students.</p>	11%	7%	12%	21%	49%

Appendix C
Master Schedule

7:20-8:00 8:05-8:52 8:55-9:42 9:45-9:57 9:57-10:44 11:17-12:04 12:17-1:04 1:07-1:54 1:57-2:44											
Lunch 10:44-11:14 Break 12:04-12:14											
Teacher	Teacher #	Rm	Zero Per	Period 1	Period 2	Adv	Period 3	Period 4	Period 5	Period 6	Period 7
Blackwood	8	17		Math I	CHSPE	Adv	Math II	Prep	Math II	Chemistry	LAB
Section #s				81	82		83		85	86	IS
Castillion	10	21		Prep	Study Skills/AcSem	Adv	Ac. Sem. CR	Basic Eng. 12	Basic English 11	Basic English 12	Study Skills
Section #s					102		103	104	105	106	107
Reed	401	13	Ac.Sem CR	Ac. Sem. CR	Prep	Adv	Leadership	Ac. Sem. CR	Ac. Sem. CR	PE/Health	
Section #s			4010	4011			4013	4014	4015	4016	
Holzer	110	5		Prep	English 9	Adv	English 11	English 9	English 10	English 10	English 11
Section #s					1102		1103	1104	1105	1106	1107
Jabro	411	14	Ac.Sem CR	Gov/Econ	Gov/Econ	Adv	MWH	MWH	Gov/Econ	Prep	
Section #s			4110	4111	4112		4113	4114	4115		
Napolitano	6	3&19		Art	Photo	Adv	Prep	Adv.Draw/Stud. Art	Photo I/II	IS Art	ISPhot/Gr De
Section #s				61	62		63		65	66	67
Rice	202	16						Spanish I		Spanish I	IS Spanish
Section #s								2024		2026	2027
Spoon	440	12		Prep	US History	Adv	English 12	US History	English 12	US History	English 12
Section #s					442		443	444	445	446	447
Rothlein	15	4		Environ	Earth	Adv	Biology	Prep	Biology	Environ	Earth
Section #s				71	72		73		75	76	77
DeLorca	11	2&11		Carpe Diem	Carpe Diem	Car Di	Carpe Diem	Carpe Diem	Trans. Math	Prep	Tech Math
Section #s									115		117
Peterson	9	16	Ac. Sem.	Ac. Sem.	Span I						
			90	91	92						
Clower	1	6&7		IS Math	IS Eng	IS Sci	IS History	IS Elective	IS Elective	IS PE	IS Consult
				11	12	13	14	15	16	17	18
Daly-Yee	1	7		IS Math	IS Eng	IS Sci	IS History	IS Elective	IS Elective	IS PE	IS Consult

				21	22	23	24	25	26	27	28
Fritch	1	7		IS Math	IS Eng	IS Sci	IS History	IS Elective	IS Elective	IS PE	IS Consult
				31	32	33	34	35	36	37	38
Scott	1	7		IS Math	IS Eng	IS Sci	IS History	IS Elective	IS Elective	IS PE	IS Consult
				41	42	43	44	45	46	47	48
Pult	0.5		K-5	IS Math	IS Eng	IS Sci	IS History				
				51	52	53	54				

Appendix D
List of Classes Offered at MCA

			Math				
Daily	Math I	Math II	Math III	Trans. Math	Tech Math	Math 90	Pre-Calc
	2212	2216	2218	2214	2440	2475	2350
APEX	Math I	Math II	Math III	Alg I	Geometry	Alg II/Trig	Pre-Calc
	2360	2361	2362	2206	2255	2305	2351
	Prob & Stats						
	2415						

			English			
Daily	Eng I	Eng II	Eng III	Eng IV	Eng III Basic	Eng IV Basic
	1001	1002	1018	1020	8120	8121
APEX	Eng I	Eng II	Eng III	Eng IV		
	1004	1014	1019	1025		

