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Appendix

Murrieta Valley High School

Introduction

Murrieta Valley Unified School District

Board of Education

Robin Crist

School Board President

Kenneth Dickson

School Board Member

Kris Thomasian

School Board Member

Paul Diffley III

School Board Member

Margi Wray

School Board Member

District Administration

Dr. Stan Scheer

Superintendent

Dr. Buck DeWeese

Deputy Superintendent

Stacy Coleman

*Assistant Superintendent,
Business Services*

Char Gologly

Director, Curriculum and Instruction

Patrick Kelly

*Assistant Superintendent,
Human Resources*

Zhanna Preston

Director, Special Education

Bill Olien

*Assistant Superintendent,
Facilities/Operational Services*

Butch Owens

Assistant Superintendent, Educational Services

Guy Romero

*Assistant Superintendent,
Educational Services*

Pam Wilson

Director, Human Resources

Visiting Committee

Chair

Mr. Richard Bray
Superintendent
Tustin Unified School District

Members

Ms. Lisa Fox
Science Teacher/Department Chair
Irvine Unified School District

Mr. Teg-Chen Go
Teacher
Montebello Unified School District

Mr. Frederick A. Johnson
Counselor
National University

Dr. Monica Makiewicz
Assistant Principal
Glendale Unified School District

Mrs. Shawn K. Phillips
Project Facilitator
Compton Unified School District

Ms. Tanya Stephens
Director, Student Activities
Covina Valley Unified School District

Miss Rosa M. Trujillo
Assistant Principal
Los Angeles Unified School District

**Murrieta Valley High School
School Leadership**

Renate Jefferson
Principal

Lisa Nichols
Site Secretary

9th Grade Team

Lorie Coleman Assistant Principal
Adriana Alarcon Counselor
Erika Bennett Counselor

10th Grade Team

Mark Pettengill Assistant Principal
Candyce Julian Counselor
Rick Lockwood Counselor

11th Grade Team

Bob McGonigal Assistant Principal
Frank Fravel Counselor
Jim Vandenburg Counselor

12th Grade Team

Mike Fages Assistant Principal
Gary Brittain Counselor
Melanie Kayrell Counselor

District Nurse

Cathy Owens, RN, M.Ed., NCSN

Department Leads

Karen Jones and Sean McCarthy
James Furleigh and Debra Lewis
John (Jack) P. Jones
Jay Bunch
Alejandro Guerrero
Mike Duran and Alanna Fields
Bruce Wininger
Hollie Romero
Debra Thompson
Ellie Fuller

English
Math
Science
Social Science
World Languages
Resource
Special Day
Physical Education
Visual and Performing Arts
Practical Arts

WASC Leadership Team

Mike Fages
 Chris Martin, Inez Vallejo, Renate Jefferson
 Greg Baird, Lorie Coleman, Jack Jones
 Ellie Fuller, Sean McCarthy, Mark Pettengill
 Alanna Fields, Katherine Stone, Bob McGonigal
 Diana Hess, Amanda Mayfield

Chair
Organization
Curriculum
Instruction
Assessment
Culture and Support

Classified Staff

Administrative Secretaries and Clerks

Leslie Anderson
 Colleen Ewing
 Bobbie Gilbert
 Cathy Leseberg

Karee Mason
 Lisa Nichols
 Veronica Ruiz
 Diane Wadlington

Attendance Clerks

Michelle Lemus
 Rebecca Ludt
 Julie Middleton

Campus Security

Lynn Aune
 Susan Butler
 Janet Clark
 Tamara Hernandez
 Sally Krueger
 Tom Ogle
 Glen Romero

Bookkeepers

Linda Allmon
 Ruth Griffith

Special Education Teacher Assistants and One-on-One Aides

Laura Austreng
 Genevieve Barrow
 Debbie Beach
 Susan Davidson
 Tomi Harding
 Robin Harrod
 Tama Koke
 Justine Lucero
 Karen Macinnes
 Susan Martin

Heidi McDonald
 Justin Nitti
 Tammy Ogle
 Linda Reid
 Bruce Robinson
 Carla Saldana
 Angel Selvaggio
 Shanete Soto
 Pam Stevenson
 Michelle Taylor

Nutrition Workers

Vickie Arentz
 Pia Armijo
 Laura Cooney
 Denise Erickson
 Rhonda Hamilton
 Jeanette Holt
 Jana Hurley
 Denice Kingman
 Jackie Milne

Darlene Millitelo
 Joey Myers
 Brenda Orwig
 Natalie Riddle
 Connie Robbins
 Jennifer Sanchez
 Teresa Thurman
 Sally Wallner

Maintenance and Operations

Dave Campbell
 Leonard Crane
 Steve Deiter
 Richard Dircks
 Kirk Fortini
 Tony Herrera

Adalberto Lopez
 Eric Miko
 Mike Peterson
 Tony Romero
 Michael Santana
 Tony Vega

Departments

English

Anthony Aguilar
 Victoria Barr
 Myrna Burch
 Mary Byun-Kallevig
 Connie Campbell
 Daniel Crawford
 Andrew Foster
 Steve Fowler

Krista Giordano
 Denise Guzman
 Julie Inouye
 Karen Jones
 Bruce Linsley
 Amanda Mayfield
 Sean McCarthy
 Nicole Saylor

Dawn Smith
 Rebecca Stanton
 Dana Stoeckel
 Katherine Stone
 Stacy Swenck
 Todd Thornburg
 Scott Widner
 Karen Winn

Mathematics

Randy Forgette
 James Furleigh
 Rogelio Gallegos
 Robert Gergins
 Michael Gonzalez
 Todd Hilton
 Kathleen Hoole

Teddy Ko
 Jeffrey Lamb
 Jameson LeRossignol
 Deborah Lewis
 Scott May
 Steve McClure
 Christopher Mitchell

Dean Nielsen
 Scott Richards
 Jim Sammon
 Vance Sather
 Michael Stowe
 Monica Trillo
 Laurie Withers

Science

Mariano Aranda
 Stephen Chitraroff
 Stan Doddridge
 Marianne Gallegos
 John Grissom

Brad Henegar
 John (Jack) P. Jones
 Dr. David Marrett
 Ilva Nanci
 Michelle Pardue

Gretchen Schultz
 Matt Stratton
 Steve Tarabilda
 Barry Tokunaga
 Carly Watson

Social Science

Greg Baird
 Jay Bunch
 Steve Chavez
 Shane Ebert
 Diana Hess

Doug Highlen
 Harry Hutcheson
 Greg Ireland
 Sean Parks
 Bob Partin

Todd Tatro
 Joe Trainer
 Trent Warren
 Don Wegner
 Russ Welch

World Languages

Brandon Baily
Kathy Brooks
Bill Crookshank
Cynthia Erbel
Bernardo Estrada

Alejandro Guerrero
Dianna Lippe
Suzanne Marsolais-
Johnson
Bridget Nylander

Martha Pezzulo
Inez Vallejo
Stephanie Webster-Dominguez

Home Economics

Phyllis Greer

Marguerite Smith

Special Education

Craig Anderson
Mona Byrd
Jeannie Cusack
Michael Duran
Alanna Fields

Clinton “Stan” Hunt
Monte Jones
Beth Joyce
Erin Olson
Debora Santelices

Kathy Van der Linden
Jennifer White
Bruce Wininger
Jaime Zarate

Physical Education

Rich Bancroft
Aimee Green
George Jones

Bryan Lynton
Linda Muhlhauser
David Munn

Scott Putjenter
Hollie Romero
Anthony “Tony” Teets

Visual and Performing Arts

Joanne Donovan
Don Fitzgerald
Tim Holder

Jaelyn Johnson
Susan Keith
Rick Lorenzen

Debbie Thompson
Deborah Weaver
Shilind Wheaton

Practical Arts

Kevin Bradley
Kim Espinoza
Eleanor Fuller
Ella Harrison

Joel Levin
Christopher Martin
Peter Matus
Linda Muhlhauser

Dana Rice
Carlos Santiago

CTE

Karrie Carlson

Marcella Hernandez

Terry Ireland

USMC JROTC

LTCOL William Akana

SGTMAJ Gilmore Richter

Library

Susan Cline

OCD (On Campus Detention)

Howard “Jay” Jackson

PLUS (Peer Leaders Uniting Students)

Jaime Zarate

Resident Substitute

Jeff Norton

Webmaster

Linda Muhlhauser

Focus on Learning Committees

Organization

Leaders

Christopher Martin
Inez Vallejo

Administrators and Counselors

Renate Jefferson
Frank Fravel

Staff Members

David Munn
Phyllis Greer
Joel Levin
Chris Martin
Todd Tatro
Doug Highlen
Trent Warren
Mike Duran
Aimee Green
Bruce Winger
Jaime Zarate
Tammy Ogle

Pam Stevenson
Dean Nielsen
Vance Sather
Kitty Hoole
Richard Dircks
Glen Romero
Bruce Linsley
Dan Crawford
Mary Byun-Kallevig
Andy Foster
Karen Winn
Jaclyn Johnson

Steve Tarabilda
Carly Watson
Stan Doddridge
David Marrett
Inez Vallejo
Lisa Nichols
Joan Bagwell
Linda Allmon
Cori Isbell
Julie Middleton
William Akana
Gil Richter

Parents

Barbara Goodale
Lucy Blumenshine
Debra Andres
Paula Webb
Shelly Wirt
Lori Moss
Linda Smith

Bonnie Meyers
Martha Barron
Yanina Duenas
Andrea Petritz
Diana Wilkins
Sandy Polk
Dennis Dean

Sue Niedelman
Karen Caruso
Marina Kolb
Kristina Anderson
Anargellia
Ramirez
Elia Reyes

Students

Jay Levy
Natalie Weinstein
James Smith III
Andy Walters
Daryl Valdez

Rachael Safran
Shania Vidal
Hannah Kissel
Austin Quick
Dylan Bohanan

Lacey Croom
Jessica Bhatt
Arlene Tokunaga
Aryane Reagan

Focus on Learning Committees

Curriculum

Leaders

Greg Baird
Jack Jones

Administrators and Counselors

Mary Walters
Lorie Coleman
Adriana Alarcon

Staff Members

Pete Matus
Kari Carlson
Bob Partin
Greg Baird
Harry Hutcheson
Craig Anderson
Holle Romero
Bryan Lynton
Scott Putjenter
Deborah Santelices
Shanette Soto
Laurie Withers

Debbie Lewis
Jameson LeRossignol
Nicole Saylor
Scott Widner
Karen Jones
Dana Stoeckel
Rick Lorenzen
Barry Tokunaga
Brad Henegar
Jack Jones
Bernardo Estrada

Stephanie Webster-Dominguez
Leslie Anderson
Kathleen DeBord
Susan Axelrod
Jeff Mercer
Joanne Rooney
Sally Krueger
Lynn Aune
Tama Koke
Tony Teets

Parents

Barbara Goodale
Lucy Blumenshine
Debra Andres
Paula Webb
Shelly Wirt
Lori Moss
Linda Smith

Bonnie Meyers
Martha Barron
Yanina Duenas
Andrea Petritz
Diana Wilkins
Sandy Polk
Dennis Dean

Sue Niedelman
Karen Caruso
Marina Kolb
Kristina Anderson
Anargellia
Ramirez
Elia Reyes

Students

Luigi Argueta
Corey Loescher
Johanna Heinmuller
Heather Loomis
Chad Sokol
Vicente Mendoza

Shaina Vidal
Natalie Weinstein
Lacey Croom
Darryl Valdez
Dylan Bohanan
Austin Quick

Aryane Reagan
Andy Walters
James Smith III
Jessica Bowman
Jessica Avalos
Armando Ramirez

Focus on Learning Committees

Instruction

Leaders

Ellie Fuller
Sean McCarthy

Administrators and Counselors

Mark Pettengill
Gary Brittain

Staff Members

Ellie Fuller
Don Wegner
Shane Ebert
Kathy Van der Linden
Carla Saldana
Mona Byrd
Heidi McDonald
Jim Furleigh
Mike Gonzalez
Rob Gergins
Scott May
Todd Thornburg

Sean McCarthy
Steve Fowler
Anthony Aguilar
Connie Campbell
Krista Giordano
Matt Stratton
Michelle Pardue
Gretchen Schultz
Scott Richards
Steve Chitraroff
Bill Crookshank
Diana Lippe
Suzanne Marsolais

Colleen Ewing
Peggy Buechler
Lori Hatter
Karen Mobley
Mike Santana
Tamara
Hernandez
Tom Ogle
Susan Martin
Robin Harrod
Melinda Cohen

Parents

Barbara Goodale
Lucy Blumenshine
Debra Andres
Paula Webb
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Lori Moss

Linda Smith
Bonnie Meyers
Martha Barron
Yanina Duenas
Andrea Petritz
Diana Wilkins
Sandy Polk

Dennis Dean
Sue Niedelman
Karen Caruso
Marina Kolb
Kristina Anderson
Anargellia Ramirez
Elia Reyes

Students

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Lacey Croom
Darryl Valdez
Dylan Bohanan
Austin Quick

Aryane Reagan
Andy Walters
James Smith III
Jessica Bowman
Jessica Avalos
Armando Ramirez

Focus on Learning Committees

Assessment

Leaders

Alanna Fields
Katherine Stone

Administrators and Counselors

Bob McGonigal
Candyce Julian

Staff Members

Terry Ireland
Russ Welch
Joe Trainer
Steve Chavez
Alanna Fields
Carol Hall
Monte Jones
Genevieve Barrow
Mike Stowe
Jeff Lamb
Chris Mitchell

Randy Forgette
Jim Sammon
Rogelio Gallegos
Katherine Stone
Dawn Smith
Denise Guzman
Rebecca Stanton
Debbie Weaver
Time Holder
Marianne Gallegos
Mariano Aranda

Alejandro Guerrero
Martha Pezzullo
Cynthia Erbel
Ruth Griffith
Michelle Lemus
Rebecca Ludt
Diane Trettin
Steve Deiter
Susan Butler

Parents

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Lucy Blumenshine
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Dennis Dean

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Chad Sokol
Vicente Mendoza

Shaina Vidal
Natalie Weinstein
Lacey Croom
Darryl Valdez
Dylan Bohanan
Austin Quick

Aryane Reagan
Andy Walters
James Smith III
Jessica Bowman
Jessica Avalos
Armando Ramirez

Focus on Learning Committees

Culture and Student Support

Leaders

Diana Hess
Amanda Mayfield
Geniel Moon

Administrators and Counselors

Mike Fages
Jim Vandenburg
Erika Bennett
Melanie Kayrell
Rick Lockwood

Staff

Jay Jackson
Ella Harrison
Kevin Bradley
Marguerite Smith
Dana Rice
Jay Bunch
Greg Ireland
Sean Parks
Stan Hunt
Jennifer White
Beth Joyce
Debbie Beach
Linda Reid
Angel Selvaggio
Tomi Harding
Karen Macinnes
George Jones

Linda Muhlhauser
Darin Mott
Jeanne Cusack
Justin Nitti
Teddy Ko
Todd Hilton
Monica Trillo
Steve McClure
Amanda Mayfield
Victoria Barr
Myrna Burch
Julie Inouye
Sue Keith
Shilind Wheaton
Debbie Thompson
Don Fitzgerald
Joanne Donovan

John Grissom
Ilva Nanci
Kathleen Brooks
Diana Hess
Bridgett Nylander
Bobbie Gilbert
Veronica Ruiz
Cathy Leseberg
Cathy Owens
Karee Mason
Adalberto Lopez
Bruce Robinson
Janet Clark
Geniel Moon
Brandon Bailly

Parents

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Lucy Blumenshine
Debra Andres
Paula Webb
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Linda Smith

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Martha Barron
Yanina Duenas
Andrea Petritz
Diana Wilkins
Sandy Polk
Dennis Dean

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Karen Caruso
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Ramirez
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Daryl Valdez

Rachael Safran
Shania Vidal
Hannah Kissel
Austin Quick
Dylan Bohanan

Lacey Croom
Jessica Bhatt
Arlene Tokunaga
Aryane Reagan

Murrieta Valley High School Student/Community Profile

Overview

Murrieta Valley High School, a comprehensive school designated as a *California Distinguished School* in 1997, opened in 1990 and is located in the western portion of the city of Murrieta on a 52 acre campus. It was the first of two comprehensive high schools in the Murrieta Valley Unified School District and currently serves 3216 students in grades nine through twelve. From 1990 to 2003, MVHS experienced double-digit growth each year, capping at over 4200 students in 2003 when Vista Murrieta High School, which now serves 3650 students, opened. A third high school, Murrieta Mesa, will open its doors in the fall of 2009 with approximately 1000 to 1300 9th and 10th graders. The district anticipates operating three high schools with 1800 to 2400 students at each site. Beginning in the fall of 2009, MVHS will lose students for the next three years. Our main feeder school will be Thompson Middle School, located next door to MVHS. Students on the west side of the 15 freeway will be in the Murrieta Valley High School attendance area, students living in the area between the 15 and 215 freeways will be in the Murrieta Mesa High School attendance area, and students living east of the 215 freeway will attend Vista Murrieta High School.

Murrieta Valley High School is a strong, comprehensive high school that models respect, integrity, teamwork and excellence. As the first high school in the city, it has a rich history and has built many traditions. MVHS has several former Nighthawk students who are now part of the faculty. Counselors and teachers know many families from years of working together as a learning community. The school is collaborative and an experienced staff shares best teaching practices, syllabi and assessments as well as project ideas. The school's staff is student-oriented and decisions are made on what is best for children. MVHS staff believes that all students can learn and be achievers. The school's goal is to prepare each student to the highest achievement level possible so that each student is prepared for college and has many other choices upon graduation. The parents of Murrieta Valley High School students are partners in learning and appreciate strong student support. They expect a quality educational experience for their children and take an active role in supporting their children's activities.

MVHS offers a solid core curriculum, a rich elective program, advanced placement classes and honors classes and career technical classes. The course offerings and curriculum address the varied interests of MVHS students. Students are friendly, feel safe at their school, and are connected to adults on campus. Students in the "Red Zone" (spirit section in the bleachers) are proud to yell "*The Hawks are in the House!*"

City Profile

Murrieta is often referred to as the “Gem of the Valley”. The city was first populated in 1873 and became a stop-over point for the trains of the Southern California Railroad traveling to San Diego. Once the trains stopped running in 1935, a fifty-year calm settled into the valley. In 1980, 2200 people lived in Murrieta, and as Interstate 15 expanded, the city grew to 24,000 people by the time the City of Murrieta incorporated. Today, more than 100,000 people call Murrieta home, making it one of the five largest cities in Riverside County. The City of Murrieta recently built a town center with a city park, a new police department building, a beautiful library, a senior citizen center and Murrieta City Hall.

In 2008, over 600,000 people resided in the valley cities of Murrieta, Temecula, Wildomar, Lake Elsinore and Menifee. The natural scenic beauty of the area and reasonably priced housing attracted significant numbers of residents and businesses who found Murrieta a great place to grow. A city pamphlet reads “those living in the community find distinguished schools, abundant recreation, excellent medical facilities, employment opportunities, and one of the lowest crime rates in Southern California.” While growing into a city of over 100,000 people, Murrieta is concerned to keep a sense of community and smallness. Its motto is: *Murrieta: A Great Place to Grow.*”

City Data

Areas in miles	28.4 square miles
Population	100,173 citizens
Median Age	33 years old
Median Family Income	\$86,700
Housing Costs	\$250,000+ (Varies due to decreasing values)
Commuters to	San Diego (60 miles)
	Los Angeles (70 miles)
	Orange County Cities (63 miles)
Educational Levels	25% HS Graduates
	34% Some college
	9% Associate Degree
	14% Bachelor’s Degree
	6% Advanced Degree

Ethnic Make-Up

White	72%
Asian/Pacific Islander	6.5%
African-American	4.5%
American Indian	0.8%
Hispanic/Latino	23%
Other	15%

The community is family-centered with lots of parks, a community pool, a city recreation center and a refurbished “Old Town Murrieta.” With many families moving into the area from San Diego, Orange, and Los Angeles counties, the ethnic groupings have slightly shifted

The city of Murrieta has experienced inordinate growth during the last several years due to rapid development of affordable housing and the increased presence of light industry. This growth, however, has given way to significant downturns in the housing market and economy resulting in a plateau effect on city growth and student enrollment district-wide. The high foreclosure rate on homes speaks of the economic hardships. The Murrieta/Temecula area was featured on national newscasts as one of the areas with the highest foreclosure rates in the nation. The community and schools have felt this impact not only through financial losses but through an increased number of students who need emotional support.

Murrieta Valley Unified School District

The Mission of the District is *“To inspire every student to think, to learn, to achieve and to care.”* The Board of Education, together with the community and the district’s new Superintendent, Dr. Stan Scheer, developed the new mission statement and strategic plan in 2007-2008. The climate in the district reflects a very caring attitude. Parents and students report through surveys that they are very satisfied with the Murrieta Valley Unified School District. The district’s focus is on providing student-centered services and giving every child the opportunity to grow and learn. The district is characterized by providing excellent services, an emphasis on high expectations for all students, high test scores, active parent and community involvement and developing new programs or services based on research. The District serves over 21,360 students and supports “choice” enrollment through the intra-district transfer process.

For the first time in its history, the district experienced zero growth in 2007/2008. The 2008/2009 school year shows a district growth of 240 students. 181 of these are high school students. The neighboring communities of Temecula, Wildomar, and Menifee have experienced similar population changes. Due to the downturn in the economy and large numbers of newer homeowners, Murrieta has experienced a high number of foreclosed homes. The district has 10 elementary schools, four middle schools, three comprehensive high schools, one continuation high school and one independent study academy.

Student to Teacher Ratios

Grades K-3	20:1
Grades 4-5	32:1
Grades 6-8	31:1
High School 9 th grade math/English	20:1
High School 9-12	31:1

District Ethnic Distribution

	2006	2007	2008
American Indian	.5%	1.0%	1.0%
Asian	3.6%	3.0%	3.0%
Pacific Islander	.9%	1.0%	1.0%
Filipino	5.5%	6.0%	6.0%
Hispanic/Latino	23.0%	23.0%	23.0%
African-American	6.1%	6.0%	6.0%
White	63.2%	51.0%	51.0%
Multiple/No Response	6.4%	10.0%	10.0%

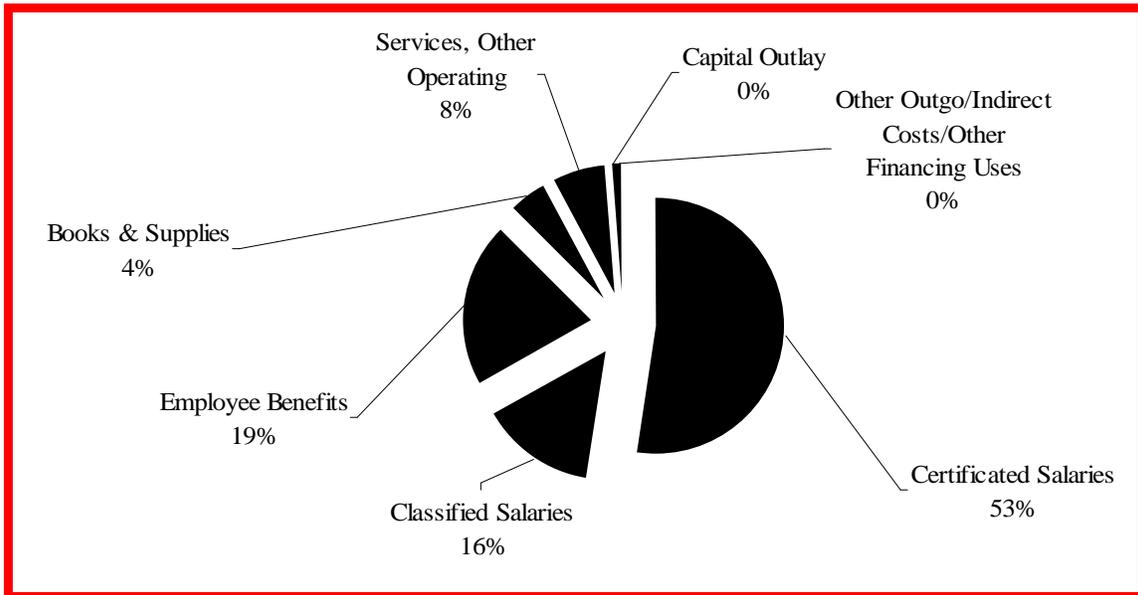
Free and Reduced Lunch Population

School Year	Student Numbers	Percentage of Population
2006-2007	21,246	15.4%
2007-2008	21,265	18.3%
2008-2009	21,417	20.3%

Revenue and Expenditures

Students are the district’s highest priority. The Murrieta Valley Unified School District’s assessment of student achievement in relation to the academic standards drives the program development and allocation of resources to Murrieta Valley High School.

2008-2009 Adopted Budget
Total Revenue = 152,768,950
Total Expenditures = \$156,189,137 *



 This amount denotes a .6% cut from fiscal year 2007-2008

MVUSD Program Highlights and Accomplishments

Murrieta Valley Unified schools offer an excellent academic program with award-winning student activities, performing arts and outstanding interscholastic athletic programs. Parents and students appreciate the district’s student-centered educational programs and the commitment to “Service and commitment to every student, every day.” Highlights include:

- Seven California Distinguished Schools
- Model Continuation High School
- High graduation rate
- Awards for outstanding student athletic and activities programs
- One of the highest performing districts in Riverside County with an average API score of 811
- Providing a safe learning environment. Safety programs include DARE, Every 15 Minutes for the high schools, School Resource Officers, Gang Risk and Intervention Prevention Meetings and Home to School Safety Patrols
- Character building programs encouraging children to become healthy, caring and responsible individuals who contribute to their schools and community. Programs include PLUS, peer tutoring, *Character Counts* and *40 Developmental Assets*
- Use of technology for the instructional system
- Strong parent involvement through PTA, booster clubs and parent partnerships
- SOAR program which connects high school students to CSU San Bernardino
- Articulation agreements with community colleges
- Extensive staff development for all staff including classified staff members
- Leadership programs such as Human Relations Council, Link Crew, PLUS, Renaissance, ASB
- Special Instructional Programs
 - Alternative Education
 - Career Technical Education
 - Credit Recovery Opportunities
 - English Language Development
 - English Language Acquisition Program
 - Extended Learning Opportunities
 - Gifted and Talented Education
 - Special Education
 - Home/Hospital Instruction
 - Honors and Advanced Placement Courses
 - Vocal and Instrumental Music for Elementary through High School
 - Visual and Performing Arts

The Board of Education represents the needs of the community and maintains and establishes the District’s educational and operational policies.

Murrieta Valley Unified School District

AYP Results for 2008

	All Components	English- Language Arts	Mathematics	API	Graduation Rate
<u>MURRIETA VALLEY UNIFIED</u>	No	No	Yes	Yes	Yes
Elementary Schools					
<u>Alta Murrieta Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Antelope Hills Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Avaxat Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Cole Canyon Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Daniel N. Buchanan Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>E. Hale Curran Elementary</u>	No	No	Yes	Yes	N/A
<u>Lisa J. Mails Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Monte Vista Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Murrieta Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Rail Ranch Elementary</u>	Yes	Yes	Yes	Yes	N/A
<u>Tovashal Elementary</u>	Yes	Yes	Yes	Yes	N/A
Middle Schools					
<u>Shivela Middle</u>	No	No	No	Yes	N/A
<u>Thompson Middle</u>	No	No	Yes	Yes	N/A
<u>Warm Springs Middle</u>	No	No	No	Yes	N/A
High Schools					
<u>Murrieta Valley High</u>	Yes	Yes	Yes	Yes	Yes
<u>Tenaja Canyon Academy</u>	No	Yes	Yes	Yes	No
<u>Vista Murrieta High</u>	Yes	Yes	Yes	Yes	Yes
ASAM Schools					
<u>Creekside High</u>	Yes	Yes	Yes	Yes	Yes

Murrieta Valley High School Overview Mission Statement

The MVHS mission statement represents the collaborative efforts of all shareholders to create a statement that truly reflects what the school wants to accomplish. Staff met on a number of occasions in focus groups, home groups and full staff meetings to identify the key components to be included in the mission statement. The key concepts are based on the shareholders' core beliefs and values as well as educational research. The resulting mission statement is based on the staff's commitment that *student success is our highest priority*.

Mission Statement:

The Mission of Murrieta Valley High School is to inspire and empower all students to grow academically, emotionally and socially to become productive citizens who serve others and meet the challenges of the twenty-first Century.

Do it the R.I.T.E. Way, the Nighthawk Way ~ with Respect, Integrity, Teamwork and Excellence!

After the mission statement was written, shareholders began to revise the Expected School wide Learning Results (ESLRs). Staff considered the following components:

- The skills needed for the 21st Century as identified by the U.S. Department of Education's Partnership for 21st Century Skills.
- The district's mission statement and strategic plan which focuses on inspiring students to think, to learn, to achieve and to care.
- The school's values as expressed in the mission statement.
- The IB mission statement to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Feedback from community, parent and student groups.
- The previous ESLRs of H.A.W.K.S. which stands for Hardworking Learners, Analytical Thinkers, Worthy Citizens, Knowledgeable Communicators and Skilled Users of Technology.

In the initial discussions, the staff decided that they wanted to retain the key learning outcomes from the former ESLRs while including the research components from the 21st Century learner and emphasizing the need for students to become more engaged in their own learning. After further consideration of these concerns and the components listed above, the ESLRs were refined and shared with the leadership team, students, school site council, PTA members and the Board of Education.

The current ESLRs are a result of the collaboration of all shareholders.

Murrieta Valley High School students are...**Engaged Learners who:**

-  Create a positive vision for themselves and their future
-  Work independently and cooperatively
-  Are self-directed and intrinsically motivated
-  Exhibit organizational skills, set priorities, and achieve goals
-  Produce quality work by using varied resources and technology
-  Balance social, mental, and physical wellness

Critical Thinkers who:

-  Understand and use the Scientific Method
-  Implement problem solving strategies
-  Integrate information from across the curriculum
-  Analyze, synthesize, and evaluate complex systems, information and ideas

Effective Communicators who:

-  Read, write, speak, and listen critically
-  Receive, process, and interpret information
-  Interpret and express concepts and ideas creatively

Responsible Twenty-first Century Citizens who:

-  Think globally and understand, appreciate, and respect other cultures
-  Improve the quality of life in their school and community
-  Have compassion for and contribute to the success of others
-  Adapt to a constantly changing world
-  Balance social, mental and physical wellness
-  Access and use information and technology to enhance lifelong learning

Instructional Day

MVHS is generally a calm, orderly campus. All 9th and 10th grade students take seven classes each semester. Juniors must take a minimum of six classes and seniors may take a minimum of five classes but most students add general electives, career technical education classes or enroll in a community college class. The school day begins at 7:30 AM and ends at 2:30 PM. The classes are taught in alternating blocks of 100 minutes; 5th period has fifty instructional minutes and students have either lunch A before 5th period or lunch B after 5th period. Any of the offered subjects may be placed on the master schedule as a 5th or single period. Teachers teach the same content but adjust the pacing and instructional techniques to fit the single period that meets daily. Students may be enrolled in three blocks and one single class each day and trade A and B days. On A days, teachers teach periods one, three, five and seven. On B days, teachers teach periods two, four, five and six. Teachers have their conference period every other day for 100 minutes with the exception of teachers who have a 5th period conference time each day for fifty minutes. Late Start days (5 days) begin at 10:15 AM and end at 2:30 PM. Minimum days (10 days) begin at 7:30 AM and end at 11:30 AM. Total instructional minutes are 65,250.

Leadership

The school has followed a consistent model of leadership for the past seven years. The school no longer has a deputy principal or dean due to decreased numbers from 2002, but the principal has been at MVHS since 2002-2003. One Assistant Principal and two counselors form a grade level learning team. The team moves with the class. MVHS has eight counselors, four assistant principals, 136 teachers, one psychologist, a full time nurse, a librarian and health clerk, speech and language therapist, a part-time adaptive physical education specialist, work coordinator, 74 classified staff members, including aides, nutrition workers, a school resource officer (SRO) and seven campus security staff members. Each department has a lead teacher. Counselors, administrators, athletic director and activities director meet weekly and the lead teachers meet on a monthly basis. Each learning team keeps a notebook with all pertinent grade level activities and timelines. Anecdotal data and the Healthy Kids Survey (HKS) reflect that students connect to their learning team. Two teams have experienced no change while guiding their grade level for four years and have reported strong relationships and family connections.

The leadership team meets with the students on a regular basis, develops Individualized Learning Plans, conducts classroom visits, and arranges for other activities which reward students and support them in their social and emotional needs. Leadership decisions and instruction are based on achieving the ESLRs of engaged students, critical thinkers, effective communicators and responsible citizens of the 21st Century.

In the fall of 2009, the district formed a 21st Century Learning Committee which includes four MVHS staff members. This task force is examining graduation

requirements, the skills a 21st Century learner needs to develop, district course alignment with the 21st Century skills, and exploring co-enrollment as well as developing articulation agreements with local colleges.

Core Values

Since the WASC self study and team visit in 2003, MVHS has continued to focus on increasing academic performance by aligning the curriculum to the standards and by setting high expectations. The MVHS staff works together to prepare students for college and for all other post high school plans. Staff, students and shareholders are guided by the school's core values of respect, integrity, teamwork and excellence.

To develop more respect and cultural competency, MVHS and the district have taken specific steps to actively engage students and the community in building unity, respect and acceptance among all ethnic groups. Each school in the district has a character education program and the high school peer leader students come to the feeder schools to conduct peer leaders uniting student forums (PLUS team). A Human Relations Council has been formed to address questions and concerns, to promote cultural sensitivity, and to learn from each other. The district has expanded the student support division to include a director of safety, three district counselors who conduct family and "Breakthrough" counseling, and a coordinator for community relations and liaison. All of these positions, together with the school resource officers placed at the middle schools and high schools, are grant funded.

MVHS students have benefitted from the additional support opportunities. When students have not made good choices, they may be eligible for the Carpe Diem center where daily counseling and individualized help support students. A smoke-free Saturday class, in lieu of suspension, helps students to stay in class and learn. Alternatives to expulsion (except where mandated), suspension, and increased alternative education opportunities, have kept students in school and help to them achieve the ESLRs.

The following table highlights some of the exceptional programming that is available at MVHS:

PROGRAM	HIGHLIGHTS
ADVANCED PLACEMENT PROGRAM	<ul style="list-style-type: none"> • MVHS is committed to offering students lots of opportunity for academic advancement. Honors courses and Advanced Placement (AP) courses give students the opportunity to challenge themselves. The staff encourages students to enroll in these classes and opens up the AP enrollment to all students. MVHS students took a total of 868 tests. The school's goal is to increase enrollment. • The following AP classes are available: Art History, Biology, Calculus AB and BC, Chemistry, English Language and Composition, English Literature and Composition, European History, French Language, Spanish Language and Spanish Literature, Government and Politics, Music Theory, Physics, Psychology, Statistics, Studio Art and U.S. History. • The AP teachers are in a Professional Learning Community and meet to discuss student enrollment, curriculum and motivation. All AP course outlines have been submitted to the College Board as part of the AP audit process.
AVID	<ul style="list-style-type: none"> • Prospective AVID students interview in 8th grade with teachers and students from the MVHS AVID team to determine student interest and eligibility according to AVID guidelines. • Teachers work with the counselor to place students into rigorous course loads. Guest speakers, college representatives, college visits, study sessions for the SAT/ACT examinations and support with college applications, financial aid and other forms assist students to earn college acceptances. • Upper class AVID students assist freshmen AVID students and become mentors and guides. College tutors come into the AVID classrooms to support students in specific content studies. AVID teachers work closely with the county supervisor for AVID and attend conferences. • Students in the AVID program are offered direct guidance about the college-going process. Parent evenings, meetings, study sessions, learning strategies to promote higher order thinking skills and organization are all part of the support program.

ELECTIVES

- MVHS offers many diverse electives that make students well rounded young adults. A wide offering of electives in the Business Department includes the new Business Venture course. Students learn how to build a business by developing a business plan that includes marketing, sales, finance, public relations, personnel and shipping departments. Students take the “virtual business” to conferences and competitions and take great pride in the development of their business. The course is student developed and directed with the teacher acting as the advisor. Other electives include accounting, business law, business principles and business law. Students who have completed the accounting course often find part time employment in community businesses.
- The computer career class includes a career and college research project. Students give presentations on a career of their choice and use the COIN software program for their career search. The web-based high school guidance program helps students with exploring career choices and educational planning. MVHS has ranked consistently in first place of California Coin Career Library Sites with over 11,000 log-ins from MVHS students.
- The Murrieta Institute of Technology (M.I.T.) Program allows students interested in Engineering careers to receive a variety of experiences. Seven years of participation in the Municipal Water District’s Solar Boat Races has netted top awards such as Outstanding Boat Design, Best looking boat, and the annual sportsmanship award. In 2008, the Robotics class and club qualified two teams for the VEX American Championships where they placed in the top twenty programs and higher. Students build many engineering structures and participate in the school’s Walk on water, Cardboard Boats competition and the annual City of Murrieta’s Holiday of Lights parade. Rocketry, hot air balloons and bridge building exercises inspire students to become future engineers. A drafting program for both mechanical drafting and computer aided drafting is part of the MIT program.
- Computer electives include Computer IT which prepares students for the A+ certification, multimedia, advanced TV Video Production, TV Digital Production. The students produce the daily Nighthawk News show and film the video yearbook.

- The English Department electives include Cinema as Literature, Creative Writing, Mythology, Public Speaking, Journalism and Bible in Literature. Students are encouraged to enroll in Expository Writing for both the junior and senior year. The American Studies program combines U.S. History and American Literature.
- The Consumer/Family Studies Department offers Foods and Nutrition and Food and Beverage Production classes. These students learn how to prepare food commercially and serve staff luncheons for special occasions. They also sell their baked goods to staff and will expand with commercial food preparation equipment. Fashion History and Design and the Clothing and Fabric Construction courses are articulated with the community colleges. Students in the Developmental Psychology program are partnered with classes in elementary schools where they serve as assistants and work with the students. Often students volunteer in community day care and begin their work on Early Childhood Education certificates.
- The Social Science electives include Psychology and Geography.
- The Science Department electives include Environmental Science, Earth Science, Advanced Biomedical Science, Marine Biology and Anatomy and Physiology. Living by Chemistry is a step-up elective course for Chemistry and gives students the opportunity to study Applied Chemistry.
- The World Languages Department offers French, German, Spanish, Spanish for Spanish Speakers, Italian and ASL. Ballet Folklorico, Si Se Puede, international celebrations with food and culture are all part of bringing global aspects to the school. All of the languages are offered at multiple levels.
- The Math Department offers support classes for Algebra I and upper level courses. Students who want to enroll in math studies beyond Calculus BC enroll at the community college.
- The Visual Arts Department offers Graphic Arts, Ceramics, Photo (both digital and black and white photography as well as film developing and portrait photography), Art I, Advanced Drawing and Painting, 3D design and Art History. The students' art work is displayed in the school lobby, in the library and at the

	<p>district office. The community enjoys the “Art in the Park” and “Art Walk” at Open house. Each year, students enter art work in the PTA sponsored Reflections program.</p> <ul style="list-style-type: none"> • MVHS has a strong performing arts program. The Crimson Cadets, the MVHS marching band, won a gold medal for their field show competitions, and the band marched at Disneyland and in parades. The band loads all of its equipment into its own trailer that proudly shows the Crimson Cadet band members and the Performance Corps. The symphony/concert band gives community concerts (Concert under the Stars) and school concerts. Students also enroll in Exploratory Music classes and musical theater productions. The drama program includes Drama I through IV and Tech Theater where students study all aspects of stage craft and lighting. Students work with a theater technician. Drama productions also include pieces for the elementary school communities. Elementary school students attend the Haunted House and other children’s productions. The drama students also perform their own productions and senior projects include directing and writing their own plays. • The MVHS Choir programs enter several competitions throughout the year. Electives include Advanced Chorale, Men’s Ensemble, Women’s Ensemble, Chamber Choir and Advanced Women’s Ensembles. The choir has been invited to perform for the National Choir Directors convention where top groups in the Nation perform. They have taken first place in the Heritage Festival and have performed in New York, Berlin, San Francisco and at many universities. The performing arts collaborate with talent shows, variety shows and musical theater productions. • The Dance program offers several levels of study. Students in the advanced courses explore choreography and production. The annual Dance Production is a show piece that features all dancers. Each year, the MVHS Dance Team is invited to perform and compete in the Florida National Dance Team competition.
<p>LEADERSHIP OPPORTUNITIES</p>	<ul style="list-style-type: none"> • The ASB at MVHS bases its program on inclusion and service to the community. Several outside organizations have benefitted greatly by the contributions the MVHS student clubs and teams have made in the face of trying economic times. The ASB

	<p>has been recognized ten of the last eleven years as an Outstanding Activities Program by the California Association for Directors of Activities (CADA). MVHS is the Valley Blood Bank School of the Year for 2008 for donating the highest volume of blood. MVHS has 85 clubs and involves a high percentage of students in student activities. Over 1400 students attended this year's Homecoming Dance. The leadership program is designed for students who are interested in learning about government, parliamentary procedures, service and public relations.</p> <ul style="list-style-type: none"> • The PLUS program (Peer Leaders Uniting Students) reaches out to the campus and surrounding community. Students explore issues important to them through forums. The program teaches students how to be leaders and engage students in discussions about topics such as peer pressure, making good choices, discrimination and showing respect. • The PLUS team also connects students to the campus through linking activities for the 8th graders. Before they start school, the incoming freshmen enjoy games, walks through the campus, a dance, food and fun activities. • The Renaissance Program is connected to ASB and awards students for improved academic performances and success as honor students. Award assemblies and parent evenings, Red Carpet Shows, guest speakers and guest artists are all part of awarding students for their hard work. Students also design award activities for staff.
<p>CAREER TECHNICAL EDUCATION</p>	<ul style="list-style-type: none"> • The Career Technical Education classes (formerly ROP) are designed to provide students with entry level job training. Courses offered at MVHS include Law Enforcement, Forensic Science/CSI, TV/Video Production, Auto and Certified Nursing Assistants. Students are also able to enroll in courses at VMHS and neighboring schools in Lake Elsinore and Temecula. Programs range from banking to cosmetology. These courses often provide students with entry level skills for work or students want to transfer into a certificate or two year program at the community college.

<p>PUBLICATIONS</p>	<ul style="list-style-type: none"> • <i>The Talon</i> and <i>The Image</i> are the school’s newspaper and yearbook publications. Students learn all aspects of journalism and print production. The paper includes a front news section, an opinion section, a features section, an entertainment and arts section and a sports section. The Editor in Chief works with all of the students so that they learn the basics of good journalism, which include writing news and features, interviewing, conducting polls and surveys, covering beats and working under deadline pressure. The teacher serves as the facilitator. Each year, the newspaper earns awards and often a first place ranking from the American Scholastic Press Association. A student editor in chief is also in charge of the yearbook. In 330+ pages the journalism class chronicles the events of the school’s events and students’ experiences. Students on both staffs, and the advisor, spend many hours working after school on their respective publications.
<p>ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> • All students have the opportunity to participate in after school tutoring in the library. Honor Society students are in charge of setting up the sign-in/attendance tracking system and pair up students with student tutors and certificated teachers. • Study Skills classes are designed to support special education students who benefit from additional support and class time to complete their assignments from other classes. Instructional aides in the classroom assist all students who are struggling and offer support and differentiation. • Read 180 is a program for students who need support with reading. All 9th graders who are scoring far below basic and below basic are enrolled in the program to strengthen their reading skills. • Math Support classes are offered as part of the Algebra I A/B classes. Extra instruction and guidance helps students understand the concepts. • Extended Learning Opportunities (ELO) are offered through credit recovery classes during the instructional day on an individual basis and after school for English, math and social science. Students who failed a class are able to make up the credit at this time. Summer school is part of the ELO program and students can recover up to 10 credits when they enroll in summer school.

	<ul style="list-style-type: none"> • Counselors work diligently with students who need to recover credits. The Adult School and an opportunity to co-enroll as a high school student in the adult education program also assists students who need to recover credits. • Guidance counselors bring in students on an individual basis and as a group to assist students with study skills and developing post high school plans. • Teachers also tutor individually or offer lunch time, before school or after school support. • CAHSEE classes are designed to help students gain the basic skills necessary to pass the California High School Exit Exam. The course emphasizes test taking skills and basic skills development in core classes.
<p>ACADEMIC COMPETITIONS</p>	<ul style="list-style-type: none"> • MVHS offers the Mock Trial where students receive practical training in legal procedures. Students develop an understanding of the link between the Constitution, the courts and the legal system. Through their participation in the mock trials, students have become interested in pursuing legal careers. The MVHS team has placed second in the county competition for the pasts two years. • Model United Nations allows students to study a specific country and topics. Students then compete in oral and written assignments as they have to take a stand on important global issues. • Science Olympiad offers students the opportunity to study science topics and compete at the county and state level. • MVHS students also participate in the Academic Decathlon. Academic tests include language, art, music, mathematics, economics, science and the super quiz. Due to the increased numbers in Mock Trial and MUN, Academic Decathlon was not offered this year but will be sponsored again next year.

