

**Western Association of Schools and Colleges (WASC):  
Focus on Learning Accreditation Report  
Murrieta Valley High School November 2003**

**CHAPTER I. STUDENT/COMMUNITY PROFILE AND SUPPORTING DATA**

***A. Overview of Area***

Murrieta Valley High School, a progressive *California Distinguished School*, opened in September of 1990 and is located in the city of Murrieta. It is the first comprehensive high school in the Murrieta Valley Unified School District. The school is located in the western portion of the city and serves students in grades nine through twelve. The current population consists of about 3,600 students. Located in Southwest Riverside County and considered a bedroom community of Riverside, Orange, and San Diego counties, Murrieta has experienced inordinate growth during the last several years due to rapid development of affordable housing and the increased presence of light industry. Neighboring communities of Temecula, Wildomar, and Menifee have experienced similar population increases, bringing the number of residents in the valley to over half a million people. Murrieta is both an extremely dynamic and transient community. This makeup creates transitional challenges for schools and families with vastly divergent needs and expectations. A second high school, Vista Murrieta High School, opened in August 2003 beginning with freshmen and sophomores only. Accordingly, over the next two years, Murrieta Valley High School will experience a decline in total enrollment as more students transition to the new high school. Nevertheless, we still expect the next two MVHS graduating classes to be approximately 950 graduates or more.

The following sections will provide profiles of the city of Murrieta, the Murrieta Valley Unified School District and Murrieta Valley High School:

***B. City Profile***

In the words of our community leaders:

*"The natural beauty of the land in Murrieta, which is plentiful and affordable, continues to attract significant numbers of residents and businesses who are finding Murrieta is a great place to grow. Those living in the community find distinguished schools, abundant recreation, excellent medical facilities and expanding employment opportunities. Entrepreneurs find a market growing larger by the day, above average household incomes, a skilled labor force and a business-friendly city hall. Murrieta is a community with a past and a vision for its future. One that welcomes challenge, takes risk, and embraces opportunity."*

**CITY DEMOGRAPHIC CHARTS**

**General Information**

<b>Median Age</b>	34.4
<b>Average Household Size</b>	3.08
<b>Average Family Size</b>	3.42
<b>Households with Children Under 18 Years of Age</b>	50.4%
<b>Owner-Occupied Housing Units</b>	79.7
<b>Median Household Income</b>	\$65,900 (Based on 2000 Census)

**Official Population Estimates**

<b>1990</b>	20,090
<b>1991</b>	Year of incorporation-no state estimate.
<b>1992</b>	24,265
<b>1993</b>	27,830
<b>1994</b>	30,240
<b>1995</b>	32,545
<b>1996</b>	34,570
<b>1997</b>	36,600
<b>1998</b>	39,000
<b>1999</b>	41,775
<b>2000</b>	44,282 (federal census)
<b>2001</b>	46,833
<b>2002</b>	51,630
<b>2003</b>	70,000 (city estimate)

**Population Statistics (Subgroups)**

<b>Radius from Retail Center</b>	<b>3-miles</b>	<b>5-miles</b>	<b>10-miles</b>	<b>15-miles</b>
<b>Population</b>	<b>50,822</b>	<b>76,371</b>	<b>176,687</b>	<b>323,362</b>
<b>Sex (%)</b>				
Male	48.6	49.1	49.4	49.4
Female	51.4	50.9	50.6	50.6
<b>Age (%)</b>				
0-4	7.6	7.8	7.4	7.4
5-9	10.3	10.1	9.8	9.5
10-20	18.9	10.1	9.8	9.5
21-29	8.0	9.3	7.9	8.1
30-39	16.3	16.3	16.2	15.3
40-49	15.4	15.7	16.4	15.2
50-59	7.5	7.9	9.0	9.1
60-64	3.1	2.9	3.2	3.4
65+	12.9	10.9	11.2	13.5
<b>Radius from Retail Center</b>	<b>3-miles</b>	<b>5-miles</b>	<b>10-miles</b>	<b>15-miles</b>
<b>Population</b>	<b>50,822</b>	<b>76,371</b>	<b>176,687</b>	<b>323,362</b>