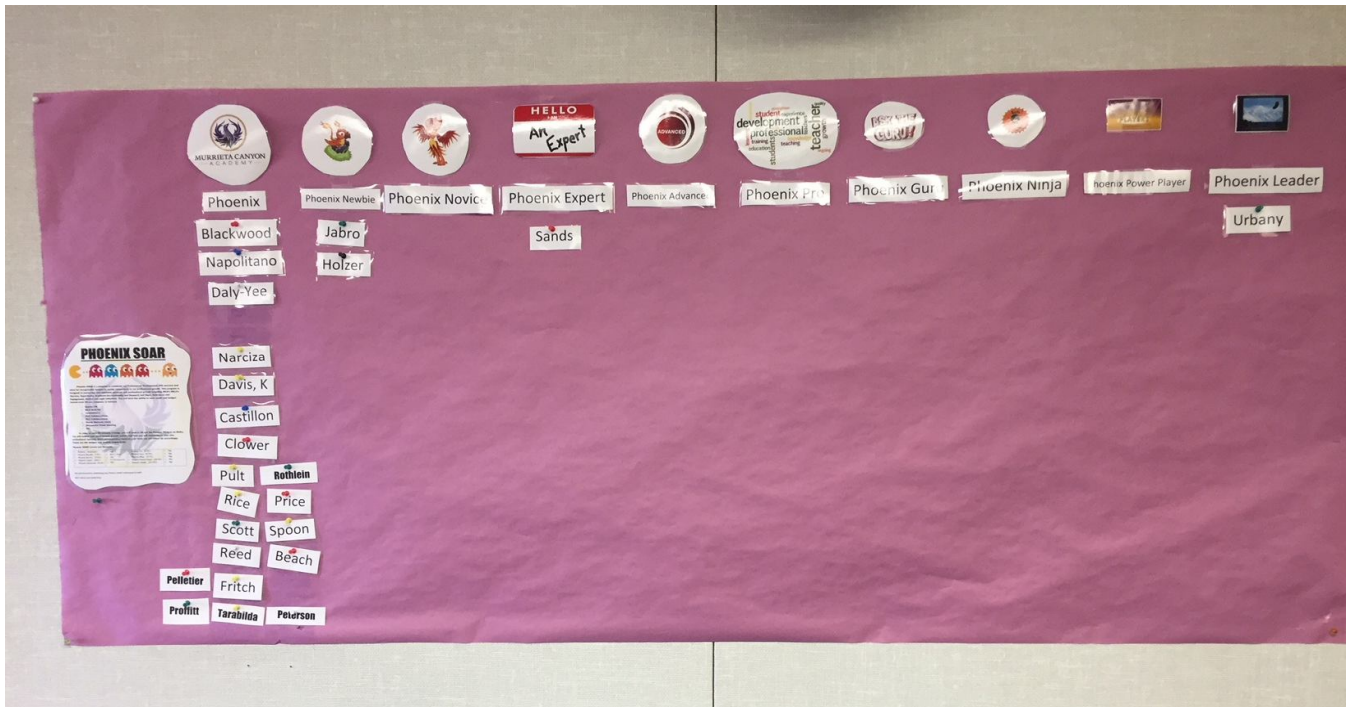
			History	
Daily	MWH	US Hist	Gov't	Econ
	1501	1600	1700	1702
APEX	Wld Hist	US Hist	Gov't	Econ
	1611	1610	1708	1704

			Science	
Daily	Bio CP	Environ Sci	Earth Sci	Chem
	3025	3100	3500	3525
APEX	Biology	Chem	Life Sci	
	3027	3527	3037	

			Electives			
Daily	Art I	Photo I	Adv Drawing	Studio Art	Span I	Span II
	6000	7800	6030	6155	4100	4110

	CHSPE	AcSem CR	Study Skills	Leadership	Comp/Careers	Health
	5562	5561	8105	1930	7550	8075
APEX	Psych	Sociology	Geography	Span I	Span II	Span III
	1901	1903	1907	4101	4111	4121
	Career/ICT	Art Apprec	Creative Writ	Multicult	Pers Life Skills	
	7560	6001	1878	1615	1940	

Appendix E
SOAR Board for Professional Development



PHOENIX SOAR

Phoenix SOAR is a program to celebrate our Professional Development (PD) success and allow for recognizable badges to certify competency in our professional growth. This program is designed to encourage and celebrate personal and professional growth targeting MCA's ESLO's (Service, Opportunity, Academic/Accountability and Respect) and Rigor, Relevance and Engagement, district and sight initiatives. You will have the ability to earn credit and badges toward each PD you complete as follows:

- District PD
- MCA Staff PD
- Committee's
- PLN Collaborations
- PLC Collaborations
- Social Network Chats
- Discussion forum learning
- Etc.

In order to earn PD towards a badge, you will need to fill out the Phoenix PD form on Haiku. You will outline your professional growth activity and how you will demonstrate your new professional learning. Once administration receives your form, we will follow up accordingly. These are the badges and awards respectively:

Phoenix SOAR Levels and Rewards

<ul style="list-style-type: none"> • Phoenix – Automatic! • Phoenix Newbie - 3 PD's • Phoenix Novice - 10 PD's • Phoenix Expert - 20PD's • Phoenix Advanced - 30 PD's 	<ul style="list-style-type: none"> • High 3! • MCA T-Shirt • TBA • PD Planning period • TBA 	<ul style="list-style-type: none"> • Phoenix Pro - 40 PD's • Phoenix Guru - 50 PD's • Phoenix Ninja - 75 PD's • Phoenix Power Player - 100 PD's • Phoenix Leader - 125+ PD's 	<ul style="list-style-type: none"> • TBA • TBA • TBA • TBA • TBA
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We look forward to celebrating your Phoenix SOAR Professional Growth!
MCA Admin and Leadership!