WASC Accreditation History

The school opened in 1990, based on the core values of Learning, Respect, Community, Communication, and Accountability. The first WASC self study was written in 1997. MVHS' strength was the creation of an integrated, active, thinking and meaning-centered curriculum that fostered student interest and learning. The action plans addressed the needs of establishing procedures, developing curriculum and developing a plan to support the rapidly growing enrollment. MVHS' last WASC visit and completion of self-study was November 2003. Since that time, MVHS' enrollment has decreased from 3600 students to 3221 and the school's API has increased from 715 to 780.

WASC team identified strengths:

- The administrators, faculty, staff, and student body are passionately proud to be members of the MVHS community.
- Students benefit from the availability of numerous and award-winning extra-curricular programs, including athletics, activities, clubs, and performing arts programs.
- Students benefit from a curriculum that is aligned to district, state, and national content standards.
- All students have access to a variety of course offerings in elective areas.
- Great care and effort was given to ensure that all stakeholders had a voice in the adoption of the mission and vision statements that support high achievement for all students.
- At MVHS, students display a high degree of enthusiasm, respect for staff, and a genuine pride in their school and community.
- MVHS administrators hire and maintain highly qualified professionals who enjoy teaching and learning. Staff members recognize that if the school is to continue to provide challenging and rigorous curriculum, then they must continue to challenge themselves as educators.
- Staff expertise is valued. There is extensive sharing, both formally and informally, of research and innovations with colleagues. This collaboration has resulted in the implementation of several highly regarded courses, strategies and programs throughout the campus.

MVHS 2003 identified critical needs:

- Improving student performance at all grade levels and across disciplines, with a focus on raising the API to 740 and raising the GPA to 2.8.
- Strengthening support services and creating opportunities for all students to reach their academic potential. Learning teams set the goals of visiting classrooms, meeting with struggling students and building developmental assets.
- Boost staff morale and student pride/respect. Goals included offering more opportunities for students to be involved in, improving services provided through the career center, and expanding the PLUS (Peer Leaders United Students) program.

The 2003 WASC accreditation term was for a six year term with a three year follow-up visit scheduled for 2006. This was based on the following WASC recommendations:

- To analyze the overall supervision of the in order to maximize the use of security resources and increase the expectation that all staff enforce established school policies.
- To regularly review and analyze disaggregated school-wide data to ensure that the participation in all courses and programs on campus reflects the diversity of the student population.
- Site administration and staff should work to ensure that school-wide data is calculated accurately, reflects the achievement of all students, and is shared and used by all shareholders.
- District Administration and Site Administration should engage the school community in ongoing dialog with regard to the opening of new schools and the impact on staffing, school culture and morale.
- Instructional and assessment practices and support services provided to ELL students should be expanded to meet the needs of the growing population.
- A more comprehensive and effective system for conducting follow-up studies on graduates needs to be developed in cooperation with the district.
- Given the mutual respect that exists between students and staff and the outstanding accomplishments in extra-curricular programs, all staff should take ownership in encouraging all students to reach their highest academic potential.

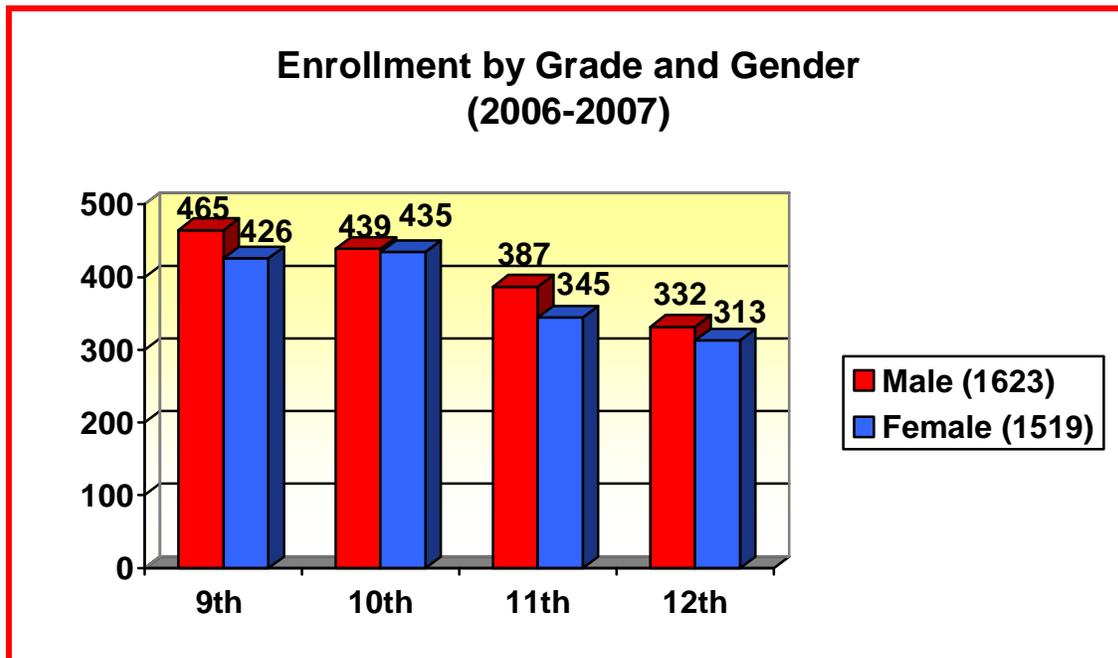
When a team of three WASC visiting team members returned for the mid-term visit in March 2006, they validated the progress MVHS had made since 2003 and had no further recommendations.

Since 2003, MVHS has made further efforts to secure the campus by building a security station underneath the arch. When the parking lot buildings will be removed, the front of the school will be clearly visible. All visitors check in at the guard station and receive their ID tag. Security ensures that all other gates are closed after school starts. A new camera system has been installed and will be updated again beginning spring 2009. The school disaggregates pertinent data and share assessment results through the Professional Learning Communities. When Murrieta Mesa High School opens the doors in August 2009, a number of MVHS staff members will transfer to the new school. This is the second time MVHS is experiencing this transition. Communication has been a key to making this transition successful.

MVHS continues to focus its efforts on teaching a standards-based curriculum, on setting high expectations for all students and on all students achieving the ESLRs: To be engaged learners, critical thinkers, effective communicators and responsible twenty first century citizens.

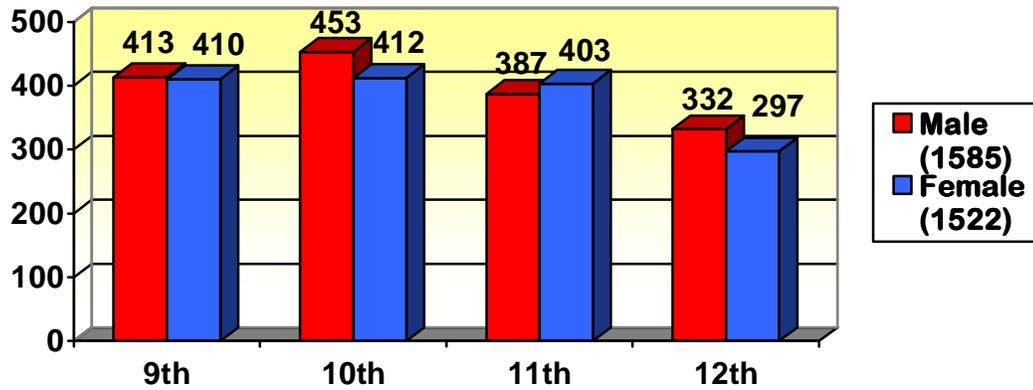
Student Enrollment

For the last several years, Murrieta Valley's student population has had double digit increases. The current economic conditions, however, have had a plateau effect on the student enrollment district wide and the opening of a second comprehensive high school in 2003 reduced student enrollment at Murrieta Valley. A third high school, Murrieta Mesa, will open in 2009, further reducing the enrollment at MVHS. MMHS is projected to open with approximately 1000-1300 students. It is estimated that MVHS enrollment for 2010 - 2011 will decline by 400 students. Listed below is our enrollment history for the years of 2006 through 2008 as reported on our CBEDS report.



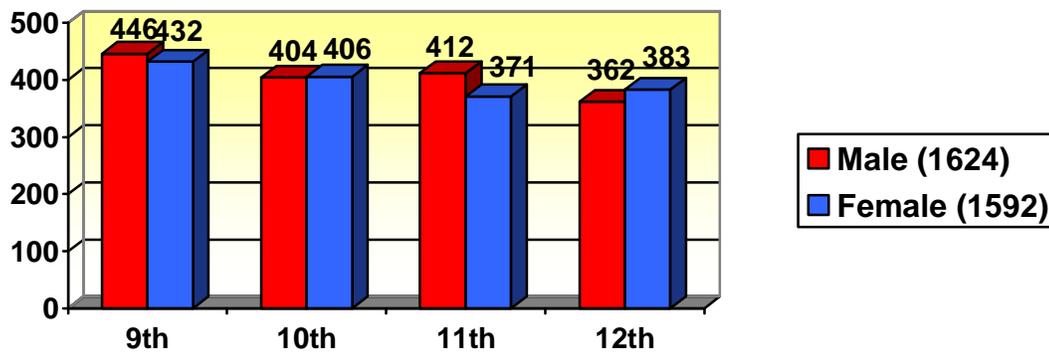
Total enrollment: 3136

Enrollment by Grade and Gender (2007-2008)



Total enrollment: 3107

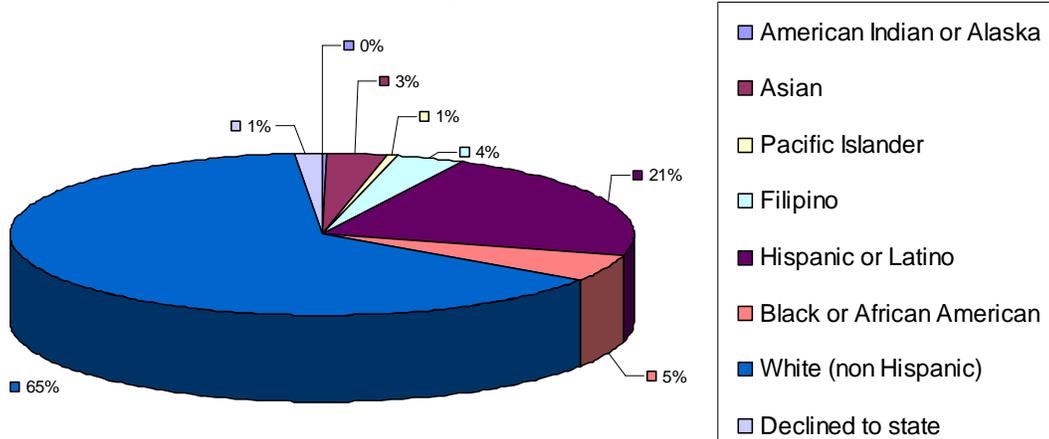
Enrollment by Grade and Gender(2008-2009)



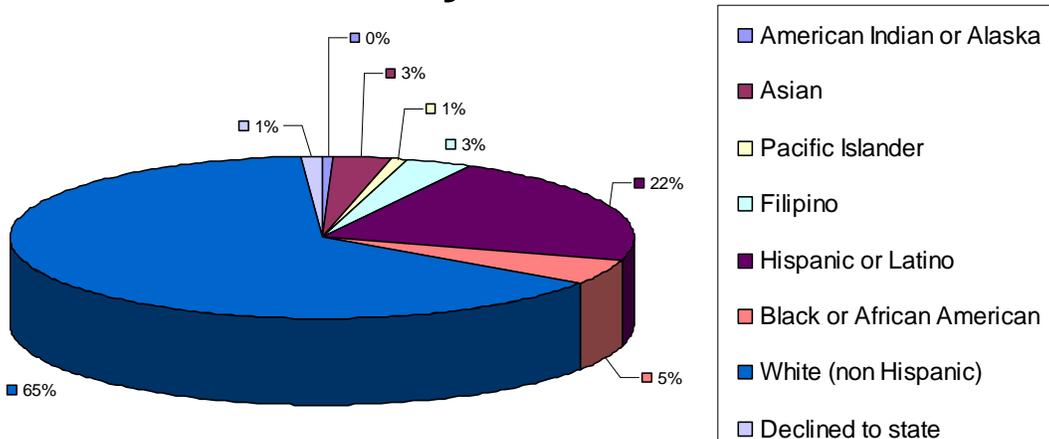
Total enrollment: 3216

Over the past three years, we have not had a significant increase or decrease in student enrollment or staffing.

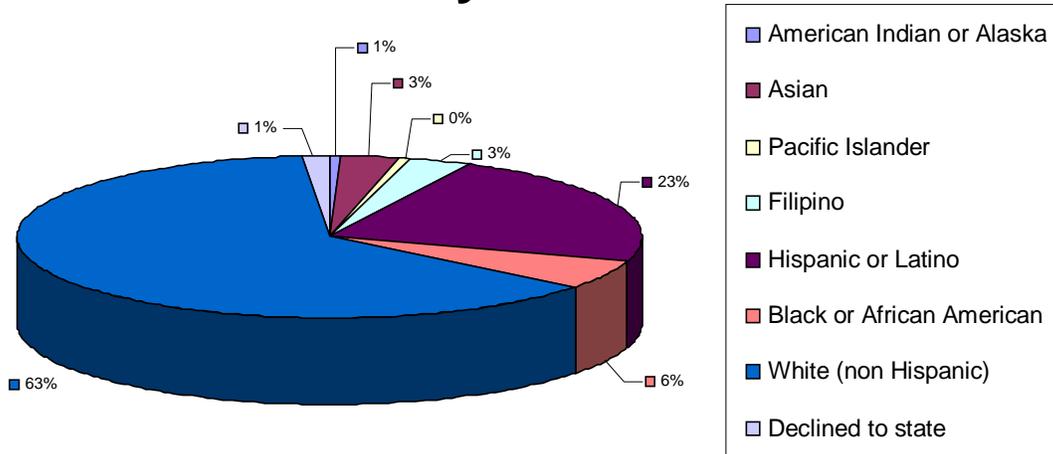
2006-2007 MVHS Student Ethnicity Distribution



2007-2008 MVHS Student Ethnicity Distribution



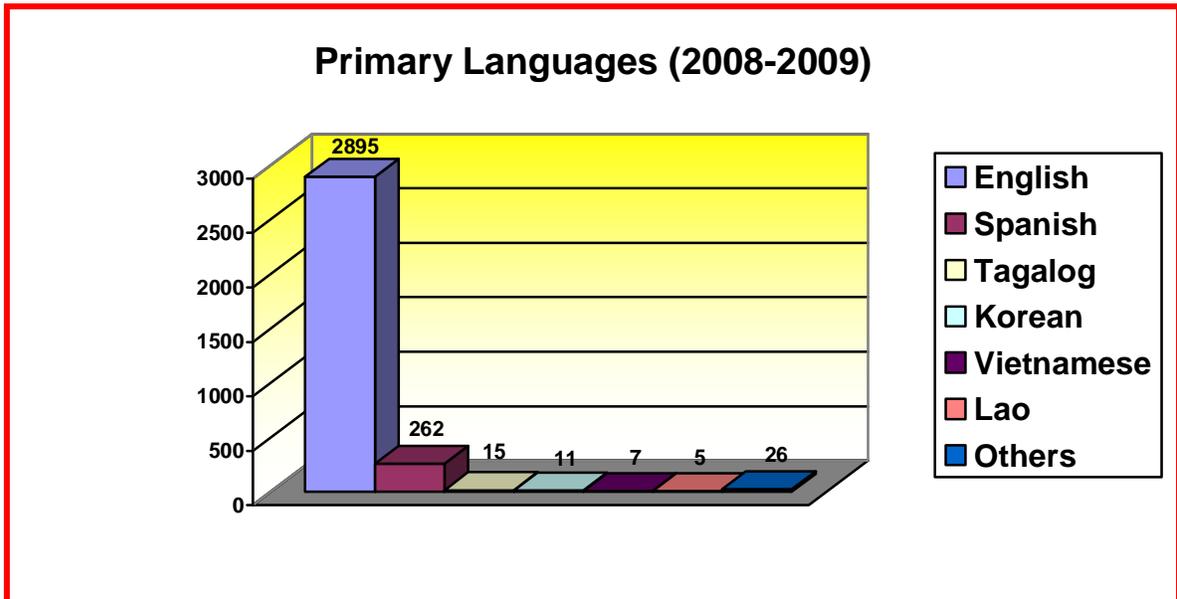
2008-2009 MVHS Student Ethnicity Distribution



The MVHS student population remains predominantly White/non-Hispanic (59%). Each year, the percentage decreases in small increments. Since the last WASC Report in 2003, our White/non-Hispanic population has decreased 9%. The Hispanic population increased from 18% to 22%. The Filipino population increased from 3.6% to 6% and the African-American population increased from 4% to 5%. The ELL population remains low (57 students) compared to surrounding districts.

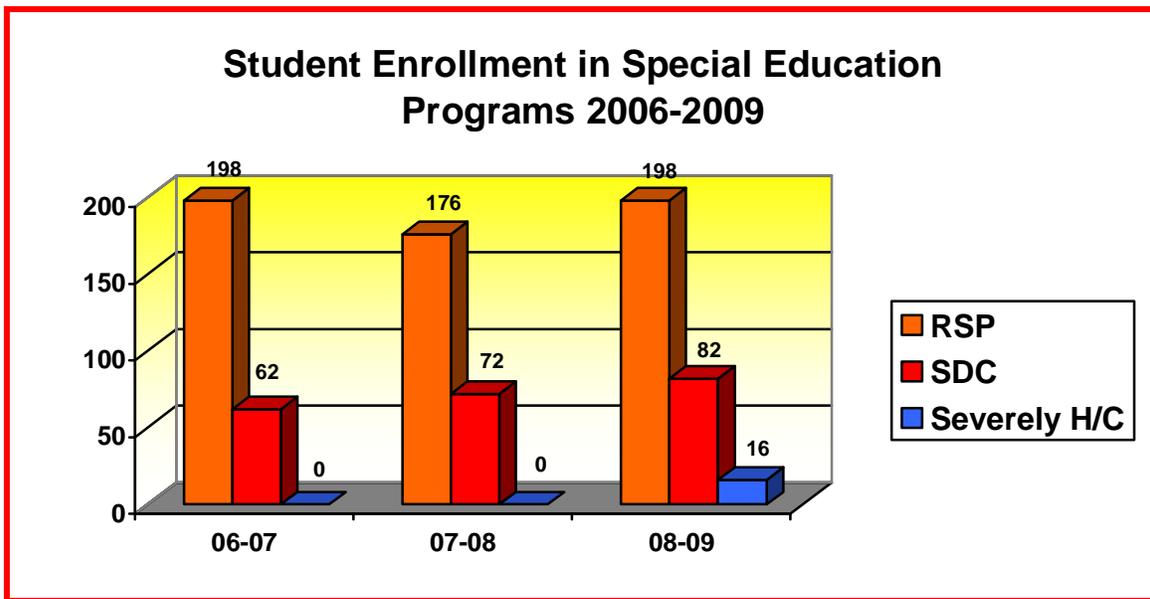
Predominant Primary Language

While a total of 23 languages are spoken by the students at Murrieta Valley, 89 % of the students' primary language is English. This is followed by 8% who speak Spanish. The other 3% are represented by many languages including Tagalog, Korean, Vietnamese, and Lao. In total, there are 326 students who report speaking a language other than English as their primary language.



Special Education Program

During the 2008-2009 school year, 296 students participate in the Special Education program. The majority of these students (203) are a part of the Resource Specialist Program (RSP). The Special Day Class Program (SDC) accounts for another 82 students. The Severely Handicapped (SH) Program began in the fall of 2008 with an enrollment of 16 students. Murrieta Valley also assists 38 students who receive accommodations through 504 Plans. The total Special Education program has increased from 8.3% in 2006 to 9.2% in 2008. Increases are primarily notable in the Special Day Class program.



Socioeconomic Status

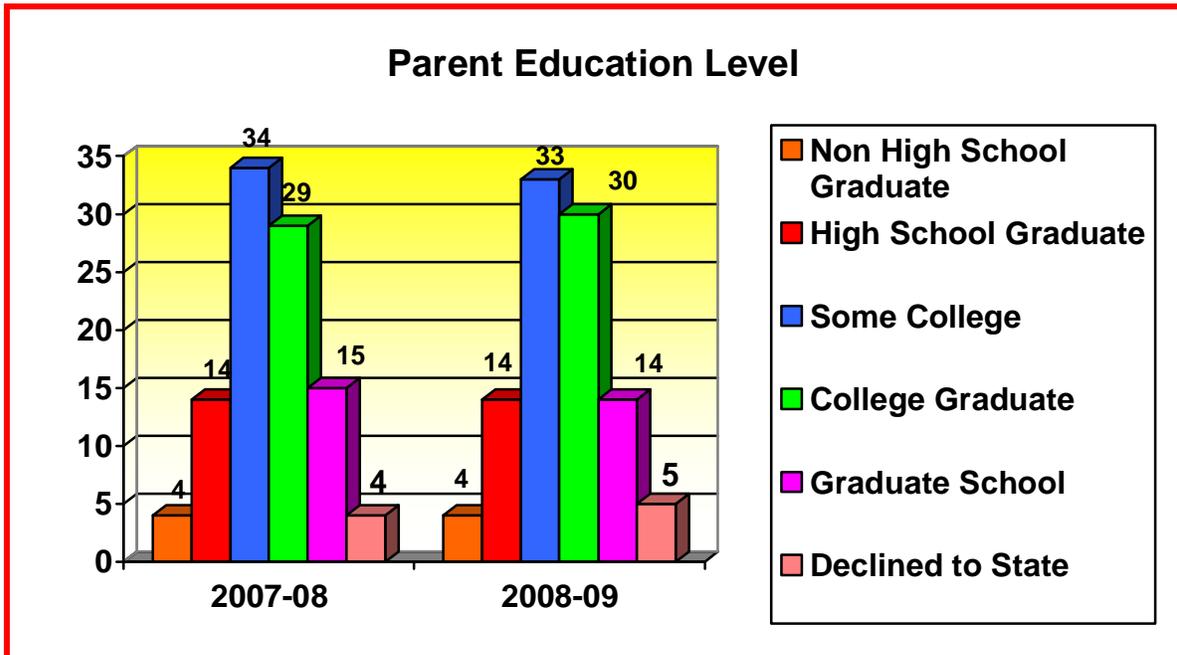
Free/Reduced Lunch Status

Murrieta Valley students tend to come from middle to upper-middle class backgrounds. This is evidenced by only 10.2 % of students who received Free or Reduced Lunch services in 2007-2008. In light of our current economic decline, student participation in the National Student Lunch Program (NSLP) has increased from 10.2% to 11.8%. District wide, the overall percentage has climbed from 14.5% to 20.3% in three years.

Total Enrollment CBEDS 2008	# Free Students	% Free	# Reduced	% Reduced	# Full Pay Students	% Full Pay	Combined Free & Reduced %
3178	239	7.5	137	4.3	2802	88.2	11.8

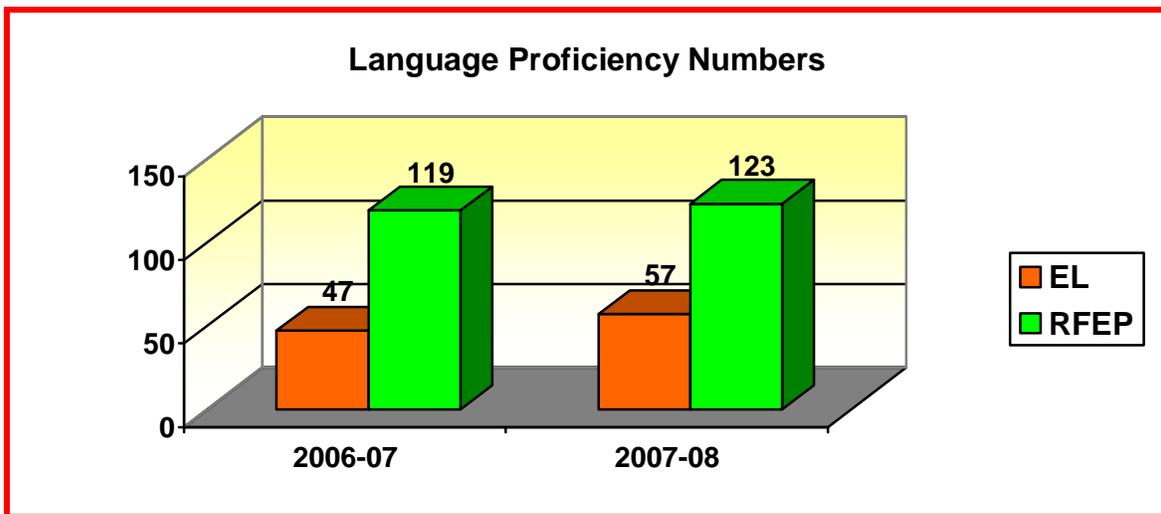
Parent Education Level

According to the self-reported demographics data, approximately 83% of Murrieta Valley’s parents have attended some college; 31% have graduated from college; 16% have graduate degrees and 37% have some college attendance or an AA degree. Approximately 4% of MVHS parents self reported to be non-high school graduates.



English Language Development (ELD) Program

As demonstrated in the bar graph below, many English Learners are reclassified Fluent English Proficient either before or while they are students at Murrieta Valley High School. Although the influx of English Learners into the district varies on a yearly basis, it is clear from the reclassification data that they are making progress and working towards reclassification. The California High School Exit Exam passage rate for English Learners has also gone up every year since this exam became a mandatory graduation requirement in California, demonstrating that English Learners are making progress at Murrieta Valley High School.



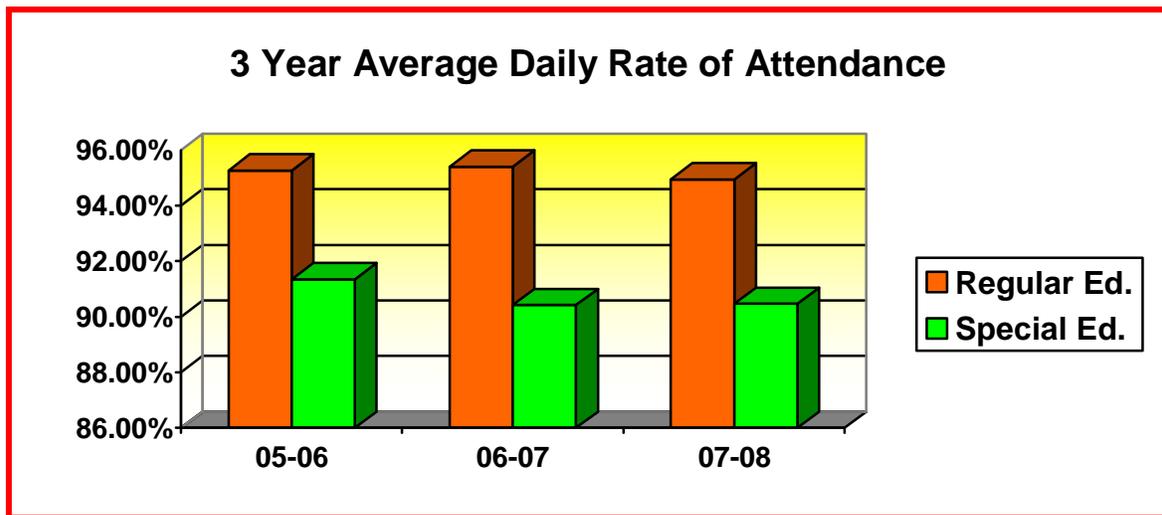
California English Language Development Test (CELDT)

	9th grade		10th grade		11th grade		12th grade		Total Tested		CELDT Level	One Year Percentage Growth	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008		2007	2008
Advanced	3	0	1	1	2	1	0	1	6	3	Advanced & Early Advanced	31%	41%
Early Advanced	6	8	1	10	1	2	2	2	10	22			
Intermediate	6	12	3	6	2	3	6	1	17	22	Beginning & Early Intermediate	35%	23%
Early Intermediate	7	3	2	1	2	1	2	0	13	5			
Beginning	2	5	1	3	0	1	2	0	5	9			
Number tested	24	28	8	21	7	8	12	4	51	61			

A yearly comparison of CELDT scores shows a general increase in students scoring at advanced and early advanced while there are decreasing numbers of students scoring at beginning and early intermediate. Students scoring at intermediate stayed at a statistically stable level.

Attendance

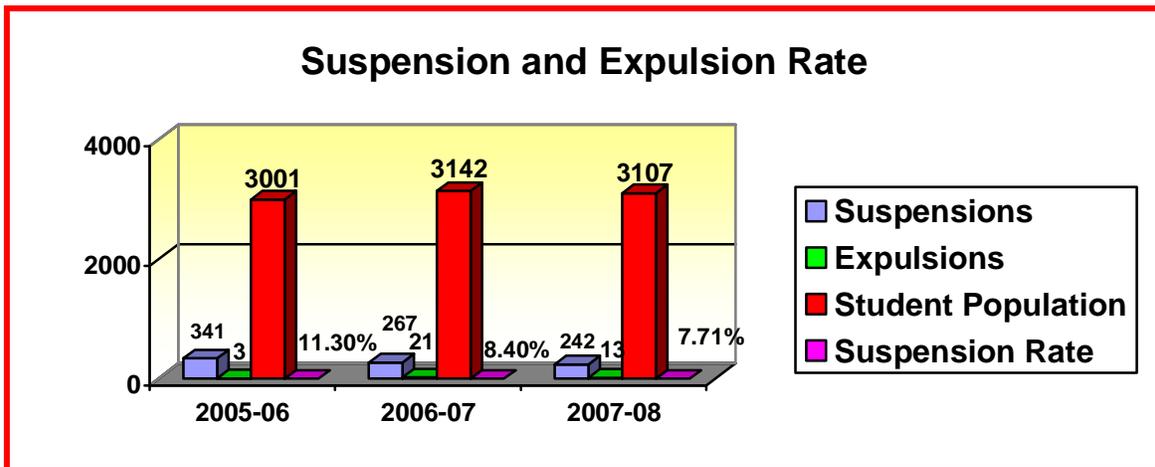
The following chart indicates the average daily attendance for MVHS. The ADA rate has consistently remained at over 95%.



MVHS SDC teachers emphasize the need for daily attendance to students and parents in IEP meetings. Efforts continue to close the attendance gap between general education students and special education students (SDC).

Discipline Data

Murrieta Valley High School approaches discipline proactively. Students share information with teachers, campus security, administration, and the School Resource Officer (SRO) regarding crime on campus. These entities work closely together to identify and prevent crime on campus. One administrator attends monthly meetings with the Gang Reduction/Intervention Program (GRIP) to share information with all of the individual sites in the district. Murrieta Fire and Murrieta Police Departments are an integral part of these meetings which are conducted by the School Safety Director for the district.



Based on student discipline data, in 2007-2008, thirteen students were expelled from Murrieta Valley, down from twenty-one in the previous year. The suspension rate has continued to drop over the last three years.

Severe Student Discipline Data

School Year	Sexual Harassment	Vandalism	Theft	Controlled substance possession use or Paraphernalia	Weapons	Sale of Controlled Substance	Racial Slur	Truancy (all day)	Fighting	Total
2006-2007	4	3	24	29	3		3	200*	70	336
2007-2008	11	21	15	36	2	2	4	170*	41	302

**Not all truancies resulted in suspension.*

Academic Performance Index

Murrieta Valley, which is not a Title I school, met its AYP for the 2007-2008 academic year for all of the sixteen components while demonstrating a 16 point growth from 764 to 780 in the API. In the previous year, Murrieta Valley experienced a decline of six points from 770 to 764 on the API while still meeting all of the AYP components. Murrieta Valley experienced its highest Growth API in 2006 when it scored 785.

Murrieta Valley's Growth API has advanced 51 points over the last five years but the school has not consistently met its Growth Target.

MVHS API

Year	Base API	Growth		Met Growth API	All Subgroups Met Target?
2004-05	726	778	(+52)	Yes	Yes
2005-06	778	785	(+7)	Yes	Yes
2006-07	770	764	(-6)	No	No
2007-08	764	780	(+16)	Yes	No

2007 – 2008 Subgroups

Subgroup	Number of students Included in API	Numerically Significant	2007-08 Base	Growth 2007-08	Met Subgroup Growth Target?
African American	122	Yes	690	737	Yes
American Indian	10	No			
Asian	69	No			
Filipino	80	No			
Hispanic	498	Yes	709	737	Yes
Pacific Islander	11	No			
White	1434	Yes	783	792	Yes
Socioeconomically Disadvantaged	281	Yes	673	704	Yes
English Learners	111	No			
Students with Disabilities	197	Yes	552	563	No

CST Results 2006-2008

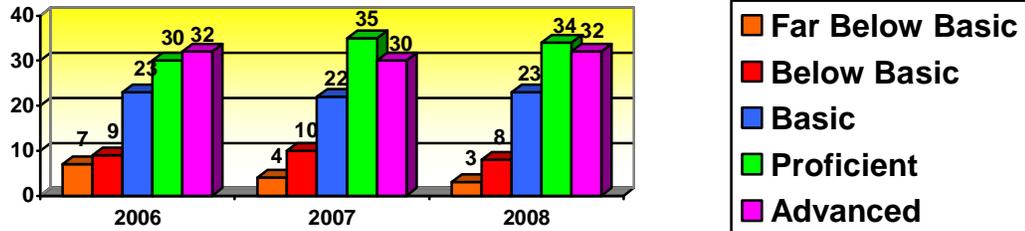
		FBB%	BB%	B%	P%	A%
Grade 9 ELA	2006	7	9	23	30	32
	2007	4	10	22	35	30
	2008	3	8	23	34	32
Grade 10 ELA	2006	7	12	28	34	19
	2007	8	13	29	26	23
	2008	6	11	29	28	25
Grade 11 ELA	2006	16	15	22	24	23
	2007	17	14	23	25	22
	2008	15	13	27	23	23
World History	2006	13	10	36	26	15
	2007	12	15	36	26	12
	2008	10	13	32	28	16
US History	2006	12	17	31	28	12
	2007	10	17	34	27	12
	2008	12	14	31	27	16
Algebra I	2006	12	34	34	19	1
	2007	6	26	42	26	0
	2008	7	37	40	14	1
Geometry	2006	5	30	33	28	3
	2007	13	37	27	19	5
	2008	6	31	34	24	5
Algebra 2	2006	15	36	29	17	3
	2007	21	30	23	20	7
	2008	13	25	33	22	7
Summative Math	2006	2	19	37	36	7
	2007	5	26	30	31	9
	2008	2	23	29	36	10

		FBB%	BB%	B%	P%	A%
Biology	2006	8	18	41	24	10
	2007	4	9	41	32	14
	2008	5	8	33	35	19
Chemistry	2006	5	13	58	22	3
	2007	2	6	42	40	11
	2008	11	10	43	23	12
Physics	2006	2	1	33	38	27
	2007	2	3	33	47	15
	2008	1	3	34	47	15
Earth Science	2006	N/A	N/A	N/A	N/A	N/A
	2007	15	20	39	21	6
	2008	14	13	40	26	8
Life Science (10)	2006	9	15	33	30	14
	2007	9	12	28	32	18
	2008	9	11	31	27	16

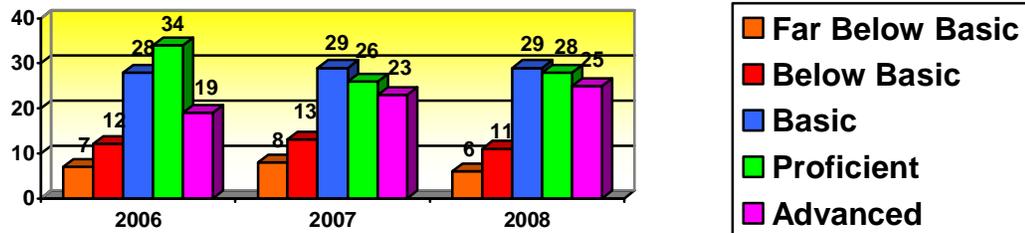
In 2008, Murrieta Valley High School students improved upon percent proficient above 2006 levels in English 9, World History, US History, Algebra 2, High School Summative Math, Biology, and Chemistry. Scores remained constant in English 10. Scores slightly declined in English 11, Algebra 1, Geometry, Life Science 10 and Physics. Science performance is a relative strength while Mathematics is the area in need of the most improvement in student performance. Earth Science scores improved in the second year of implementation of the course. Murrieta Valley students performed at their highest levels in 2006 and 2008. The two strongest years were split by a subpar performance in 2007.