<b>Race (%)</b>				
Caucasian (White)	82.8	81.6	83.8	80.3
African-American (Black)	3.8	3.7	3.1	3.2
American Indian	0.7	0.9	0.9	1.3
Asian/Pacific Islander	4.7	4.8	4.1	3.4
Hispanic	20.3	22.1	20.5	25.2
<b>Household Size (%)</b>				
1 person	17.2	17.1	14.9	17.7
2 person	30.9	30.3	31.2	32.3
3 person	15.6	16.7	16.7	15.7
4 person	18.9	18.8	19.6	17.1
5 person	10.5	10.2	10.5	9.6
6+	6.9	6.8	6.9	7.6
<b>Household Net Worth (%)</b>				
\$0 or less	10.0	10.4	9.9	10.1
\$1-\$5,000	11.5	11.9	11.4	11.6
\$5,000-\$10,000	6.5	6.6	6.4	6.4
\$10,000-\$25,000	11.6	11.7	11.6	11.5
\$25,000-\$50,000	12.9	12.8	12.9	12.8
\$50,000-\$100,000	16.0	15.7	16.0	15.9
\$100,000-\$250,000	19.0	18.6	19.1	19.0
\$250,000-\$500,000	7.6	7.4	7.6	7.6
\$500,000 +	4.1	4.0	4.2	4.1
<b>Educational Attainment Population Age 25+ (%)</b>				
<Grade 8	2.3	2.6	3.3	4.4
Grade 9-12	7.1	7.4	9.1	10.6
High School Diploma	22.7	23.1	24.4	25.6
Some College	32.0	31.4	31.0	30.3
Associate Degree	9.7	10.0	9.5	8.5
Bachelors Degree	20.4	19.4	16.3	14.2
Graduate Degree (MA/PhD)	5.8	6.1	6.5	6.4
<b>Occupation (%)</b> (continued on next page)				
Executive	34.4	13.9	14.0	13.1
<b>Radius from Retail Center</b>	<b>3-miles</b>	<b>5-miles</b>	<b>10-miles</b>	<b>15-miles</b>
<b>Population</b>	<b>50,822</b>	<b>76,371</b>	<b>176,687</b>	<b>323,362</b>

<b>Occupation (%)</b> (continued from previous page)				
Professional	13.8	13.1	12.3	11.8
Technicians	3.9	4.0	3.5	3.5
Sales	16.5	16.9	15.5	14.4
Clerical	16.0	14.7	14.6	14.4
Home-based Business	0.5	0.5	0.5	0.4
Protective Services	2.9	2.9	2.5	2.2
Services	8.3	8.7	9.4	10.4
Primary	0.3	0.5	0.7	1.1
Production	14.6	14.5	15.4	15.6
Operators	3.7	3.8	4.2	4.7
Materials	3.7	3.6	4.0	4.4
Laborers	2.3	2.9	3.4	4.0

<b>Home Sales</b>	<b>Price</b>
Median home	\$284,500
Average home	\$287,930

<b>Apartment Type</b>	<b>Rental Cost</b>
1-bedroom apartment	\$750-\$850/mo
2-bedroom apartment	\$850-\$1,030/mo

### **Commuting Patterns**

Fifty-one percent of the labor force commutes outside the valley to work. Of that number, 37% commute to San Diego County, 26% to elsewhere in Riverside County, 14% to Orange County and 11% to Los Angeles County.

<b>Key Cities</b>	<b>Distance (in miles)</b>
Hemet	33 miles
Escondido	35 miles
Corona	40 miles
Riverside	42 miles
Carlsbad	48 miles
San Diego	59 miles
Los Angeles	87 miles
Palm Springs	90 miles

### ***C. Murrieta Valley Unified School District – Setting a Climate for Learning and Achievement***

The MVHS community is proud to be part of the Murrieta Valley Unified School District. Our district is located in Murrieta, California on the southwestern edge of Riverside County. Murrieta is easily reached via the I-15 and I-215 freeways and is in close proximity to San Diego and Orange counties. The Murrieta Valley Unified School District has:

- Over 16,000 students
- Nine Elementary Schools
- Three Middle Schools
- Two Comprehensive High Schools
- One Continuation High School