CST Results by Subject and Grade Level

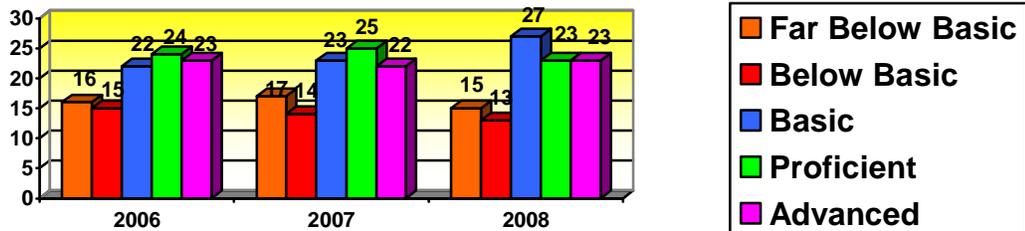
Grade 9 ELA



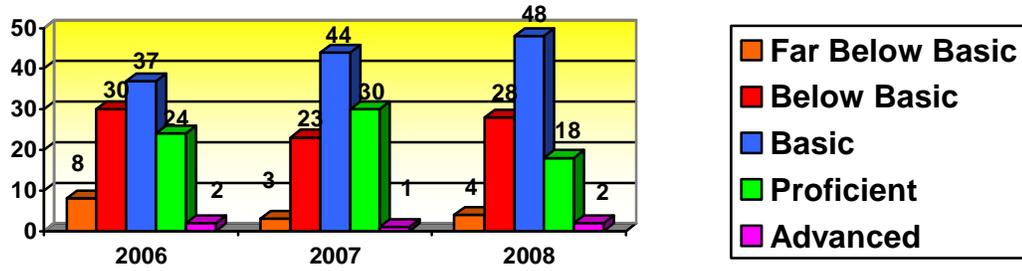
Grade 10 ELA



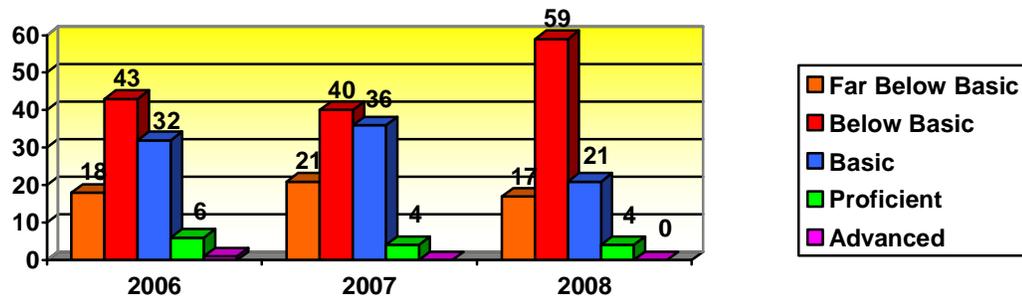
Grade 11 ELA



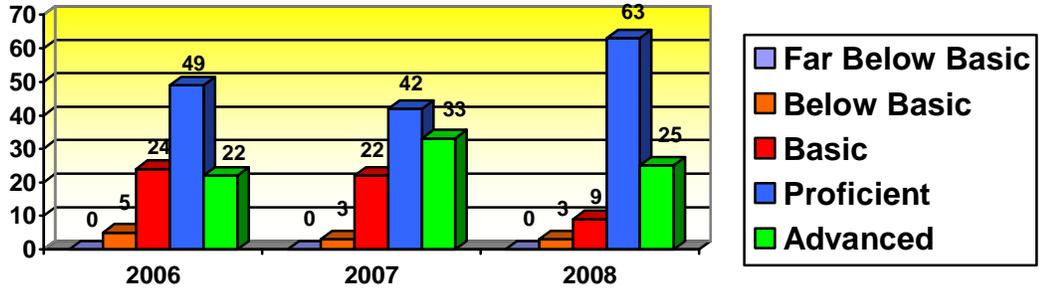
Grade 9 Algebra 1



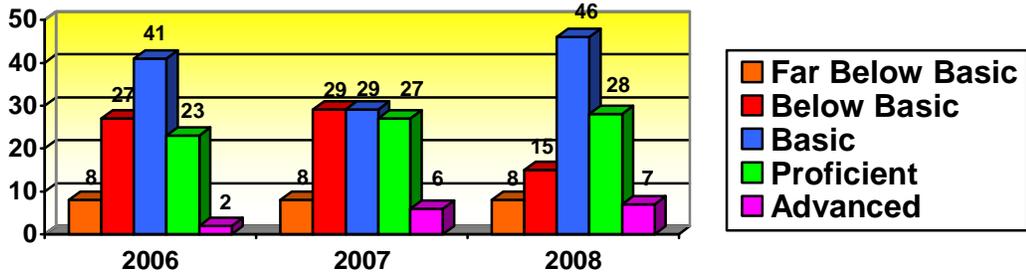
Grade 10 Algebra 1



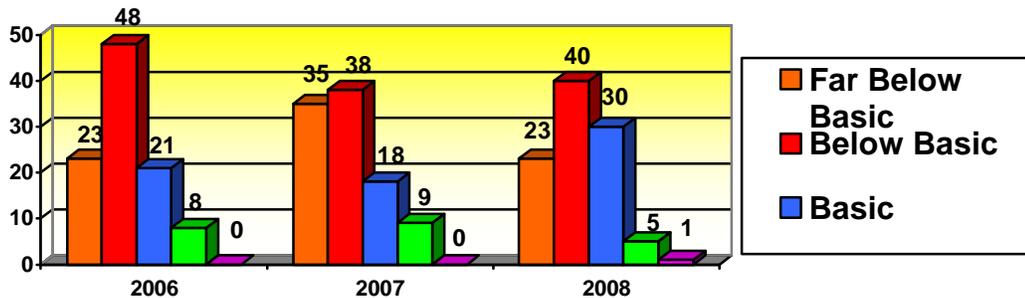
Grade 9 Algebra 2



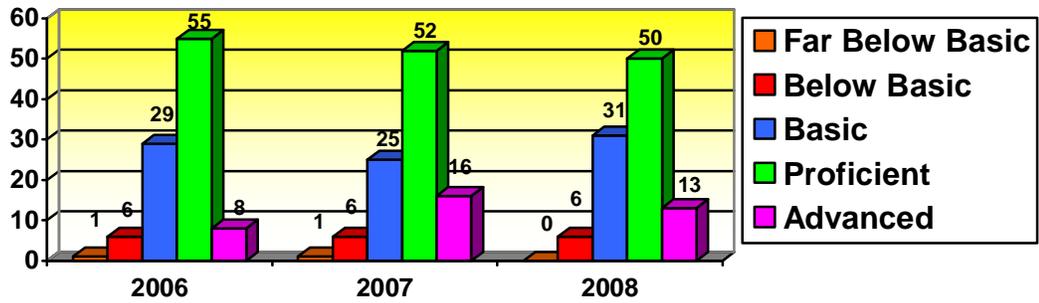
Grade 10 Algebra 2



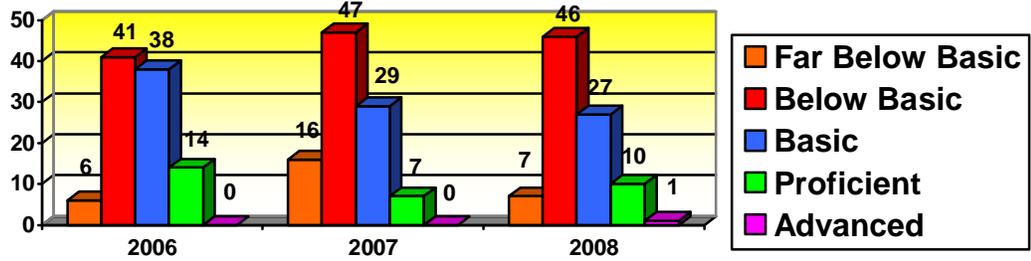
Grade 11 Algebra 2



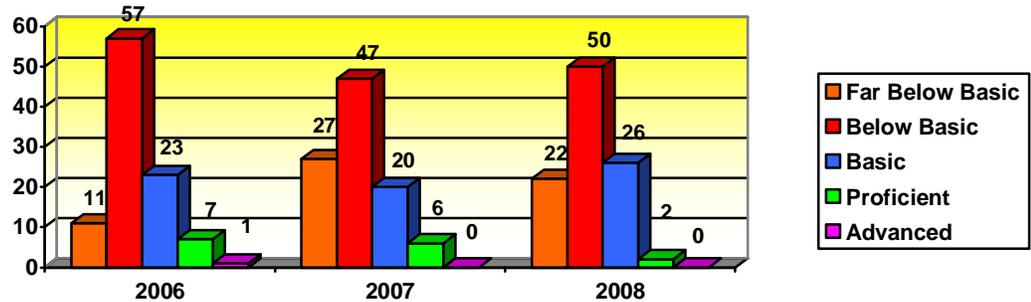
Grade 9 Geometry



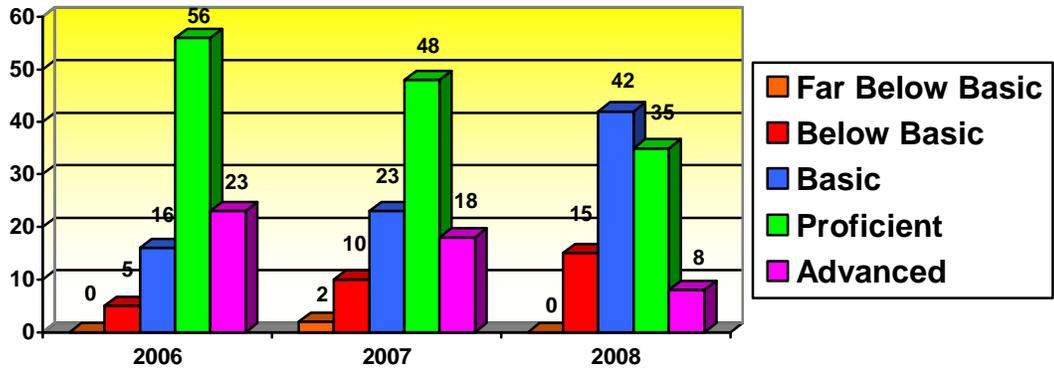
Grade 10 Geometry



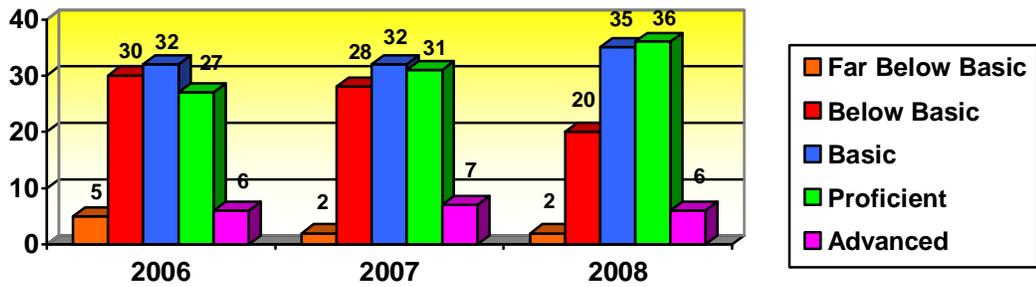
Grade 11 Geometry



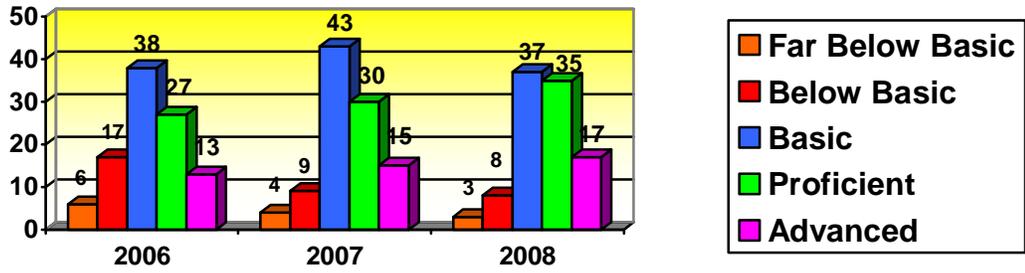
Grade 10 Summative Math



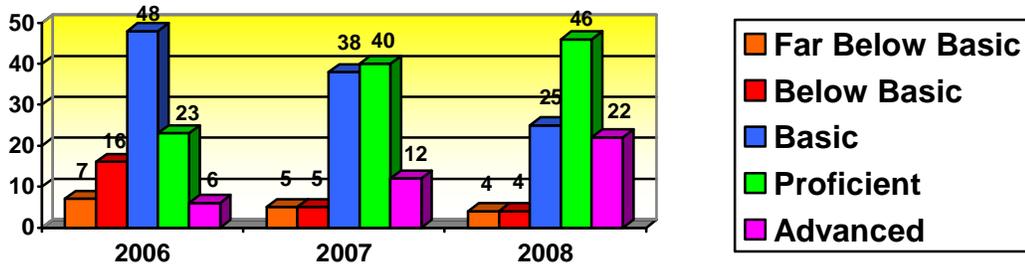
Grade 11 Summative Math



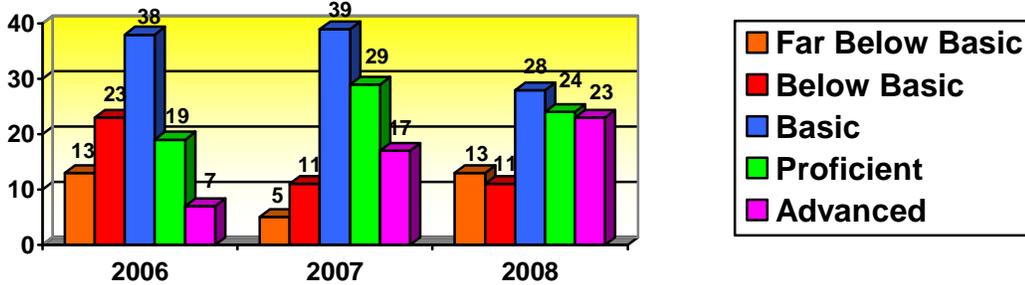
Grade 9 Biology



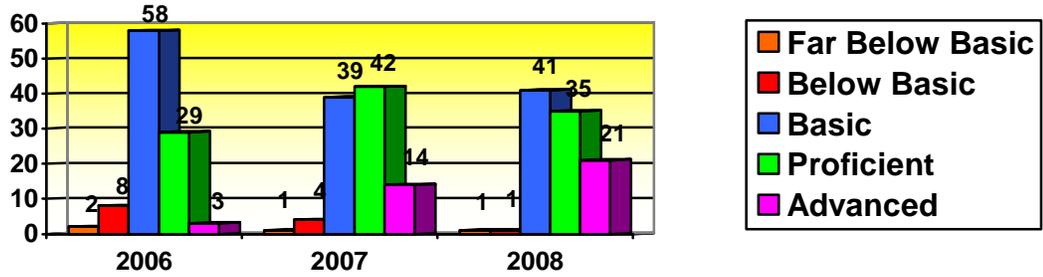
Grade 10 Biology



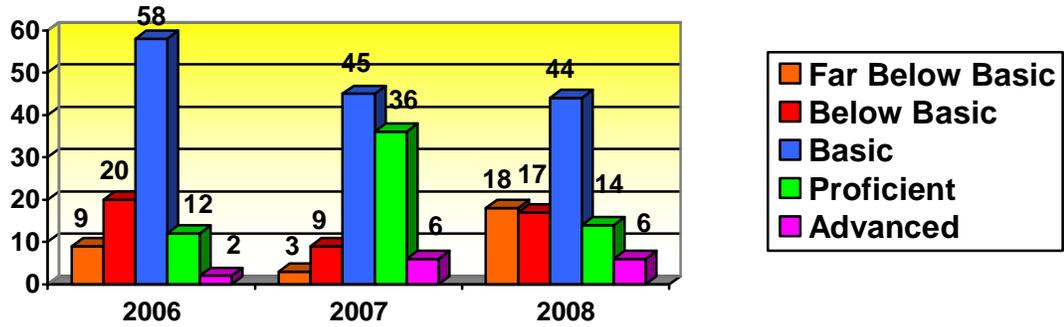
Grade 11 Biology



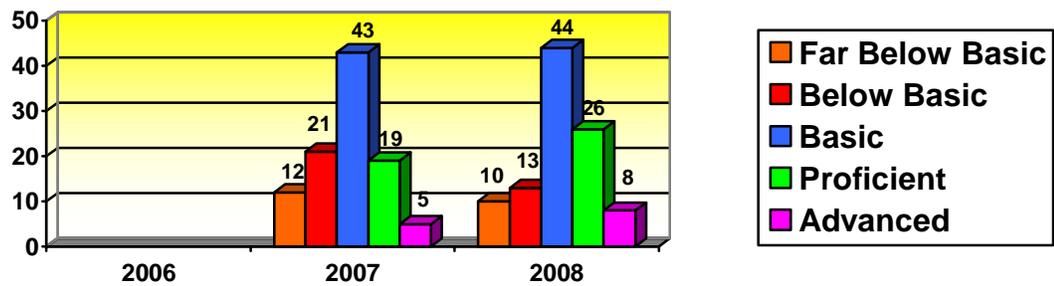
Grade 10 Chemistry

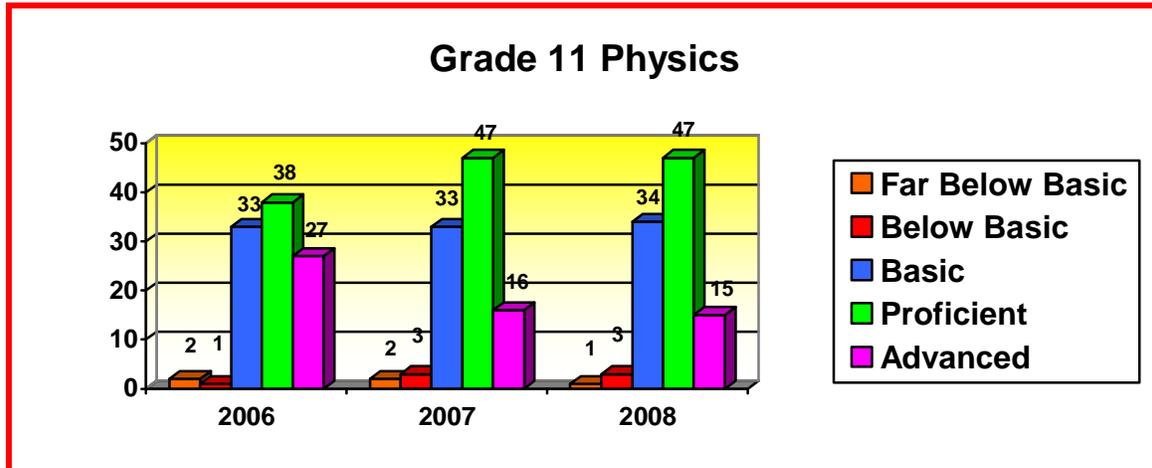


Grade 11 Chemistry



Grade 10 Earth Science (2006 Does Not Apply)





Murrieta Valley freshman and sophomores out-performed their older peers in courses accessible to students of multiple grades. Students who reached more advanced courses are much more likely to be proficient than those who attempt those courses as juniors. It should be noted that 2008-2009 was the first year of the *Living by Chemistry* course.

Status of the School in Terms of Student Performance

Adequate Yearly Progress (AYP) by Subgroup: 2005-2006

	English Language Arts					Mathematics				
	Participation Rate	Met Participation Criteria	Proficient Percent	Met Proficient Criteria	Met AYP	Participation Rate	Met Participation Criteria	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	97	Yes	71.8	Yes		97	Yes	69.6	Yes	Yes
African-American	92		55.6			92		48.1		
American Indian/Alaska Native	100					100				
Asian	95		89.9			100		85		
Filipino	100					100				
Hispanic	95	Yes	58.0	Yes		95	Yes	62.8	Yes	Yes
Pacific Islander	100					72				
Caucasian	98	Yes	76.3	Yes		99	Yes	71.3	Yes	Yes
Socio-economically Disadvantaged (SED)	100		25.0			100		34.6		
English Language Learners (ELL)	100		37.8			98		52.8		
Students with Disabilities	100					100				

Graduation Rate	96.1%	Met Graduation Rate Criteria	Yes
API	785	Met Graduation Rate Criteria	Yes

Adequate Yearly Progress (AYP) by Subgroup: 2006-2007

English Language Arts

Mathematics

	Participation Rate	Met Participation Criteria	Proficient Percent	Met Proficient Criteria	Met AYP		Participation Rate	Met Participation Criteria	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	97	Yes	65	Yes	Yes		97	Yes	64.4	Yes	Yes
African-American	96		43.1				94		38		
American Indian/Alaska Native	80						80				
Asian	100		85				100		80		
Filipino	100						100				
Hispanic	98	Yes	49.7	Yes	Yes		97	Yes	53.7	Yes	Yes
Pacific Islander	80						100				
Caucasian	97	Yes	71.6	Yes	Yes		98	Yes	70.2	Yes	Yes
Socio-economically Disadvantaged (SED)	92	Yes	46.2	Yes			90		47.8		
English Language Learners (ELL)	100		30.3				100		42.4		
Students with Disabilities	92		27.5				92		33.3		

Graduation Rate 95.7% Met Graduation Rate Criteria Yes

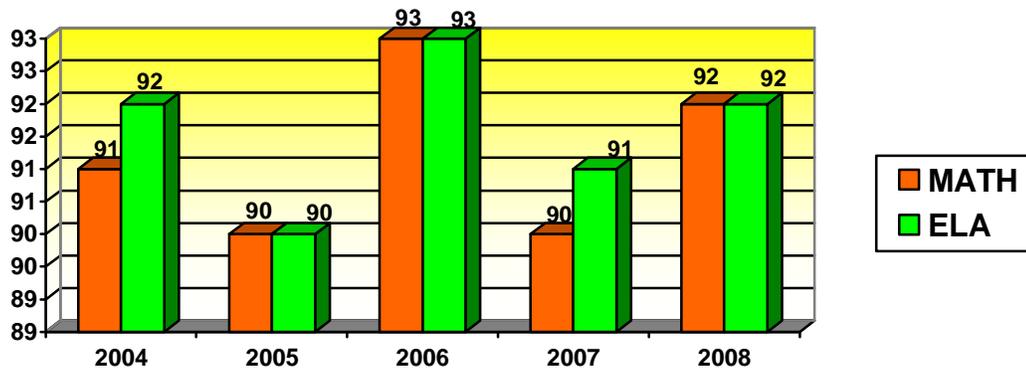
API 764 Met Graduation Rate Criteria Yes

Adequate Yearly Progress (AYP) by Subgroup: 2007-2008

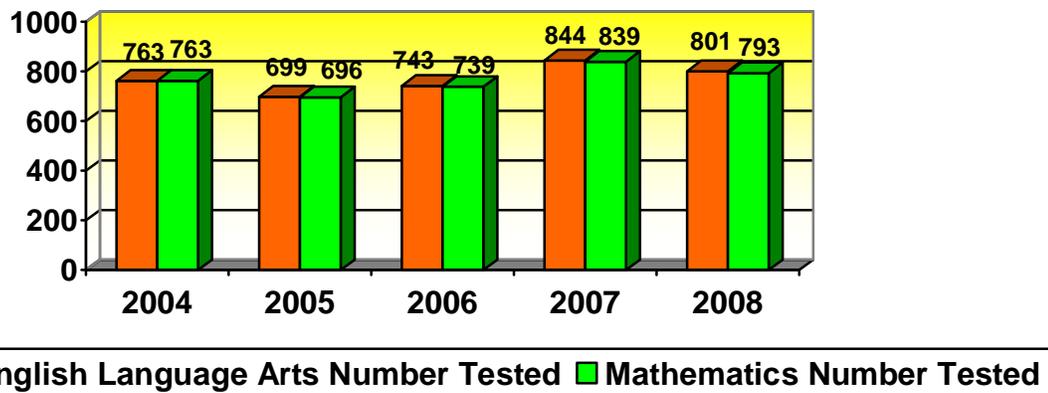
English Language Arts						Mathematics					
	Participation Rate	Met Participation Criteria	Proficient Percent	Met Proficient Criteria	Met AYP		Participation Rate	Met Participation Criteria	Proficient Percent	Met Proficient Criteria	Met AYP
Overall	98	Yes	69.1	Yes	Yes		99	Yes	66.2	Yes	Yes
African-American	98		62.8				98		51.2		
American Indian/Alaska Native	100						100				
Asian	100		73.1				100		92.3		
Filipino	100		80.6				100		80.6		
Hispanic	100	Yes	52.6	Yes	Yes		99	Yes	51.6	Yes	Yes
Pacific Islander	75						100				
Caucasian	98	Yes	75.4	Yes	Yes		99	Yes	71.1	Yes	Yes
Socio-economically Disadvantaged (SED)	98		42.7				97		44.4		
English Language Learners (ELL)	98		43.6				98		38.5		
Students with Disabilities	92		23				100		22.1		

Graduation Rate	95.9%	Met Graduation Rate Criteria	Yes
API	780	Met Graduation Rate Criteria	Yes

2004 - 2008 CAHSEE Pass Rates (Percentages)



2004-2008 CAHSEE Students Tested



Murrieta Valley consistently ranks among the highest performing schools in Riverside County on CAHSEE performance. MVHS sophomores have passed English/Language Arts and mathematics at a rate of better than 90% for five consecutive years.

Special Academic Programs

MVHS GATE students are identified by a CST score of advanced in English and Math. GATE students are served through Advanced Placement classes. The program offers students a wide range of courses designed to challenge them intellectually and prepare them for the rigors of college. All students identified as “advanced” students receive a letter from the GATE committee that advises the parents of the scores and asks that the parents work with MVHS counselors to enroll their child in advanced or honors courses. MVHS counselors want to ensure that students challenge themselves with rigorous course work.

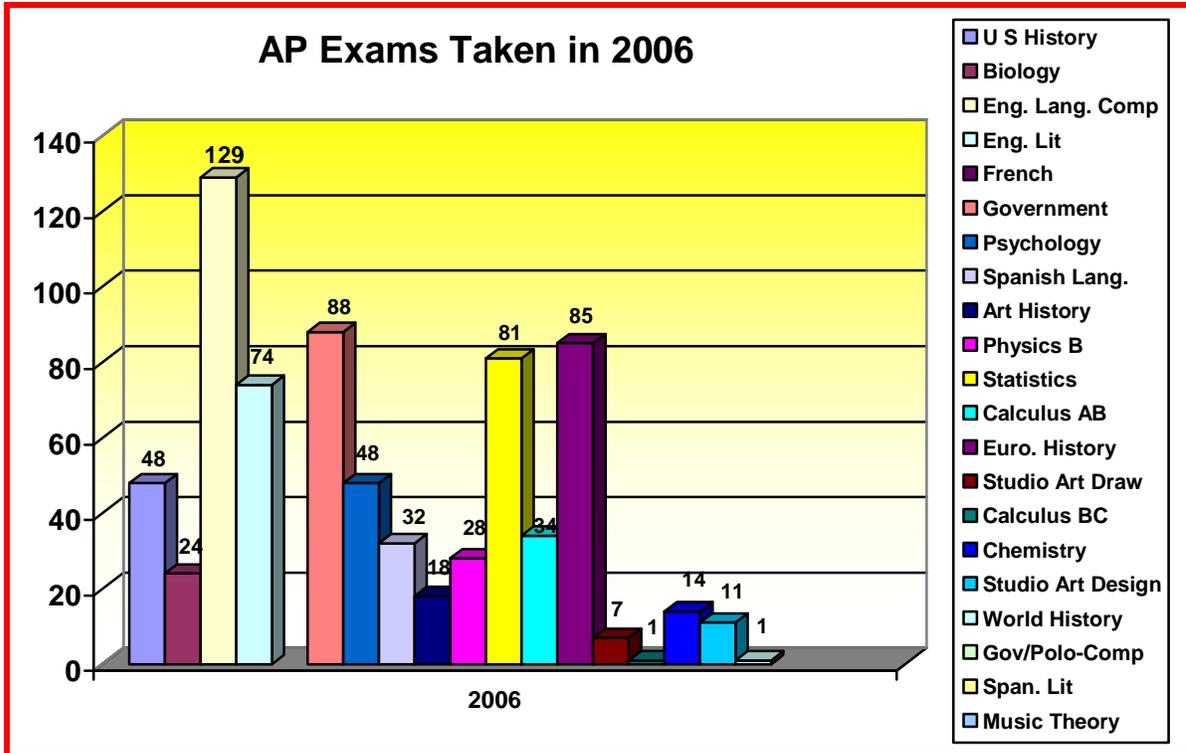
As of the current academic year, 18 % of the total student population chose to participate in the Advanced Placement program at MVHS. MVHS offers a total of 22 Advanced Placement classes.

Each class requires students to take the subject examination in May. Students who successfully complete the course and take the examination receive an additional grade point towards their GPA (grades of A, B or C only). Those who pass the examination receive college credit from many of the colleges and universities our students apply to.

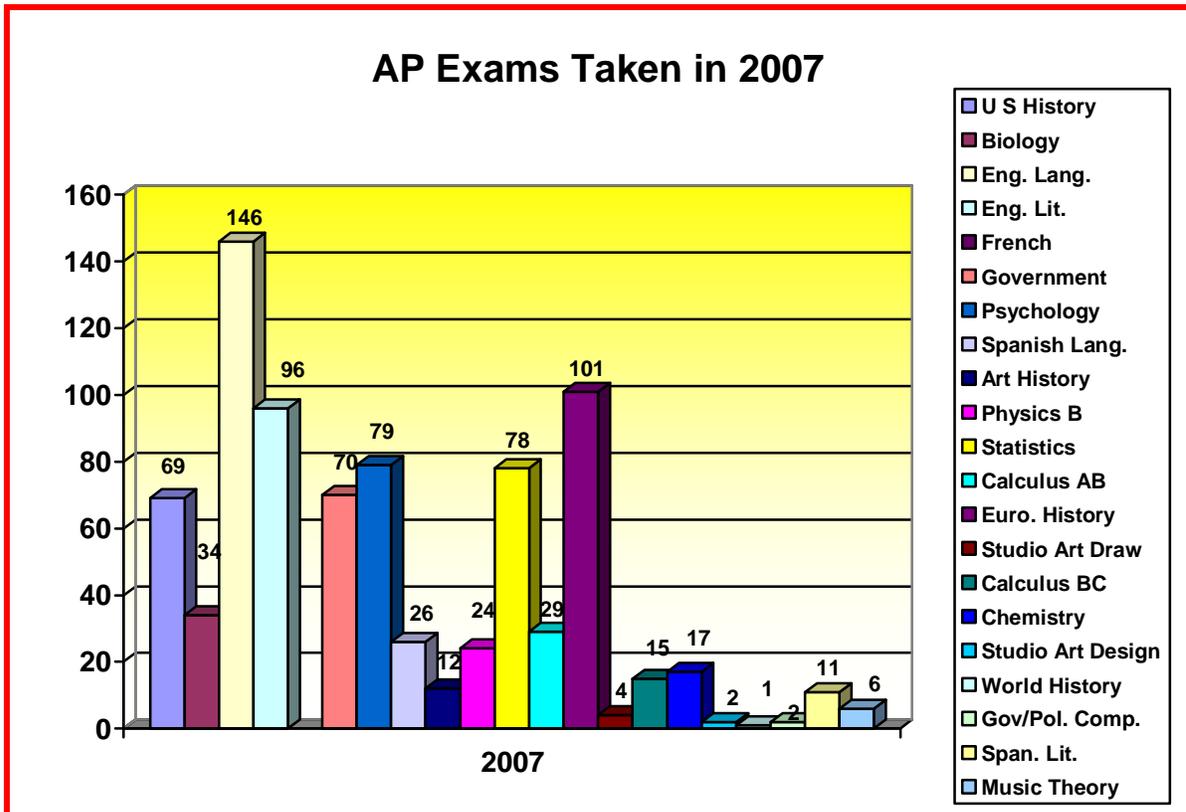
MVHS also has a GATE support club that provides support to gifted and talented students. The students also belong to the National Honor Society or the California Scholarship Federation; the advisors take students on a college trip and many of the students serve as tutors in our tutoring program.

The GATE committee is made up of a site administrator, a GATE teacher, counselor and the NHS/CSF advisors. Teachers submit requests for resources to the GATE committee. The requests then come to the School Site Council.

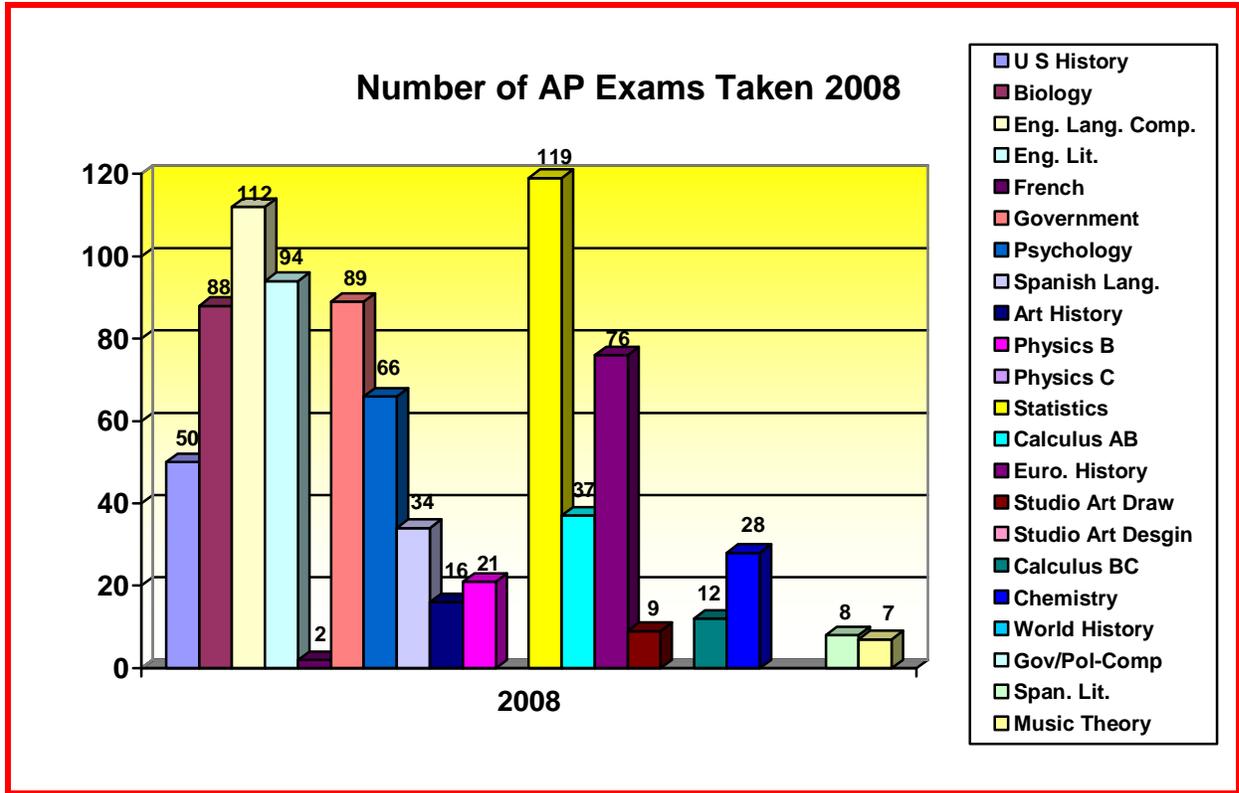
The graphs below show a distribution of these students to the particular AP Class. The development of an International Baccalaureate Program has begun and will be part of the 2009-2010 course offerings.



Total number of exams taken: 723



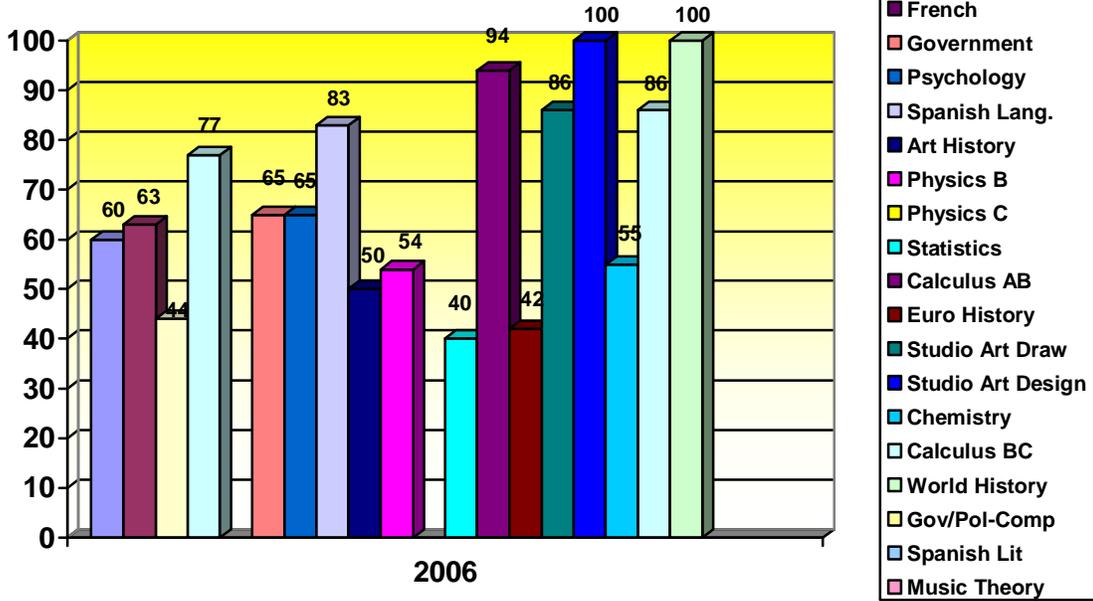
Total number of exams taken: 822



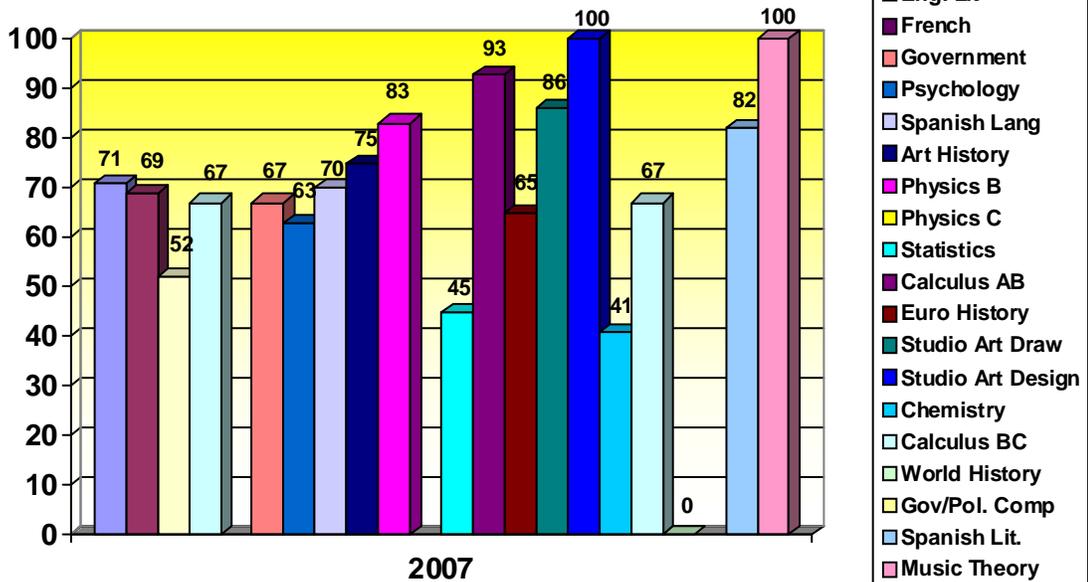
Number of exams taken: 868

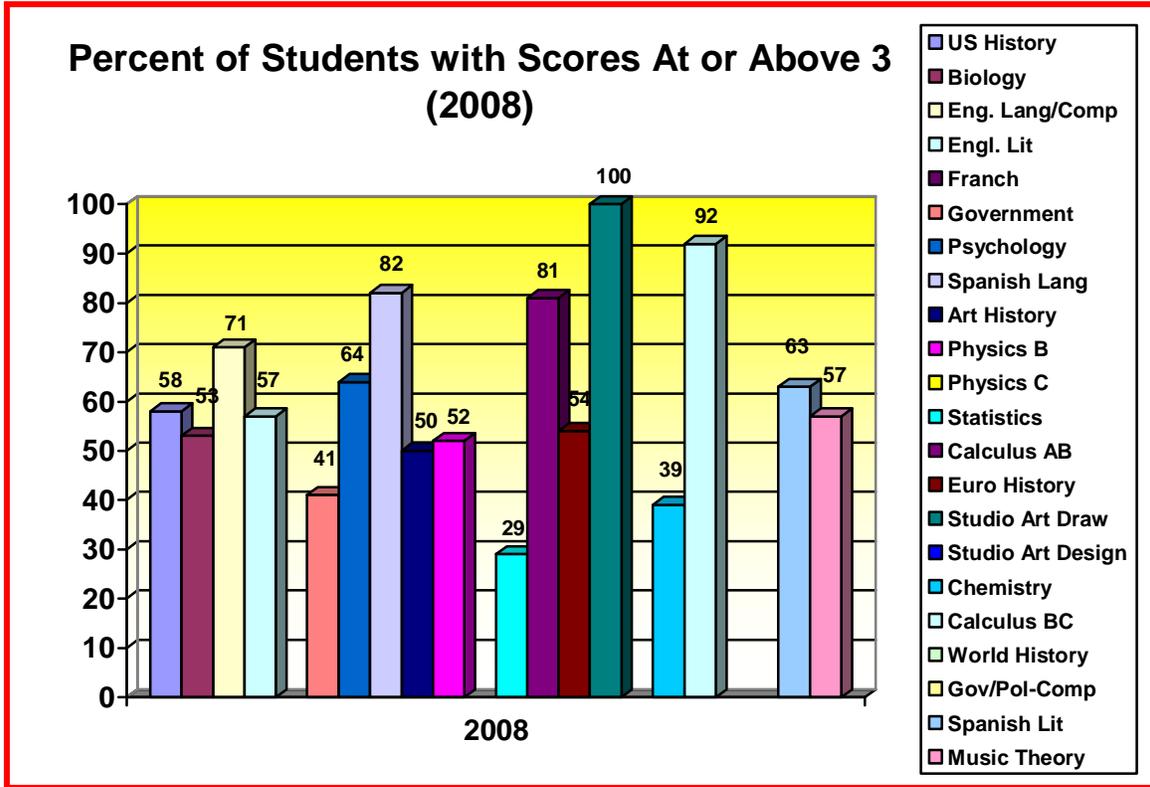
MVHS focuses on increasing the student enrollment/the numbers of exams taken. In the last three years the number of exams increased by 145.

Percent of Students with Scores At or Above 3 (2006)



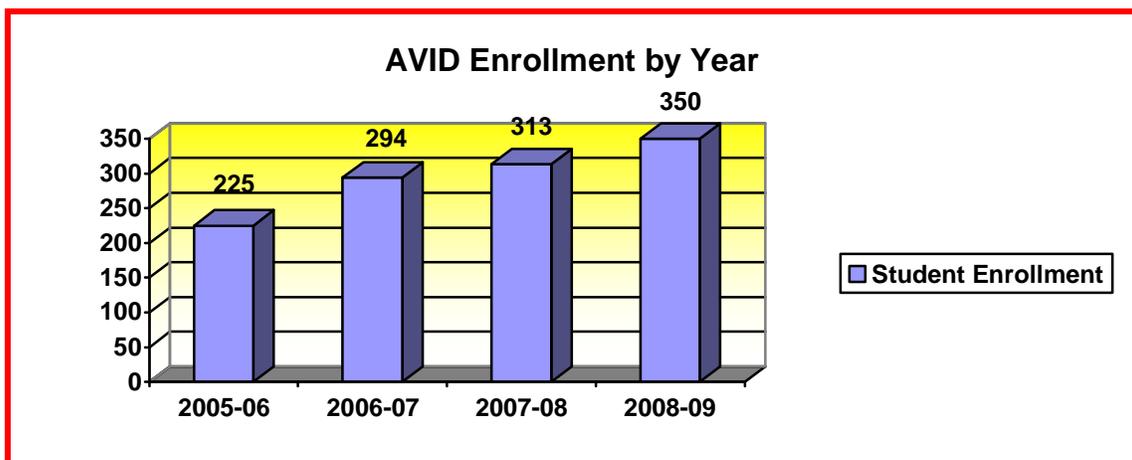
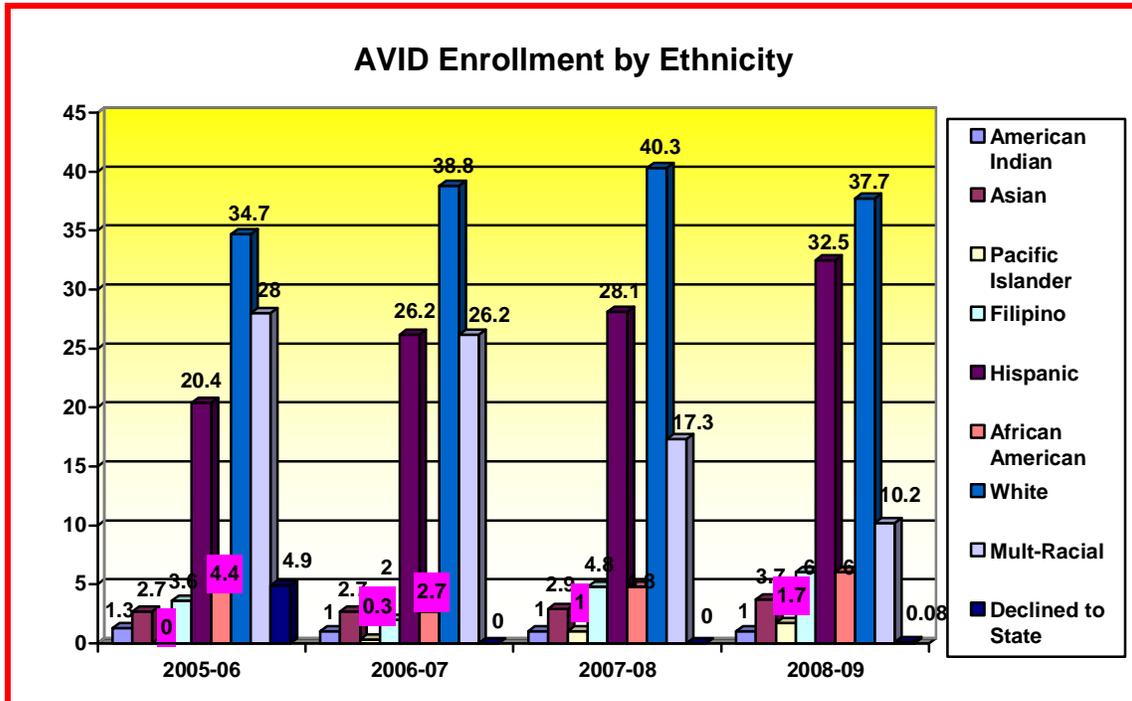
Percent of Students with Scores At or Above 3 (2007)





AVID

The AVID longitudinal report (2006-2008) indicates that the AVID student population makes up 11.8% of the total school population and has continually grown each year. There are currently 12 sections of AVID classes available to students. 144 AVID students are in their 3rd year of the program. In the three previous years, 100% of AVID students have complete college entrance requirements and over the last two years, 75% of AVID students participate in the Free and Reduced Lunch Program.



SAT Reasoning Test and ACT Results

This report summarizes information for seniors who took the SAT Reasoning Test anytime during their high school years through 2008. If a student took the test more than once, only the most recent score was used. Students are counted only once no matter how often they tested.

Also included are ACT results.

SAT Results

School	Total Tested			Critical Reading			Mathematics			Writing		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
MVHS	356	303	314	494	498	495	511	518	514	501	495	495

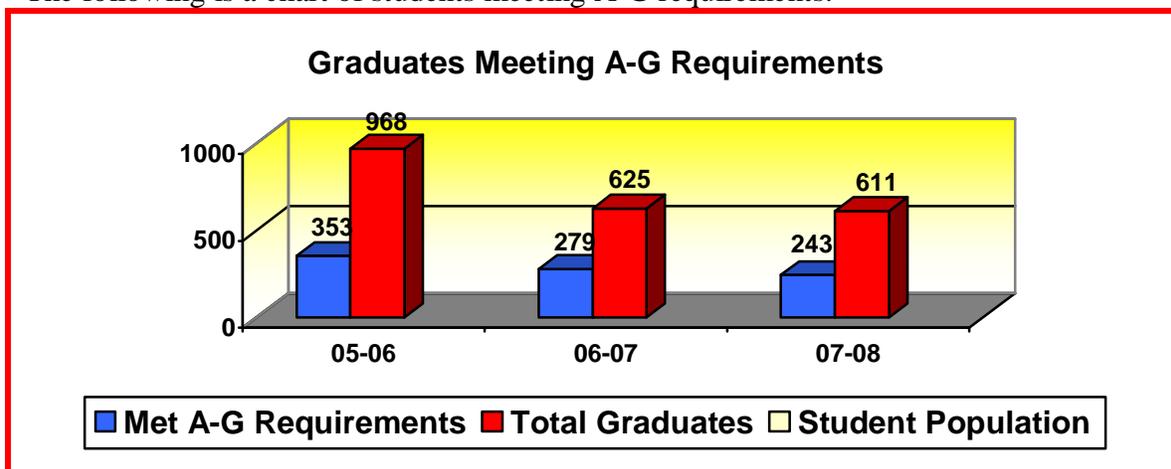
ACT

	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04	04/05	05/06	06/07	07/08	Benchmark
English	20.4	22.1	21.8	22.7	24.1	22.6	21.5	21.7	22.0	22.2	22.4	22.1	18
Math	20.6	22.7	22.8	23.5	24.6	22.8	23.6	22.7	22.8	23.3	23.6	23.2	22
Reading	21.2	23.3	23.6	23.6	24.5	23.6	23.2	22.2	22.6	22.9	23.4	22.9	21
Science	21.1	22.1	21.7	22.8	24.0	22.5	21.6	21.6	21.4	21.8	22.2	21.8	24
Reasoning Composite	21.0	22.6	22.6	23.3	24.4	23.1	22.6	22.2	22.3	22.7	23.0	22.6	NA
Participating Students	NA	NA	NA	39	49	34	82	123	134	128	157	147	NA

A-G Requirements

Murrieta Valley High School is committed to bolstering its college going culture. MVHS students tend to perform better on the ACT than the SAT. The mean scores on the ACT and SAT vary little from year to year. Counselors and teachers encourage all students to enroll in challenging classes and exceed the Murrieta Valley High School graduation requirements. Between 2005-2008, there is an 8.3% increase in A-G completion rate.

The following is a chart of students meeting A-G requirements:



Statistical Analysis MVHS Classes 2003 - 2008

	2003	2004	2005	2006	2007	2008
CBEDS	848	964	1022	652	645	672
June	809	930	970	631	618	646
Retention Rate	95.4%	96.5%	94.9%	96.8%	95.8%	96.1%
June Graduates	791/97.8%	909/97.7%	954/98.4%	618/97.9%	611/98.9%	635/98.3%
Summer Graduates	10	15	14	8	5	9
Non-Graduates	8	6	2	5	2	2
Overall Graduation Rate from CBEDS	94.5%	95.9%	94.7%	96.0%	95.5%	95.8%
June + Summer	99.0%	99.4%	99.8%	99.2%	99.7%	99.7%
SAT Mean	1027	1032	1010	1024	1016	1009
Verbal	510	510	499	503	498	495
Math	517	522	511	521	518	514
Percent Tested	39.0%	38.2%	44.5%	47.9%	47.0%	39.0%
ACT Composite	22.6	22.2	22.3	22.7	23.0	22.6
Percent Tested	9.7%	12.6%	13.7%	19.3%	24.3%	21.9%

Student Outcomes (Class of 2008)

	Number	% of students
4 Yr College	232	34.9%
2 Yr College	302	45.4%
Career Education	14	2.1%
Other Schools	3	0.5%
Apprenticeship Program	1	0.2%
Military	17	2.6%
Employed	12	1.8%
Dropped-out	0	0%
College Prep School	0	0%
Year Off	5	0.8%
Other	12	1.8%
Undecided/No Plans	0	0%
Unknown	67	10.1%
Total Students	665	

Student Outcomes (Class of 2007)

	Number	% of students
4 Yr College	226	37.0%
2 Yr College	299	49.0%
Career Education	18	3%
Other Schools	3	0.5%
Apprenticeship Program	0	0%
Military	11	1.8%
Employed	18	3%
Dropped-out	0	0%
College Prep School	1	0.2%
Year Off	10	1.6%
Other	6	1%
Undecided/No Plans	0	0%
Unknown	18	3%
Total Students	610	

Student Outcomes (Class of 2006)

	Number	% of students
4 Yr College	242	39.8%
2 Yr College	292	48.1%
Career Education	13	2.1%
Other Schools	0	0%
Apprenticeship Program	0	0%
Military	19	3.1%
Employed	12	2%
Dropped-out	0	0%
College Prep School	3	0.5%
Year Off	4	0.7%
Other	5	0.8%
Undecided/No Plans	0	0%
Unknown	18	3%
Total Students	608	

MVHS uses the Naviance software to track students' post high school plans. Seniors take the Naviance survey. Results show that the percentage of students enrolling in two or four year colleges ranges from 80.3% to 87.9% in the past three years.

Core Subjects Semester D and F Percentages and Grade Point Averages

Subject and Course	Spring 06/07		Fall 07/08		Spring 07/08	
	D/ F	GPA	D/ F	GPA	D/ F	GPA
MATH						
Algebra I	29.6%	2.13	29.1%	2.16	32%	2.03
Algebra I AB	39.7%	1.78	38.3%	1.86	43.3%	1.87
Algebra II / Trig.	28.9%	2.12	29.5%	2.12	28.4%	2.14
Adv. Algebra II / Trig.	8.1%	2.92	-0-	3.18	5.8%	2.93
AP Calculus AB	3.4%	4.0	-0-	3.74	2.9%	3.71
AP Calculus BC	-0-	4.6	-0-	4.50	-0-	4.58
Calculus	20%	2.29	26.7%	2.10	34.6%	2.08
Finite Math	-0-	3.33	8.2%	2.78	12.5%	2.75
Foundations of Algebra I/II	42.3% 26.2%	1.71 2.09	45.1% 40.7%	1.72 1.78	47.5% 33.1%	1.84 1.97
Geometry	38.8%	1.76	19.9%	2.21	19.2%	2.17
Geometry AB	50.6%	1.49	18.3%	2.42	28.8%	1.98
Geometry 9	6.3%	2.96	1.4%	3.27	3.7%	3.19
Math Analysis/ Advanced Trig	7.8%	3.0	9.8%	3.05	4.9%	2.98
Pre-Calculus	13.7%	2.45	12.1%	2.52	12.6%	2.51
Probability and Statistics	7.1%	2.51	6.0%	2.84	7.2%	2.80
AP Statistics	7.4%	3.74	9.8%	3.78	17.5%	3.52
ENGLISH						
Adv. English I	4.4%	3.0	4.8%	2.86	1.6%	3.13
English I	30.1%	2.11	28%	2.18	26.7%	2.29
Adv. English II	3.3%	2.89	13.4%	2.87	11.1%	2.82
English II	34.4%	2.01	24%	2.08	34.9%	2.0
AP English Language	2.1%	3.80	1.79%	3.64	-0-	3.88
AP English Literature	1%	4.22	1%	4.07	1%	4.3
Expos. Read / Write	1.6%	2.87	7.7%	3.0	-0-	3.4
Themes in Amer. Lit.	20.8%	2.47	23%	2.33	19.8%	2.43
Themes in Brit. Lit.	20.9	2.46	20.4%	2.35	29.4%	2.17
SCIENCE						
Advanced Biomed. Sci.	10%	2.8	-0-	3.48	4.4%	2.87
Anatomy / Physiology	15.3%	2.44	13.5%	2.75	14.8%	2.6
AP Biology	13.9%	2.72	11.8%	3.53	4.3%	3.9
CP Biology	16.4%	2.52	16.5%	2.55	10.8%	2.7
AP Chemistry	11.5%	3.67	9.1%	3.30	-0-	3.64

Chemistry	21.2%	2.3	15.3%	2.40	14.6%	2.40
Earth Science	31.1%	1.99	22.3%	2.16	23%	2.10
Environmental Science	44.4%	1.78	37%	1.85	22.6%	2.42
Integr. Phys. Science	17.3%	2.2	7.1%	2.59	22.5%	2.2
Life Science	33.2%	2.0	27.4%	2.10	25.5%	2.1
Marine Biology	16.5%	2.46	27.8%	2.14	24.7%	2.24
AP Physics	4.2%	3.96	-0-	3.82	-0-	2.71
Physics	1.76%	2.82	6.8%	2.55	7.3%	2.6
SOCIAL SCIENCE						
Economics	8.9%	2.82	3.1%	3.10	9.7%	2.9
AP European History	11.3%	3.59	13.1%	3.23	23.1%	3.26
Government	22.9%	2.30	17.4%	2.6	19%	2.53
AP Govt. / Politics	2.6%	4.09	6%	3.86	2.1%	3.97
Modern World History	24.8%	2.28	26.8%	2.27	23.6%	2.42
AP Psychology	7.4%	4.07	11.1%	3.68	2.8%	4.31
Psychology	20.0%	2.67	13.5%	2.85	12.4%	2.88
AP U.S. History	-0-%	4.01	10%	3.90	-0-	4.21
U.S. History	18.6%	2.49	15.9%	2.59	15.6%	2.63

The school wide GPA goal of 2.8 was met for the first time during the second semester of 2007-2008. Sophomores consistently have the lowest GPA among the four grades.

The core course GPAs are above 2.0 with few exceptions. Students in advanced courses performed very well. Lower level mathematics courses have high D and F rates and GPAs below 2.0.

Student Participation in Co-Curricular Activities

MVHS is dedicated to offering students a variety of activities to become part of the student life on campus. A Club Rush Day is held during the first semester each school year. At this event, during the lunch periods, students can meet members, speak to advisors, and sign up for clubs. New clubs may be formed if they meet school and district guidelines. Meeting dates, times, and locations are advertised in the Nighthawk Daily News, the school-wide announcements, and on the MVHS website. Below is a list of groups that are currently chartered at MVHS:

Aerobic Fitness	Interact
American Sign Language	Investment
Animal Awareness	Invisible Children
Anime	Leathernecks
Asian Culture Club	Mentoring
AVID	Model United Nations
Ballet Folklorico	Mock Trial/Academic
BSU/Stomp	MVHS Jazz
Chess	MVHS Mountain Bike
Choir	National Honor Society
Crimson Cadets	Nighthawk Productions
CA Scholastic Federation	Nighthawk Robotics
Dance	PLUS
Drama/Thespian	Rachel's Challenge
Earth	Science Olympiad
Engineering	Si Se Puede
European Scholars	Snow Riders
Fashion	Spring Musical
Fellowship of Christian Athletes	Student Venture
Film	Talon
FHA Hero	USNI
Friday Night Live	VBC United
Future Teachers	Virtual Enterprise
GSA	World Language
Habitat for Humanity	Yearbook
Helping Hands Outreach	Young Knights
Improv	

MVHS has an outstanding visual and performing arts program. The Crimson Cadets, the MVHS marching band, recently was awarded the “Gold Medal” for the SCSBOA Championship in the 5A classification for their “The Old Man and the Sea” field show. The MVHS choirs are known throughout the valley as an outstanding performance group that has earned many top honors at festivals and competitions. The theater/drama students perform in several plays during the school year and students from the drama club compete at drama festivals.

Other outstanding programs include the Robotics program, the Murrieta Institute of Technology (engineering) program, Mock Trial, Model United Nations and Science Olympiad. Students have many opportunities to participate in many clubs and co-curricular as well as extra-curricular activities.

The following are some of MVHS' co-curricular highlights:

-  MVHS was selected as a recipient of the California Directors of Activities (CADA) California Association of Student Leaders (CASL) Outstanding Student Activities Program Award 10 out of the last 11 years.
-  MVHS was awarded the CIF School of Character Award for the 2007-2008 school year.
-  The MVHS leadership programs focus on public service, implementing or actively participating in such activities as Food/Toy Drives, Race for the Cure, Relay for Life, Senior Citizens Prom, Pennies for Patients, Pennies for Paws, and Blood Drives.
-  MVHS students have been recognized for their leadership contributions with students who serve on the state board for CASL, and the CIF Champion of Character Award which recognizes high school athletes who demonstrate character in their pursuit of athletic accomplishment.
-  MVHS has a sister school relationship with a high school in Japan. Through this program, MVHS annually hosts students and teachers as they learn about American culture and the Murrieta community. In the past, MVHS has sent groups of students to the sister school in Japan.
-  MVHS leadership program was awarded the Valley Blood Drive Outstanding School Award for the most blood donated.
-  MVHS leadership hosts Red Ribbon Rallies for our feeder elementary schools each October.
-  MVHS leadership holds campus clean-up every 6 weeks on Saturday mornings to assist in the beautification of our campus.
-  MVHS sponsors “The **RED** ZONE” at school events to promote school spirit and pride.

Athletics

Murrieta Valley High School has a strong commitment to the athletic program. All of the students are invited to take part in Murrieta Valley’s strong athletic tradition. The athletic department recommends that students participate in many different sports during their high school career, allowing students the ability to discover their various strengths as an athlete.

The student athletes’ academic success is at the forefront of the athletic program at Murrieta Valley High School. The athletic program takes numerous actions to emphasize the importance of academics for athletes. It highlights student athlete scholars each month and communicates team and individual grade point averages to the school community. The program also pays tribute to the school’s scholar athletes by providing patches and certificates to those athletes with GPAs of 3.5 and higher. The athletic program at Murrieta Valley High School maintains strong standards for the athlete’s grade point averages, keeping rigorous academic requirements in place for athletic participation. The program also closely monitors academic progress of athletes while offering assistance when needed. The following is a list of sports offered at MVHS:

Fall Sport Season

Men’s Sports

Football
Cross Country
Water Polo

Women’s Sports

Volleyball
Cross Country
Tennis
Golf
Cheer

Winter Sports Season

Men’s Sports

Basketball
Soccer
Wrestling

Women’s Sports

Basketball
Soccer
Water Polo
Cheer

Spring Sports Season

Men’s Sports

Baseball
Track
Tennis
Golf
Swimming

Women’s Sports

Softball
Track
Swimming
Cheer

The following are some of MVHS' Athletic program highlights:

-  Student participation in athletics is at an all time high at MVHS. In the 2008-2009 school year, over 1,300 students are participating in a sport. This represents approximately 40% of the student population.
-  Students can participate on forty-eight teams within twenty-one different sports.
-  In the last three years, MVHS athletics can boast of 5 CIF Southern Section Championships, 4 Runner-up plaques, and 2 California State Runner-up awards.
-  Nighthawk Athletics have won over 50 Southwestern League Championships and numerous Riverside County Championships over that same time span.
-  Character, ethics, and sportsmanship are essential parts of the athletic program at MVHS. Coaches strive to instill life-long learning skills in the student athletes. Murrieta Valley High School was recently recognized by the California Interscholastic Federation as a “Champion of Character” program. Nighthawk athletes continually demonstrate the 6 pillars of character which are trustworthiness, respect, responsibility, fairness, caring, and citizenship.
-  Murrieta Valley High School coaches have received numerous accolades for their outstanding performance and mentorship. Many MVHS coaches have been honored as league, valley, county, CIF, and state “Coach of the Year.” Nighthawk coaches continually stress to their athletes the importance of fair play, and pursuing victory with honor.
-  Murrieta Valley High School is very proud of the accomplishments of its athletes in the classroom. 95% of the school's teams have team GPA's of 3.0 or better. The school has been recognized locally as well as nationally for its scholar athletes. The Nighthawk Girls Soccer Team was recently honored by the National Coaches Association of America for the 9th consecutive year, with a team GPA of 3.69. MVHS athletes take to heart the motto of “Winning Championships While Building Character.”

Staff

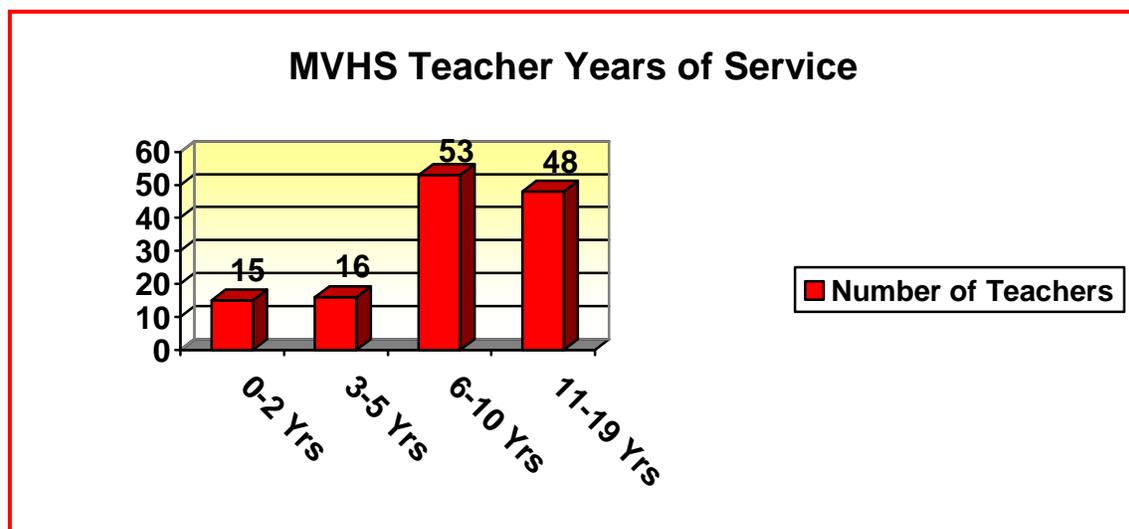
The 2008-2009 certificated staff CBEDS data shows that Murrieta Valley High School has 149 certificated staff members including a principal, 4 assistant principals, and 8 full-time counselors. MVHS has 14 special education teachers, a JROTC instructor, 4 Career Technical Education instructors, and a librarian. Other employees include a Nurse, a Health Clerk, a Career Tech, a Speech Pathologist, a School Psychologist, and a Job Developer. There are 17 full time para-professionals, 15 full time clerical employees, 24 full time and 11 part time “other” classified staff. MVUSD also employs 17 food service workers at MVHS.

At the beginning of the current school year, all fully credentialed teachers met the NCLB compliance requirement as highly qualified teachers. Nine teachers are currently teaching with probationary one or two status. Two teachers are temporary employees.

Two teachers at MVHS are instructing outside their credentialed areas in Engineering and Study Skills. Fifty-eight percent of the teachers have an advanced degree. Ninety-nine percent of the teaching staff is SDAIE trained.

The average number of years a Murrieta Valley teacher has served in education is 13.5 years with an average of 9 years serving the Murrieta Valley Unified School District. Furthermore, 73% of MVHS teachers have more than ten years teaching experience and 18% have more than twenty years of teaching experience.

Seven MVHS teachers are currently clearing their CLAD certification. Six teachers are clearing their credential through the MVUSD BTSA Induction Program. The certificated staff at MVHS is 55% male and 45% female. Teacher ethnicity is predominately White/non-Hispanic (80%). Other ethnicities represented include Hispanics (11.1%), Asian (2.9%), Filipino (1%), African –American (1%), and American Indian (1.5%).



Staff Development

Between 2004 and 2008, the Murrieta Valley staff development focus has incorporated a variety of trainings and discussions to enhance learning and instruction. The calendar reflects a buy back day at the beginning of each semester and 14 modified days (5 days are late start days) for staff development.

It is the MVUSD expectation that all certificated staff attend the district-sponsored Elements of Effective Instruction training. To date, 92% of the certificated staff, including counselors and administrators, have attended this workshop. This training focuses on a wide-array of classroom management techniques, formative and summative assessment methods, and instructional strategies including active participation, movement, small group instruction/cooperative learning, project-based instruction, games, content-area literacy, and more. It also establishes district expectations for promoting higher level thinking and preparing all students for college-level work. This workshop was incorporated into the BTSA induction plan last year. Another district expectation is that all certificated staff attended training in the 40 Developmental Assets. To date, 80% of staff members have completed this training.

In 2004-06, AP Vertical Teams in English and Social Studies were established by sending teacher facilitators to training in the vertical team process. These teams then worked as a Professional Learning Community to develop and align curriculum over the grade levels. Eleventh and twelfth grade Advanced Placement English teachers trained ninth and tenth grade advanced English teachers in Pre-AP writing and reading strategies, and eventually also conducted this training with 6th-8th grade advanced language teachers. The teams also established expectations for reading and writing requirements for each grade level. The AP Social Studies vertical team members worked to establish the Document Based Question (DBQ) for regular social studies courses and middle school social studies courses by providing training to other teachers in the DBQ process and establishing a district-wide DBQ assessment for all social studies courses in grades 6-11. CPM Algebra, Geometry, and Algebra 2 training was held for math teachers in 2005-2006.

The MVHS English department chairperson also conducted training on persuasive writing and Response to Literature writing for middle school teachers in an effort to align curriculum and to help ensure that incoming freshman were well prepared for the expectations of high school level writing.

In 2006-07, Departments collaborated on strategies to increase student performance. Critical thinking strategies based on Bloom's Taxonomy were explored. Character education was adopted from the "Character Counts" pillars of "The Respectful School." Marzano, Pickering, and Pollock's "Classroom Instruction That Works" was introduced to the entire staff, and the English Department was trained in Personal Questioning and Writing. Training in Read 180 was also conducted for Special Education teachers.

Teachers were also trained in Covey's Seven Habits of Highly Effective People. Bloom's Taxonomy was again re-emphasized. The staff also received staff development in content area reading strategies by an English teacher who had attended the Cal State University Reading Institute for Academic Preparation (RIAP). Each staff member was provided with a binder that included before, during and after reading strategies to support students in content area literacy. Several teachers and administrators also attended Pat Quinn's "Motivating Unmotivated Students" seminar. Strategies from this seminar were shared with all teachers at a spring staff meeting. English teachers also received Costa's Questioning Strategies Training.

In the fall of 2008, staff focused on the WASC process while incorporating DuFour's "Learning by Doing" handbook for developing Professional Learning Communities. The administrative team attended training on Dufour's PLC process, along with a review of Marzano's strategies, at the beginning of the summer. The principal and department chairs attended training in facilitating this PLC process prior to the start of the school year. This staff development will be followed up by further PLC training. As the WASC self-study is completed, teachers will collaborate in the PLCs for deeper formative and summative classroom level assessments and developing more responses to interventions. Staff plans to address the question "How will we respond when students do not learn?" and develop more pyramids of intervention.

Teachers also met with a Riverside County Office of Education AVID trainer for a follow up workshop on Cornell note-taking. Teachers also attend annual Advanced Placement Seminars and AVID Conferences to further assist them in developing effective learning and teaching strategies.

Classified Staff have the opportunity to develop skills based on individual need. Campus Security has attended Pro-Act training and Listening Skills. Secretaries attended an all-day conference, Aeries Data Bank, and Connect-Ed trainings. Instructional aides receive training through the district office.

Counselors attended the University of California and California State University Counselor workshops, ACT/SAT and College Board Workshops, AVID Conferences, AB 1802 Training, Legal and Ethical Issues Conference with Dr. Carolyn Stone, Edfund Counselor workshop, and MSJC (Mount San Jacinto College) Educational partnership workshops.

Administrative staff has attended conferences that include CSEA Evaluation Processes, Sexual Harassment Training, Great Teams Training, Motivating the Unmotivated Student Workshop, WASC Workshops, School Safety Training with Dr. Kris Mohandie, Marzano Training, and DuFour's Professional Learning Communities Training. Administrators also attended trainings on Virtual Enterprise, Special Education, and Terrorism Early Warning, CPR trainings and Safety and Security for School Personnel.

Parent and Community Involvement

MVHS appreciates the many parent and community volunteers that come to MVHS on a regular basis. Volunteers complete the Volunteer Registration Form and the information is then checked by the MVUSD HR Department against the Police Department's "Megan's Law" computer base. Parents volunteer in booster parent groups for all of the major sports, in band, in the theater and choir programs, in the engineering programs, in the library, in student government (ASB), in classrooms and especially as guest speakers for all classes and the computer/career class. The Law Enforcement class invites many guest speakers from the community. MVHS staff is part of the Youth Accountability Board. Community members from the legal field coach the mock trial team. The new "Virtual Enterprise" class is closely connected to the community and the Murrieta Chamber of Commerce. The engineering program invites engineers as guest speakers and parents help to build the solar boat for the yearly solar boat races. Parents assist the classes with float building and fundraisers. The monthly senior student of the month celebration is sponsored by Sizzler Restaurants and twenty other businesses, the Chamber, the City of Murrieta, and many business representatives come each month to help celebrate student achievements.

MVHS has a small group of PTA members who have struggled with formal membership. The school anticipates re-designing the parent group to form a PTO (parent-teacher organization) with members from each booster organization joining the PTO monthly to discuss critical needs and challenges. The school site council and DLAC council meet regularly to update the Single School Plan and approve expenditures. Hundreds of parents attend the Back to School Night in the fall and Open House in the spring. Parents attend grade level parent nights, college workshops, financial aid planning, yearly updates and a monthly "Morning Chat with the Principal." At these meetings and other parent meetings, parents have communicated that they would like to see more communication from the school regarding student progress. Parents receive official progress grade communication every six weeks. Further updates are available through EdLine, individual grade postings, progress reports students take to teachers and e-mail. Staff identified training parents in the available communication and using more technology to update parents as a critical need.

"Moms in Touch" provide wonderful treats for staff members. Parents have come to school at lunch time to help with supervision or to attend their child's classes. The school has enjoyed the visits from several ministers from local churches who like to come and visit informally with students. The English Department and Drama provide opportunities through elementary school plays and the Renaissance Faire for parents to come with their children. Parents are invited to the pep assemblies and all occasions where students are honored for their academic achievements. Counselors and teachers meet individually with parents on a regular basis.

School Site Council members, PTA members, and parents from the morning group were all a part of the shareholders involved in the WASC self study.

MVHS Shareholders Performance Data: Perception Data

The following surveys were developed for the three key shareholder groups: Students, parents, and staff. The content of these surveys was initially discussed in Home and Focus Groups to ensure that all areas of the self-study were addressed. After input from these groups was received, the final surveys were distributed to the shareholders.

Students completed surveys in Period One classes (Grades 10-12). A total of 2200 student surveys were completed. Staff members were asked to complete their survey on-line. 117 certificated staff members and 18 classified staff members completed surveys. Parents were asked to complete surveys on-line, at Back-to School Night, and at various Booster club meetings. Over five hundred parents participated in the survey. All 9th and 11th grade students take the Healthy Kids Survey.

The results of shareholder responses follow. The data gathered from these surveys was utilized as Home and Focus Groups analyzed the self-study criteria and developed areas of strength and areas for growth.

Healthy Kids Survey

The Healthy Kids survey, administered every other year to 9th and 11th graders, surveys students on healthy choices and healthy environments. MVHS uses the data to determine how connected students feel at MVHS. Listed below are the percent of students scoring high and moderate in various asset categories:

	Grade 9	Grade 11
External Assets		
Caring Relationships	96%	97%
High Expectations	98%	98%
Meaningful Participation	80%	84%
School Environment		
Caring Relationships with Adults In School	86%	91%
High Expectations: Adult in School	88%	92%
Meaningful Participation	62%	61%
Community Environment		
Caring Relationships: Adult in Community	91%	92%
High Expectations: Adult in Community	91%	94%
Meaningful Participation	83%	88%
Peer Environment		
Caring Relationships: Peers	95%	95%
High Expectations: Pro-Social Peers	96%	97%

The survey indicates that MVHS students feel well connected to the community, the school and their home environment. Students scored lowest in the category of *Meaningful Participation*. Teaching staff, athletics and activities are searching for ways to increase participation in the classroom, curriculum choices, assessment conferences, and giving students more opportunity to have a voice. ASB has initiated The *Interclub Council* to give more students the opportunity to be heard and to be involved in student government.

Parent Survey Results						
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
1	Students feel safe on school grounds.	32	55	11	1.5	0.5
2	The school campus is kept clean.	16	51	17	12	4
3	Students' achievement is a top priority at Murrieta Valley High School.	41	44	11	3	1
4	I am aware of the Expected School wide Learning Results (ESLRs).	22	36	22	14	6
5	Students are given an appropriate amount of homework.	18	53	18	8	1
6	A variety of materials are available for student use in the library (books, materials, periodicals, journals and on-line).	31	52	13	3	1
7	School administrators actively support student activities.	35	45	14	4	2
8	In their preparation for graduation, students receive support from their counselors.	28	40	24	5	3
9	Students receive support from their counselors in their preparation for future goals and careers.	27	40	24	7	2
10	Students are encouraged by staff to make good choices regarding their physical health and personal well-being.	28	41	25	5	1
11	Students have access to advanced classes if they choose to take them.	43	44	9	3	1
12	The Career Center is useful for students to assist them with work and post H.S. plans.	19	40	37	3	1
13	Students see the value in the community service requirement for graduation.	21	44	23	10	2
14	Students receive support and appropriate information to gain admission to UC, CSU and/or other colleges of their choice.	29	45	21	4	1

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
15	School administrators care about students.	35	44	15	4	2
16	School administrators actively support student achievement.	36	45	15	3	1
17	Students receive personal and emotional support from their counselor.	25	39	27	7	2
18	Parents have access to school information via the school website.	42	44	11	2	1
19	Parents are kept informed of graduation requirements.	38	42	16	3	1
20	Parents are asked to partner with MVHS in promoting the success of their student.	38	48	11	2	1
21	Teachers and staff members are available when students need additional support	27	46	19	5	3
22	School rules are enforced fairly and consistently.	23	45	18	10	4
23	Opportunities exist for parent involvement at MVHS.	29	47	20	3	1
24	Teachers keep parents informed about student academic progress.	24	41	21	10	4
25	Give MVHS an overall letter grade in promoting student achievement and success:	A	B	C	D	F
		33	44	15	6	2

Student Survey						
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel safe on school grounds.	32	46	16	3	3
2	School restrooms are maintained and in good repair.	3	14	26	31	26
3	The school campus is kept clean.	7	34	38	16	5
4	My achievement is a top priority at Murrieta Valley High School.	37	38	19	4	2
5	I am aware of the Expected School wide Learning Results (ESLRs).	18	32	26	15	9
6	Teachers and staff members are available when I need additional support.	26	43	23	5	3
7	Teachers keep me and my parents informed about academic progress.	19	43	27	8	3
8	Teacher expectations are communicated clearly to me.	25	52	22	7	4
9	Teachers have high expectations for all students.	24	38	27	8	3
10	I have high expectations for my achievement.	51	33	12	2	2
11	Teachers use various instructional methods to teach their classes.	19	44	27	8	2
12	I am given opportunities to work cooperatively with my classmates.	17	48	27	6	2
13	Homework is relevant to the information being taught in classes.	20	45	23	7	5
14	I am not given appropriate homework.	7	14	26	38	15
15	Teachers in all subject areas provide an opportunity for me to both listen and speak as part of class instruction.	17	45	28	7	3
16	A variety of materials are available for my use in the library (books, reference materials, periodicals and journals).	33	43	18	4	2
17	I have access at school to computers and appropriate software (word processing, PowerPoint, Internet, subject matter research tools, etc.)	35	42	17	4	2

18	School administrators actively support student academic success.	27	43	21	6	3
19	School-wide rules are enforced fairly and consistently.	11	31	30	16	12
20	Classroom rules are enforced fairly and consistently.	13	42	30	9	6
21	Campus security helps enforce rules fairly and consistently.	12	30	30	16	12
22	Campus security is supportive of students.	10	24	35	18	13
23	A variety of co-curricular programs are easily accessible for my participation. (e.g. choir, drama, clubs).	30	41	22	4	3
24	Athletic programs are easily accessible to me.	27	37	24	7	5
25	In my preparation for graduation, I receive support from my counselor.	33	35	22	7	3
26	I receive support from my counselor in my preparation for my future goals and career.	27	35	35	8	5
27	I am encouraged by staff to make good choices regarding my physical health and personal well-being.	17	35	31	11	6
28	I have access to advanced classes.	36	36	18	6	4
29	The Career Center is useful to me in assisting me with work experience and post high school plans.	12	27	42	14	5
30	I see the value in the community service requirements for graduation.	21	34	23	12	10
31	I receive adequate support and appropriate information to gain admission to UC, CSU and/or other colleges of my choice.	22	38	28	7	5
32	I find CTE (Career Technical Education) classes helpful in obtaining valuable career-related skills.	12	27	47	9	5
33	School administrators support my achievement.	17	40	32	8	3

34	School administrators care about me.	13	32	37	11	7
35	The locker rooms are maintained and in good repair.	17	35	29	12	7
36	The Library is accessible to students.	37	43	15	3	2
37	My plans after high school are:					
	Attend a four year college.	62%				
	Attend a two year college.	22%				
	Attend a technical/career development school.	8%				
	Enlist in the military.	4%				
	Enter the work force.	3%				
	Undecided.	1%				
38	Give MVHS an overall letter grade in promoting student success:	A	B	C	D	F
		23%	40%	25%	8%	4%

Staff Survey Results						
		Certificated Staff	Classified Staff	Administrator		
1	I am a (an):	117	18	3		
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	Staff restrooms are maintained and are in good repair.	19	51	11	12	7
3	The school campus is kept clean.	7	51	21	15	6
4	Student academic achievement is a top priority at MVHS.	39	55	4	3	0
5	I am aware of and understand the Expected School wide Learning Results (ESLRs).	53	42	5	0	0
6	Teachers have high expectations for student academic achievement.	41	54	4	1	0
7	Teachers use various instructional methods to teach class content.	38	54	4	2	0
8	Students' grades are based on student performance/established criteria.	34	57	7	0	0
9	Staff members work together to help students.	28	58	12	2	1
10	Teachers and staff members are available when students need additional support.	30	66	2	2	0
11	Teachers are accessible for students to talk to regarding their concerns about work.	33	62	3	2	0
12	Teacher expectations are clearly communicated to students on a regular basis.	37	55	8	0	0
13	Teachers keep students and parents informed about academic progress.	32	57	9	2	0
14	School-wide rules are enforced fairly and consistently by the administration.	8	46	21	21	4
15	Campus security personnel help enforce rules fairly and consistently.	9	43	23	18	7

16	Campus security personnel are visible on campus.	21	43	16	15	5
17	Campus-security personnel are supportive of teachers.	21	48	20	7	4
18	Classroom rules are enforced fairly and consistently.	11	50	22	11	5
19	Students have high expectations for their academic achievement.	3	46	30	16	5
20	A variety of materials are available for student use through the library (books, reference materials, periodicals and journals).	42	51	3	3	1
21	Students have access at school to computers and appropriate software (word processing, PowerPoint, internet, subject matter research tools, etc.).	26	59	7	7	3
22	School administrators actively support student activities.	39	52	6	2	1
23	School administrators value classified staff.	25	55	10	6	4
24	School administrators value teachers.	30	50	14	5	1
25	School administrators support student academic achievement.	38	56	4	2	0
26	School administrators actively support student achievement.	34	60	5	1	0
27	School administrators listen to, address, and act upon teacher concerns.	14	45	26	10	5
28	School administrators care about students.	40	56	4	0	0
29	Counselors actively support student academic achievement.	40	55	5	0	0
30	Counselors actively support student emotional needs.	39	52	9	0	0

31	Counselors support teachers and classified staff.	32	52	12	2	2
32	Give MVHS an overall letter grade in promoting student achievement and success:	A	B	C	D	F
		32	63	2	1	2

Survey Analysis

Students

The data indicates that students at MVHS feel safe, that there are high expectations for their achievement and that they have access to materials and resources to enhance their learning through the library. They also feel that teachers communicate their expectations clearly and that teachers and staff are available for additional support when they need it. In addition, students generally feel supported by administrators, and that there is a wide variety of co-curricular programs available to them. The data also indicates that students desire to have a cleaner campus, including restrooms and locker rooms, and that school wide and classroom rules need to be enforced fairly and consistently.

Parents

Parents feel that MVHS is a safe campus. Data indicates that there is solid support from counseling for information regarding positive student achievement and future planning. Parents also acknowledge that student achievement expectations are high, and that they are asked to partner with MVHS in promoting their student's success. The data also indicates that campus cleanliness is an issue and that communication about student progress and parent knowledge of the ESLRs needs to improve. Parents feel that the career center should be made to be more useful.

Teachers

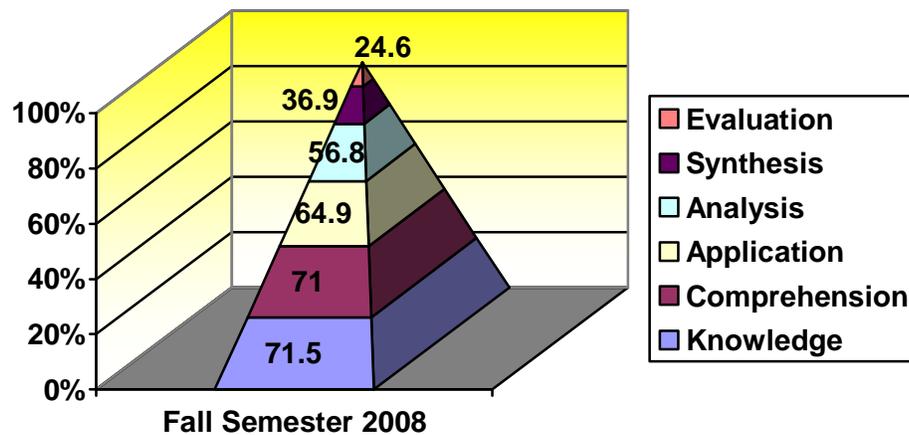
Staff feels that academic achievement is a top priority, that there is wide support for the ESLRs, and that collaboration is widely practiced. Teachers feel they are accessible to students for academic and personal support and that they are valued by the school administration. The data also indicates that staff does not feel students have high expectations for their academic achievement. In addition, they feel that school cleanliness and the consistent and fair enforcement of rules needs to improve.

Summary

Among all the surveys, there is a consistent expression of strength in the safety of the campus, availability of resources for students, and support of students by staff and administration. There is also evidence among all groups of need for improvement in campus cleanliness and the fair and consistent enforcement of rules.

Learning Snapshot from Classroom Visits

Teachers committed to visiting two classrooms during the fall semester. A total of 211 classroom visits took place. Teachers report that the visit had great value in terms of observing teaching practices, levels of student engagement and achievement of the ESLRs.



- The data reveals that the majority of student activity occurred in receiving information and applying new skills.
- Eighty percent of students were observed to be interested in the subject.
- An analysis of student activity/thinking within the cognitive domain shows that the majority of students were working at the knowledge and comprehension levels.
- More than 60 percent of the students were engaged in applying the concepts learned.
- As a result of their observations, teachers will continue to focus on critical thinking strategies and problem solving skills in the classroom. Strategies will be discussed in Professional Learning Communities

School Facilities

The Campus contains 132 classrooms that include a photo lab, video production studio, automotive shop, ceramic studio, clothing and food classes, science labs, and a two-story World Languages building. The Performing Arts Center (PAC) includes a theater that seats 450 guests, a black box theater/classroom, choir room and band room. Athletic facilities include a swimming pool, gymnasium, stadium, practice fields, softball and baseball fields, basketball courts, and tennis courts. In addition, the school houses the Hawk Rock Café (the ASB classroom), the library, cafeteria, career center, administrative offices, staff workroom, and a staff lounge. Also available to students are three art rooms, six computer labs, a drafting/robotics classroom and an engineering classroom.

The district's Operations, Maintenance, and Grounds Departments provide upkeep for the school. The school is cleaned daily and ongoing corrective and preventative maintenance is scheduled on a regular basis.

According to the most recent survey taken in the fall of 2008, 41% of students feel that the school facilities are clean and well maintained while 65% of the parents feel that the school's grounds are in good condition. 58% of the staff feels that the grounds are kept clean.

The District has made a commitment to upgrading the facility by replacing the lockers in the boys locker room, remodeling the kitchen and a special education classroom, installing a wireless system, resurfacing the Theatre roof, replacing the fire alarm system, re-surfacing the track, installing a synthetic grass surface stadium field, and a new stadium scoreboard, and installing a new stadium sound system. Air conditioning the Gym is projected for the spring of 2009. The district has committed one maintenance man to the site for daily upkeep. There are two day custodians and seven evening custodians.

With two newer high schools in operation, MVUSD has taken care that the oldest facility, MVHS, also receives updates. During the summer of 2009, District Operations will paint the school, resurface the quad area, remove the portable classrooms from the parking lot, resurface the parking lot and restore planter areas. The school will also receive updated landscaping along Washington, Fullerton and Nighthawk Streets, and the architect is currently designing new monuments for each major corner.

Murrieta Valley High School Analysis of Student/Community Profile

Overview

The analysis of data presented in the Student/Community Profile began in the Spring of 2008. MVHS Leadership, including the administration, counselors, Lead Teachers, and WASC Leadership Team, reviewed the initial findings. This occurred during Leadership Team meetings held every Tuesday. The Profile was examined by all shareholders in the fall of 2008, primarily in Focus Groups, who then divided into smaller discussion groups. The following questions were used as a guide for this process:

- What does the data tell us about MVHS?
- What additions, deletions, clarifications, or changes need to be made to the data?
- What critical needs can be derived from the data?

These sessions occurred frequently and as information was shared, it was compiled and discussed by the WASC Coordinator and Leadership Team. Each Home and Focus Group examined the findings and established Areas of Strengths and Areas for Growth. The Profile evolved based upon feedback from the shareholders. Based on this collaborative model, the MVHS staff closely examined the data and determined Critical Academic needs. The Critical Academic needs serve as a basis for the School-wide Action Plan.

Additional questions raised:

- What structures can be put into place to strengthen parent/school communication?
- With open enrollment as an option in the district, how can we make MVHS the school of choice for students, parents, and prospective teachers?
- What additional training and resources can staff use to fully develop PLC's?
- How do we respond when students don't or aren't learning?
- How do we motivate students to engage themselves in the learning process?
- What strategies will help staff to motivate and engage more students?
- What strategies can we utilize to raise students' achievement from below basic and far below basic levels?
- What tools will assist students in becoming more proficient in Algebra and English?
- How can MVHS keep up technologically with reduced funding?

What is the data telling us about student achievement at MVHS?

The following table identifies the implications from the data analysis by staff. These prompted the discussion to identify the most significant critical academic needs. The data analysis is based on data from 2006 to 2008

Data	Implications
Enrollment	<ul style="list-style-type: none"> • MVHS enrollment has grown less than one percent over the past three years. It is anticipated that MVHS' enrollment will decline by approximately 700 students over the next two years due to the opening of Murrieta Mesa High School. • The White/non-Hispanic population at MVHS has declined slightly while the Hispanic population has increased by .5%. • English is the predominant primary language of MVHS students (89%). • Spanish is the primary language of 8% of the students.
Special Programs	<ul style="list-style-type: none"> • The AVID program participation has grown by 16%, demonstrating success with students. • Special Education services expanded with the addition of the Severely Handicapped program. • English Language Learners have demonstrated annual growth on the CELDT. • Only 1.8% of the MVHS student population are English Language Learners. This number is comparatively low for a comprehensive high school in Southern California.
Student Discipline	<ul style="list-style-type: none"> • MVHS' rate of suspension has decreased. The expulsion rate has fluctuated between low (3), moderate (13) and high (21). • The most common offenses include campus behavior, truancy, and inappropriate classroom behavior. • Fights decreased over 40% in 2007-2008 compared to the previous year. Incidents of theft declined from 2006-2007. • Sexual harassment and vandalism increased in 2007 from 4 to eleven incidents in 2008. • The all-day truancy rate decreased by 15%.
Student Attendance	<ul style="list-style-type: none"> • The average attendance rate for general education students is 95.6%. The average attendance rate for SDC students is 91.1% • The average daily attendance levels have been consistent for the past three years.

Adequate Yearly Progress (AYP)	<ul style="list-style-type: none"> • MVHS has met AYP every year. • There is a significant achievement gap between the Caucasian and Hispanic/Latino subgroups on the CAHSEE proficiency. In 2008, the achievement gap was 23 percentage points in Language Arts and 19.5 percentage points in Math. • The AYP reported graduation rate over the past three years ranges from 95.7% to 96.1%. The AYP graduation rate is consistent. • The achievement gap between the Caucasian and African American subgroup is also significant. In 2007, the achievement gap was 28.5 percentage points in Language Arts and 32.2 percentage points in Math. In 2008, this achievement gap closed by 15.9 percentage points in Language Arts and by 12.3 percentage points in Math. • The African American subgroup population at MVHS is not large enough to be considered for AYP purposes.
Academic Performance Index (API)	<ul style="list-style-type: none"> • With a current API of 780, MVHS continues to make progress toward an 800 API. • MVHS had the highest CAHSEE passing rate in Riverside County in 2008. • In 2005 and 2006, MVHS met its schoolwide and subgroup growth targets. • In 2007, MVHS failed to meet the schoolwide and subgroup growth targets. • In 2008, MVHS met its schoolwide growth target and all subgroup targets with the exception of the Students with Disabilities subgroup. The Students with Disabilities subgroup improved by 11 API points. The target was 12 points.
California Standardized Tests (CSTs)	<ul style="list-style-type: none"> • Ninth and tenth grade students show a stronger performance in core subject areas than the eleventh grade students. • Algebra 1 has been targeted as a growth area. • Percentage of proficient students slightly decreased from 2006 to 2008 in English 11, Algebra 1, Geometry, Physics and Life Science 10. English has been targeted as a growth area. • Percentage of proficient students increased from 2006 to 2008 in English 9, World History, US History, Algebra 2, Summative Math, Biology and Chemistry.

California English Language Development Test (CELDT)	<ul style="list-style-type: none"> • CELDT scores show an increase in students scoring at advanced and early advanced levels. • Students scoring at intermediate levels stayed at a stable level.
PSAT/SAT/ACT	<ul style="list-style-type: none"> • Counselors use the PSAT data for parent conferences and course enrollment decisions. • SAT participation rates increased in 2007 to 47% but declined in 2008 to 39%. ACT participation decreased from 24% to 22%. SAT verbal scores have ranged from 495 to 503. SAT Math scores have ranged from 514 to 521. The ACT Mean Composite score ranges from 22.6 to 23.0 over the past three years. • MVHS' mean performance on the SAT is slightly below the national average.
Advanced Placement Exams	<ul style="list-style-type: none"> • Advanced Placement participation has increased from 21% to 23%. • MVHS offers a broad cross section of AP courses. • Nine courses have more than one section offered. • MVHS students took 723 exams in 2006, 822 exams in 2007 and 868 exams in 2008. • There appears to be a growth trend in Statistics and Biology enrollment. US History enrollment is declining.
Grade Analysis	<ul style="list-style-type: none"> • The school-wide GPA goal of 2.8 was met for the first time since 2001-2002 during the 2007-2008 school year. • Sophomores consistently have the lowest GPA among the four grades. • Advanced and AP English students perform at a high GPA level. • Students in standard college preparatory English classes have D/F rates that range from 20-35%. English 10 students perform poorly on GPA and D/F measures. • All Social Studies classes have had a 2.3 course GPA or higher from spring 2007 through spring 2008. • D/F rates are high for sophomores in Modern World History and AP European History. • Based on GPA performance and D/F rates, the Foundations of Algebra 1 and Foundations of Algebra 2 courses have not been successful in remediating below grade level math students. • Advanced math students perform at a high level on all grade measures. • Biology, MVHS' most heavily enrolled science course, has an improved GPA and lowered D/F rate over the past three semesters. <p>Life Science GPA and D/F rates require improvement.</p>

College/Post
Graduation

- A-G course completion has increased since the last accreditation. Approximately 40-45% of graduates complete the A-G requirements and take the SAT or ACT annually.
- 35% of the Class of 2008 graduates reported that they planned to attend a 4-year college or university.
- 37% of the Class of 2007 and 40% of the Class of 2006 graduates reported that they would enroll directly at a 4-year institution.
- The most frequent post-graduation option for MVHS students has been enrollment at the community college. In 2008, 45% of the graduates selected this option, while in 2007 and 2006 the reported numbers were 49% and 48% respectively.
- For the past three years, 2% to 3% of the graduates indicated that they planned to join the military. Numbers were similar for those who planned to pursue career/vocational education or planned to directly enter the work force.
- Surveys have been completed by over 90% of the graduates since 2005.

Critical Academic Needs

Relationship to Identified Growth Areas and the ESLRs

Murrieta Valley High School has identified four critical academic needs from the data collected in the profile and from the analysis of that data. These four major critical academic needs relate to increasing student achievement through the development of Professional Learning Communities, promoting campus pride, expanding the use of technology, and strengthening communication with parents. These needs also directly correlate to the areas for growth identified throughout the study.

I. Increase student achievement as measured by student performance on state and district assessments and semester grades through the further development of professional Learning Communities.

- Growth Area One: **Further develop Professional Learning Communities**
 Growth Area Two: **Increase proficiency of students in Algebra on assessments**
 Growth Area Three: **Increase proficiency of students in English on assessments**
 Growth Area Four: **Deeper examination of assessment data, including formative classroom assessments, for all subgroups**
 Growth Area Five: **Increase collaboration within the MVHS departments and develop more articulation with the MVHS feeder schools**
 Growth Area Six: **Increase the variety of instructional strategies to meet the learning needs of students**

ESLRs

Engaged Learners; Critical Thinkers; Effective Communicators; Responsible 21st Century Citizens

II. Promote campus pride, student motivation and engagement to achieve the ESLRs

- Growth Area One: **Improve the appearance of the campus**
 Growth Area Two: **Strengthen student connectedness**
 Growth Area Three: **Increase staff consistency of rules application**

ESLRs

Engaged Learners; Critical Thinkers; Effective Communicators; Responsible 21st Century Citizens

III. Expand the use of and access to technology to increase student achievement

Growth Area One: **Increase student access to technology**

Growth Area Two: **Explore funding to ensure all teachers have instructional technology**

Growth Area Three: **Continue to enhance teacher technology training**

ESLRs

Engaged Learners; Critical Thinkers; Effective Communicators; Responsible 21st Century Citizens

IV. Strengthen communication with parents and students regarding student Progress

Growth Area One: **Develop ongoing communication about student progress with parents and involve students with assessing their own progress toward mastery**

ESLRs

Effective Communicators; Responsible 21st Century Citizens

Progress Report

In November 2003, MVHS developed the following action plan and critical academic needs:

School Culture Action Plan

1. To promote a positive school culture that is focused on high expectations, accountability, respect, responsibility and genuine caring and nurturing.
2. To ensure that shareholder contributions to school improvement effort are valued and celebrated through boosting staff morale and promoting student achievement.
3. To actively promote a safe, clean, orderly campus environment conducive to learning.
4. To develop a formalized system to share and build staff expertise to give staff members more opportunity to review educational trends and implement innovative practices to promote student achievement.
5. To promote cultural unity and promote respect for all students.