The combined Academic Performance Index (API) rankings of all elementary, middle and high schools in the Murrieta Valley Unified School District has consistently placed our district among the top two leading districts in all of Riverside County each year! The underlying goal of our district is to achieve ***“Individual Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support.”*** Support for each student is provided through a movement called ***“Developmental Assets”*** which affects the culture of the district, the climate of every school and defines how adults interact with all young people. From Kindergarten to twelfth grade, our schools strive to connect students with an adult in a caring, genuine and respectful relationship intended to result in higher levels of student achievement and reduced incident of “at-risk” behavior. In addition, a positive school climate is fostered through the district’s six core values of ***“Learning, Respect, Recognition, Community, Communication and Accountability.”***

#### **MVUSD Program Highlights**

- A student-centered and standards-based educational program emphasizing basic curriculum and state-adopted standards
  - A focus on connecting with students by building positive relationships with students, parents and community
  - Class Size Reduction in Kindergarten through third grade and also in ninth grade
  - Gifted and Talented Education programs in grades four through twelve
  - Alternative Education programs and credit recovery opportunities
  - Extended Learning Opportunities during the summer and winter break for students in grades two through twelve
  - A District-wide plan for use of technology in the curriculum, including computers and the Internet in every classroom and lab
  - Extensive staff development opportunities for teachers
  - Student peer groups in grades six through twelve providing counseling, support, tutoring and conflict management
  - Active parent and community involvement, including over PTSA members

## Murrieta Valley Unified School District – Academic Performance Index

On an annual basis, the Academic Performance Index (API) scores released by the California Department of Education show outstanding achievement for the already high-performing Murrieta Valley Unified School District. Our staff is pleased to see that Murrieta campuses account for seven of the top eleven schools in the Inland counties.

The 2002 API Growth Report showed Cole Canyon Elementary was the top performing school in the Inland Empire and Shivela Middle School was the top-ranked middle school. All Murrieta elementary schools reached the exemplary mark of 800+ on the 2001-2002 API growth report.

These results demonstrate our commitment to *Individual Student Academic Success through a K-12 Sequence of Teaching, Learning Assessment and Support*. We will use the information from this API to further refine our programs to meet the needs of our students and help them become confident life-long learners.

The figures below are “official” statistics provided by the California Department of Education. For the 2002-03 administration of the STAR Testing Program, we have “projected” student performance data because “official” information will not be available until October 2003. We expect our elementary, middle and high schools to be among the top performing schools in Riverside County again this year. At MVHS, the “projected” API is 727, which represents a 29-point growth from the previous year.

### 2001 – 2002 MVUSD ACADEMIC PERFORMANCE INDEX GROWTH REPORT

2001 – 2002 API Growth Report										
Murrieta Valley Unified School District						Met Growth Target				
		2002 API (Growth)		2001- 2002 Growth Target	2001- 2002 Growth		School -wide	Comparable Improve- ment (C1)	Both Schoolwide and C1	Awards Eligible
<b>Elementary Schools</b>										
Alta Murrieta	98	825	796	1	29		Yes	Yes	Yes	Yes
Avaxat	99	818	800	*	18		Yes	Yes	Yes	Yes
Cole Canyon	100	889	865	A	24		Yes	Yes	Yes	Yes
Curran (E. Hale)	100	817	825	*	-8		Yes	No	No	No
Murrieta	100	832	796	1	36		Yes	Yes	Yes	Yes
Rail Ranch	100	841	826	*	15		Yes	Yes	Yes	Yes
Tovashal	97	852	851	*	1		Yes	Yes	Yes	No
<b>Middle Schools</b>										
Shivela Middle	99	799	786	1	13		Yes	Yes	Yes	Yes
Thompson Middle	99	794	7910	1	4		Yes	No	No	No
<b>High School</b>										
Murrieta Valley High	98	706	715	4	-9		No	No	No	No