School Culture Progress Report

MVHS shareholders have worked continuously to strengthen school culture by following the steps of the action plan. The action plan items were published and discussed during staff meetings. The school has addressed each item either through classroom activities, school-wide activities led by ASB, staff and department meetings, lead teacher meetings and general collaboration.

- The school has developed a clear discipline matrix, dress code, tardy and attendance policy and possession of electronics policy as outlined in the **MV Guide**. All staff members have made an increased effort to enforce the discipline consistently. Infractions have common discipline consequences that are also aligned with Vista Murrieta High School. A committee evaluates the tardy policy and discipline matrix each year and makes adjustments as needed. At times there are individuals who are not following policy, particularly in the areas of tardies and dress code. Staff has asked that instead of making general reminders, administrative staff holds individual staff members accountable.
- The school community has developed the core values of **Respect, Integrity, Teamwork and Excellence**. The school motto is “Do it the R.I.T.E. Way, the Nighthawk Way, with Respect, Integrity, Teamwork and Excellence.” The

school teaches these values in the classroom, through co-curricular and extra-curricular activities, morning announcements and publications. Students know these values and have shown a higher level of respect for each other and the school, as evidenced by a stable low rate of expulsions and suspensions. The school promotes making good choices and characteristics in “Character Counts.” Students who make good choices are rewarded through a note, pen, announcements and recognition at awards assemblies.

- The Peer Leaders Uniting Students (PLUS) team presents workshops for 9th graders to help them adopt the MVHS behavior codes and conducts unity forums for students.
- Staff development has included strategies for strengthening instructional strategies, “Making a Difference”, Covey’s 7 Habits of Highly Effective People, Failure is not an Option and 40 Developmental Assets to support the ongoing plan to strengthen school climate.
- MVHS has adopted a consistent plan to award students. For the past five years, each grade level team has developed its own creative ways to show students that the counselors and administrators keep track of their success. ASB has developed a reward system that includes patches, pins and certificates for student achievement.
- Student achievement is celebrated in assemblies, student of the month celebrations at all grade levels, special one hour luncheons that celebrate meeting API goals, posting class GPAs, H.A.T. visits (the classroom has 100% homework turned in, 100% attendance and no tardies), classroom visits for students who have improved their grade from one grading period to the next, morning announcements of special achievements, college acceptance luncheons, semester celebrations for honor students, and regular praise/encouragement from staff. Staff is celebrated with announcements of birthdays, monthly celebration of a teacher of the month (selected by students), and “Wind Beneath My Wings” luncheon by students for teachers. Teachers also receive “Feathers.” The grade level teams have reported great response to celebrations and awards of certificates and “goodies.”

MVHS has made an effort to keep the campus cleaner.

- ASB has monthly campus clean-ups. Saturday school students have the option to beautify the campus or attend the Saturday school room. When possible, athletic teams help to clean up. The environmental club has begun to promote “green” activities to recycle. A group of booster parents asked for some specific beautification tasks to be completed, and all of those work orders were completed. The parents were very pleased with the results and encouraged MVHS to keep up the efforts to have a clean, maintained campus.

- Projects that were completed include building a new “front” of the school, front landscaping, a new track, improved performing arts center, replacing aged portable classrooms, a new boys’ locker room and cable. The school has formed a beautification committee that is actively planning the next project: Sandblasting the campus to get rid of all gum, assigning squares to clubs to keep clean, improving landscaping all around the school and painting the school.
- Staff has begun to form Professional Learning Communities that focus on collaboration, sharing best teaching practices and focusing on results. The administrative team attended district staff development and has begun the training of the staff. Each PLC has developed a SMART goal and has examined various assessments including CAHSEE results, CST results, AP test results, unit tests, and common semester tests. This work is ongoing with the goal to improve student achievement. Staff needs time to further develop the PLC and devote time to focus on the pertinent data.
- The Murrieta Unified School District formed a Human Relations Committee in response to more unity and a deeper level of cultural sensitivity and respect in the community and at the schools. Counselors, PLUS team leaders, teachers, parents, community business leaders, police and district student support personnel are part of this committee. At MVHS, PLUS forums, an increased focus on building respect, celebrating diversity messages and conflict resolution sessions have all contributed to a peaceful campus. When new issues arise, they are openly discussed and solved. For example, recently members of the Gay Straight Alliance club noticed an increase in anti-gay slurs and students, together with counselors and staff, have formed a committee – the R.I.T.E. committee that asks everyone to not ignore it when someone makes a derogative remark, slur or slander. All staff is committed to promote respect for everyone.

Student Performance Action Plan

1. **To implement a School wide Systematic Use of Assessment Data to Guide Staff and Program Resource Allocation, Modify Instruction and Improve Student Achievement of the ESLRs and Academic Standards.**

Student Performance Progress Report

- Staff has continued to develop common unit tests, pacing, end of semester finals, teaching practices and syllabi. Staff development and departmental time has been spent on identifying the essential standards and benchmarks for core subject areas and activities that support the framework for other subject areas. Each department has made progress in reaching agreement on essential standards and assessments. Through the PLCs, staff has developed common lesson plans, pacing guides and assessments. Teachers have examined teaching practices, instructional strategies and projects that best support student achievement of the ESLRs.

- The ESLRs have been modified from HAWKS (Hardworking learners, Analytical thinkers, Worthy citizens, Knowledgeable communicators, and Skilled users of technology) to **Engaged Learners, Critical Thinkers, Effective Communicators and Responsible 21st Century Citizens**. Staff observed that students who perform in the C-average range needed to become more engaged with learning. Lack of completion of assignments, lack of preparation of assessments, increased absences and lack of focus on academic achievement were the reason staff chose “Engaged Learners” as the most important ESLR.
- “Failure is not an Option” strategies that include phone calls home, parent communication through email, opportunities to re-take a test or insisting on mastery of a concept before the student is allowed to move on are strategies developed in the PLC to hold students more accountable. Research supports an increased emphasis on 21st Century skills that students need to function in an ever-changing, global society.
- MVHS has increased its focus on results. Over 90% of 10th graders pass the CAHSEE the first time in both subject areas. Teachers examine the data and students who have not yet passed the examination are placed into the CAHSEE English class or the CAHSEE math class to focus on the specific skills needed to master the CAHSEE.
- At the beginning of the year, teachers examine the results of each subject area and plan how to improve student performance. Before the CST, teachers meet with students and review their score and ranking from the previous year. Students develop new goals and focus on the upcoming tests. In the PLCs, teachers examine unit tests, semester tests and the results of projects with the goal of improving instruction. The Single School Plan, WIGS/KRAs (Wildly Important Goals/Key Result Areas for the school) are aligned and based on disaggregated data. MVHS has not reached its academic goals each year, but a system is in place to disaggregate the data and examine student achievement results. Through the PLC discussions, staff has begun to shift its focus from teaching to learning and increased teacher collaboration.
- Staff has consistently asked for more collaboration time and PLC time. Currently, the district calendar committee is working with the teacher association to change the minimum staff development days to late start days so that all staff can meet together in the morning. Another committee is exploring a late start day one day each week.

Student Support Action Plan

1. **Implement a comprehensive system of support that ensures all students are connected to the school in meaningful ways through access to a quality**

academic program, co-curricular activities, work-based learning and/or counseling and health-based services.

Student Support Progress Report

- MVHS is the “red” team and the school strives to build good relationships with the “red” feeder schools. Two MVHS counselors counsel elementary students at one of the feeder schools on a regular basis. MVHS students volunteer at the elementary school classroom as teacher aides. Elementary students come to MVHS each year for two plays and enjoy a drama workshop; the PLUS team travels to the elementary schools to hold unity forums. The Spanish class makes elementary books in Spanish and teaches the students elementary Spanish phrases. Student teams from ASB, sports and clubs attend elementary schools for Red Ribbon Assemblies. The choir and band programs invite students from the middle school to practice and perform with them for special events. Vertical alignment, staff development included the middle schools, but MVHS staff seeks to explore increased collaboration and articulation with Thompson Middle School.
- New academic programs include robotics, virtual business, an expanded engineering program, improved media instruction, Italian I and II, Read 180 for struggling readers, ALEKS math for lower level math students and credit recovery through individualized instruction. Co-curricular programs, especially AVID, Ballet Folklorico, dance, drama, music, engineering community projects such as the solar boat races, JROTC, and student publications have high enrollment and support student achievement. Mock trial, Model United Nations and Science Olympiad teams have consistently placed in the top three teams in the county. MVHS has a new athletic director and activities director. Both lead quality programs that support achievement of the ESLRs. MVHS is currently in the application process to become an International Baccalaureate school. The school plans to begin the IB program in the fall of 2010.
- Due to a decreased demand in work experience instruction, MVHS has not offered the class for the past two years. However, new focuses on career-technical education, partnership and articulation agreements with Mount San Jacinto Community College and Palomar Community College have strengthened work readiness skills. Career technical classes include a new Foods and Beverage Production class, Child Development classes for Early Childhood Education careers, photo, accounting, business, computer classes, graphic design, engineering, robotics, drafting, A+ certification, auto mechanics, certified nursing assistant classes, law enforcement, forensics and other programs that are offered at neighboring schools.
- Counselors meet with students to develop and update their individualized learning plan. Counselors present parent workshops several times through the year and each grade level sponsors grade-level appropriate events. MVHS and the district are

collaborating with the other two high schools to bring college classes to the high school campus again. Two meetings with the College Board have shown great interest in collaboration and dual enrollment for students who want to earn college credits while in high school.

- Counselors meet with the Director of Student Support several times during the year and have been trained in the National Model for Counseling Standards. The MVHS counselors are all experienced support providers who counsel the students for their academic, social and emotional needs. AB1802 funded additional counseling sessions and allowed us to retain eight counselors even though the enrollment has decreased from 4200 to 3100. Each grade level has designed a notebook with all counseling activities for the specific grade. New support groups include grief counseling, academic support counseling and increased group meetings with struggling students. Counselors now also see any student who returns from suspension and flags students who need more support on a regular basis. With the opening of Mesa High School and zero student growth, MVHS expects for the student to counselor ratio to increase. The school is currently exploring models other than the grade level teams to support students.
- The College/Career Center has been strengthened with a clerk arranging college visits, announcing scholarships, employment opportunities and processing work permits. A counselor works with the clerk and students take advantage of the on-line college searches, COIN program and resource materials. The CTE area coordinator comes to MVHS to support students and programs. Counselors and AVID teachers work with students on applications and student financial aid in the library computer lab.
- When MVHS student enrollment decreases, the school plans to develop a college/career center in a classroom and include a computer lab.
- The MVHS health office continues to be staffed with one full time nurse and a health technician. The nurse is also the district lead nurse but fulfills many of her district responsibilities from the site. If she is not available, the nurse from the neighbor school comes immediately. MVHS has been very fortunate in having two very capable, highly respected health care staff members at the site. The nurse conducts staff workshops for health concerns and addresses health safety issues on a regular basis.

WASC Schoolwide Critical Areas – 3 year visit follow-up

The following items were identified by WASC as critical areas for a three year follow-up visit. MVHS completed the plan for the visiting committee follow-up visit in 2006.

1. **Analyze the overall supervision of the school to maximize the use of security resources and increase the expectation that all staff enforce established school policies in a fair, firm and consistent manner.**
2. **There is a need for staff to regularly review and analyze disaggregated school wide data to ensure that the participation in all courses and programs on campus reflects the diversity of the student population.**
3. **Site administration and staff should work to ensure that school wide data is calculated accurately, reflects the achievement of all students, and is shared and used by all shareholders.**
4. **District administration and site administration should engage the school community in ongoing dialog with regard to the opening of new schools and the impact on staffing, school culture and morale.**
5. **Instructional and assessment practices and support services provided to the English Language Learners should be expanded to meet the needs of the growing population.**
6. **A more comprehensive and effective system for conducting follow-up studies on graduates needs to be developed in cooperation with the district.**
7. **Given the genuine mutual respect that exists between students and staff, all staff should take ownership in encouraging all students to reach their highest academic potential.**

WASC Schoolwide Critical Areas Progress Report

1. Overall Supervision:

- A “front” of the school has been established for the school by building an arch and extending a fenced area for student safety. The main security station is now underneath the arch where visitors sign in. Color coded ID stickers let security know where the visitor should be directed to.
- Security walks the campus to ensure gates are closed.
- All classrooms will be inside the gated area once the portables are removed during the spring/summer of 2009 when Murrieta Mesa High School opens and

the student enrollment at MVHS will be reduced. In three years, MVHS enrollment will decline to approximately 2400 students.

- Security cameras were improved; a new contractor is scheduled to review and rebuild portions of the system beginning February 2009.
- Security team meets with AP and SRO to discuss safety issues.
- Security representative, counselor and AP attend monthly GRIP meetings (Gang Reduction Intervention Program).
- Dress code enforcement and tardy enforcement is more consistent.
- Vista Murrieta and Murrieta Valley HS collaborate and have the same discipline matrix, electronics use policy and dress code expectations.
- Security consistently screens for gang type apparel and alerts administration to new trends.
- District security sweeps the campus each night and checks on all gates. Patrol generates a night report for any irregularities which the site addresses with the responsible person.
- Staff is committed not to ignore inappropriate language or disrespectful conduct by any student. R.I.T.E. committee was formed by students and staff to focus on a respectful school.
- Values of respect, integrity, team work and excellence are communicated on a daily basis.
- PLUS team builds respect for all students through student forums.
- Increased supervision and a consistent security force of seven campus security staff members make students feel safe, as reported on the student survey.
- The district has entered into an agreement with Interquest. Canine searches for drugs, alcohol or weapons take place several times during each semester. The searches are random and unannounced and include classrooms, locker rooms and parking lots.
- Overall, staff and administration feels we have made consistent progress in providing a safe, secure learning environment for all students and enforcing school rules. During the self-study progress, staff asked that those staff members who are not consistently following school policy are held individually accountable because the general staff is committed to consistent enforcement of all discipline measures and policies.

- The WASC committee did not have any follow-up concerns.
- 2. Regularly review and analyze data:**
- Teachers and administrators regularly review and analyze CST, CAHSEE, SAT, PSAT, PLAN, AP data, end of course exams, district writing assessments, DBQs, Aeries grade distribution reports every 6 weeks and semester, GPA reports, CBEDS data and enrollment data.
 - The school determines goals based on data as indicated in the Single School Plan.
 - Data is used to:
 - Target potential AP students
 - Identify students who need academic interventions
 - Place students in intervention programs such as Read 180, CAHSEE intervention, credit recovery
 - Guide course placement decisions
 - Drive curricular changes
 - Target under-represented students to enroll in challenging classes
 - Recruit AVID students
 - Motivate students to improve achievement. Students review their CST results and set new targets.
 - Identify students who are at risk or are underperforming
 - Identify GATE students
 - Teachers analyze unit tests, common assessments.
 - There is a focus on results; the disaggregated data information is used to adjust pacing, instructional delivery and benchmark activities.
 - Staff gets a copy of the Aeries grade distribution and teacher/subject analysis every six weeks. The data is used in PLC student achievement discussions.
 - All staff reviews yearly progress on achievement goals.
 - Testing results are shared with all shareholders.
 - Assistant Principal for Assessment meets with district Director of Assessment for regular assessment meetings and shares results with leadership and staff.
 - Staff reviews ethnic distribution in AP courses and encourages under-represented students to enroll in challenging courses and AP courses.
 - Learning teams monitor grades, attendance and behavior.
 - Si Se Puede conducts college workshops and college visits.

- BSU, other clubs and all performance teams include college visits wherever possible during field trips/performance competitions.
 - Increased AVID enrollment.
 - AVID data analysis of AVID longitudinal study.
 - MIT program and American Studies (US History and American Literature alignment). Students have reported increased engagement and interest in subject.
 - The WASC committee did not have any follow-up concerns.
3. **Site Administration and staff ensures that school wide data is calculated accurately and is shared and used by all shareholders.**

The Aeries data for a-g completion rate was incorrect in the 2003 WASC self study. Students who completed algebra/geometry or made up a D course were not included in the Aeries data. The school did not notice the discrepancy. The data collection method has been corrected in the system.

- Counselors check all transcripts.
- Information from CBEDS and Aeries data base guides staff to identify student support needs.
- Counselors meet with all students of 2.8 GPA and better who have not yet taken the SAT or applied to a college to encourage them to apply.
- Counselors use data to ensure GATE students challenge themselves.
- Counselors update individualized learning plans with each student.
- Counselors use data for grades 9-12 to hold group sessions, study skills development, academic interventions/tutoring.
- All students are encouraged to prepare themselves to the highest level possible. The pathways include four-year colleges, two year colleges, trade/technical schools, armed services and work force preparation.
- All 10th graders take the PLAN test; counselors meet with students and parents to disaggregate data and help students develop future plans. Test results also indicate career development.
- Approximately 500 students take the PSAT each year; counselors meet with students and parents to disaggregate data and develop an academic plan to help students improve on the SAT.

- Test data is disaggregated and shared as follows:
 - District Office and Board of Education
 - Lead teachers and all faculty
 - Student announcements/ASB Commissioner of Academics
 - Parent newsletter and official test/assessment results notification
 - School web site
 - SARC
 - SPARC
 - Grade level newsletters/Community newspapers and publications
 - ILP and CST goal setting/reviewing results
- Overall increased focus on collecting and reporting assessment data has made teachers more aware of the need to collaborate and align not only the curriculum but assessment practices.
- The effect of the increased focus on results has been an API growth from 698 in 2002 to 780 in 2008 (+82 points).
- MVHS has the goal to show continued improvement and meet all API and AYP goals. The school is committed to offering quality instruction and using data to improve student achievement and meet the expected school wide learning results.
- The WASC committee did not have any follow-up concerns.

4. District dialog with regard to the opening of new schools/staffing and morale

- The WASC committee was concerned about the impact that the opening of Vista HS may have on the MVHS staff. MVHS surveyed its staff in a 2006 culture follow up survey. 90% of the staff reported that there was not a lingering negative impact on MVHS from the opening of VMHS; 77% of the students reported they valued the established culture at MVHS. They felt both schools offer students an equal opportunity for success and 80% reported to be proud to be a Nighthawk. In 2009, Murrieta Mesa High School will open and MVHS will undergo the same change again. The district involved teachers in the planning for the third high school and the MVHS deputy principal is the principal for MMHS. There is no additional growth in the district thus the current high school student enrollment will be distributed over three high schools instead of two high schools. The ensuing decline in enrollment will give students increased opportunities for co-curricular and extra-curricular involvement and the benefits of a smaller learning environment. The district has communicated that it supports staff teaching at the site where they would like to be and students have opportunity to apply for intra-district transfers to the school of their choice. Both are subject to enrollment/staffing limitations.

MVHS has seen the following facility improvements due to 2.8 million dollars allocated through Measure K for MVHS:

- Refurbishment of stadium and track.
- Construction of a new outdoor weight room.
- Installation of improved sound system in the gym.
- School wide cabling.
- Replacement of old portables.
- Photo lab upgrade to digital.
- Refurbished theater/performing arts center.
- Construction of a new front for the performing arts building and extended entry arch with security station; landscaping for the front of the school.
- Engineering classroom upgrade/robotics classroom upgrade.
- Technology updates.
- New carpeting for library and administration buildings.
- School will be painted and landscaping will be upgraded (Summer 2009).
- Quad surface area will be sandblasted and refurbished (Summer 2009).
- Portables will be removed from the front parking lot (Summer 2009).
- The WASC committee did not have any follow-up concerns.

5. Instructional and assessment practices and support services for EL students should be expanded.

- MVHS educates approximately the same number of English Language Learners (approximately 60 students) and has a strong reclassification rate as indicated in the CELDT test results. In 2006 advanced students increased from 7% to 17% in 2006, early advanced from 36% to 40% and intermediate students decreased from 38% to 29% in 2006 for the follow-up report. The increased number of students qualifying for reclassification demonstrates that the EL program at MVHS improved in the area of providing support for English Language Learners.
- ELD 3 class (intermediate to advanced students) has been changed to English I to meet the A-G requirements for one year of English.
- Classes are standards-based. Teacher collaborates closely with the English department and World Languages Department, attends English workshops, the CABE conference, AVID conference and aligns activities with the general classroom.
- A bank of computers, purchased software and supplemental books contribute to the EL classroom as a study center.
- Teacher is proficient in technology; students are proficient in the use of technology.
- EL students presented their projects at the district tech night and to parents.
- All CELDT testing is completed within state testing period.

- The grade point average has increased for EL students; several students have qualified for the honor society.
- EL teacher and EL counselor work closely together to schedule the students and place them with SDAIE certificated teachers.
- All staff members, with the exception of one social science teacher, are qualified by credential or emergency certification to teach EL students.
- The WASC committee had no follow-up concerns.

6. Develop a more comprehensive and effective system for follow-up studies in graduates

- AS part of the senior check-out procedure, students complete the survey for post high school plans. At this time students have chosen their college and completed placement tests.
- Each student registers with Naviance, a tracking software, and completes the graduate information. The school has a three year data base.
- When students return for their reunion, they complete an update survey.
- Students who register with the alumni data base complete the update survey.
- Survey results show that an average of 36% attends a four year college and an average of 42% attends a two year college or a career school. On the average, 3% of students join the military. Other students wish to take a year off before they continue their studies, begin working or are not yet sure of their plans in June.
- To mail a survey home to former graduates has not proven to be effective. Families have not returned the survey and many questionnaires were returned by the post office as undeliverable.
- WASC committee members did not have any follow-up concerns.

7. All staff should take ownership in encouraging all students to reach their highest academic potential

MVHS staff is committed to encouraging all students to reach their highest academic potential.

- Graduation requirements for math and science were increased to three years.

- Graduation credits were increased to 250 so that students would continue to take a full schedule of classes during their junior and senior year (MVHS offers students seven classes).
- The ILP promotes the highest preparation for all post high school plans.
- All teachers received in-service on Cornell note taking, the Write Path and AVID methodologies.
- All teachers have been trained in SDAIE methods.
- Teachers are encouraged to create college corners in their classrooms.
- Curriculum and assessments are standards-based.
- Core classes have unified semester tests/unit tests or other assessments such as district writing assessment, and DBQs.
- Teachers protect the instructional minutes.
- Teachers share best teaching practices in PLCs.
- Vertical teaming collaboration, increased participation in EAP and EPT results.
- Teachers are developing benchmark assessments. English is using the Standards Plus curriculum to ensure uniform instruction of standards.
- Common midterms in math and final assessments assure consistency in assessment.
- All students entering Algebra II must have shown proficiency (350 on the CST) in Algebra I. A special review test for 8th graders and 9th graders who did not meet the proficiency rate is available.
- AVID 9 classes increased from one section to four sections.
- All 10th graders take the PLAN.
- Increased parent workshops and college workshops conducted by counselors and colleges.
- Collaboration with elementary and middle schools; administrative staff attends functions at the feeder schools. MVHS participates in the incoming kindergarten parent night to show the continuum of learning.

- Increased district-wide staff development and focus on caring about each student as a means to improve student achievement.
- Administrative work plans from each department at the district support center to support student success.

Based on research and needs, the following changes are in process:

- The school is in the process of applying for the International Baccalaureate program. Application A has been submitted and approved; Application B is due in April and the program would be implemented in the fall of 2010.
- The graduation requirements are being revised. It has been recommended to align ourselves with 230 credits as required by most schools. Students moving into the community have indicated difficulty in meeting the requirements when they move as juniors or seniors. Only the number of electives required would be reduced.
- The district has formed a “Schools for the 21st Century” committee and each secondary site has teacher, administrative and counselor representatives. Together the group is exploring how current curriculum, graduation requirements and master schedules need to be adjusted to meet the needs of the 21st Century learner. Technology skills, critical thinking skills, a focus on global understanding, respect for all cultures, flexibility, entrepreneurship, high achievement of academics, and lifelong learners are all part of the 21st Century skills. MVHS’ ESLRs and mission statement already reflect the expected learning for all students.
- The WASC committee members did not have any follow-up concerns.

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

A1. To what extent a) does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels and b) is the school’s purpose supported by the governing board and the central administration and further defined by the expected school wide learning results and the academic standards?

MVHS reviewed the earlier mission statement and ESLRs with all staff members in the spring of 2008. The intent was to clarify the mission statement and align the MVHS mission statement with the district mission statement (“We inspire all students to think, to learn, to achieve and to care”). The process of reviewing and defining the vision statement and ESLRs for MVHS involved all staff, parents, the school site council members, PTA, parent committee and booster parents. Teachers shared drafts of the ESLRs with students from whom they received input. The revision work helped staff to clarify the school’s values and student goals. After considerable discussion of the mission statement, the shareholders established the most relevant goals and developed the school’s Expected School wide Learning Results (ESLRs). The mission statement and core values of respect, integrity, teamwork and excellence, support the ESLRs.

The MVHS mission statement is based on the belief that students are the school’s highest priority and expresses the vision *to inspire and empower all students to grow academically, emotionally and socially, in order to become productive citizens who serve others and meet the challenges of the 21st Century*. MVHS staff believes that all students can achieve high levels of academic success and wants to motivate students to set high goals for themselves. Staff also wants to emphasize that students maintain balance in their lives, have healthy relationships, give back to the community, are concerned about the welfare of others, and are responsible citizens who have the skills and tools necessary to be successful in the 21st Century. The mission statement is based on student needs. Teachers and counselors have been concerned about a noticeable decline of motivation and lack of engagement of students. Current research emphasizes the importance of engaged learners, critical thinkers, effective communicators and 21st Century skills for high school graduates.

The school, together with the shareholders, will continue to review and possibly revise the mission statement and ESLRs through discussions in the Professional Learning Communities, at the school site council meeting and parent meetings. This will be done on a yearly basis to ensure that the expected learning outcomes continue to meet the needs of all students.

Findings	Evidence
<p>CLEARLY STATED VISION OR PURPOSE</p> <p>MVHS has a clearly stated vision and purpose that is based on students’ needs. Staff believes that all students can achieve at high levels. The goal is to inspire students to fulfill their potential. The revised mission statement was developed through multiple discussions and sharing of views with the MVHS shareholders (teachers, parents, students, leadership team). The goal was that we have a unified vision that supports the ESLRs. Staff felt that students needed inspiration and empowerment to engage them as learners. The core values for the school were developed through a series of staff meetings in 2004. Staff felt that a close correlation between the ESLRs, school goals, core values, the school’s mission statement and the district mission statement was important.</p>	<ul style="list-style-type: none"> • Mission Statement • ESLRs • WIGS (Wildly Important Goals) • Single School Plan • Core values of <i>Respect, Integrity, Teamwork and Excellence</i>
<p>VISION BASED ON STUDENT NEEDS, CURRENT EDUCATIONAL RESEARCH, AND THE BELIEF THAT ALL STUDENTS CAN ACHIEVE HIGH LEVELS</p> <p>MVHS’ mission statement is based on the vision that all students can achieve at a high level. Student success is the school’s highest priority. MVHS offers a number of programs so that students with different learning abilities are successful. Rigorous college preparation classes are offered in all core subject areas to support students in their preparation for the CAHSEE. Between 90 and 92 percent of all tenth graders pass the CAHSEE exam the first time. Students enroll in CAHSEE review classes if they fail one or both portions of the exam. ALEKS math, Standards Plus Language Arts lessons, and Read 180 skill building are offered to assist students with preparation for future attempts at the exams. In the class of 2008, all general education students, including RSP students, passed the CAHSEE. English Learners are placed according to their CELDT results into appropriate ELD courses by the ELD teacher/coordinator and the ELD counselor.</p>	<ul style="list-style-type: none"> • SAT results • AP passing rate • AP enrollment • PLAN test data • PSAT results • CAHSEE pass rate • Exam review classes • California High School Exit Exam • California Standards test • Aeries grade analysis • AVID elective classes • ELD classes • EDGE curriculum

These courses use the EDGE curriculum, a core reading/language arts program designed to teach the ELA and ELD standards to English learners by using challenging curriculum.

ELD students are placed in core content classes with SDAIE trained teachers so that they are challenged academically according to their needs.

MVHS offers many Advanced Placement classes to meet the needs of students who are ready to earn college credit while in high school. Admission into honors and/or AP classes is open to all students.

Teachers and counselors encourage students to reach their highest potential. GATE students receive special communications identifying them as GATE in high school through advanced CST results in Math and English. Counselors check their classes to ensure that each student is challenged. Special Education students receive individual support through collaboration, tutoring and Read 180 support.

AVID teachers assist intermediate skill level students in rigorous college prep and advanced classes. The goal for the students is to prepare them for college and offer them the tutoring support needed to be successful.

Based on research that addresses learning styles, MVHS offers college prep classes to engage students with hands-on activities, such as engineering, robotics, computer maintenance, fashion design, Virtual Enterprise and academic competitions. There is a need to continue efforts to increase student achievement for all students and develop more interventions for low performing students.

The focus is on reducing the number of students performing below basic and far below basic. A critical need is to improve the Math and Language Arts proficiency rate through tutoring, ALEKS math curriculum, increased analytical writing and increased readings of non-fiction selections are all desired.

- AVID data

- Course syllabi
- Classroom observations
- CST data

<p>PURPOSE SUPPORTED BY THE GOVERNING BOARD AND CENTRAL ADMINISTRATION</p> <p>MVHS has a solid working relationship with the District Support Center and feels supported by district administration. The focus is on student learning and providing students with the resources and support needed to achieve student learning. The district and Board of Education have read and approved the MVHS mission statement and ESLRs. The district has established its Mission Statement and developed its Strategic Plan which parallels the goals and values of MVHS. The district supports MVHS in the development of new courses, articulation with the community college, assessment data analysis, staff development for teachers, assistant principals and principals, and the necessary resources to provide students with the needed support.</p>	<ul style="list-style-type: none"> • Technology Committee • Career Technical Education Committee • 21st Century Learning Committee • Triad meetings (Principals of the three high schools meet with Asst. Superintendent) • District Administrative Council meetings • District AP meetings • District Counseling/Student Support meetings
<p>PURPOSE FURTHER DEFINED BY THE ESLRs AND ACADEMIC STANDARDS</p> <p>Murrieta Valley High School additionally utilizes a core value statement which encompasses the spirit of the school’s ESLRs and the mission statement. “Do it the <i>R.I.T.E.</i> way, the Nighthawk Way-with <i>Respect, Integrity, Teamwork and Excellence.</i>”</p>	<ul style="list-style-type: none"> • Website • Archway art • Classroom posting • Morning announcements • School culture • Student handbook (MV Guide)

A2. To what extent does the governing board a) have policies and bylaws that are aligned with the school’s purpose and support the achievement of the expected school wide learning results and academic standards based on data-driven instructional decisions for the school b) delegate implementation of these policies to the professional staff and c) regularly monitor results and approve the single school wide action plan and its relationship to the Local Educational Association (LEA) plan?

The Governing Board’s policies, administrative regulations and recently developed Strategic Plan and mission statement are aligned with Murrieta Valley High School’s ESLRs of engaging students in learning, developing critical thinkers, effective communicators, and responsible 21st Century citizens. The district leadership annually develops administrative work plans and shares these plans with the leadership teams. Each school develops its plan based on the school’s needs. The goal of the ESLRs and academic plan is to support all students in achieving their highest learning potential.

Findings	Evidence
<p>POLICIES AND BYLAWS ALIGNED WITH SCHOOL’S PURPOSE</p> <p>The Murrieta Valley Unified School District Board of Education has established its policies and strategic plan, which support achievement of the ESLRs and academic standards. The district annually reviews all relevant data that pertains to student success and all student support services. The school board stresses the importance of a safe and nurturing environment for all students and frequently praises staff for connecting students to learning and building relationships with students. The District issues a School Accountability Report Card (SARC) and a one page school facts sheet to all shareholders. These documents are available to all shareholders and the community at large. The board communicates academic progress to shareholders. Student achievement results and student needs at the site drive instructional decisions and determine the spending of categorical funds. The Assistant Superintendent for Assessment, Instruction and Educational Research meets with each school to analyze the assessment data and informs the</p>	<ul style="list-style-type: none"> • Single Plan for Student Achievement • District Mission Statement • Strategic Plan • Administrative Work Plan • School Accountability Report Card • Parent Survey Results and Student Survey Results • District data sheets (CAHSEE/CST/AYP/API/C ELDT) • Board highlights (voting record) • Board Policies • Sample board minutes • Board Highlight

<p>board and community of the achievement results. The board reviews all Single Plans for Student Achievement, action plans and expenditures approved by the School site Council. Based on the CST results and other student achievement records, the board and senior cabinet determine areas of emphasis for the school year. These areas of emphasis and administrative work plans are communicated to the district leadership staffs during the district’s in-service days before the beginning of the academic school year. Each school is then asked to develop its SMART goals (or WIGS = Wildly Important Goals) to address the site’s needs.</p> <p>The board supports the professional staff and school programs. Board members frequently attend school functions, visit classrooms and attend athletic events. District personnel and teachers frequently present workshops to the school board highlighting the site’s programs and activities.</p>	<ul style="list-style-type: none"> • Yearly board site updates • Career Technical Education Pathways • AP offerings • IB program • PLC practices • Implementation of Marzano Strategies
<p>POLICIES AND BYLAWS SUPPORT ACHIEVEMENT OF ESLR’S AND ACADEMIC STANDARDS BASED ON DATA-DRIVEN INSTRUCTIONAL DECISIONS</p> <p>All of the board policies and district regulations support the achievement of the ESLRs. MVHS’ ESLRs were discussed and revised during several staff meetings. The Assistant Superintendent for Assessment meets with the school’s assessment administrator monthly. At the beginning of the year, the MVHS Assistant Principal for Assessment shares the school-wide CST and CAHSEE data with all staff. After the general presentation and analysis, the core subject departments and lead teachers then meet with the Assistant Principal to disaggregate the data for their department. Lead teachers together with the Assistant Principal then share the data with all</p>	<ul style="list-style-type: none"> • ESLRs • Single Plan for Student Achievement • Leadership Agendas • Triad Agendas • Administrative Council Agendas • CAHSEE Results • CELDT data

teachers in the department and the staff develops new goals for their subject areas. Teachers and other shareholders came to the agreement that the disaggregated data showed that the school-wide learning results of being engaged learners, critical thinkers, effective communicators and responsible twenty first century citizens were critical. Instructional decisions and allocation of resources are made based on disaggregated student performance data as well as progress on the Single Plan for Student Achievement. For example, the purchase of computers and software for Read 180 or the funding for Class Size Reduction (CSR) were based on student achievement data. The Board of Education, district staff and MVHS staff are committed to standards based instruction, alignment of curriculum with standards and consistent data analysis.

IMPLEMENTATION OF POLICIES DELEGATED TO PROFESSIONAL STAFF

The Governing Board delegates the responsibility for implementation of the policies to the site leadership. Each year, each school principal presents an update of all pertinent data, student success, challenges and achievement of goals to the board. Each site is given responsibility to achieve its goals and is given the needed support as state allocations allow. Communication between district and site include Triad Meetings (Assistant Superintendent meets with the three principals of the district high schools), Administrative Council, and Leadership Team Meetings with all of the Assistant Principals and Counselors, and meetings with the Superintendent.

- MVHS Board presentations
- Meeting agendas for Triad, AC and assessment

REGULARLY MONITOR RESULTS AND APPROVE SINGLE SCHOOL WIDE ACTION PLAN

Communication between district and site include Triad Meetings (Assistant Superintendent meets with the three principals of the district high schools), Administrative Council, and Leadership Team Meetings with all of the Assistant Principals and Counselors.

- Triad meeting agendas
- Administrative Council meeting agendas
- School-wide Action Plan

A3. a) To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected school wide learning results and academic standards? b) To what extent do the school leadership and staff annually monitor and refine the single school wide action plan based on analysis of data to ensure alignment with student needs?

At the beginning of the school year, the district leadership for assessment meets with the school administration to share the results of the California Standards Testing (CST) and the CAHSEE data and to disaggregate the data. The Assistant Principal for Assessment at MVHS further disaggregates the data for each subject area and meets with all of the MVHS staff to share overall testing results and growth areas. He then meets with each department to closely examine and further disaggregate the data by test item analysis to examine the performance by all sub groups. The data provided through EADMs assists staff to analyze the test results. In the Professional Learning Communities, teachers examine, discuss and compare results with the previous year to identify the learning growth (or loss). PLC members examine unit exams, last semester finals, and GPA results in their subject area (Aeries student data analysis). In addition, teachers examine AP results and participation rates. Each teacher receives the results of his individual students' performance which indicates the overall growth or decline in the subject areas the teacher instructs. Staff is also provided with CELDT results for all English language learners. The teachers use the results of these assessments to guide their instructional strategies and make decisions about pacing, assessments and instruction. Activities focus on all students achieving the standards and the ESLRs.

Findings	Evidence
<p>DECISIONS MADE AND ACTIVITIES INITIATED ARE BASED ON STUDENT ACHIEVEMENT DATA AND FOCUSED ON ACHIEVEMENT OF ALL STUDENTS</p> <p>For the past two years, a greater emphasis has been placed on creating common assessments, pacing guides, syllabi and grading practices for common subject areas. The goal is to further develop Professional Learning Communities to examine the assessment results, grading practices, student work in the low, middle and high ranges, and share best teaching strategies and practices. In 2008, MVHS will have five late start days for staff development. The site has asked the district calendar committee to plan for more late start days for increased collaboration</p>	<ul style="list-style-type: none"> • Data Analysis presentations • EADMs • Common assessments • Common syllabi • Department data analysis • District assessment analysis • District Common Assessments (Math/English) • Read 180 data • PLC Meetings • DBQ data

time. All of the PLCs have reported that the time for sharing and developing curriculum, assessments and analyzing data with all staff members present is invaluable. Administrators and lead teachers have attended PLC workshops last summer. The PLC training has begun but more time is needed for in-depth training, focus on learning, building a collaborative culture and a focus on results. For the past year, subject teams (now PLC's) have identified the power standards, focused on literacy, increasing proficiency, sharing best teaching practices together with developing benchmark assessments and analyzing student achievement data. Each department has written a SMART goal.

- AVID data analysis/annual certification
- EAP data
- CST and CAHSEE data

SMART goals for each subject area in:

- English
- Science
- Foreign Language
- Social Science
- Math
- Special Education
- PE
- Visual Art
- Practical Arts
- Counseling/Guidance
- Admin Teams
- District Administration

A4. To what extent does a qualified staff facilitate achievement of the academic standards and the expected school wide learning results through a system of preparation, induction, and ongoing professional development?

The quality of the staff at Murrieta Valley High School facilitates and enables the overall academic achievement of the standards and the expected school wide learning results. In addition to being a highly qualified staff, the MVHS teachers are enthusiastic team players who are committed to helping students succeed. Through PLC work, the focus is shifting from an emphasis on teaching to an emphasis on student learning. New teachers are given a variety of support to help them be successful. Teachers meet with the principal, lead teacher and district support personnel to assist them with instructional strategies, school procedures, policies, and grade level/subject curriculum, pacing and assessments. Teachers have the opportunity to sign up for various district workshops and trainings throughout the year. For example, Elements of Effective Instruction, grading practices, reading strategies, READ 180 trainings, math trainings, and technology training are available through the district or county. Advanced Placement teachers attend week long conferences or a one day conference. The district has a strong BTSA program to support teachers entering the profession. Each core subject area is involved in district-wide curriculum meetings (Math, English, Social Science, and Science). Informal mentoring, departmental collaboration, staff development, monthly staff meetings, and faculty designed workshops are all part of ongoing professional development.

Findings	Evidence
<p>QUALIFIED STAFF</p> <p>The Human Resources Department in the school district has clearly defined employment practices and works closely with the site to employ the most qualified staff. When teachers interview for new positions, lead teachers and other teachers are included on the interview panel. The school brings the top two candidates back to the school for a second interview where teachers and counselors have an opportunity to interact with the candidate informally. At that time, the student centered philosophy and emphasis on student learning is shared. The core values of respect, integrity, teamwork and excellence are also shared at this time.</p> <p>MVHS has a highly qualified staff. A small number of teachers out of 136 teachers teach single sections outside of their certification area, such as engineering (science teacher) and ASB. Twelve teachers are on an emergency CLAD</p>	<ul style="list-style-type: none"> • District personnel records • Credential audit findings • Master Schedule • CLAD/SDAIE training • Vertical training

<p>credential; all but one is credentialed to serve EL students.</p>	
<p>FACILITATION OF ACHIEVEMENT THROUGH A SYSTEM OF TEACHER PREPARATION</p> <p>MVUSD begins the year with an administrative two day workshop with a specific leadership focus. The site begins each school year with a teacher in-service day. Staff development also takes place once a month, on a second buy-back day and modified and minimum days. Lead teachers determine the needed staff development for their teams for minimum days. On designated modified days, administrators team together with the lead teachers determine the staff development focus.</p> <p>All staff development is based on student need and is designed to enrich the students’ learning experience or address student safety. Staff qualification continues to be strengthened through workshops, presentations, and staff development. This includes faculty lead, on-site technology training in the areas of web site building, pod casting, Aeries training, Thinkfinity workshop, and Schoolwires and CTAP presentations. Specific sessions address Special Education law, new IEP procedures, writing strategies or literacy workshops.</p> <p>Teachers who are encouraged to strengthen their teaching may also take advantage of the Peer Assistance Review Board. Staff also takes advantage of peer classroom visits to observe other teachers and student learning.</p> <p>Administration conducts frequent walk-throughs and teachers share best teaching practices at staff meetings and within their department or Professional Learning Communities.</p>	<ul style="list-style-type: none"> • Staff development district level • Staff development at the site • SDAIE • CLAD • CTAP • BTSA • PAR

<p>FACILITATION OF ACHIEVEMENT THROUGH A SYSTEM OF INDUCTION</p> <p>MVHS has six BTSA teachers. A well established system of induction includes introductory training at the district level followed by support at the school site. The focus is on success of students through the successful induction of the new staff.</p> <p>The BTSA program is a two year process that pairs the new teacher with a mentor teacher who provides feedback based on a sequence of focused classroom observations. The assigned peer coach assists the new classroom teacher with developing curriculum, lesson plans and pacing guides.</p> <p>New teachers are informed about school policies and routines, library and other resources and support services offered on campus for themselves and the students.</p>	<ul style="list-style-type: none"> • BTSA Program Meeting Agendas • BTSA Policies and Guidelines • Elements of Effective Instruction • Staff Handbook • New Teacher Meeting Agenda
<p>FACILITATION OF ACHIEVEMENT THROUGH A SYSTEM OF ONGOING PROFESSIONAL DEVELOPMENT</p> <p>The staff participates in professional development and has many opportunities for additional professional development related to their subject area, professional goal or personal interest.</p>	<ul style="list-style-type: none"> • CATE conference • CTE conference • AP conference • CAFE conference

A5. To what extent are leadership and staff involved in ongoing research or data-based correlated professional development that is focused on identified student learning needs?

The leadership and staff at MVHS regularly incorporate research and/or data-based professional development that are focused on identified student learning needs. For example, site representatives are part of the 21st Century Learning team to examine how the district’s current graduation requirements fit into *the 21st Century Skills and High School Reform*. Specific administrators are assigned to analyze current data and share the disaggregated data with the staff. Student achievement outcome guides the professional development. Some staff development is designed specifically for a department, such as a vertical alignment of courses workshop for the English department. Other staff development, such as Reading Strategies for Every Student, benefits all students. The first day of each semester is dedicated to an all day staff development day and includes all certificated staff. Classroom aides receive staff development through the district special education department. Classified staff receives job-specific training, such as security training with the Director of Student Safety and School Resource Officers. The school has an effective plan for supervision and evaluation to improve instruction. Teachers are evaluated based on the six California Standards for the teaching profession. The site promotes staff development for all teachers and makes staff development suggestions for specific needs.

Findings	Evidence
<p>ONGOING RESEARCH OR DATA-BASED PROFESSIONAL DEVELOPMENT FOCUSED ON IDENTIFIED STUDENT LEARNING NEEDS</p> <p>Leadership and staff are involved in a variety of professional development opportunities focused on identifying student learning needs. For example, a group of special education teachers visited other schools to research a different delivery model for RSP students. Other staff members have attended conferences and workshops specific to their subject area.</p> <p>Through staff development days on campus, the entire staff has been presented with Robert Marzano’s <i>Classroom Instruction that Works</i> as a resource for their classroom instruction. Marzano’s work includes research based practices for improving student achievement. Staff development focused on several</p>	<ul style="list-style-type: none"> • AP conferences • Que conference for technology • CATE conference • 21st Century Learning • Marzano strategies (“Classroom Instruction that Works”) • Accelerated Reader • ALEKS Math • Staff Development Day Agendas • Staff Development Day Handouts • Professional Development Request Form • Business Education Workshop

instructional strategies outlined by Marzano. These strategies included: note-taking, cooperative learning, and identifying similarities and differences.

MVHS has allocated time for teachers to work in Professional Learning Communities in order to collaborate. Through these collaborations teachers have been able to examine student learning needs and trends in student achievement.

Individually, teachers examine student achievement through various assessments in the classroom in order to identify student learning needs.

- Career Technical Education Workshops
- Technology training (Pod casting, web site building, Weblockrz, EdLine, Aeries/ABI)
- SDAIE Certification
- Departments data analysis (unit tests, semester tests)
- DBQ training at the District Support Center
- DBQ team grading
- Literacy Workshop
- ASB State Conference
- Athletic training
- CAHSEE Review classes (math and English)
- Special Education training (IEP's, CAPA)
- Essential Standards Workshops
- Cornell Note Taking
- Walk-Throughs (based on Marzano strategies)
- 40 Developmental Assets training

Professional Development is based on achievement results. Since 2004, the school's API has increased from 726 to 780. Professional development, based on student need, has attributed to the achievement. Through the PLC, staff will continue to evaluate and share effective teaching strategies and identify further needs for staff development, especially in English and Algebra.

A6. To what extent are the human, materials, physical, and financial resources sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards and the expected school wide learning results?

The district has clear accounting and business practices. Each year, the Assistant superintendent of Business meets with the site leadership team to give the site a financial overview. Once the site budget allocation has been determined, the leadership team develops the site budget to meet the needs of the students. The School Site Council determines the allocation of the categorical funding based on the Single School Plan. The site resources are allocated based on the school’s vision and ESLRs. For example, the school has emphasized getting students more access to computers. To support career technical education and READ 180, the school purchased more computers. In addition to the district allocation, staff is active in grant writing and fundraising. A \$350,000 engineering grant has built the engineering program and substantial donations to the robotics program have allowed the students to compete. Two bond measures have helped MVHS with significant modernization that has benefited the entire student body.

Findings	Evidence
<p>HUMAN RESOURCES ARE SUFFICIENT AND EFFECTIVELY UTILIZED</p> <p>The human resources of the school are sufficient to meet the needs of the students. This is reflected in the commitment to ensure class size limits in ninth grade math and English classes. 136 certificated staff members, six counselors and five administrators support the students. The counselor student ratio is approximately 1:520 students. The counselors work in grade level teams (two counselors and one assistant principal make up the team); therefore, the numbers vary from class to class. All teachers are fully qualified and meet the requirements of the No Child Left Behind Act (NCLB). New teachers are enrolled in the Beginning Teacher Support Assessment (BTSA) for two years to provide a solid foundation for their teaching career. The school and district have benefited from the opening of several university satellite campuses in the area (Chapman, Azusa Pacific, Concordia, and University of Redlands).</p> <p>The administrative team meets with district</p>	<ul style="list-style-type: none"> • Master schedule • BTSA • Classroom assignments • District HR data • District Business Services records for CSR

<p>personnel to develop staffing allocation and the site budget. Administration meets with leadership team to review the annual budget. The administrative team works closely with lead teachers to limit student numbers at contract level to ensure the academic success of students in every subject. Class limits in core subject areas are 31:1 and class size reduction is in place for Algebra I and English I.</p>	
<p>MATERIAL/PHYSICAL RESOURCES ARE SUFFICIENT AND EFFECTIVELY UTILIZED</p> <p>MVHS effectively and sufficiently utilizes material/physical resources for students. Every classroom has a set of textbooks to be utilized in class. Students have access to needed textbooks in the school library as well as the city libraries. Students also have a set of subject textbooks at home. New textbooks and curriculum are adopted every seven years. Some of the classrooms have LCD projectors and students can purchase thumb drives.</p>	<ul style="list-style-type: none"> • Curriculum and textbook adoption forms • District textbook records • Piloting records • Purchase orders • Inventory logs • Site budget • Department budget allocations • Williams notices
<p>FINANCIAL RESOURCES ARE SUFFICIENT AND EFFECTIVELY UTILIZED</p> <p>While the financial resources at MVHS are sufficient, the leadership and staff are always looking for ways to more effectively utilize the financial resources in order to provide the greatest benefit to students. Funds are used to create review courses for those students who have yet to pass all or specific sections of the California High School Exit Exam. Community donations and grant funds are additional financial resources that serve the needs of the students.</p> <p>Due to the current budget crisis, the site only received 50% of its allocation. Leadership made the decision to use categorical funds and block</p>	<ul style="list-style-type: none"> • District funds • Grants • Fundraising • Site Monthly Budget Reports • Annual site budget

<p>grants (Art, music and PE grant, instructional block grant) to augment the department budgets and academic stipend allocations. Because of the current budget considerations, the district is exploring alternative professional development options such as utilizing web-based resources and collaboration.</p>	
<p>FACILITIES ARE SUFFICIENT AND EFFECTIVELY UTILIZED</p> <p>The passage of bond measures has been another factor to ensure that MVHS is meeting the needs of the student body. The athletic fields were resurfaced, the Performing Arts Center was refurbished, the entry to the school with a security station was built and a set of portable classrooms were replaced with modern classrooms.</p> <p>Teachers have their own classrooms, with the exception of resource specialist teachers who go into core classrooms for collaboration. Two reading labs for Read 180 and two pullout classrooms serve the RSP teachers for RSP English and Math classes. RSP teachers have two office areas. A large engineering classroom, performing arts center, computer classrooms, the library, photo lab and auto tech area serve students well.</p> <p>All facilities are generally well maintained and effectively utilized. Community groups (Churches, Adult Education, Pop Warner, Club baseball) also use the school’s facilities. Usage is managed through the district facilities coordinator.</p>	<ul style="list-style-type: none"> • District bond measures/bond oversight committee reports • District facilities and maintenance records

Strengths	Areas of Growth
<ul style="list-style-type: none"> • Clear mission statement and ESLRs • Supportive School Board of Education and District Support Center • High percentage of teachers working within area of primary credential • Modified schedule and non-student days for staff development opportunities • Highly qualified, creative staff that shares information, lessons and strategizes accesses • Web-based resources to enhance student learning • Sharing of state results and areas needing growth during staff meetings • PLC meetings regarding common assessments and pacing • Specialized programs i.e. PLUS, AVID, PALS, etc. • Vertically aligned assessments • Pacing guides • DBQs • Departmental data driven assessment analysis • District common final examinations 	<ul style="list-style-type: none"> • Expanded staff development programs and activities directed to meet the needs of all students – especially in English and Algebra. • Further PLC training with focus on collaboration, results and teaching practices • Updated and additional technology in the classroom: LCD projectors, scanners, Elmos document camera • Replacement of computer labs to accommodate state of the art software/textbook digital resources • Improved articulation with feeder and other schools

Standards-Based Student Learning: Curriculum

B1. To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the expected school wide learning results?

Students at Murrieta Valley High School participate in a rigorous, relevant and coherent curriculum that supports the achievement of the academic standards and the ESLRs. MVHS offers a rigorous curriculum of college preparatory and advanced courses beginning in the freshman year. Advanced Placement courses in a wide range of subjects are available to students beginning in the sophomore year. The relevance of the MVHS curriculum lies in its depth and breadth and has the advantage of being taught by a staff committed to providing a comprehensive, well rounded set of elective courses to meet the diverse needs of all students. Lastly, a coherent curriculum is ensured through course alignment to state and national standards. Teachers work collaboratively within departments to ensure consistency in curriculum competency, scope and sequence, and student outcomes.

Findings	Evidence
<p>ENGLISH CURRICULUM</p> <p>MVHS' English curriculum is aligned to the California State and National Standards. All classes place an emphasis on the four core elements of these standards: reading, writing, written and oral language conventions, listening and speaking. The standards are grouped by grade level, with a set that correlates to ninth and tenth grade and one that correlates to eleventh and twelfth grade. The English department has further identified "essential standards" for each grade level. Consistency through the English curriculum is provided by standards-aligned sequential writing and research assignments for each grade level. The MVHS English department aligns its adopted textbooks, enrichment programs and curricular maps to the state standards.</p> <p>The English courses provide a wide variety of levels and choices to MVHS students. These include:</p> <ul style="list-style-type: none"> • English and Advanced English I, II • Themes in American Literature • Themes in British Literature • AP English Language and Composition 	<ul style="list-style-type: none"> • Department discussion forms • Classroom observation forms • ELA California State Standards • Shareholder interviews • Adopted course outlines • Newly adopted textbooks • Course catalog and master schedule • English department curriculum maps • The Talon • The Image

- AP Literature and Composition
- Creative Writing
- Expository Reading and Writing
- Introduction to Journalism
- Cinema as Literature
- Public Speaking
- Mythology
- Ethnic Literature
- Bible as Literature
- CAHSEE English
- Introduction to Shakespeare
- Read 180
- ELD/English I

MVHS' graduation requirements include four years of English. Highlights from English include:

- The department has implemented the Standards Plus program for the English I and II courses which emphasizes grammar skills in preparation for the EPT.
- CAHSEE English classes help struggling juniors and seniors who have failed to pass the high school exit exam. CAHSEE English focuses on fundamental skills while giving students the opportunity to practice test taking strategies.
- Rigorous Advanced and AP courses are available to all students. Students are exposed to greater quantities of more challenging reading and writing.
- Yearbook – “The Image” is the 350 page, full-color yearbook completely created by a student staff of 28 students. Using the Adobe “InDesign” program, it is recognized yearly in Josten’s, Inc. “Look Book” that highlights yearbooks that are consistently exceptional.
- School Newspaper – “The Talon” has been recognized by The American Scholastic Press Association for 10 consecutive years as either 1st place or 1st place with Special Merit. 21 students work to produce a 24 page paper seven times per year.
- The Read 180 program helps low

<p>performing readers and meets English I state standards. The interactive Scholastic Reading Inventory assesses each student's comprehension level. The software then scaffolds curriculum to meet individual needs.</p> <ul style="list-style-type: none"> • Cross-curricular integration of American History and American Literature is provided by American Studies • Expository Reading and Writing (a UC/CSU approved English course) prepares college bound juniors and seniors to read, comprehend and respond to non-fiction texts. • The ELD courses prepare English Learners for participation in the core curriculum. ELD course placement is based on CELDT scores. These courses are the EDGE curriculum, a core reading language arts program for English Learners. 	
<p>MATH CURRICULUM</p> <p>MVHS' math curriculum is aligned with the California content standards. All courses offered are approved by the district to ensure a standards-based curriculum is available to students at all levels. MVUSD adopted textbooks with course-appropriate supplementation to address all the content standards for each course. A new textbook adoption will occur in 2008-2009 and the department will pilot choosing books that are specifically designed to meet the California content standards. Members of the math department have aligned course syllabi for California content standards in order to cover the required standards prior to state testing in the spring. The math department strives to have similar pacing and coverage of the content standards in order to ensure all students enrolled in the course have the same learning experience.</p> <p>The math department offers a rigorous curriculum through its comprehensive program with courses ranging from the beginning to the most advanced high school level of courses available. To meet the</p>	<ul style="list-style-type: none"> • Department discussion forms • Classroom observation forms • California State Mathematics Content Standards • Shareholder interviews • Adopted course outlines • Level appropriate textbooks • District pacing guide • Course catalog and master schedule • Mathematics course pathways

needs of individual students while offering access to the college preparatory curriculum, multiple levels are available for most courses. Each level addresses the same content standards but differs in the level of difficulty, pacing and support. Students are encouraged to take the most challenging level within a comprehensive sequence. Guidelines are in place to help ensure the students are placed appropriately. These guidelines include a course sequencing pathway developed by the math department, course prerequisites, analysis of prior CST scores and achievement on district approved, standards based final exams.

The curriculum offered by the MVHS math department includes the following courses:

- CAHSEE Math
- Technical Math
- Algebra AB
- Algebra I
- Algebra I (10-12)
- Geometry
- Algebra II/Trigonometry
- Advanced Algebra II/Trigonometry
- Pre-Calculus
- Math Analysis (Advanced Pre-Calculus)
- Probability and Statistics
- AP Probability and Statistics
- Finite Math
- Calculus
- AP Calculus AB and BC

MVUSD requires three years of math including successful completion of Algebra I as mandated by the state of California. All students are encouraged to meet the UC/CSU math requirements.

The math department offers a variety of courses with comprehensive curricula in order to meet the needs of all students:

- Completion of Algebra I can be a challenge for some students. To ensure students complete Algebra I successfully and score proficiently on the Algebra I CST, the MVHS math department offers different levels of Algebra. Algebra A/B is intended

- Graduation requirements

- Course syllabi
- Course assessments
- Aeries math grade analysis

- Course syllabus
- End of course exams

<p>for students that are not ready for the pace of regular Algebra I and need extra practice to master the standards. Algebra AB is a block course that meets daily. Students receive credit for Algebra I and receive elective credit for the second block of the course. The daily reinforcement and extended practice helps students become proficient on Algebra I content standards.</p> <ul style="list-style-type: none"> • MVHS offers both AP and regular Statistics and Probability. Offering these courses has encouraged some students to continue in math who may have stopped after Algebra II. Statistics and probability is a popular course among students planning to pursue liberal arts majors in college. • CAHSEE Math classes help juniors and seniors who have yet to pass the state exit exam. This course emphasizes arithmetic and algebraic concepts that are tested in the exit exam and gives students the opportunity to practice test taking strategies. • Students that successfully complete Algebra II have a variety of more challenging courses they can complete. MVHS offers both Pre-Calculus and Advanced Pre-Calculus (Math Analysis). All the students that successfully complete Algebra II are encouraged to take Pre-Calculus. • High achieving math students have the opportunity to take AP Calculus AB and BC. These courses offer exposure to college level math experiences. • Students enroll in community classes for math beyond BC 	<ul style="list-style-type: none"> • Course syllabus
<p>SCIENCE CURRICULUM</p> <p>The MVHS science curriculum is aligned with the California Science Content Standards. These standards are grouped by content area and then broken down by specific concepts. Advanced Placement science courses are based on the National Science Standards. The MVHS science department follows the state content standards</p>	<ul style="list-style-type: none"> • Department discussion forms • Classroom observation forms • California State Science Content Standards • Shareholder interviews • Adopted course outlines • Newly adopted textbooks

through its newly adopted textbooks. Course sequencing and pacing are based on department developed syllabi. Common course syllabi are reviewed yearly and revised as necessary. MVHS graduation requirements include three years of science. Because of the variety of courses and sequencing available to students, the department has developed a continually revised flowchart that outlines appropriate course pathways.

The science curriculum offers a wide variety of choice and levels to challenge all students at MVHS. These include:

College Preparatory Laboratory Science (d)

- CP Biology
- Chemistry
- Anatomy and Physiology
- Physics
- Advanced Biomedical Science

Introductory/Elective Courses (g)

- Life Science
- Earth Science
- Living By Chemistry
- Environmental Science
- Marine Biology

Advanced Placement Courses (d)

- AP Biology
- AP Chemistry
- AP Physics

Course prerequisites ensure that students enroll in classes for which they are adequately prepared for success. Years of data collection has shown a strong correlation between math and science achievement. Freshmen students enroll in either CP Biology (d) or Life Science (g) based primarily on math achievement as well as other factors (GPA, ELA testing, and teacher or parent recommendation). Science staff and counselors strongly encourage students to seek out opportunities in college preparatory classes (especially Chemistry) through a variety of pathways.

- Course catalog and master schedule
- Science course pathways flowchart

- Science flowchart

- Course syllabus

<p>The Science department provides a variety of courses to meet the needs of all students:</p> <ul style="list-style-type: none"> • MVHS has added an introductory Chemistry course called Living by Chemistry. This is an inquiry-based, student centered, and conceptual (less mathematical) approach to standards based Chemistry curriculum. This course prepares students who lack the prerequisite to enter into Chemistry the following year. • In partnership with the MIT (Murrieta Institute of Technology), the science department offers MIT Biology and MIT Chemistry. Both courses offer the traditional curriculum as well as integrated project opportunities to support the MIT program. • The Advanced Placement courses in the science department have each had their curriculum (syllabi) certified by the College Board. These courses, through college level texts, pedagogy, and unique laboratory experiences, closely approximate a college academic experience. • Unique elective offerings, such as Anatomy and Physiology, Advanced Biomedical Science, Environmental Science and Marine Biology address the diverse interests of the student body. Laboratory work, dissections and projects capture student interest toward possible college majors and career opportunities. 	<ul style="list-style-type: none"> • Course outlines • GPA chart • Course outlines • GPA chart
<p>SOCIAL SCIENCE CURRICULUM</p> <p>The MVHS Social Science curriculum is aligned with the California State History Social Science Content Standards. These standards include a series of analysis skills: Chronological and spatial thinking, historical research, evidence, point of view, and historical interpretation. These broad standards are meant to be taught through the content standards that are laid out for each grade level. The MVHS social science department follows the state content standards through teacher</p>	<ul style="list-style-type: none"> • Department discussion forms • Classroom observation forms • California State History-Social Science Content Standards • Shareholder interviews • Adopted course outlines • Level appropriate textbooks • Level appropriate benchmarks • Course catalog and master schedule

designed instruction and district adopted textbooks.

Social Science Core Academic Courses

- Modern World History
- United States History
- United States Government
- Economics

Social Science Advanced Placement Courses

- AP European History
- AP United States History
- AP United States Government and Politics

Social Science Elective Courses

- Psychology
- Philosophy
- Students and the Law
- Geography
- World Religions

The MVHS three year course sequence of Modern World History, United States History, and United States Government and Economics meets graduation requirements and fulfills the UC/CSU entrance requirements. Students who desire a more rigorous academic program can substitute the appropriate Advanced Placement course to meet the requirements.

- To help achieve a coherent school-wide program, United States History teachers are teaming with English Department teachers to deliver a fully integrated American Studies pilot program. Other teachers aligned curriculum delivery with various departments to increase student interest and understanding.
- All MVHS Social Science teachers have collaborated to develop and implement Document Based Questions (DBQ) at each grade level. These writing assignments challenge all students to use advanced writing techniques, analytical skills, and historical interpretation. The department has articulated with feeder middle schools to sequence the writing and analysis needs to

- Document Based Questions (DBQ)
- American Studies curriculum
- Advanced Placement participation
- Professional Learning Communities

<p>build success for all students.</p> <ul style="list-style-type: none"> • Murrieta Valley’s Advanced Placement program attracts a high number of students, yet routinely maintains scores above the national and state averages on College Board administered AP exams. The Social Science department has drawn on its wealth of experienced teachers to offer multiple sections of each AP course. These courses strengthen skills in analysis, reading, and writing, and are available to all MVHS students. 	<ul style="list-style-type: none"> • AP test results • AP course outlines
<p>WORLD LANGUAGE CURRICULUM</p> <p>The MVHS World Language courses ensure a rigorous, relevant, and coherent curriculum based on the state framework, as well the national standards. The California state framework provides an in-depth analysis of each level of language learning to ensure competency in all areas of language development. The national standards provide a more general context through five major areas: communication, cultures, connections, comparisons and communities. The teachers ensure the delivery of this curriculum through textbooks aligned with the standards, as well as diverse projects that incorporate various learning modalities. The teachers routinely meet in Professional Learning Communities (PLC) to align curriculum, instruction and assessment to meet all students’ needs.</p> <p>The World Language curriculum provides unique course offerings in a wide array of courses and levels from which students may choose:</p> <ul style="list-style-type: none"> • Introduction to World Languages • German I, II, III • Italian I, II, III • French I, II, III, AP French Language • Spanish I, II, III, IV • AP Spanish Literature • Spanish for Spanish Speakers • Spanish Speakers I and II • American Sign Language (ASL) I, II, III, IV 	<ul style="list-style-type: none"> • Department discussion forms • Classroom observation forms • Foreign Language National Standards • Foreign Language California State Framework • Shareholder interviews • Adopted course outlines • Level and language appropriate textbooks • Level and Language appropriate benchmarks • Course catalog and master schedule • ELA California State Standards

One full year of a World Language is required for graduation from MVHS. Students preparing for a four year college are encouraged to take two or more years to fulfill the UC/CSU A-G requirements.

The World Language department offers a wide array of programs to meet diverse student needs, including the following:

- The World Language department offers the Introduction to Language Course, geared towards students who struggle over-all in school. It enables them to study language and cultures in a supportive environment, meeting both the foreign language standards and the graduation requirement.
- The World Language department provides rigor through its comprehensive program, ranging from beginning levels to Advanced Placement courses. The goal of the language department is to begin preparation for these AP levels in the primary levels, through a strong focus on all areas of language acquisition: reading, writing, listening and speaking.
- The World Language curriculum offers unique courses in American Sign Language and Italian. Currently we offer three levels of both languages, thereby meeting the diverse interests of all students.
- A novel approach to teaching Spanish to the many native speakers in Murrieta has been developed for students who speak the language but have not studied it in a formal setting. MVHS's unique class, Spanish for Spanish Speakers, addresses their unique needs through a standards-based curriculum. The Spanish for Spanish Speakers curriculum is based on the ELA California State Standards to address the needs of students. We offer two levels for the different needs of the school's native speakers.

- Course outlines
- Course syllabi

SPECIAL EDUCATION CURRICULUM

The Special Education Department curriculum follows that of the regular classroom within each of the four core content areas. Mainstreamed students participate in the same regular education classrooms as their general education peers. Students are placed according to their IEP, based on the least restrictive environment, allowing the most access to the general education program. Special Education teachers offer core curriculum courses in the special education setting utilizing state standards-aligned textbooks.

The MVHS Special Education hierarchy of services is as follows:

Designated Instructional Services:

- Speech
- Counseling
- DHH
- APE
- OT

Resource Specialist Program

- Mainstream
- Math Basic
- CAHSEE Math Basic
- English Basic (10-12)
- Read 180 Basic
- Workability
- Transition Partnership Program (TPP)

All curriculums follow that of the regular classroom and state standards.

Special Day Class – Behavior Program

- All core subject areas are taught
- These classes are aligned to state standards.

Special Day Class

- Math
- English
- Science
- History Essentials
- Read 180 Essentials

- Department discussion forms
- Classroom observation forms
- California State Content Standards for all core subjects
- Shareholder interviews
- Adopted course outlines
- Level appropriate textbooks
- Master schedule and course catalog
- Student IEP's – Documentation of Student Needs

- Transition Partnership Program (TPP)
 - Workability
 - CAHSEE Math essentials
- These courses provide access to core curriculum at the students' ability level.

Severely Handicapped Program

- Individual health needs are met
- Life skills are taught
- Individualized to fit needs of all students
- 2:1 ratio of student to staff
- Maximize mainstream whenever possible
- Workability

Based on the student current achievement as documented in the IEP, the student is placed in the appropriate program of available services. The least restrictive environment allows the student the most access to the general education curriculum and state standards. All Special Education teachers utilize state standards-aligned textbooks for core curriculum courses offered in the special education class setting. These may be taught at a lower level than in the regular classroom.

Diploma-bound special education students follow the same graduation requirements as all MVHS students. Students who will receive a Certificate of Completion follow the coursework outlined in the students' IEP.

The Special Education department provides a number of courses to meet the needs of all students:

- The study skills course offers RSP and SDC students an opportunity to have guided, individual assistance in attaining the curriculum. This course also teaches students basic study skill in order to support their success.
- The READ 180 Program targets low performing readers, many of whom are special education students. The program's interactive Scholastic Reading Inventory assesses each student's comprehension level and automatically adjusts to scaffold the curriculum to meet the student's needs.
- The Severely Handicapped Program at MVHS is designed to meet the individual academic and health needs of the students. With a 2:1 student to staff ratio, students are supported at their level

- Workability documents

- READ 180 growth data

<p>while allowing for mainstreaming whenever possible.</p> <ul style="list-style-type: none"> • The Behavioral Class promotes changes in undesired behaviors to encourage emotional stability • The Transition Program includes workability and Transition Partnership in cooperation with the Riverside County Office of Education and the California Department of Rehabilitation 	
<p>PHYSICAL EDUCATION CURRICULUM</p> <p>The MVHS Physical Education Department offers a wide range of activity-based classes that follow the guidelines set forth by the California Physical Education Framework and State Content Standards. The focus of the program, which is incorporated into each course, is to teach fitness principles that enable a student to develop a lifetime interest in exercise. The department believes that fitness is essential to maintaining good health throughout life and is built through regular participation in aerobic and anaerobic exercise. Physical Education staff emphasizes lifetime interpersonal skills such as respect, encouragement, and courtesy through teambuilding, cooperative and performance-based activities.</p> <p>The curriculum offered by the MVHS physical education department includes:</p> <p>Required of All Students</p> <ul style="list-style-type: none"> • 9th grade Physical Education <p>Fitness</p> <ul style="list-style-type: none"> • Aerobic Conditioning • Aquatic Conditioning • Body Composition • Advanced Body Composition** • Walking for Fitness <p>Specialized Training</p> <ul style="list-style-type: none"> • Dance I • Dance II** • Advanced dance/Choreography/Production*** • American Red Cross Lifeguard Training • Introduction to Sports Medicine + • Advanced Sports Medicine/Athletic Training+*** • Athletics*** 	<ul style="list-style-type: none"> • Department discussion • Classroom observation • California State Framework – Physical Education • Physical Education Content Standards • Stakeholder interviews • Adopted course outlines. • Course catalog and master schedule • Fitnessgram • President’s Council on Physical Fitness • Professional Learning Communities • Course appropriate benchmarks • Continued increase in percentage of 9th grade students meeting 6/6 or 5/6 components of the Fitnessgram.

General Interest

- Aquatics
- Court Sports
- Racket Sports
- Recreational Lifetime Activities
- Team/Field Sports

All Dance classes meet the MVUSD VPA graduation requirement.
 ** Pre-requisite ***Instructor Approval +Elective Credit Only

Murrieta Valley Unified School District graduation requirements include two years of Physical Education with one of those years being 9th grade. After the successful completion of P.E. 9, students may choose from the many courses offered within the Physical Education department.

MVHS physical education teachers are current on research that documents the importance of regular physical activity and the connection between exercise and improved academic performance. All students are encouraged to take responsibility for maintaining a high level of wellness throughout their lifetime.

The physical education department offers a variety of courses with comprehensive curriculum designed to meet the needs of all students. Some examples of how the physical education department accomplishes this task are outlined below:

- Students enrolled in Lifeguard Training receive their certification from the American Red Cross and walk away from the class employable. MVHS has provided trained lifeguards and swim instructors for the city of Murrieta and surrounding communities for many years.
- The Dance program provides the opportunity for students to perform at school, within the community, and on a national stage. Dance students have the opportunity to choreograph, perform, costume, and stage student works in the annual dance production. Students enrolled in Dance II and/or Advanced Dance Choreography Production may receive UC/CSU A-G Fine Arts credit. Offering these courses has encouraged students to pursue dance in college and as a

- Master schedule
- Course catalog

<p>profession.</p> <ul style="list-style-type: none"> • Students enrolled in Aerobics and Body Composition are given the opportunity to increase their knowledge and awareness of cardio respiratory, overall muscular strength and endurance, and fitness principles. Students develop a basic understanding of anatomy and physiology, and nutrition principles. Students with instructor guidance develop personal fitness plans which allow them to address their personal strength and conditioning needs. All students track their daily progress through the use of fitness journals. • In the sports medicine program students learn the prevention, evaluation, and management of athletic injuries. Other topics include: sports nutrition, taping/wrapping, and anatomically specific injury conditions. Students also have the opportunity to take Advanced Sports Medicine where they apply the skills learned as student assistants to the Certified Athletic Trainer. Students upon graduation from this program have gone on to pursue careers in the field of Sports Medicine. • The focus of the P.E. 9 course is fitness coupled with an overview of team and individual activities. All students must successfully complete this course before moving on to any second year course. Students are required to participate in the Fitnessgram (state fitness test) during their 9th grade year. Fitnessgram scores for MV students have consistently been in the upper echelon of schools in California. The MV Physical Education department also participates in the Presidential Physical Fitness program. <p>The MV Physical Education department has made a concerted effort to offer courses designed to appeal to a diverse student population. The staff feels the department has accomplished this goal by the many MV students that continue to take courses offered within the P.E. program after their graduation requirement has been fulfilled.</p>	<ul style="list-style-type: none"> • Class syllabi • Dance programs <ul style="list-style-type: none"> • Fitness plans <ul style="list-style-type: none"> • Fitness journals <ul style="list-style-type: none"> • Course syllabus • Fitnessgram scores
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VISUAL AND PERFORMING ARTS CURRICULUM

MVHS graduation requirements stipulate that all students must take one year of visual and performing arts. In addition, all MVHS VPA courses meet, or are in the process of meeting, the UC/CSU requirements. All VPA courses are aligned to the California state standards. The standards are specific for the various fields – visual arts, music, theater and dance. All courses include standards that seek proficiency and advancement in the development of artistic perception, creation of works of original expression, appreciation of cultural and historical variances, and application to higher education, career and societal responsibilities.

The Visual and Performing Arts department continues to add new classes. The courses provide a wide range of choices and levels to MVHS students. These courses include:

- Art and Design I
- Art History and Analysis
- Advanced Dance Choreography / Production
- Advanced Chamber Choir
- Advanced Chorale
- Advanced Jazz Band
- Advanced Marching/Concert Band
- Performance Corps
- Advanced Drawing and Painting
- Intro to Digital Graphics
- Men's Ensemble
- Women's Ensemble
- Jazz Choir
- Drama I,II,III,IV
- Technical Theater I&II
- Graphic Design I &II
- Multimedia I&II
- Photography I & II
- 3-D Design I & II
- Ceramics I & II
- Photojournalism / Advanced Photojournalism

- Department discussion forms
- Classroom observation forms
- California State Visual & Performing Arts Standards
- Shareholder interviews
- Adopted course outlines
- Master schedule
- Course catalog

- Television/Digital Video Production
- Newspaper
- Yearbook
- AP Art History
- AP Studio Art
- AP Music Theory

The Visual and Performing Arts departments provide a wide array of courses to meet the needs of all students. Below are some prominent examples:

- Ceramics is an integrated component of the Visual and Performing arts program at MVHS. Students learn about the history and contributions various cultures have made to the ceramic medium and art world. The hands-on nature of ceramics requires students to develop a mastery of skills through individual and group instruction and peer assistance. Contemporary uses of the ceramic medium are explored through visual representations and research into the various careers such as: ceramist, studio artist, mold maker, and prototype modeler.
- Advanced Instrumental Music students, through various courses, work collaboratively in a peer teaching environment. Culminating projects include participation in a Chamber Music Project, where students prepare and perform a 30 minute program, including selecting music, making concert arrangements for at least four performances outside of school, and evaluating their performance.
- Drama II through Drama IV students participate in multiple theatrical productions throughout the course of the year either as actors or back stage technical support. Drama students maintain a portfolio of their classroom materials, work samples and polished pieces. The goal is to have enough material to present to a professional in the industry.
- Choir students learn voice techniques, music interpretation and theory, music history, and performance skills to enable them to start a successful career in college. Challenging pieces from all periods of music history are

- Video yearbook
- Crimson Cadets performance CDs
- Choir performance CDs
- Student projects
- Student artwork
- Course syllabus
- Student work

- Music CDs

- Portfolios

- Music CDs

<p>selected for choir performances.</p> <ul style="list-style-type: none"> • Advanced art students take a variety of courses within the department. All students summarize their work through art portfolios that are professional presentations of the student’s work. 3-D portfolios include writing entries and exhibit knowledge of tools and materials applicable to career exploration. • Advanced Television Production is a CTE concentration course that provides students the opportunity to write, produce, edit and perform in video productions such as news stories, commercials, public service announcements, promotional videos and the video yearbook. The Nighthawk Daily News is a daily expression of the work of these students. • Advanced Placement students in art and music are provided rigorous experiences in the arts. Students are able to enhance their artistic skills through in-depth learning experiences. 	<ul style="list-style-type: none"> • Portfolios • Newscast • Video yearbook • Portfolios • Artwork
<p>Practical Arts</p> <p>The Practical Arts department is a compilation of various programs which follow the California Framework and Standards. These courses combine a rigorous academic program with relevant vocational skills that will be useful to students upon graduation from MVHS. Each sequence of courses is designed to provide all students with a coherent program that builds skills and complexity as students move through the program. These courses use standards-aligned textbooks and materials. Many of these classes are designed to meet UC/CSU admission requirements.</p> <p>The following programs make up the Practical Arts department:</p> <p>Murrieta Institute of Technology (MIT) Students are very enthusiastic about the engineering classes. Engineering I and II teaches students about basic engineering principles through hands-on module work. Students further explore engineering through the study of robotics, learn both manual drafting and computer aided drafting and study</p>	<ul style="list-style-type: none"> • Department discussion forms • Classroom observation forms • Shareholder interviews • Health Framework for California Public Schools • National Education Technology Standards • California State Standards for Career and Technical Education • Adopted course outlines • Level appropriate textbooks • Level appropriate benchmarks

architectural drawings. The level IV course explores manufacturing and is in the process of building internships in the manufacturing and engineering community.

- Engineering Concepts And Applications I and II
- Robotics Technology
- Engineering Internship
- Drafting I
- Drafting II Architecture

Consumer and Family Studies

Foods level I and II classes have expanded to include the capstone course of Food and Beverage Production. The class has served staff lunches and baked goods, has catered holiday staff events and is expanding its services. The fashion classes are articulated with the community colleges and include fashion shows and community events.

- Apparel Design and Construction
- Developmental Psychology of Children
- Fashion History and Design
- Foods and Nutrition
- Food and Beverage Production

Business

Students learn computer skills and explore career opportunities through research projects and COIN. MVHS consistently ranks as one of the top ranking school in the use of COIN software. The course also includes the teaching of Covey's "The Seven habits of High Effective Teens" to help students with value clarification and developing habits for school and life success. The Virtual Enterprise class fosters an understanding of the skills and resources needed to build and maintain a solvent business. MVHS only offers work Experience when more than 15 students request the course. Many of the course objectives are also taught in computer/careers.

- Introduction to 'Computers/Careers
- Accounting I
- Accounting II
- Business and Personal Law
- Business Principles and Management
- Virtual Enterprise
- Work Experience

- Course catalog and master schedule
- COIN
- Covey

<p>Media Students learn the basics of media technology, filming, and television production. Students produce films for the school for any number of events, including athletics, film the daily morning news show and produce the video yearbook. Computers IT prepares the students for A+ certification.</p> <ul style="list-style-type: none"> • Multimedia I • Multimedia II • Computers IT • Website Production 	
<p>Other Curricular Areas</p> <p>Health</p> <p>The Health course taught at MVHS provides students with the knowledge and practical skills to maintain a healthy lifestyle during their high school career and throughout their lives. Four main characteristics of health literacy are: Critical thinkers, Self-directed Learners, Effective Communicators, and Responsible and Productive Citizens. These essential characteristics are woven throughout the health education standards. This one-semester course is usually paired with Computer/Careers in the freshman year. Health is guided by newly adopted state and national standards, and fulfills a graduation requirement.</p> <p>Driver Education</p> <p>Driver Education is a semester long course that meets the California State Requirement for a provisional driver’s license. The curriculum focuses on knowledge of the rules of the road and development of safe driving attitudes and practices. Lifetime skills are emphasized as students buy a car on-line, get insurance and budget for car maintenance costs. Students experience travel across the United States as they research, plan and budget for a “virtual road trip”. Throughout the course, assessing risks in a variety of driving situations and handling social pressures is accentuated.</p> <p>Career and Technical Education (CTE)</p> <p>These pathways are being revised this year to reflect Industry Sectors, Career Pathways, and new course titles</p>	<ul style="list-style-type: none"> • Department Discussion Forms • Classroom Observation Forms • Shareholder Interviews • Health Framework for California Public Schools • National Education Technology Standards • California State Standards for Career and Technical Education • Adopted Course Outlines • Level Appropriate Textbooks • Level Appropriate Benchmarks • Course Catalog and Master Schedule <ul style="list-style-type: none"> • CTE course syllabi • Perkins Grant

as outlines in the new state CTE framework and standards and as required by the Perkins grant. The courses were developed, where possible, to provide students with at least a 2-year sequence of courses that provide an in-depth exploration of that particular career pathway. This sequence includes an introductory and concentration course. In some cases, there is a third year capstone course in place. Some CTE courses are singletons because there is no existing second year course, or because the program is only offered through the county CTE. In some cases, county CTE courses serve as second or third year courses for a particular sequence.

The following courses qualify for Perkins allocations:

- Accounting
- Intro to Auto Technology
- Engineering I/II
- Robotic
- Drafting
- Apparel Design/Fashion
- Multimedia
- TV/Video
- Graphic Design I/II
- Food and Nutrition Beverages

Advancement Via Individual Determination (AVID)

AVID's curriculum is governed by AVID central and is based upon the eleven AVID essentials. MVHS is a certified AVID site and has complied with the following:

1. AVID student selection must focus on students in the middle, with academic potential, who would benefit from AVID support to improve their academic record and begin college preparation.
2. AVID program participants, both students and staff, must choose to participate in the AVID program
3. The school must be committed to full implementation of the AVID program, with students enrolled in the AVID year long elective available within the regular academic school day.
4. AVID students must be enrolled in a rigorous course of study that will enable them to meet requirements for university enrollment.

- AVID Longitudinal Study
- AVID certification
- AVID notebooks
- AVID student samples
- AVID yearly report

5. A strong, relevant writing and reading curriculum provide a basis for instruction in the AVID classroom
6. Inquiry is used as a basis for instruction in the AVID classroom to promote critical thinking
7. Collaboration is used as a basis for instruction in the AVID classroom
8. A sufficient number of tutors must be available in the AVID elective class to facilitate student access to rigorous curriculum. Tutors should be students from colleges and universities and they must be trained to implement the methodologies used in AVID.
9. AVID program implementation and student progress must be monitored through AVID Center Data System and results must be analyzed to ensure success
10. The school or district has identified resources for program costs, has agreed to implement all AVID implementation Essentials and to participate in AVID Certification. It has committed to ongoing participation in AVID staff development
11. An active, interdisciplinary AVID site team collaborates on issues of student access to and success in rigorous college preparatory classes.

Each grade level has its own curriculum. At every grade level students participate in the tutorial process which teaches them higher level thinking skills, collaboration and analysis. Each student is also required to take Cornell notes in all of their academic classes, which is monitored by their AVID teacher. Each level also has its writing curriculum to help develop students' writing ability, as well as use of the Socratic Seminar to deepen students' discussion skills. The AVID curriculum constantly changes as more information, resources and materials from the AVID Center become available.

Grade level AVID curriculum:

AVID 9

- Time management skills
- Organizational skills and Cornell note taking
- Autobiographical Essay
- Life Goals Essay
- 2 different college research projects

- The Write Path materials

- Essay samples

AVID 10

- College Research
- PSAT prep
- Scholarship Research

AVID 11

- SAT prep
- College level research writing project

AVID 12

- College Application process
- Financial Aid

The MVHS AVID program has a 100% college acceptance rate for the Senior class for the last six years. The class of 2009 has 69 students, all of whom are on track to be accepted to a 4 year university.

PLUS (Peer Leaders Uniting Students) Team

The students in the PLUS program are selected from a variety of backgrounds. They work together as a team to incorporate the 40 developmental assets into activities on campus. The curriculum of the PLUS program consists of the training and practice of the PLUS team to be able to implement the following activities:

Student Forums

This activity is the central focus of the PLUS team. The PLUS Team becomes experts in diversity awareness. The team serves as facilitators for group discussions and activities among a selected group of students from a variety of backgrounds on campus. These forums are implemented at the high school, middle schools, and elementary schools in the district. Students are put through a variety of interactive discussions and activities in an effort to break down the walls people put up unconsciously as teenagers. The forums serve as a means for students to develop an understanding of who they are rather than what they are labeled as. Forums are held once a month on all the district campuses with 30 - 100 students

- Research paper
- PSAT scores
- SAT scores

- FAFSA material
- AVID longitudinal study

- Forum video
- 40 Developmental Assets handout

- Forum handout
- PLUS binder
- PLUS curriculum

in attendance.

Conferences

The PLUS team has attended the Inland Empire Violence Prevention Youth Leadership Summit. The PLUS team helps facilitate several activities at this conference. In November of 2008, PLUS leaders attended the “Dare to be Aware” youth conference with 2000 student youth leaders from Los Angeles, Riverside, and San Bernardino counties. Students attended several workshops to strengthen their leadership qualities.

Junior Reserve Officer Training Corps (JROTC)

The Marine Corps Junior Reserve Officers’ Training Corps is designed to instill in high school students the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment. It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that benefit the student and community.

In addition to the regular academic courses, the JROTC curriculum is divided into the following categories of study:

Category 1: Leadership

Category 2: Citizenship

Category 3: Personal Growth and Responsibility

Category 4: Public Service and Career Exploration

Category 5: General Military Subjects

Associated Student Body (ASB)

The ASB is represented by twenty-four elected general student body and class officers and by twenty-one appointed commissioners. Elections are held each spring preceded by the annual Nominating Convention. This organization plans all of the student activities for the year. Additionally, 53 students are part of the Student Senate, who advises the Student Council.

- JROTC handbook
- Master schedule
- Course catalog
- JROTC manual

- ASB State Application

Student Competitions

MVHS has been competing in the Riverside Mock Trial competition for ten years. The team utilizes attorneys from the community to help with specific trial advocacy and legal issues. In the last two years the team has won second place in the county competition. Over the years, the mock trial has inspired several students to go to law school, a career path that the students were not previously considering.

In the Model United Nations competitions, the students utilize their best diplomacy skills to solve world problems as their assigned country. Students represented Greece, the Togolese Republic, and Sweden. Students get an opportunity to further develop their research, expository writing, public speaking, and cooperative problem solving skills. At the conclusion of the UCLA conference, the MV MUN team won the best “Small Delegate” group award.

B2. To what extent do all students have access to the school’s entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal and school-to-career goals?

Findings	Evidence
<p>ALL STUDENTS HAVE ACCESS TO SCHOOL’S ENTIRE PROGRAM</p> <p>At MVHS, all students have access to the school’s entire program. Students meet with their counselor each year to establish and revise their four-year plans (Individual Learning Plan or ILP). Students are guided toward rigorous paths of study, appropriate to their unique academic history, interests, and goals. This planning exercise is beneficial to students with special needs, typical high school students, and advanced learners.</p> <p>Some of the MVHS programs that work toward the goal of ensuring that all students have access to the school’s entire program and provide assistance with personal learning plans to prepare them for the pursuit of their academic, personal and school-to-career goals include the following:</p> <ul style="list-style-type: none"> • Counselors visit feeder middle schools to meet with incoming freshmen during the spring of their eighth grade year to help students understand the courses offered at MVHS as well as the graduation requirements. • Honors and Advanced Placement courses are open to all MVHS students. Teacher recommendations help students to select appropriate courses for their individual learning plan. • The graduation requirements are designed to guide students toward college acceptance upon graduation. All students are encouraged to meet the UC/CSU requirements to allow them the option of immediate acceptance to the university if they choose that path. • MVHS offers numerous support classes including CAHSEE prep classes, Math Foundations class, READ 180, and ELD classes. • To ensure that all students have access to the regular education program, the RSP teachers and aides offer special education students and their teachers’ additional support. 	<ul style="list-style-type: none"> • Department and PLC discussions • Shareholder surveys • Classroom observation forms • Registration classroom visits • Course catalog

<ul style="list-style-type: none"> • Visual and Performing Arts courses are open to all students at MVHS, allowing them to pursue artistic expression in areas of interest. • MVHS offers a wide variety of elective courses to all students. These classes include Visual and Performing Arts, Video Production, Engineering, and Practical Arts. • Juniors and seniors at MVHS can prepare for career choices in a wide variety of CTE classes offered at MVHS and off-campus sites. • The ELD teacher and the ELD counselor meet frequently to discuss status of ELD students. 	
<p>ALL STUDENTS HAVE ASSISTANCE WITH A PERSONAL LEARNING PLAN TO PREPARE THEM FOR THE PURSUIT OF THEIR ACADEMIC, PERSONAL, AND SCHOOL-TO-CAREER GOALS</p> <p>Twice per year counselors meet with students to develop, review, and revise their ILP. Students planning to attend a four-year college check to ensure that progress is made toward meeting the UC/SCU A-G requirements. Counselors monitor progress toward graduation requirements including 40 hours of community service, CAHSEE, number of credits, and required courses.</p> <p>Additionally, students can monitor their own progress through the Naviance program which also gives them access to college and career planning information.</p> <p>MVHS supports students’ academic, personal, and school-to-career goals through the following programs:</p> <ul style="list-style-type: none"> • All freshmen take a semester long Computer/Careers class that introduces the Bridges career exploration program and the Naviance college/career planning program. • Each year, counselors from each grade level visit classrooms to present grade appropriate college planning information and answer student questions. Similar presentations are offered in the evening for parents to help students and parents stay informed about their college options, including: financial aid, FAFSA, universities, community colleges, and tech schools. • Counselors offer an 8th – 11th grade registration 	<ul style="list-style-type: none"> • Department and PLC discussions • Shareholder surveys • Classroom observation forms • College presentations • Senior calendar booklet • Naviance • Financial aid evening workshops • Parent informational nights • Course catalog • Counseling notebook

<ul style="list-style-type: none"> • Peer tutoring • Teacher monitoring and communication with families and counselors • Counselor monitoring and communication with families • Student-teacher-counselor-parent meetings <p><i>CAHSEE Requirement</i> Students must pass both sections (English-Language Arts and Math) of the CAHSEE in order to qualify for graduation, as required by state law. MVHS students perform well on this exam with more than ninety percent passing it on the first attempt.</p> <p>When students are not able to pass one or both sections of the CAHSEE, they are placed in courses which will assist them in gaining the skills and knowledge necessary to be successful on the exam in the future.</p> <p><i>Community Service Requirement</i> MVHS students must participate in a minimum of forty hours of volunteer work in an approved community service project or program in order to meet the final graduation requirement which promotes the school’s vision. This requirement is introduced in the freshman year, and students are encouraged to begin completing their hours immediately. The school consistently promotes opportunities for community service through daily announcements, monthly newsletters as well as posting opportunities on the MVHS website. Many clubs and athletic teams integrate community service within their programs. Counselors monitor individual completion of these hours, and they review progress at annual student meetings.</p>	<ul style="list-style-type: none"> • CAHSEE results • Community Service hours log sheet
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Strengths	Areas of Growth
<ul style="list-style-type: none"> • Standards based alignment of curriculum • Variety of course offerings to meet the needs of all students • Collaboration within departments, including PLCs, to implement common course pacing and assessments 	<ul style="list-style-type: none"> • Improve, update and create an equitable distribution of technology throughout the campus • Interdisciplinary curriculum development • A more conscientious approach to the scheduling of extracurricular activities to minimize impact on curriculum • A greater investment in vertical teaming with feeder schools and collaboration with sister schools

Instruction

C1. To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected school-wide learning results?

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize high order thinking skills, and help them succeed at high levels?

Findings	Evidence
<p>ENGLISH DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> English students at MVHS engage in a variety of learning experiences that enable them to explore and demonstrate mastery of the English standards. These experiences include:</p> <ul style="list-style-type: none"> • Research projects • Essay writing, including persuasive, response to literature/analytical, research, compare and contrast, narrative, and descriptive • Timed essays • Process writing • Completing college essays, resumes, and business letters • Socratic seminars • Philosophical chairs • Four corners debates • Literature circles • Reader's theater • Utilizing rubrics for self- and peer-assessment of compositions, projects, and presentations • Speeches and debates • Multimedia presentations • Using Cornell Notes • Small group projects, activities, and discussions • Cooperative learning • Independent reading, including use of Accelerated Reader program to differentiate reading experiences • Web investigations and blog postings • Student-led discussions • Grammar practice activities, including warm ups 	<ul style="list-style-type: none"> • English department website with student and teacher resources • Instructional resource packets • AP English Vertical Teams Guide • SMART goals developed by grade level PLC's • District writing assessments, rubrics, and results • EAP assessment administration rates and results • High percentage of students challenging themselves with advanced and Advanced Placement English courses • Classroom observation forms • Student work samples • WASC student survey • Course outlines • End-of-Course exams and exam results • Dialectical journals • Key concept synthesis • Rhetorical chunking • Cornell Notes • Learning logs • Quick writes

- Reading strategies, including text annotation, analysis of nonfiction, fiction, poetry and drama.
- Completing philanthropy projects and “agent for change” projects tied into literature, community outreach, and service
- Current event exploration
- Students are encouraged to audition for mock trial and/or academic decathlon

Instructional Strategies

English teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- Use of graphic organizers
- Discussion and analysis
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
 - Use of document cameras for critiquing model essays and student compositions and for modeling activities
- AVID strategies, including WICR and Cornell Notes
- Reader’s theater
- CSU Expository reading and writing course strategies for pre, during, and post-reading of nonfiction
- ELD/SDAIE strategies
- Posted standards and lesson agendas
- Common end-of-course exams and District Writing Assessments
- Reading and writing strategy binders and websites
- EDGE curriculum for English learners

Instructional Resources

English teachers employ a variety of instructional resources to support student learning. These include:

- Standards-aligned textbooks
- Standards-plus warm ups for 9th and 10th grade
- EAP & SAT warm ups for 11th grade
- CSU Expository Reading and Writing Course binders
- Nonfiction readers for 11th and 12th grade Expository Reading and Writing courses

<ul style="list-style-type: none"> • District instructional resource packets • AP English Vertical Teams resource packet • English Department website student and teacher resources • LCD projectors in some classrooms • United Streaming • Schoolwires • Teacher websites • Edline • MVHS library resources, including reference materials, research databases, such as EBSCO, Sirs Researcher, Infotrac, computer labs, and an extensive fiction collection which supports the Accelerated Reader program and leisure reading. All resources are accessible via the library web page. • Overhead projects • EAP/EPT essay rubrics, district writing rubrics, AP rubrics • CELDT scores • After school tutoring • Grade level Professional Learning Communities • Common end-of-course exams and District Writing Assessments 	
<p>MATH DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> Mathematics students at MVHS engage in a variety of learning experiences that enable them to explore the standards and demonstrate their proficiency. These experiences include:</p> <ul style="list-style-type: none"> • Students are encouraged by teachers and counselors to enroll in four years of math • Algebra I is a graduation requirement • Group work: tests, projects, and discussions • Projects: <ul style="list-style-type: none"> ○ Trigonometric research topics ○ Graphing projects ○ Linear programming ○ Dream Home ○ AP Statistics project ○ Shed building ○ Regression analysis report 	<ul style="list-style-type: none"> • Classroom observation forms • Student work samples • Course outlines • WASC student survey • Benchmark tests • Algebra I passing rates • End-of-Course exams and exam results

- Open-ended questioning at higher levels
- Field trips
- Experiments:
 - Bouncing ball lab
 - Pencil lab
 - Algebra walk
 - Clinometer activity
 - Penny lab
 - Related rates activity
- Alternate activities for students repeating Algebra I
- Variety of math knowledge pathways available
- Real-world applications in Statistics, Algebra II, and Calculus

Instructional Strategies

Mathematics teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- Beginning of the year survey of students' math experiences by some teachers
- Standards posted on board or wall daily in most classes
- Open-ended questioning techniques
- Project-based instruction
- Inquiry-based labs
- Lecture
- PowerPoint presentations
- Demonstrations and presentations
- Summer assignments
- Accelerated Math program
- Remediation using ALEKS (math based website)
- Modified assignments based on IEP's
- Weekly quizzes to formatively assess student progress given by some teachers
- Pre-reading with note taking modeling in Pre-Calculus, Calculus, and some other classes
- Use of benchmark tests
- Online/web-based activities
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
- Use of document cameras for student work, write-

<p>ups, work samples, and for modeling activities</p> <ul style="list-style-type: none"> • AVID strategies including Cornell Notes • Critical thinking strategies <p><i>Instructional Resources</i> Mathematics teachers employ a variety of instructional resources to support student learning. These include:</p> <ul style="list-style-type: none"> • Wall posters • Computers • Video tutor • Online textbook resources for re-teaching • Graphing calculators • Geometer's Sketchpad • Mimeo Smart Boards • Elmo (document camera) • Guest speakers • Videos • Online resources • Before school, lunch, and after school tutoring is available • Common end-of-course exams and district math assessments 	
<p>SCIENCE DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> Science students at MVHS engage in a variety of learning experiences that enable them to investigate the standards through authentic and challenging explorations. These experiences include:</p> <ul style="list-style-type: none"> • Standards-based activities and investigations, in all science classes • Inquiry-based laboratory experiments • Creating formal lab reports • Problem-solving projects • Exploring case studies • Extensive dissection experiences in biology, anatomy, and marine biology • Cornell Note taking practice • Exploring web-based resources • Completing blog posts • Development of portfolios 	<ul style="list-style-type: none"> • Classroom observation forms • Student work samples • Course outlines • WASC student survey • End-of-Course exams and exam results • Lab write-ups

Instructional Strategies

Science teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- Posting pertinent standards on the board
- AVID strategies, including Cornell Notes
- PowerPoint presentations
- Blog postings
- Website investigations utilizing online curriculum support
- Project-based instruction
- Use of student-generated WIKIs for collaboration
- Inquiry-based instruction through laboratory experiments (20% of science curriculum is lab work)
- Differentiated instruction based on IEP's
- Socratic seminars
- AVID strategies
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
 - Use of document cameras for sample lab reports, scientific methods, and for modeling activities

Instructional Resources

Science teachers employ a variety of instructional resources to support student learning. These include:

- Standards-based or aligned textbooks
- Lab equipment, Pasco Probeware, and virtual lab software
- Web support for textbooks
- Websites and blogs
- Laptop lab (Science Department)
- Common end-of-course exams
- Online library databases, including EBSCO and SIRS

SOCIAL SCIENCE DEPARTMENT

Challenging Learning Experiences

Students in the Social Sciences classrooms are challenged through learning experiences that create the critical thinking, decision-making, and problem solving skills they will need in the social milieu.

Activities include the following:

- Document Based Question (DBQ) essay writing
- Standards-based text activities
- Oral Presentations
- Role Play
- Debates
- EduBlogs
- Current event synopsis
- Research projects
- SDAIE Techniques
- Cross-curricular writing assignments
- Standards-based assessment
- Visual aids, *i.e.* maps, charts, graphs, internet

Instructional Strategies

Strategies used in Social Science are based on state and national standards for achievement and the development of higher order learning skills.

- Standards posted, course syllabi, and course expectations printed out
- Lectures, presentation, video and media analysis activities
- Collage and poster construction for eras, concepts, and cultural phenomenon
- Compare and contrast writing assignments
- PowerPoint demonstrations,
- Campaign volunteering opportunities
- Video and media presentations
- WIKIs, both teacher and student generated
- Projects, both individual and cooperative
- AVID strategies including Cornell Notes
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations

- Classroom observation forms
- Student work samples
- Course outlines
- DBQ essay exams and results
- WASC student survey
- End-of-Course exams and exam results
- Research reports
- PowerPoint presentations
- Blogs
- Assessment records
- WASC surveys
- Departmental and individual teacher evaluations

<ul style="list-style-type: none"> ○ Multimedia presentations ○ United streaming ○ Web investigations ○ Use of document cameras for critiquing model DBQs, documents, and for modeling activities <p><i>Instructional Resources</i> Social Studies teachers employ a variety of instructional resources to support student learning. These include:</p> <ul style="list-style-type: none"> ● Up-to-date texts ● Internet ● Google documents ● Community activities and events ● Slides ● Documentaries ● Media, local, state, and national sources 	
<p>WORLD LANGUAGES</p> <p><i>Challenging Learning Experiences</i> World language students at MVHS engage in a variety of language activities that promote speaking, listening, reading, and writing. These experiences include:</p> <ul style="list-style-type: none"> ● Songs ● Stories ● Essays ● Poetry ● Skits ● Dialogues ● Hands on projects ● Interactive games ● Simulations ● Technology-based projects using programs such as PowerPoint and webpage design ● Cooperative assessment ● ASL variety show ● Advanced students go into the community and elementary schools to teach the target language. ● Spanish students attend Spanish films ● Visits to Mexican restaurants to practice use of target language ● Classroom visits for holiday caroling in target language 	<ul style="list-style-type: none"> ● Classroom observation forms ● Student work samples ● Course outlines ● WASC student survey ● High number of students taking Advanced Placement courses and passing Advanced Placement exams

- Simulations of target environment to promote problem solving in realistic language and cultural situations
- City directions, real estate, fashion shows, holiday cooking lessons, café simulations, comic book creation, and family scrapbooking units.
- Digital recording of projects for online exhibits of student work
- Students of all backgrounds and abilities are encouraged to continue on to the highest level courses.

Instructional Strategies

World language teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- Informing students of the expected performance level at each stage of learning
- Course and National Foreign Language standards posted in each classroom
- Posting student work in the classroom.
- Providing assessment examples of varying student achievement levels in the target language
- Direct instruction
- Cooperative learning
- Interactive activities
- Project-based instruction
- PowerPoint presentations
- Web-based investigations and presentations
- Creation of movies in the target language
- Videos uploaded to teacher website to encourage interactive assessment
- Virtual field trips
- Scaffolded web quests
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
 - Use of document cameras for student work and for modeling activities

<p><i>Instructional Resources</i> World language teachers employ a variety of instructional resources to support student learning. These include:</p> <ul style="list-style-type: none"> • Course catalog and syllabi for each language to articulate expected learning results for each level • LCD projectors • PowerPoint • Internet/websites • Oral presentations burned on CDs, such as dialogues and songs • ASL Pro website for reinforcing vocabulary and finger spelling through interactive online activities • Library computer lab tutorial programs for Spanish 1 and AP Spanish Language. • Authentic listening and reading online resources linked from World Language department and teacher websites • Lunch and after school tutoring 	
<p>SPECIAL EDUCATION DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> Special education students at MVHS engage in a variety of learning experiences that enable them to investigate the standards through authentic and challenging explorations. These experiences include:</p> <ul style="list-style-type: none"> • Integrated reading, writing, listening, speaking, and vocabulary development skills • Standards based IEP's (Individual Education Plans) • Skills for employment and interaction in the world • Differentiation of instruction • Students integration in the school standards and ESLRs • Developing interest in topics, linking vocabulary to background knowledge • Use of prior knowledge to comprehend texts and learn critical thinking skills • Formal and structured writing • Self-management skills and understanding of ethical and cultural values • Decision making processes for work and living 	<ul style="list-style-type: none"> • Classroom observation forms • Student work samples, including oral presentations, essays, reports, projects, transition portfolios, open-ended responses and surveys, tests • Course outlines • WASC student survey

Instructional Strategies

Special education teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- Labs for science
- DBQ's for history
- Group Presentations
- Socratic Seminars
- Small group presentations
- Assess and evaluate knowledge of ESLRs
- Portfolios
- Competitions
- Accelerated Math and tutoring
- Journals and research papers
- ELD and SDAIE strategies
- Use of PowerPoint for visual learners
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
 - Use of document cameras for critiquing model essays and student compositions and for modeling activities

Instructional Resources

Special education teachers employ a variety of instructional resources to support student learning. These include:

- NetTV
 - Read 180 software and computers
 - Mimio for math
 - United Streaming
 - Mobile laptop lab
 - Accelerated Reading
 - Competitions in Robotics and Engineering
 - Web sites Driver's Education
 - CTE courses
 - TPP Class with CA Dept of Rehabilitation
 - Library
 - Guest speakers
 - Sensory Room
 - Sports, field trips, community outings
 - Workability for job and hands-on training
- Interest Inventories, resumes, and Coin3 (website)

PHYSICAL EDUCATION DEPARTMENT

Challenging Learning Experiences

Physical education students at MVHS engage in a variety of learning experiences designed to promote lifetime fitness. These experiences include:

- Performance-based testing of benchmarks in weight training and aerobic fitness
- Journaling
- Personal record keeping
- Dance competition
- Oral presentations
- Written projects
- Performance presentations
- Emphasis on and exploration of lifetime fitness

Instructional Strategies

Physical education teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- PowerPoint presentations for PE9
- Web-based surveys
- Video demonstrations and analysis of skills
- Skill drills
- Pre- and post-testing of skills
- Progress checks on individual goals
- After school seminars
- Lessons designed for all learning styles
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations

Instructional Resources

Physical education teachers employ a variety of instructional resources to support student learning. These include:

- PE 9 Handbook
- Physical Education Department website

- Classroom observation forms
- Student work samples
- Course outlines/offerings
- WASC Student Survey
- Fitness testing results
- Physical Education Department website
- Student and teacher resources
- Guest speakers
- Wall posters

VISUAL ARTS DEPARTMENT

Challenging Learning Experiences

Visual arts students at MVHS engage in a variety of learning experiences designed to promote and develop their artistic expression and abilities. These experiences include:

- Hands-on studio work
- Student-created rubrics
- Portfolio development
- Written critiques and reflections
- Individual and group projects and presentations
- Designing problem-solving activities
- Multimedia presentations
- Research projects
- Field trips
- Community projects and competitions/contests

Instructional Strategies

Visual arts teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- One-on-one instruction/tutorials
- Use of peer tutoring/critiques
- Direct instruction
- Small group instruction/interaction
- Project-based instruction
- Guest speakers
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
 - Use of document cameras for critiquing student art work, and studying the masters

Instructional Resources

Visual arts teachers employ a variety of instructional resources to support student learning. These include:

- LCD projectors in some classrooms
- Art supplies, books, and magazines
- Library research

- Classroom observation forms
- Student work samples
- Course outlines
- WASC Student Survey
- Community/school projects
- Competition awards
- Aligned rubrics
- SMART goals developed by PLCs
- End-of-Course exams
- Guest speakers

<ul style="list-style-type: none"> • Reading and writing strategy binders and websites 	
<p>PERFORMING ARTS DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> Performing arts students at MVHS engage in a variety of learning experiences designed to promote and develop their artistic expression and abilities, with an emphasis on authentic performance. These experiences include:</p> <ul style="list-style-type: none"> • Student-created rubrics • Portfolio development • Written critiques • Written reflections • Group projects and presentations • Design problem solving activities • Multimedia presentations • Research projects • Individual and group performances • Field trips • Three-dimensional set and miniature construction <p><i>Instructional Strategies</i> Performing arts teachers utilize a variety of instructional strategies to support student learning. These strategies include:</p> <ul style="list-style-type: none"> • One-on-one instruction and tutorials • Use of peer tutoring • Direct instruction • Small group instruction and interaction • Project-based instruction • AVID and SDAIE strategies • Use of LCD projectors for: <ul style="list-style-type: none"> ○ PowerPoint presentations ○ Multimedia presentations ○ United streaming ○ Web investigations ○ Use of document cameras for sight reading and for modeling activities <p><i>Instructional Resources</i> Performing arts teachers employ a variety of instructional resources to support student learning. These include:</p> <ul style="list-style-type: none"> • Musical instruments • Sheet music 	<ul style="list-style-type: none"> • Classroom observation forms • Student work samples • Course outlines • WASC student survey

<ul style="list-style-type: none"> • Costumes • Scripts • Set design guidelines • Musical accompanist • Texts 	
<p>BUSINESS AND TECHNOLOGY DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> Practical arts students at MVHS engage in a variety of learning experiences that enable them to conduct in-depth investigations of industrial sectors and career pathways. These experiences include:</p> <ul style="list-style-type: none"> • Articulation with community colleges, especially Palomar and Mount San Jacinto College • Hands-on and real world based projects • Competitions: Solar Boat, Solar Car, Robotics, SKILLS USA, Walk-on-Water, Cardboard Boats, Engineering bridges, Virtual Enterprise Trade fairs • Research on acquiring funding, grants, and scholarship aid • Research advanced educational opportunities based on Career Pathways • Integration with media and technology • Apprenticeship opportunities • School Media productions, daily newscast • Career goals • Involvement in school-related projects <p><i>Instructional Strategies</i> Practical arts teachers utilize a variety of instructional strategies to support student learning. These strategies include:</p> <ul style="list-style-type: none"> • Cooperative and collaborative projects • Constructivism, giving resources for creative construction rather than detailed instructions • Internet research into careers, schools, business and market trends • Marketing projects for foods, fashion projects, and engineering products • Accounting projects for real world business • Peer evaluations • Internships • Infant care simulation activity 	<ul style="list-style-type: none"> • Student projects: solar boats, cars, engineered toys, clothing, food production and marketing • Community awards • Competition awards • College credit and placement • Job skills • SMART goals developed by PLC's • End-of-Course Exams • Guest speakers

<ul style="list-style-type: none"> • Challenge students to earn A’s and B’s to qualify for college acceptance • Modeling and lectures, demonstrations, guest speakers • SDAIE strategies • Use of LCD projectors for: <ul style="list-style-type: none"> ○ PowerPoint presentations ○ Multimedia presentations ○ United streaming ○ Web investigations ○ Use of document cameras for critiquing model essays and student compositions and for modeling activities <p><i>Instructional Resources</i> Practical arts teachers utilize a variety of instructional resources to support student learning. These include:</p> <ul style="list-style-type: none"> • Up-to-date standards based text • Media and internet, local, national, and international • Grants (MIT \$287,000+ for engineering and \$25,000 for Computer/Careers Vision Program) • Community businesses and organizations(Water District Grants totaling over \$17,000 for Solar projects and competitions) • Specialized equipment; Epilog Laser etcher, 3D Printer; Robot Kits; CNC/CAM (milling machines), Wind Tunnels. • Class Act Management (Module Programs) • Software: Autodesk, Design Academy, Adobe Creative Suite 3, • LCD projectors, color laser printers • Infant simulators • Kitchen units • Sewing and fashion design equipment • Computer stations with software • Adoption of “Synergy”, an online student file storage system 	
<p>CAREER AND TECHNICAL EDUCATION DEPARTMENT</p> <p><i>Challenging Learning Experiences</i> Career and Technical Education students at MVHS</p>	<ul style="list-style-type: none"> • Classroom observation forms

engage in a variety of learning experiences that enable them to conduct in-depth investigations of industrial sectors and career pathways. These experiences include:

- Hands-on
- Real world objectives and goals
- Career paths
- Interactive
- Focus on teamwork
- Articulated, students meeting admission requirements can earn college credit
- Physical agility and teamwork activities.
- CSI and Law Enforcement students learn about the constitutional law that relates to both subjects which in turn helps them with government classes.

Instructional Strategies

Career and technical education teachers utilize a variety of instructional strategies to support student learning. These strategies include:

- Auto repair projects
- Labs in fingerprinting, footprint casting, blood detections, and crime scene photography
- Nursing and health-testing skills
- Handcuffing and physical agility drills
- Reading charts, law manuals, repair manuals,
- Integrating with real world organizations
- Competitions
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations
 - Use of document cameras for critiquing model essays and student compositions and for modeling activities

Instructional Resources

Career and technical education teachers employ a variety of instructional resources to support student learning. These include:

- Standards from real world professions
- State and local standards for instruction
- Real life situations, community and nation
- Media, news, internet, television

- Student work samples
- Course outlines
- WASC student survey

- Media and internet assignments; research and health literacy
- Production of First Aid Manuals, Safety Posters, Nutritional charts
- Diet Analysis and meal planning
- Decision-making and goal setting skills
- Research to reduce risk and disease exposure
- SDAIE strategies
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations

ASB/AVID/PLUS/ROTC

- Presentations
- Drills
- Relationship and trust building activities
- Leadership opportunities, plan and carry out projects
- Speakers
- Competitions
- Formal and informal writing activities
- Journaling
- Self-directed, reflective learning
- Promote autonomy, interaction, and choice
- Socratic Seminar
- Philosophical chairs
- Tutorials
- Use of LCD projectors for:
 - PowerPoint presentations
 - Multimedia presentations
 - United streaming
 - Web investigations

Instructional Resources

Elective teachers employ a variety of instructional resources to support student learning. These include:

Health

- Group activities and projects
- Media and internet assignments; research and health literacy
- Production of first aid manuals, safety posters, nutritional charts

<ul style="list-style-type: none"> • Diet analysis and meal planning • Decision-making and goal setting skills • Research to reduce risk and disease exposure <p>ASB/AVID/PLUS/ROTC</p> <ul style="list-style-type: none"> • District wide cooperation and support • Community and professional organizations • Media • Military cooperation • Training on local and state levels • Field Trips • College Speakers/Representatives • Internet, software, media production equipment 	<ul style="list-style-type: none"> • Standards based textbooks • Library • Internet • Software programs • Professional community speakers • Parents • Professional publications • District programs • First aid training videos • Games and activities
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Strengths	Areas of Growth
<ul style="list-style-type: none"> • The variety of instructional experiences provided for students and of instructional strategies utilized by most teachers • Use of and access to a variety technology for students to explore subject matter and by teachers to provide content • Standards-based instructional practices • Vertical and horizontal alignment of curriculum • Professional Learning Communities established by most departments to develop instructional strategies and common assessments 	<ul style="list-style-type: none"> • Increase the variety of instructional strategies employed by all teachers to engage and meet the learning needs of all students • Increased access to technology, in the form of hardware and software, to ensure that all students and teachers are able to utilize technology to explore and deliver content, respectively • Increase the consistency with which all teachers follow the aligned curriculum • Develop more formalized and consistent use of Professional Learning Communities to focus on creating challenging, standards-based learning experiences for students

Assessment and Accountability

D1. To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

Findings	Evidence
<p>PROFESSIONALLY ACCEPTABLE PROCESS TO COLLECT AND DISAGGREGATE STUDENT PERFORMANCE</p> <p>The Murrieta Valley Unified School District and Murrieta Valley High School have established systems for gathering, disaggregating and disseminating student performance data. The Assistant Superintendent of Education Services meets monthly with site administrators in charge of assessment. Statewide assessment results and updates related to the state’s accountability program are shared with the assistant principals who then interpret the data within the context of the instructional programs at their schools and share best practices. Relevant information from the meeting is shared at site administrative meetings, staff meetings, departmental meetings and lead teacher meetings.</p> <p>Teachers receive the California Standards Tests (CST) results of their individual students both from the current and prior school year as well as subject and departmental reports. The data is examined for changes in individual student performance, sub-group performance and content strengths and weaknesses. Trends over several years are identified and reported to staff. Possible areas of concern across subgroups and within content strands are extracted for examination. Teachers are assisted with interpreting the data by site administration and meet in departmental groups and smaller learning communities to analyze the data. Results are used to inform instructional decisions such as identification of key standards and course mapping and pacing. Administration examines individual teacher performance on state assessments and monitors classroom instruction.</p> <p>In addition to state assessment data, the MVHS process for collecting and analyzing data includes:</p> <ul style="list-style-type: none"> • Student attendance, discipline, grades and graduation 	<ul style="list-style-type: none"> • Department reports • Meeting agendas • Copies of assessment presentations • Assessment notebook • Aeries grade analysis • Aeries attendance reports • Naviance graduation data • Discipline records • DBQ samples • District writing assessments • STAR reports for teachers • EOC exam results • AP exam results • EAP result reports • SAT/ACT reports

<p>status</p> <ul style="list-style-type: none"> • End-of-course (EOC) exams and District Writing Assessment (DWA), Data Based Questions (DBQs) and benchmark tests • Formative and summative classroom assessments collected by teachers • Advanced Placement (AP), PLAN, PSAT, SAT, ACT, EAP (Early Assessment Program) performance and participation rates • Average GPA by section, teacher, and grade level • ASVAB testing 	<ul style="list-style-type: none"> • PSAT, SAT test data unit tests • AP data for enrollment and achievement • ASVAB results
<p>PROFESSIONALLY ACCEPTABLE PROCESS TO ANALYZE STUDENT PERFORMANCE</p> <p>The MVHS administration systematically facilitates the analysis of data for all staff. There are a number of contexts in which data is analyzed, including:</p> <ul style="list-style-type: none"> • Leadership Team Meetings, consisting of administrators, counselors, activities director and athletic director, examine and analyze data in order to develop school-wide goals and priorities • Staff Meetings, in which school-wide data is shared and compared with prior results and the results of other schools • Lead Teacher Meetings, where data results are discussed within the context of program offerings, teacher assignments and budgeting priorities • Department Meetings, where course level results on state and district assessments, student grades and department grading policies are discussed and department goals are developed • Professional Learning Community (PLC) meetings, in which data is used to determine how effectively students are mastering specific standards and/or content strands and develop support structures for student learning • AP Teacher meeting where exam results and participation rates are reviewed and discussed <p>MVHS staff receives a variety of reports regarding student performance data at the department, course, individual teacher and individual student levels. The data is disaggregated and used to develop goals and instructional practices at the classroom, department and school levels. MVHS recognizes the need for increased analysis of</p>	<ul style="list-style-type: none"> • Meeting agendas • Department notes • PLC SMART goals and action plans

formative assessments and benchmarks in order to evaluate individual student needs.

PROFESSIONALLY ACCEPTABLE PROCESS TO REPORT PROGRESS TO SHAREHOLDERS

MVHS reports student progress in a number of different formats to a variety of constituencies. CST, CAHSEE and CELDT reports are mailed to parents along with a description of what the scores mean and why they are important. MVUSD principals annually update the school board regarding performance on the state and federal accountability measures. API and AYP results are reported by local media and shared at parent nights, parent meetings, and ELAC meetings by the administrative team. School Accountability Report Cards (SARC) are accessible on the school district website. Student data such as SAT scores, API, and rates of college enrollment are reported in an annually updated tri-fold pamphlet that is distributed by the Counseling Department. Transcripts are sent to all parents when students are in their junior year, and updated records are sent during the senior year. Parents of students who fall behind on credits receive transcript notifications beginning in the sophomore year. In addition, student performance in state assessment and in the classroom is shared consistently at IEP, SST, and 504 meetings.

Classroom performance is reported to students and families in the following ways:

- Progress reports are sent home after six and twelve weeks each semester
- Final grade reports are sent home after each semester
- Students in danger of failing classes are contacted by teachers by phone, e-mail or letter
- Teacher/Parent/Counselor conferences are held with “at-risk” students
- Many teachers post grade updates in their classrooms
- Edline grade reporting system is updated bi-weekly. Parents may electronically access student grades via Edline, however, teacher participation in Edline is not universal, and parents have expressed frustration with incomplete updates
- Parent/teacher conferences are held by arrangement with teachers
- Students who require additional monitoring are placed

- Support Personnel Accountability Report Card (SPARC)
- SARC
- Presentations to parents
- Board presentation
- Edline
- Conference records
- Counseling notes
- Progress reports
- Electronic transcripts
- Weekly progress report forms
- District website
- Parent/teacher conference
- Open House
- Back to School Night
- ELAC meetings

on Weekly or Daily Progress Reports

- English Language Advisory Council (ELAC) meetings are held four times a year with the administrative team, parents and teachers of English learners. Parents receive CELDT results, CAHSEE results and report cards in Spanish and English as needed.

D2. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Findings	Evidence
<p>VARIETY OF ASSESSMENT STRATEGIES</p> <p>The MVHS staff is committed to using a variety of assessment strategies to evaluate student learning. Formal and informal assessments, as well as common and individualized assessments allow teachers and students to accurately determine learning or progress toward mastery of standards and ESLRs.</p> <p>Assessments used by the entire School:</p> <ul style="list-style-type: none"> • Teachers utilize informal, formal, formative, summative, and monitoring assessment strategies • AP Testing • PSAT and SAT • Princeton Review practice SAT and ACT exams • Specialized performance-based assessments <ul style="list-style-type: none"> ○ Academic Decathlon ○ Art courses ○ Athletic competitions ○ Band competitions and performances ○ Choir competitions and performances ○ Dance and Cheer competitions and performances ○ JROTC evaluations and competitions ○ Mock Trial ○ Model United Nations ○ Odyssey of the Mind ○ Robotics ○ Solar Boat (building and races) ○ Theater productions ○ TV/Digital Video announcements and productions ○ Walk on Water <p>Common Assessments used School-wide</p> <ul style="list-style-type: none"> • CSTs • PLAN – administered to all sophomores • EAP – administered to all juniors • CAHSEE • CELDT 	<ul style="list-style-type: none"> • Department reports • Shareholder surveys • Common assessments by department • Examples of formal and informal assessments • Classroom observations • Student work samples • Samples of students’ self and peer evaluations • Pictures and records of student participation in assessments • Teacher websites – blogs and podcasts • Samples of teacher rubrics • READ 180 assessments

Assessments by Department:**English**

- Diagnostic essays
- Process essays
- Timed essays
- Multimedia projects
- Oral presentations
- Practice EAP/EPT/SAT/AP/ACT exam questions and essays
- Accelerated Reader Program
- Multiple Choice, True/False, Matching, Fill in the Blank, Short Answer and Essay quizzes and assessments
- Projects
- Presentations
- District essay
- Socratic Seminars
- Large and small group discussion
- Debates
- Homework assignments
- Blog assignments
- Podcasts
- The English Department is in the process of acquiring the use of Cal-Pass to monitor individual students' success on the EPT

Common Assessments in the English Department

- Standards Plus warm-ups grades 9 and 10
- EAP warm-ups grade 11
- EAP timed-writing prompts for grade 11
- Vocabulary Power
- Standards-based end of course exams in grades 9-11
- District Writing Assessment grades 9-11
- Annual research paper grades 9-11, paper or project grade 12

Math

- Paper/pencil tests
- Projects
- Homework
- Presentations
- Class work

- District and department-made final semester examinations
- Department-made midterms
- Benchmark tests
- Teacher observation in class
- Accelerated Math

Common Assessments in the Math Department

- EOC Exams in Algebra, Geometry and Algebra 2
- First benchmark assessment has been created for Algebra 2
- Other benchmark assessments are in development

Science

- Multiple choice exams
- Free response exams
- Lab practicals/Scientific Method
- AP Biology students review with CP biology students
- Quizzes
- Presentations
- Projects
- Inquiry-based assignments
- Use of released CST questions
- Homework assignments
- Collection and evaluation of notes

Common Assessments in the Science Department

- End of Semester and end of course exams

Social Science

- Chapter tests
- Homework assignments
- Quizzes
- Quick-Writes
- Multiple choice exams
- Free response exams
- Posters
- Projects

Common Assessments in the Science Department

- Universal application of DBQs
- EOC DBQ scored with a norm-referenced process
- End of Semester and EOC exams in World

<p>History, U.S. History, U.S. Government, and Economics</p> <p>World Languages</p> <ul style="list-style-type: none"> • Teacher generated tests and quizzes • Cloze passages • Multiple choice • Inference problems • Essay and free response exams in targeted language • Oral interviews – graded with teacher generated rubrics as well as rubrics provided by the AP committee through the College Board • Project-based assessment (children’s books, skits, family tree or book). • Daily oral participation • Homework <p><i>Common Assessments in the World Language Department</i></p> <ul style="list-style-type: none"> • Chapter assessments for each level of every course • End of course exams • Vocabulary quizzes <p>Visual and Performing Arts</p> <p>Visual Arts</p> <ul style="list-style-type: none"> • Warm-up assessment • Sketches and thumbnails • Portfolios and notebooks • Quizzes and written tests • Class critiques <p>Ceramics</p> <ul style="list-style-type: none"> • Formative assessments during the creative process • Summative assessments <ul style="list-style-type: none"> ○ Final class critique ○ Writing assignments ○ Quizzes ○ Summative tests • Rubric-based projects • District and County-wide art shows • Presentation of class project in public facilities • Display of work on MVHS campus <p>Vocal Music</p> <ul style="list-style-type: none"> • Warm-ups • Vocal exercises 	
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- Sight singing
- Rhythm reading
- Basic music theory lessons

Instrumental Music

- Warm-ups
 - Stretching and body movement
 - Guided practice – use of air (Breathing Gym)
 - Long tones and lip slurs over PA drone
 - Scale fluency over PA drone
 - Rhythm studies – count and clap
 - Rhythm dictation
 - Theory quick response at the start of class
- Assessments based on four ‘T’s – tone, tune, time and touch

Common Assessments in the Visual and Performing Arts Department

- Rubrics
- Self-evaluations
- Critiques
- Quick-Reads
- Research
- Mastery through revision and practice

Practical Arts/CTE

- Rubric-based teacher assessment of projects
- Formal and informal assessments
- Reflective sketchbook and Notebook
- Oral and written critiques (reflective, analytical and critical)
- Teacher evaluation of projects: Established rubric (content, craftsmanship and creativity)
- Self-evaluation of projects
- Peer assessment of projects
- Technical exercises
- Written quizzes and tests
- Research and report projects
- Internet search assignments
- Homework
- Direct observation of participation, work habits and problem-solving methods
- Public display of artwork
- Exam view online (test generation assessment) in

auto class

AVID

- Projects
- Presentations
- Research-based assignments
- Timed essays
- Process essays
- Socratic Seminars
- Debates
- Whole and small group discussion

Common Assessments in the AVID Department

- Tutorials
- Binder-Checks
- AVID Write-Off
- Portfolios
- Self-Reflection
- Student self-assessment of learning styles

Special Education

- WJIII and WIAT achievement tests
- Read 180
- Warm-Ups:
 - Calendar, Sensory Gym
 - Brain Quests
 - CAHSEE Test Prep Questions
 - Reading Logs
 - Basic Skills Review (2-4 subject matter topics)
 - CST and CAHSEE released test questions
- Formative, Summative and Norm Referenced Assessment
 - California Alternative Performance Assessment (CAPA)
 - Kaufman Test of Educational Achievement (KTEA) in Math
 - Briggance
- Student work Portfolios
- Teacher made tests
- Triennial IEP Review
- CAHSEE Results
- Transition Portfolio
- Piloting ALEKS math program this year

Physical Education

Teachers and students at MVHS are able to effectively evaluate the learning and teaching processes because of the variety of assessments that are consistently used.

- Formative and summative assessments of mastery of standards
- Workouts, running, and games participation

Common Assessments in 9th grade Physical Education

- Fitness testing results
- Performance-based testing
- Journals and written make-up assignments
- Oral/written/performance presentations
- Video demonstration and analysis of skills
- Pre and post-skill drills
- Pre-tests in all categories
- Progressive benchmarks
- Monthly standards assessment
- District mandated EOC exam
- Assessment of student data
- Personal Fitness Portfolio
- FitnessGram

USE OF FINDINGS TO MODIFY TEACHING/LEARNING PROCESS

Assessment data is used at staff meetings to identify strengths and weaknesses in the school-wide curriculum, and to isolate trends in the student population. Those weaknesses and trends are discussed, and the staff brainstorms solutions and plans of action to address them.

Departmentally, teachers meet on a regular basis for meetings after school and on modified days to develop responses to trends in the department that are revealed in the assessment data, including identifying key clusters based on CST results and correlation between student grades and their performance on assessments. CELDT results are shared with teachers so that they can determine individual student needs. Departments meet both in whole and specialized PLC's based upon grade levels or subject areas. Teachers collaborate in these groups to discuss

- Staff meeting agendas
- Department reports
- Shareholder surveys
- Department meeting agendas
- PLC SMART goals and action plans
- Shareholder interviews
- Revised course outlines and syllabi
- Samples of students' self and peer evaluations
- READ 180 growth report

possible modifications to the teaching and learning processes, which include:

- Integration of new teaching strategies
- Revision of scope and sequence and course syllabi
- Re-teaching of specific content
- Determination of need for remediation
- Development of formative assessment tools
- Implementation of practice activities
- Intervention for struggling students
- Referral to the student's counselor and coach
- Parent involvement and support
- Differentiated instructional practices
- Implementation of alternative assessments
- Modified assessments

Individually, teachers consistently modify their curricula based on the results of their class performance data. They use educational literature, collaboration with colleagues, and staff development concepts to strengthen their teaching effectiveness. Teachers modify their individual teaching strategies based on these results by:

- Increasing the variety of activities to address more learning styles
- Reviewing material that has not been mastered
- Speeding up or slowing down instruction to address students' needs
- Reassessing material in other formats
- Using SDAIE strategies to meet the needs of ELD students

Students utilize their individual assessment results to modify their on-going learning. The following assessment results are factors in the students' feedback:

- Test, quiz, and assignment grades
- Standardized test scores
- Course grades
- Formative feedback
- AP exam results
- College preparatory exam results (EAP, PSAT, PLAN, SAT, ACT, SAT II)
- District assessment results
- Study guides
- Test rehearsals
- READ 180 growth

Some students are able to use formative assessments to support their learning prior to a final assessment. For example:

- Peer reviews of work before the teacher assessment
- Self-evaluation of work before the teacher assessment
- Writer's conferences
- AP Biology students review with CP Biology students

Based on students' review of these assessment results, they may make the following modifications:

- Changing study habits
- Seeking help from teachers or peer tutors
- Increasing class participation
- Modifying course selection
- Seeking guidance from a counselor
- Using school resources such as library and teacher websites
- Seeking outside resources such as content-appropriate literature and professional tutoring

Students seek out the counselors to help guide them in making appropriate decisions regarding their academic path by looking at grades and test scores, and by consulting with teachers and parents.

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

Findings	Evidence
<p>DETERMINING STUDENT PROGRESS TOWARD ACHIEVEMENT OF THE ACADEMIC STANDARDS</p> <p><i>Assessment Tools</i></p> <p>A variety of assessment tools are used to determine student progress toward achievement of academic standards. These include:</p> <ul style="list-style-type: none"> • CSTs • CAHSEE results • AP Exams • SAT results • ACT results • PLAN tests • EAP results • CELDT results • Standards-Based Tests in Spanish • CAPA • District-wide application of the DBQ assessment for Social Sciences • Common EOC exams for subject areas per department • Individual Teachers' Standards-Based assessments, both formal and informal • Visual and Performing Arts portfolios, teacher evaluation of projects, student self-evaluation of projects against a standard rubric • Progress and Semester Grade Reports given every six weeks • Achievement Tests administered to Special Education students • Annual evaluation of IEP goals • Common benchmark testing, midterms and end of course exams in Math • Oral proficiency exams given in World Language courses • District Writing Assessment for English courses, grades 9-12 • Research papers 	<ul style="list-style-type: none"> • Department discussion notes • Shareholder surveys • Classroom observation forms • ESLRs • MVHS Individualized Learning Plan (ILP) • PLC SMART goals and action plans • Assessment notebook • Edline • Counselor notes and documentation • Student cum files • Site Council meeting notes • PTA Reflections results • Single School Plan • 5² Report/Wildly Important Goals

Monitoring System

The administration at MVHS has incorporated multiple strategies to ensure that all staff is engaged in dialogue regarding the evaluation of student progress toward achievement of academic standards. These include:

- School-wide staff meetings for examining general trends in achievement data, API, AYP, college entrance rates and high school graduation rates
- PLC's within departments analyze data in subgroups and propose SMART goals for needed areas of growth
- Department meetings in which teachers analyze data specific to their content area, including:
 - Subgroup performance
 - Achievement within specific grade levels or courses
 - Achievement on common department exams
 - Student proficiency in specific standards
 - Effectiveness of individual teacher instruction
 - Effectiveness of current textbook adoption and resource materials
- In addition to classroom assessments, teachers are provided with individual teacher analysis of standardized test score results from the previous two years. This is done for each student per subject area in order to reflect on their students' progress. Teachers use individual assessments to reflect on student progress
- Grade level counselors analyze grades and credits to measure student progress toward achievement
- IEP and 504 teams monitor at-risk and identified special education students' progress toward achievement on an annually based student need which, examines progress on IEP goals, in the classroom, and in relation to grade level standards and peers
- Grade level counseling and administration teams analyze progress on a student by student basis, examining test scores, attendance, discipline, grades, teacher reports and student reports
- Administrative meetings in which data is examined from a school-wide perspective to
 - Assessment presentation to staff
 - Aeries grade analysis
 - Student data on ABI
 - Student individual CST reports and CST goal setting forms
 - Student 504 plans
 - Student ILPs
 - Student IEPs
 - Classroom assessment samples
 - EOC exam samples
 - Naviance data
 - AP results
 - CST, AYP, API data
 - District grade analysis and school comparison chart for core subjects (published every six weeks)
 - Monitoring of subject and classroom achievement below a 2.0 through Aeries analysis every six weeks

<p>determine current student achievement trends</p> <ul style="list-style-type: none"> • District level analysis of District Writing prompt for English; EOC exams for Algebra, Geometry, Algebra II, English, World History, US History, Biology, Chemistry • ELD teacher and the ELD counselor monitor English Language Learners’ student progress towards ELD standards using ELD standards checklist <p>Parents can monitor student progress through progress reports sent home every six weeks, Edline reporting (updated every two weeks), mandatory D/F letter notifications, dialer notifications, email communications from teachers, CST parent reports, and parent-teacher conferences and phone calls.</p>	<ul style="list-style-type: none"> • Writing prompt sample • DBQ sample <ul style="list-style-type: none"> • Edline report • Enrollment letter
<p>DETERMINING STUDENT PROGRESS TOWARD ACHIEVEMENT OF THE ESLRs</p> <p><i>Assessment Tools</i></p> <p>The ESLRs at MVHS are assessed in various ways, both inside and outside of the classroom. In addition to general classroom assessments, examples include:</p> <p>Engaged Learners:</p> <ul style="list-style-type: none"> • Four year plan (self-evaluation of future goals) revised yearly with counselors • Solar Boat (collaborative), Walk on Water challenge (individual) • Research logs and research papers (organize work) • Volunteer to take the ASVAB, high percentage of students who take the SAT tests (intrinsically motivated) • Digital announcements, Robotics, Computer IT (quality work with technology) • Visual Art projects displayed around school and the District Support Center (authentic projects) <p>Critical Thinkers:</p> <ul style="list-style-type: none"> • Science labs: Cat dissection, deoxidization of pennies (Scientific Method) • Mock Trial, Model United Nations and Science Olympiad (problem solving) • American Studies CapStone Research project integrates English and historical research (integrate 	<ul style="list-style-type: none"> • Department discussion notes • Shareholder surveys • Classroom observation forms • ESLRs • MVHS Four Year Plan (ILP) • Photos and records of student assessments • Assessment notebook • Student work displayed • Samples of student work • Digital announcements • Naviance senior report

<p>across curriculum)</p> <ul style="list-style-type: none"> • Model United Nations, Computer IT (complex systems) <p>Effective Communicators:</p> <ul style="list-style-type: none"> • Socratic Seminar in English (read, write, speak and listen) • World Language Auditory/Listening assessments (interpret information) • Portfolio Assessments in Art (express ideas creatively) • Multimedia presentations and debates <p>Responsible 21st Century Citizens:</p> <ul style="list-style-type: none"> • Philanthropy Challenge by some senior English classes (think globally) • Community service participation (improve quality of life in community) • National Honor Society requires students to tutor other students (contribute to the success of others) • School related student blogs, website, podcasting (adapt to constantly changing world) • Teacher observation, counseling records, health activities such as software programs and diet and activity analysis and healthy habits discussions (balanced wellness) • Students access teacher web pages for supplemental information to improve resources and achievements (use of technology). Library teaches internet research and webquests (lifelong learning) <p>Monitoring System</p> <p>Teachers post ESLRs they are addressing in their lesson plan for that day. Evaluation tools for assessing progress toward achievement of the school-wide are assessment results. We have CST's and anecdotal evidence based on teacher observation, progress of students toward standards which are linked to the ESLRs, measurement of school-wide goals which are inspired by the ESLRs, student participation in high level programs and student work samples.</p>	<ul style="list-style-type: none"> • Morning news show • Student portfolios • Student art work displayed <ul style="list-style-type: none"> • Tutoring center • Community service logs • Student service clubs <ul style="list-style-type: none"> • College acceptances • Naviance data • Graduation rate • Formal test scores • GPA reports
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SUPPORT OF THE DISTRICT AND COMMUNITY

MVHS reports student progress in a number of different formats to a variety of constituencies. CST, CAHSEE, and CELDT reports are mailed to parents including a description of what the scores mean and why they are important. MVUSD principals annually update the school board regarding performance on the state and federal accountability measures. API and AYP results are reported by local media and shared at parent nights and parent meetings by the administrative team. School Accountability Report Cards (SARC) are accessible on the school district website. Student data such as SAT scores, API, and rates of college enrollment are reported in an annually updated tri-fold pamphlet that is distributed by the Counseling Department. Transcripts are sent to all parents when students are in their junior year, and updated records are sent during the senior year. Parents of students who fall behind on credits receive transcript notifications beginning in sophomore year. In addition, student performance in state assessment and in the classroom is shared consistently at IEP, SST, and 504 meetings.

Classroom performance is reported to students and families in the following ways:

- Progress reports are sent home after six and twelve weeks each semester
- Final grade reports are sent home after each semester
- Students in danger of failing classes are contacted by teachers by phone, e-mail or letter
- Teacher / Parent / Counselor conferences are held with “at-risk” students
- Many teachers post grade updates in their classrooms
- Edline grade reporting system is updated bi-weekly; parents may electronically access student grades via Edline, however teacher participation in Edline is not universal, and parents have expressed frustration with incomplete updates
- Parent/teacher conferences are held by arrangement with teachers
- Students who require additional monitoring are placed on weekly or daily progress reports
- Parent notification of state assessment results and

- Department discussion notes
- Shareholder surveys
- District assessment committee agendas and PowerPoints
- PowerPoints from School Board presentations
- PowerPoints from parent presentations
- Assessment notebook
- Parent letters and notifications
- DELAC minutes
- ELAC minutes
- MVHS Profile (tri-fold pamphlet)

school-wide assessment results

- Collection and disaggregation of data for district-wide assessments, standardized state assessments, SATs and ACTs, EAP, AP exams, CAHSEE and CELDT

The district, school board and community support MVHS's assessment and monitoring processes through the following means:

- District assessment meetings
- District assessment coordinator
- District trainings regarding data analysis to make accurate diagnoses and to prescribe accurate growth targets
- District training "Assessment Dynamics and Learning Success" by Rick Stiggins
- Providing vision and focus regarding the role of assessment in continuous school improvement
- Providing requirements for student placement in Geometry only if student has met the Algebra I proficiency
- Reviewing and providing feedback regarding trends in student performance
- Asking questions regarding student achievement which leads to school reflection and response
- Special Board meetings reviewing assessment and monitoring processes
- Promoting the use of Professional Learning Communities to support student achievement and effective communication with parents
- Filing for CAHSEE intervention funds
- PTA Reflections program – creative competition for writing, art, and photography organized and judged by the PTA
- Site Council participation
- DELAC meetings
- ELAC meetings

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

Findings	Evidence
<p>ASSESSMENT DRIVES THE SCHOOL'S PROGRAM</p> <p>All programs and course offerings at MVHS are derived from the examination of the data from assessments of student achievement. Utilizing the various assessments and monitoring processes established at MVHS, administration and staff collaboratively discuss, analyze and respond to data trends. Based on all assessment data gathered, departments propose course and program changes to administration to lead to increased success for the student.</p> <p>The following are some examples which illustrate how achievement data has recently driven the school's program:</p> <ul style="list-style-type: none"> • After examining the decrease in Algebra II CST results, MVUSD now requires proficiency or higher on the Algebra I CST or the district developed Algebra II pre-requisite test before a student is allowed to take Algebra II. • CAHSEE preparation courses have been added to meet the needs of students who have not yet passed the CAHSEE (both general education and special education). • State and classroom assessments identified a population of struggling readers; therefore, MVHS instituted the Read 180 program as a reading intervention program to improve basic reading skills. • Adoption of standards-based programs to prepare students for higher level thinking questions. • Results of Chemistry assessments necessitated a Living by Chemistry course to prepare students with skills necessary to be successful in Chemistry class. • Creation of Expository Reading and Writing 11 course to increase preparedness for college level English as a result of poor success on the 11th 	<ul style="list-style-type: none"> • Department reports • Shareholder interviews • Staff meeting agendas • PLC SMART goals and action plans • Standards Plus • ALEKS • American Studies anecdotal data; course syllabus • IB Application A

<p>grade EAP, and development of Expository Reading and Writing 12 course to improve EPT results.</p> <ul style="list-style-type: none"> • Adoption of Earth Science course that is aligned to standardized state tests. • American Studies, a collaborative effort between American Literature and US History, was created to improve analytical writing skills and higher order thinking skills. • Adoption of Standards Plus program to improve student performance in writing strategies based on CST results. • Recognizing a population of students who would actively thrive in an environment of inquiry-based learning, MVHS has applied to become an International Baccalaureate (IB) school in order to increase student engagement through student-driven learning. • To improve the correlation between CST scores, assessments, and student grades, some departments have developed common grading scales and systems, where others have worked together to determine where emphasis should be placed in students' grades, such as in the assessment category. • Adoption of EDGE curriculum for English learners, which led to a marked improvement in the CAHSEE passing rates. <p>All program changes are a direct result of assessment data and collaboration between staff, site administration, and district administration. Significant program changes are discussed and supported by both district and site administration.</p>	<ul style="list-style-type: none"> • Master schedule • Student survey on American Studies
<p>ASSESSMENT DRIVES REGULAR EVALUATION AND IMPROVEMENT</p> <p>At the site level, MVHS has disseminated and analyzed the data, broken down into PLC's by department or by course, and developed measurable goals with action plans to achieve those goals. Course revisions and updates to course offerings are ongoing based upon student performance indicators. Based on CST data, each department has identified a specific course to further</p>	<ul style="list-style-type: none"> • Department reports • Shareholder interviews • Staff meeting agendas • PLC goals and action plans • Course catalog

examine its alignment to specific content standards as evaluated on the CST. Staff development has highlighted how to increase the relevance of homework and trainings in reading and writing strategies have improved student achievement. MVHS continually monitors student participation in AP programs to ensure that MVHS students are accessing rigorous curriculum. In the 2007-2008 school year, students achieved the site goal of a school average GPA of 2.8.

MVHS is in the initial stages of implementing Professional Learning Communities. Lead teachers will be trained as Trainers of Teachers for PLC's. Staff will collaborate and focus on student achievement and learning rather than on teaching practices. The focus will be on results. Through the assessment analysis in the PLC. MVHS will further strengthen the pyramid of interventions using Aeries grade and subject analysis, teachers design using student interventions. Responses to intervention include modified assessments referral to tutoring, classroom interventions, credit recovery, concurrent enrollment in adult school, summer school, individualized teacher help, and READ 180.

ASSESSMENT DRIVES ALLOCATION AND USES OF RESOURCES

The allocation of resources is driven by student need, and assessment data helps to identify what that need is. The district has provided additional resources to support MVHS in providing increased educational opportunities to fully serve the student population and their achievement. Some examples of resource allocation include:

- Teachers on Special Assignment: A staff member works at the district level 50% to facilitate vertical alignment and alignment, design on-line courses, and establish college partnerships.
- Webmasters on site
- English 9 and all freshmen math classes below Geometry have a 20:1 student to teacher ratio
- AP trainings
- IB Start-Up
- AVID program
- Read 180

- Department reports
- Shareholder interviews
- Staff meeting agendas
- PLC SMART goals and action Plans
- Site budget report
- Course catalogue

- CAHSEE prep classes
- Standards Plus training and resources
- Extended Learning Opportunity (ELO) – after school and summer credit recovery
- PLAN (Pre-ACT test)
- PSAT
- Reading Institute for Academic Preparation (RIAP) through CSU San Marcos
- In recognition of the need to provide high levels of student support, administration and counseling ratios are comparatively low
- Recent purchase of online Algebra I program for individualized self-directed learning – ALEKS
- Academic Recognition/Student Incentives
- SDAIE teacher training

Strengths	Areas of Growth
<ul style="list-style-type: none"> • A wide variety of data sources are used to evaluate student performance in school programs • Increased use of common assessments throughout the departments • Increased teacher understanding of utilization of data to inform curricular and instructional decisions • Establishment of PLC's focused on data-driven school improvement • AP participation increased from 14% in 2003 to 23% in 2008 • Teachers use a wide variety of assessment types and methodologies • School-wide testing procedures are well organized and effective • Testing environment at the school affords students the best opportunity for success on school-wide and statewide testing measures, including final exams • Individual student data is readily available and easily accessible to teachers • Students are involved in setting individual goals for state testing, increasing their awareness of their own performance • District support of assessment analysis is strong • Data is used to impact site decisions 	<ul style="list-style-type: none"> • Increased use of formative assessments to allow student involvement in assessment of their own learning • Increased use of benchmark assessments • Deeper item analyses on benchmark tests and classroom assessments in order to identify areas that require re-teaching • Further development of evaluative norms within departments and courses • Strengthen the focus in the classroom and on authentic assessments to reflect mastery of concepts rather than completion of work • Consistent ongoing communication with parents from all teachers regarding student classroom performance is needed • District Writing Assessment in the English department needs to be scored using a norm-referenced process

School Culture and Support

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Findings	Evidence
<p>STRATEGIES TO ENCOURAGE PARENT INVOLVEMENT</p> <p>MVHS acknowledges and encourages the involvement of parents in the teaching and learning process. Ninety-eight percent of the parents surveyed gave MVHS a passing grade on promoting student achievement and success. Teachers and administrators are partnered in utilizing a variety of strategies to encourage parent involvement. With eighty-six percent of parents accessing the school website for information, the lines of communication are being extended not just through personal contact, but through the use of technology as well.</p> <p>Parents are invited to Back to School Night at the beginning of the school year and Open House in the spring. These evenings along with College Information Nights throughout the year serve as vehicles for communicating vital information to parents.</p> <p>Regularly scheduled Parent-Teacher Conference Days are offered during the fall semester, however, parents can request a conference with a teacher at any time during the school year. Teachers and administrators can additionally be reached via email, phone, or student request to discuss student progress and concerns. Counselors serve as coordinators of parent-teacher meetings and facilitate contact for student needs. Additionally, students have access to daily and weekly progress reports and grade checks that students may use to keep parents informed of their progress.</p> <p>Teachers communicate with parents regarding student performance via many vehicles including email, mail, telephone, as well as through teacher's own websites. Several strategies are employed in order to foster communication, including:</p>	<ul style="list-style-type: none"> • Classroom observation forms • Shareholder surveys • Open House and Back to School Night schedules and attendance records • College Information Night, Middle School Transition Night, Financial Aid Night, Advanced Placement Nights • Parent-Teacher Conference logs • Progress and grade reports • Edline registration documents • MVHS website • Teacher's websites • Course syllabi • Student handbook • Grade level orientation with counselors and administration • Aeries documentation of administrative/counseling parent contacts and conferences • IEP, 504, and SST meeting summaries • Meeting agendas and minutes: ELAC, DLAC,

- Edline, an online grade reporting system that is available for each student. Many teachers utilize Edline and have found it to be a valuable resource for communicating grades to parents on a regular basis.
- Progress reports detailing grades and student performance are sent home with students at the six and twelve week mark. The parents of students who are in danger of failing at the semester are notified of the situation via progress reports, personal phone calls, and printed grade reports that are mailed or sent home with the student for parents to sign.
- Semester grade reports are sent home at the conclusion of each semester.
- The MVHS website provides valuable information for parents, students and the community about upcoming events and opportunities for involvement with the school and its programs. The school website also offers links to staff members' specific web pages, as well as staff contact information including telephone extensions and email addresses, links to various college, research, and career sites.
- A monthly newsletter is available for each grade level on the school website. The newsletters detail information pertinent to each individual grade.
- Course syllabi, and consent forms requiring parent and student signatures are sent home with policies, curriculum, and expectations outlined for parents and students.
- The Student Handbook provides a wealth of information for parents, including behavioral guidelines, important dates, contacts, graduation requirements, and college planning information.
- Senior Contracts detail attendance, behavior, and graduation requirements. Contracts are signed by students and parents in order to ensure a successful senior year.
- MVHS stipends two staff members who serve as Spanish language interpreters.
- DLAC/ELAC meets with parents regularly.

Grade level teams in conjunction with teachers make parent contact regarding student behavioral and attendance concerns. Parents are encouraged to come to the school

SEPAC, PTSA, Booster Clubs, School Site Council

- Senior contracts
- Human Relations Council
- MVUSD Scholarship Foundation
- MVUSD Student Assistance Program
- Dialer (Connect Ed)
- AVID
- Marquee
- Monthly school letter
- Parent survey
- Senior contracts

and work collaboratively with administrators and teachers in finding solutions to these issues.

Parents of students with special needs of any kind are an integral part of the support system for these students. Individual Education Plan (IEP), 504, and Student Support Team (SST) meetings provide venues for this collaboration. One-on-one meetings with counselors and teachers ensure proper placement and assistance.

A variety of school groups encourage parent involvement, such as the Parent Teacher Student Association (PTSA), School Site Council, and English Learners Advisory Council (ELAC). Booster Clubs, on campus for a variety of co-curricular activities, allow parents to contribute time to these programs.

The counseling department offers a variety of evening presentations in order to engage parents in the academic process. MVHS offers annual presentations including: Advanced Placement Information Night, College Financial Aid Information Night, Registration Parent Nights, Parent Support Strategies for the Struggling Student, and Middle School Transition Night. The school offers parent registration information in the spring, grade level information nights in the fall, and several AVID parent nights. The counseling department also offers assistance to parents with the college application and financial aid process. College nights as well as the grade level newsletters, parent conferences including AB1802 Individualized Learning Plan and “At Risk” conferences provide parents the opportunity to meet with their grade level counselors and access vital information that assists them in understanding how to support their students on the path to college and develop a plan for the future.

STRATEGIES TO ENCOURAGE COMMUNITY INVOLVEMENT

Community involvement within the school setting occurs often through guest speakers and performances as well as community and parent volunteers in the classroom. MVHS students also include the community in the learning process through a variety of activities that take place outside of the school campus. These activities

- Shareholder Surveys
- Classroom Observation Forms
- Community Service Hour Logs
- 2008 Scholarship

include:

- Community Service hours (a graduation requirement)
- Field Trips to local businesses and colleges
- Participation in local charity events
- Seasonal performances and involvement in parades, plays, and concerts
- Activities in MVUSD elementary and middle schools
- Fundraising for local non-profit organizations including the local food bank and Race for the Cure

The community's involvement in MVHS often includes financial support of its academic programs and scholarships. Both MVHS and its sister school, Vista Murrieta, participate in a Scholarship Committee which encourages participation by local businesses in providing scholarships to graduating seniors. Local businesses, organizations and community members take pride in their ability to support students' education through a significant number of scholarships.

In addition to the scholarship fund, local businesses support MVHS through generous donations to other school programs. Contributing businesses have included The Pechanga Band of Luiseño Indians, West Coast Bank, American Industrial, and the Southwest Manufacturing Company.

Fundraising for local charities such as the local food bank is supported by the entire student body. Students, teachers, ASB and other on-campus organizations raise a significant amount of food and money to assist in helping the community. An annual holiday toy drive also assists the community. Student clubs and teams are involved with local charities and shelter support. Relay for Life, Race for the Cure, Pennies for Paws, Pennies for Patients, The United Way, and various senior citizen groups all benefit from this support.

The International Community Service Club has focused on global issues such as Invisible Children in Africa. Each year, MVHS honors community members for their support at Community Appreciation Night.

Documentation

- Parent Center
- Art Walk Exhibit at Open House
- Fundraising for local charities
- Community Appreciation Night data

E2. School Culture and Student Support: a) to what extent is the school a safe, clean, and orderly place that nurtures learning? b) To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and focus on continuous school improvement?

Evidence	Findings
<p>SAFE, CLEAN, AND ORDERLY ENVIRONMENT</p> <p>Results of the student, parent, and staff surveys indicate shareholders feel MVHS has a safe campus. Eighty-seven percent of parents believe that MVHS is a safe environment. The entire staff of MVHS collaborates to maintain a safe and orderly environment. The following assist in maintaining a safe environment:</p> <ul style="list-style-type: none"> • MVHS is a closed campus, with all gates locked or monitored throughout the day by security staff. Security identifies all visitors at the front gates to ensure only students and authorized visitors may enter or exit the campus at any time. • Security staff is positioned throughout the campus as well as at the front gates and driveways. • Security cameras are installed throughout the campus to monitor activity twenty-four hours a day. • A school resource officer is present on-campus during the school day in order to assist staff and students in maintaining a safe and orderly environment. • The InterQuest Program ensures student safety through the use of canines brought on campus on a random basis to search for contraband items. • Teachers report attendance every period via the attendance program, Aeries (ABI). Security members support teachers by conducting regular tardy sweeps in order to promote attendance and punctuality. Teachers utilize standardized blue hall passes as a method of monitoring student location during class periods. • Lockdown and evacuation drills are conducted regularly throughout the year in order to 	<ul style="list-style-type: none"> • Department discussions/meetings • Shareholder surveys and interviews • Classroom observation forms • Low percentage of physical altercations • Security staff supervision schedules and duties • InterQuest Program documentation • Emergency and evacuation plans • Attendance Program reports • Every Fifteen Minutes program • Guest speakers annually • Safe Schools Coordinator at the district level • Green Team facilitating recycling • Safe School Plan • Risk Management manual

<p>reinforce proper procedure in the event of an emergency. Evacuation plans for the campus are posted in each classroom.</p> <ul style="list-style-type: none"> • The MVHS school nurse gives annual in-service to staff in safe practices for dealing with injuries and other health related concerns. A full-time registered nurse as well as a health technician are both available during school hours to assist staff and students in the case of a medical emergency. • School nurse regularly communicates with teachers about individual needs and requirements. • MVHS custodial staff works throughout the day to maintain a clean campus. District maintenance employees regularly attend to the upkeep of the landscape and buildings. • Administrators and counselors are physically present at all lunch and break times. They assist in monitoring student behavior and maintaining student safety. • All Visual and Performing Arts teachers train their students to use the appropriate materials and follow safety standards. • The Green Team, led by a teacher and supported by the MVHS Earth Club, monitors school energy use as well as encourages and facilitates the recycling of differing materials. 	<ul style="list-style-type: none"> • Staff mandated reporting presentation • AED/CPR training • Drug Prevention training • District Safe Schools staff development plan • Equipment training (golf carts, lift)
<p>CULTURE OF TRUST, PROFESSIONALISM, AND CONTINUOUS IMPROVEMENT</p> <p>MVHS staff members strive to maintain a culture of trust, professionalism, and continuous improvement. This is reflected by the staff communication and collaboration in the PLC groupings. Of parents surveyed, over ninety-eight percent gave MVHS a passing grade on promoting student achievement and success.</p> <p>In order to maintain a culture of professionalism, the following strategies are in place to promote trust, professionalism, and continuous improvement among staff:</p>	<ul style="list-style-type: none"> • Professional Learning Communities (PLC) • Shareholder surveys and interviews • Classroom observation forms • Staff meeting agendas • Department meeting agendas and minutes • BTSA Program • Department Lead meeting agendas and minutes

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| <ul style="list-style-type: none"> • Feather awards are distributed monthly to staff members demonstrating excellent effort and inspiring students. These awards are given by other staff members or students to promote the school's environment of improvement. • Accolades are provided in order to encourage student success. These awards include the Annual Nighthawk Awards, Departmental Student of the Month, R.I.T.E. Awards, and Senior Wing Awards. • Professional Learning Communities (PLCs) collaborate monthly to assess student learning and utilize the data in improving curriculum and share best teaching practices. • The BTSA Program assists new teachers and helps them to be effective in the classroom through professional development and teacher mentoring. • New teachers are supported and mentored by their department Leads and fellow department members. • Department Leads are elected by colleagues and serve as liaisons to administration, promoting trust and increased communication and representation. • MVHS faculty has a large number of staff who have earned advanced degrees, including administrative credentials, masters' degrees, doctoral degrees, and National Board Certification. • Continual professional development through AVID methodologies training, AVID Summer Institute, AVID W.R.I.T.E. Path, College Board AP training, and technology training for web pages, blogging and podcasting. • A cooperative and nurturing school culture is encouraged through the use of the acronym R.I.T.E. Students are encouraged by staff to do everything with respect, integrity, teamwork and excellence. | <ul style="list-style-type: none"> • R.I.T.E. (Respect, Integrity, Teamwork and Excellence) • AVID • Feather nomination form • Beautification Committee |
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Staff members participate in numerous school-wide committees which address continuous school improvement as well as collaboration in developing responses to issues and concerns.

HIGH EXPECTATIONS AND CONCERN FOR ALL STUDENTS

The MVHS ESLRs communicate high expectations for students in a variety of areas, both academic and social. Students are aware of the school ESLRs which are posted on campus and emphasized by administration and staff members.

In the classroom, teachers regularly communicate high expectations for all students as well as utilize lessons that are standards-based and aligned to department and district curriculum. All teachers post the state standards applicable to their lessons in view of students so the students understand the rationale for what they are learning. Departments develop common expectations for achievement as well as common assessments. High expectations are also revealed through discussions, the application of rules and standards, establishment of class rules, preparation for standardized testing, as well as the fostering of positive classroom environments. Seventy-seven percent of students felt that teacher expectations are communicated clearly and eighty-four percent of students have high expectations for their own achievement.

MVHS has many support options for students such as regular on-going support groups and groups formed to meet immediate problems (*i.e.* Grief in the loss of a student). Concern forms are available to staff to address students in a fragile situation, which are given to counselors for review and possible follow-up. PLUS forums also serve to address various points of contention between groups.

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

- MVHS graduation requirements are inclusive of rigorous course work as well as a high number of credits. Beyond coursework, students also must complete 40 hours of community service, thus encouraging responsible citizenship.
- PLCs support the focus on academic achievement through a variety of collaborative

- ESLRs
- Shareholder Survey and Interviews
- Classroom Observation Forms
- Student Handbook
- Graduation Requirements
- Community Service Hour Logs
- Athletic Program Requirements, Grade Checks, and Study Hall Logs
- Discipline Matrix
- Harassment Policy and Procedures
- Dress Code
- Attendance Policy
- State Standards
- PLC (Professional Learning Community)
- Support Group Counseling
- Concern Forms
- PLUS forums

meetings, data analysis and problem solving. Individual student meetings with counselors also reinforce the importance of high academic standards and goals.

- MVHS offers a number of academic interventions in order to communicate to all students that they are supported and encouraged. Interventions and taking a personal interest in students communicate the MVHS belief that all students can succeed.
- Yearly counselor credit checks.
- Summer School
- ELO (Extended Learning Opportunity)
- Academics are encouraged and strongly supported by athletic programs. Student athletes must maintain a 2.0 grade point average and have grade check forms filled out by their teachers regularly. In addition to grade checks, coaches mentor students and offer tutorials for students to get help with assignments.
- The ESLRs at MVHS communicate a strong sense of not only academic achievement, but also of social responsibility and caring. The ESLRs are: engaged learners, critical thinkers, effective communicators, and responsible twenty-first century citizens.

MVHS promotes a culture of responsibility and appropriate actions. Students are informed of behavioral expectations annually, which are communicated explicitly in the student handbook as well as by staff members and administrators. Policies for behavioral expectations are clearly delineated and adhered to. Students are held accountable for their actions and understand the consequences of their choices for themselves and others. The grade level learning teams allow counseling to play an active role in the disciplinary process thus allowing students to not just be disciplined but also guided in the choices they face. The ESLRs, coupled with doing things the R.I.T.E. way, are guiding factors in the communication of discipline at MVHS.

E3-4 School Culture and Student Support: E3. To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success? E4. To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Findings	Evidence
<p>ALL STUDENTS RECEIVE APPROPRIATE SUPPORT</p> <p>Students at MVHS are provided with a number of academic support tools. Specific classes are in place to ensure academic success for all. These include:</p> <ul style="list-style-type: none"> • AVID • PLUS • Study Skills • CAHSEE Preparatory Classes in Math and English • READ 180 • English Language Development (ELD) • Advanced and Advanced Placement Classes • Ninth Grade English and Math Classes – 20:1 Student to Teacher Ratio • Library Resources and Computer Lab • CTE (Career Technical Ed) (ROP) • Guidance Lessons <p>Teachers at MVHS support students both inside the classroom and in co-curricular activities. Teachers work collaboratively with the Special Education department to support all students’ needs during the school day. English Language Learners are supported through the application of SDAIE and CELDT techniques in which all teachers are trained.</p> <p>Struggling students have access to tutoring in the library supported by National Honor Society and California Scholarship Federation members and two supervising teachers.</p> <p>Students who need to recover credits have multiple options including credit recovery for core classes, offered after school and at summer school. All students who have received a grade of D or F are eligible to participate in credit recovery. Counselors meet one-on-one with credit</p>	<ul style="list-style-type: none"> • Shareholder surveys and interviews • Classroom observation forms • Course catalog • Credit recovery course Schedule and attendance records • Weekly leadership team meetings • Grade level intervention team meetings • Aeries documentation of counseling support • Tutoring accountability logs • Outside of class teacher directed study sessions

<p>deficient students to problem solve and create a plan to recover their credits and assist them in succeeding in meeting graduation requirements. Credit recovery options are also available to all students during the summer.</p> <p>Grade level teams hold intervention meetings with teachers, parents, and students in order to work together in developing specific intervention approaches based on students' needs. Counseling and administration also employ behavioral and attendance contracts in order to get struggling students on the right track.</p> <p>Counselors also meet individually with all students to review graduation requirements. In addition, counselors serve as coordinators for student support meetings, including student-teacher meetings, student-parent meetings, and SSTs. These venues allow for a joint effort in assisting with student success.</p>	
<p>ALL STUDENTS DEVELOP AN INDIVIDUALIZED LEARNING PLAN</p> <p>MVHS students meet with their counselor at least once a year to evaluate their progress and develop a four-year plan, as well as to discuss post-high school educational or career plans. Additionally, students may have informal meetings throughout the school year with their counselor.</p> <p>Counselors review the requirements in the course catalog with students annually during registration and when updating the ILP. They also implement yearly grade level presentations.</p> <p>Naviance, a computer-based program, is available to all students to facilitate their college and career planning. The Naviance program allows students to develop a four-year high school plan that meets the college and university requirements. The Naviance Program is facilitated by grade level counselors through classroom presentations. Counselors can send specific email communication to students through this program which may pertain to scholarship information, on-campus college presentations, and upcoming testing dates.</p> <p>The College/Career Center is located within the Library and is staffed by a part-time College and Career technician</p>	<ul style="list-style-type: none"> • Shareholder interviews and surveys • Classroom observation forms • Course catalog • College/Career Center • Individualized Learning Plan • PLAN testing • Naviance program • 1802 conferences • COIN3 computer program • ASVAB

<p>who facilitates college visits and college and career information for students. This resource is available to students every day.</p>	
<p>STUDENTS HAVE ACCESS TO A SYSTEM OF PERSONAL SUPPORT SERVICES, ACTIVITIES, AND OPPORTUNITIES</p> <p>MVHS provides personal support to students through its counseling staff. Counselors are available at all times to meet with students who are struggling with personal issues. Teachers often make referrals to counselors based upon their observations and interactions with students in the classroom.</p> <p>When needed, counselors make referrals to a number of resources that can serve to support individuals. These resources include:</p> <ul style="list-style-type: none"> • Consultation with the school psychologist. • IEP with designated instructional or counseling services. • Participation in on-site student support groups, such as grief groups. • Breakthrough, a district student assistance program, evaluates students through a formal family interview and links them to appropriate school and community resources. • The Health Office is staffed by a full-time registered nurse who serves as a liaison between students and the school for issues related to physical health, attendance issues, and mental health. • A variety of community support programs such as California State Department of Social Services, Healthy Kids Medical Insurance, private counseling services, and non-profit support programs. <p>In addition to specific support services, MVHS offers a number of school-sponsored activities which provide personal support to students. The PLUS program assists students with social issues and high school transition. Many clubs as well as athletic activities provide students with positive interactions with other students and opportunities to excel and participate in school outside of the classroom setting.</p>	<ul style="list-style-type: none"> • Shareholder interviews and surveys • Classroom observation forms • Support group information • Breakthrough pamphlet • SPARC report • Life After High School booklet

Strengths	Areas of Growth
<ul style="list-style-type: none"> • Doing things the “R.I.T.E.” way is reinforced by staff and administration. • Multiple clubs, activities and sports opportunities are available for a diverse student body. • Communication with parents and the community through a variety of venues. • Staff and student recognition programs. • Positive perception of the school climate and staff by both parents and students. • Strong academic intervention programs. • Positive and safe school environment. 	<ul style="list-style-type: none"> • Expand visits and participation in the College/Career Center. • Improve the maintenance of restrooms. • Develop additional ways to improve the connectedness of all the students by promoting trust and respect for diversity. • Increase student exposure to a variety of post-secondary educational options. • Improve middle school to high school transition programs. • More collaboration time allotted for staff members. • Improve landscaping and appearance of school to promote a welcoming environment. • Improve the appearance of the campus and the locker rooms. • Continue to improve campus security methods.

Action Plan

Critical Academic Needs

Relationship to Identified Growth Areas and the ESLRs

Murrieta Valley High School has developed an Action Plan which reflects and supports the four critical academic needs identified in the profile analysis. These four major critical academic needs relate to increasing student achievement through the development of Professional Learning Communities, promoting campus pride, expanding the use of technology, and strengthening communication with parents. These needs directly correlate to the areas for growth identified throughout the study and in the profile analysis.

I. Increase student achievement as measured by student performance on state and district assessments and semester grades through the further development of professional Learning Communities.

- Growth Area One: **Further develop Professional Learning Communities**
 Growth Area Two: **Increase proficiency rate of students in Algebra**
 Growth Area Three: **Increase proficiency rate of students in English 9-11**
 Growth Area Four: **Decrease the achievement gap between subgroups**
 Growth Area Five: **Increase articulation with the feeder schools and strengthen intra-curricular collaboration**
 Growth Area Six: **Develop a larger variety of instructional strategies to assist students in learning (Marzano strategies)**

ESLRs

Engaged Learners; Critical Thinkers; Effective Communicators; Responsible 21st Century citizens

II. Promote campus pride, student motivation and engagement to achieve the ESLRs

- Growth Area One: **Improve the appearance of the campus**
 Growth Area Two: **Improve student connectedness**
 Growth Area Three: **Increase staff consistency of rules application**

ESLRs

Engaged Learners; Critical Thinkers; Effective Communicators; Responsible 21st Century Citizens

III. Expand the use of and access to technology to increase student achievement

- Growth Area One: **Increase student access to technology**
Growth Area Two: **Explore funding to ensure all teachers have instructional technology**
Growth Area Three: **Continue to enhance teacher technology training**

ESLRs

Engaged Learners; Critical Thinkers; Effective Communicators; Responsible 21st Century Citizens

IV. Strengthen communication with parents and students regarding student Progress

- Growth Area One: **Consistent ongoing communication about student progress is needed**

ESLRs

Effective Communicators; Responsible 21st Century Citizens

Action Plan

Action Plan Area # 1: Increase student achievement as measured by student performance on state and district assessments and semester grades through the further development of Professional Learning Communities.

Growth Targets: **Reduce the number of students testing at a substandard level as measured on the CST by 25%. Reduce the number of students earning D or F grades in core class assessments by 25%.**

Rationale: **Scores on standardized test and classroom assessments need to reflect progress toward proficiency.**

ESLRs: **Engaged Learners, Critical Thinkers, Effective Communicators, Responsible 21st Century Citizens.**

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Develop PLCs					
<ul style="list-style-type: none"> Train facilitators in each department to lead PLCs for each course/grade level team 	Fall of 2008 and ongoing	Administration, lead teachers, and department members	District training in PLC's	PLC monitoring forms	Regular report from each PLC
<ul style="list-style-type: none"> Facilitators take PLCs through the cyclical PLC process of analyzing data, developing SMART goals, creating assessments, implementing new strategies, and reviewing data 	Fall 2009 and ongoing	PLC Leaders	Time for staff development	PLC minutes and accountability forms	Regular report from each PLC
<ul style="list-style-type: none"> School administrators hold PLCs accountable and ensure that sufficient time is provided on a weekly basis for PLCs to meet and complete tasks 	August 2009	Administration	Training materials from summer of 2008	Collection and follow-up of accountability forms	PLC reports at staff meetings

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Increase Algebra I Proficiency					
<ul style="list-style-type: none"> Eliminate Foundations of Algebra I course in order to raise expectations and to ensure all Algebra I students receive standards based instruction 	January 2009 and ongoing	Math Department and Administration	New texts	<ul style="list-style-type: none"> Midterm Finals Standardized tests 	Assessment results and CST results
<ul style="list-style-type: none"> New textbook adoption to align essential standards and instruction 	Fall 2009	District textbook committee	<ul style="list-style-type: none"> Results of piloting Lottery funded 	<ul style="list-style-type: none"> Benchmarks Unit tests 	PLC data analysis
<ul style="list-style-type: none"> Mandate proficiency to move on to Algebra II 	Fall 2008	District Admin	<ul style="list-style-type: none"> ALEKS ELO Tutoring 	<ul style="list-style-type: none"> CST score of 350 District ALG II readiness test 	Math teachers common assessments
<ul style="list-style-type: none"> Common benchmark testing and unit exams 	Fall of 2009	Math Department	Teacher support material	<ul style="list-style-type: none"> Unit tests End of Course exams 	Teacher training

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Increase English proficiency in grades 9-11					
<ul style="list-style-type: none"> Focus instruction on essential standards and base assessments on mastery 	January 2009	English Staff	Standards Plus binders	<ul style="list-style-type: none"> EOC exams CST EPT DWA GPA Analysis of data from benchmark tests 	<ul style="list-style-type: none"> PLC data evaluation Daily student work
<ul style="list-style-type: none"> Increase reading of non-fiction material for all English students to align with CST requirements. 	March 2009 and ongoing	English Department	<ul style="list-style-type: none"> CSU reading strategies Teacher training 	<ul style="list-style-type: none"> EAP CST EPT EOC DWA 	Department exam of all data

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Increase the use of reading strategies in all content areas. 	March 2009 and ongoing	English Department	<ul style="list-style-type: none"> Reading strategies binders Teacher training 	<ul style="list-style-type: none"> EAP CST EPT EOC DWA 	Department exam of all data
<p>Increase the Academic Achievement of students in lower performing subgroups</p>					
<ul style="list-style-type: none"> Identify and build awareness in staff through meetings to break down criteria for subgroups. 	February 2009 and ongoing	All department staff, administrators, and counselors	<ul style="list-style-type: none"> Results of all testing SDAIE training techniques Differentiation strategies RTI READ 180 ALEKS AVID Credit Recovery Adult Education Counseling 	<ul style="list-style-type: none"> Testing results GPA Attendance 	<ul style="list-style-type: none"> Regular reports from assessment results Faculty meeting SARC

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Analyze formal and informal assessments in subgroups' performance in core content areas 	February 2009 and ongoing	All department staff, administrators, and counselors	<ul style="list-style-type: none"> Results of all testing SDAIE training techniques Differentiation strategies RTI READ 180 ALEKS AVID Credit Recovery Adult Education Counseling 	<ul style="list-style-type: none"> Testing results GPA Attendance 	<ul style="list-style-type: none"> Regular reports from assessment results Faculty meeting SARC

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Develop a pyramid of interventions to ensure students receive additional time and support for learning 	February 2009 and ongoing	Department staff and administrators	<ul style="list-style-type: none"> Results of all testing SDAIE training techniques Differentiation strategies RTI READ 180 ALEKS AVID Credit Recovery Adult Education Counseling 	<ul style="list-style-type: none"> Testing results GPA Attendance 	<ul style="list-style-type: none"> Regular reports from assessment results Faculty meeting SARC

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Develop vertical and horizontal integration to connect how each class correlates to other subject matters on campus and to real life. 	January 2009 and ongoing	<ul style="list-style-type: none"> Department members Administrators District personnel All staff Counselors 	<ul style="list-style-type: none"> In-service Department curriculum Library textbooks Teacher documents (shared teacher files) 	<ul style="list-style-type: none"> PLC monitoring forms Department assessments 	<ul style="list-style-type: none"> PLC reports Staff meeting (sharing and results) Self-analysis
<ul style="list-style-type: none"> Teams articulate with feeder schools to correlate content and expectations at the high school. 	August 2010	<ul style="list-style-type: none"> District All feeder schools All departments Counselors 	Time (late start)	<ul style="list-style-type: none"> Revisions to instructional blueprints Test results analysis 	Follow-up meetings with all involved sites to assess progress and results

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
<ul style="list-style-type: none"> Increase instructional strategies such as AVID, differentiation, reading strategies, multiple instructional models, and Marzano strategies to strengthen students' higher-level thinking skills. 	Ongoing	<ul style="list-style-type: none"> Department members PLC's Administration District TOSA Educational Services 	<ul style="list-style-type: none"> Trainings Staff development Website 	<ul style="list-style-type: none"> PLC monitoring forms Analysis of common assessments Self reported use of strategies Student knowledge of strategies 	<ul style="list-style-type: none"> PLC reports Staff meeting (sharing and results)

Action Plan Area # 2: Promote campus pride, student motivation, and engagement to achieve the ESLRs

Growth Target: Increase student and staff participation in school activities and events by 10%

Rationale: A positive school environment and culture builds connection and fosters accountability.

ESLRs: Responsible 21st Century Citizens, Engaged Learners, and Effective Communicators

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Improve Campus Appearance					
<ul style="list-style-type: none"> Clean campus program that divides campus into designated areas that are adopted by groups of students, clubs or teams. 	March 2009 and ongoing	<ul style="list-style-type: none"> ASB Admin Custodians R.I.T.E. Committee 	Incentive awards	Grading system with custodians as judges (cleanliness report card)	Scoreboard and morning announcements
<ul style="list-style-type: none"> R.I.T.E. student committee for diversity awareness, campus pride and cleanliness 	January 2009	<ul style="list-style-type: none"> R.I.T.E. club advisor PLUS group and advisor 	School safety department	<ul style="list-style-type: none"> Student/teacher surveys after events Monthly crime reports Cleanliness report card 	R.I.T.E. facilitators meet with admin monthly

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Strengthen Student Connectedness					•
<ul style="list-style-type: none"> Establish interclub connections 	Ongoing	<ul style="list-style-type: none"> Coaches Advisors ASB Administration Athletic Director 	Time/meetings	<ul style="list-style-type: none"> Attendance Support for each other at events 	<ul style="list-style-type: none"> Monthly updates at ASB meetings School events and club meetings
<ul style="list-style-type: none"> Promote excellent attendance 	Ongoing (every 6 weeks)	<ul style="list-style-type: none"> Administration Teachers 	Student recognition funds	Attendance records	Counselor and admin review of GPA and attendance reports
<ul style="list-style-type: none"> Re-emphasize staff participation in student activities 	Ongoing	All staff	<ul style="list-style-type: none"> Staff apparel College Thursdays ASB 	Percentage of participation	<ul style="list-style-type: none"> ASB advisor report Posted results
<ul style="list-style-type: none"> Regularly conduct PLUS forums, incorporating school history and traditions. 	Fall 2009	<ul style="list-style-type: none"> PLUS advisor Administration 	School safety funds	Collect data from students who have gone through forums	<ul style="list-style-type: none"> Monthly report by PLUS team Report to Human Relations Council (HRC)
<ul style="list-style-type: none"> Establish R.I.T.E. (Respect, Integrity, Teamwork, and Excellence) Award 	February 2009 and ongoing	ASB advisor	Photos and certificates	Gallery of Stars	Report from ASB advisor

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Consistent Application of Rules					
<ul style="list-style-type: none"> Timely and clear communication of school wide rules and policies leading to more consistent implementation of rules and procedures 	Ongoing	All staff	<ul style="list-style-type: none"> MV Guide Daily announcements Daily bulletin Assemblies 	<ul style="list-style-type: none"> Student surveys Staff survey 	<ul style="list-style-type: none"> Survey results MV Guide Course catalog

Action Plan Area # 3: Expand the use of and access to technology to increase student achievement.

Growth Target: All classrooms and computer labs are equipped with up-to-date computers, LCD projectors, and document cameras.

Rationale: 21st Century learners need greater access to technology.

ESLRs: Engaged Learners, Effective Communicators, Critical Thinkers, and Responsible 21st Century Citizens.

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Increase Student Access to Technology					
<ul style="list-style-type: none"> Increase student access to technology, including hardware, software and online assessments 	Ongoing	<ul style="list-style-type: none"> Administration Technology Department Technology Committee 	<ul style="list-style-type: none"> Software publishers Curriculum Industry and business partnerships Library 	Classroom inventories and teacher/student surveys	Use of classroom inventories and student/teacher surveys
<ul style="list-style-type: none"> Purchase or identify available hardware and software to enhance instruction 	Ongoing	<ul style="list-style-type: none"> Administration Technology Department Technology Committee 	<ul style="list-style-type: none"> Software publishers Curriculum Industry and business partnerships Library 	Classroom inventories and teacher/student surveys	Use of classroom inventories and student/teacher surveys

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Explore Technology Funding					
<ul style="list-style-type: none"> Establish an MVHS Technology Committee to explore alternative funding methods and monitor resources 	Ongoing	<ul style="list-style-type: none"> Advisors Counselors Class advisors Teachers Community volunteers 	<ul style="list-style-type: none"> Time Websites Publications providing information on funding access 	<ul style="list-style-type: none"> Grants obtained Donations received Equipment and software purchased or leased 	Records of funds received and allocated
<ul style="list-style-type: none"> Conduct a school-wide inventory of technology and complete a needs/use assessment. Determine shareable resources 	<ul style="list-style-type: none"> Needs assessment June 2009 Inventory September 2009 Use assessment June 2010 	Technology committee	<ul style="list-style-type: none"> Inventory of equipment and condition by teacher/classroom Electronic survey Share best practices of technology use District technology plan 	Report technology usage and needs to faculty	<ul style="list-style-type: none"> Survey results Equipment inventory Observation records

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Teacher Technology Training					
<ul style="list-style-type: none"> Increase use of technology in instruction 	Ongoing	<ul style="list-style-type: none"> Technology Coordinator Webmaster 	<ul style="list-style-type: none"> PAR/BTSA District TOSAs SIP days Minimum/Late Start days Categorical grants Weblockrz Technology students Teacher partnerships 	<ul style="list-style-type: none"> Teacher surveys Sign in sheets for trainings Schedule of training sessions Demonstrations of technology projects Student surveys Classroom observations 	<ul style="list-style-type: none"> Annual comprehensive technology usage Report card using data from surveys

Action Plan Area # 4: Strengthen communication with parents and students regarding student progress.

Growth Targets: Establish teacher websites and inform all shareholders of existing technology to monitor student progress.

Rationale: Increased communication will strengthen student accountability and achievement.

ESLRs: Responsible 21st Century Citizens

Action Steps	Timeline	Responsible Person(s)	Resources	Assessment Indicators	Monitoring and Reporting Progress
Strengthen Ongoing Communication					
<ul style="list-style-type: none"> Educate parents and students about the existing means of checking on student progress 	By spring 2010	<ul style="list-style-type: none"> Webmaster Technician Principal 	Develop tutorial web page	<ul style="list-style-type: none"> Parent feedback at meetings Survey 	<ul style="list-style-type: none"> Update frequently Rate frequency of parent updates
<ul style="list-style-type: none"> Increase the number of teachers who have an active web page from 10% to 80% 	By spring 2010	<ul style="list-style-type: none"> Webmaster Teachers Tech students 	Web page training	Checking number of active websites	<ul style="list-style-type: none"> Celebrate new teachers with websites
<ul style="list-style-type: none"> Explore and learn all features of ABI through ABI in-service 	Two workshops	<ul style="list-style-type: none"> Webmaster Technician Teachers 	Staff development time in the computer lab	Assessment of ABI features	<ul style="list-style-type: none"> Teacher use of report and data information./
<ul style="list-style-type: none"> Technology uploads grades weekly 	Weekly beginning February	Technician	Aeries system	Students have fewer missing assignments and improved	<ul style="list-style-type: none"> Parent survey Student grade report

	2009			homework	
<ul style="list-style-type: none"> Encourage all staff to use the school's grade reporting software/post assessments on a regular basis 	Ongoing	All staff	<ul style="list-style-type: none"> Grade Quick Edline 	<ul style="list-style-type: none"> Parent/student feedback Increased student responsibility for grades 	<ul style="list-style-type: none"> Parent survey Student grade reports
<ul style="list-style-type: none"> Contact parents when assessments/engagement show significant change 	Ongoing	All staff, counselors, administrators and coaches	<ul style="list-style-type: none"> Student observation 	<ul style="list-style-type: none"> Parent meetings and feedback 	<ul style="list-style-type: none"> Increased parent communication through emails, letters, phone calls, and meetings