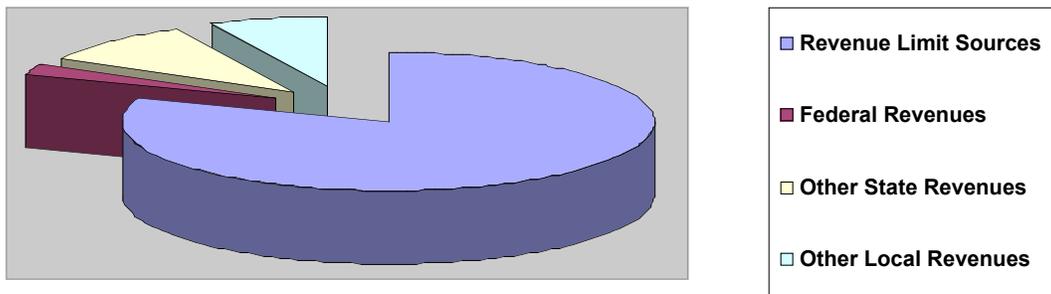
## 2000-2001 MVUSD ACADEMIC PERFORMANCE INDEX GROWTH REPORT

2000-2001 API Growth Report										
Murrieta Valley Unified School District						Met Growth Target				
School	Star 2001 Percent Tested	2001 API	2001 API (Base)	2000-2001 Growth Target	2000-2001 Growth		School-wide	Comparable Improvement (CI)	Both Schoolwide and CI	Awards Eligible
<b>Elementary Schools</b>										
Alta Murrieta	99	804	767	2	37		Yes	Yes	Yes	Yes
Avaxat	99	813	797	1	16		Yes	No	No	No
Cole Canyon	100	872	N/A	N/A	N/A		N/A	N/A	N/A	N/A
E. Hale Curran	99	835	825	*	10		Yes	No	No	No
Murrieta	100	801	828	*	-27		Yes	No	No	No
Rail Ranch	100	838	831	*	7		Yes	Yes	Yes	Yes
Tovashal	99	863	850	*	13		Yes	Yes	Yes	Yes
<b>Middle Schools</b>										
Shivela	99	790	771	1	19		Yes	Yes	Yes	Yes
Thompson	99	796	790	1	6		Yes	No	No	No
<b>High School</b>										
Murrieta High	97	749	695	5	24		Yes	Yes	Yes	Yes

Student achievement is the number priority at the Murrieta Valley Unified School District. The assessment of student achievement in relation to the academic standards drives district-wide program development and resource allocation. The figures below show district revenue allocations:

### 2003-04 MVUSD DISTRICT REVENUE

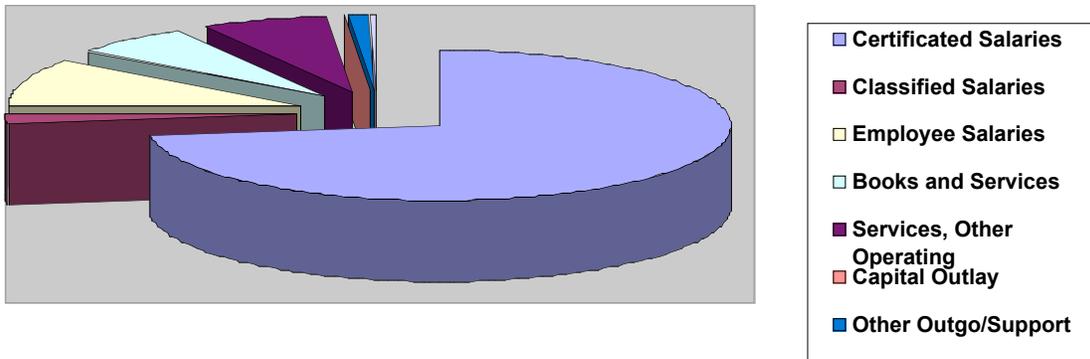
Revenue Source	Amount	Percentage
Revenue Limit Sources	\$83,340,857	80.6%
Federal Revenues	\$2,411,870	2.33%
Other State Revenues	\$10,223,157	9.89%
Other Local Revenues	\$7,423,076	7.18%
<b>Total Revenues</b>	<b>\$103,398,960</b>	<b>100.00%</b>



### 2003-04 MVUSD DISTRICT EXPENDITURES

<b>Item</b>	<b>Amount</b>	<b>Percentage</b>
Certificated Salaries	\$54,996,155	51.87%
Classified Salaries	\$15,749,039	14.85%
Employee (Management) Salaries	\$20,008,175	18.87%
Books and Supplies	\$5,743,994	5.42%
Services, Other Operating	\$7,931,011	7.48%
Capital Outlay	\$117,200	0.11%
Other Outgo/Support	\$1,078,855	1.02%
<b>Total Expenditures</b>	<b>\$106,033,051</b>	<b>100.00%</b>

### DISTRICT EXPENDITURES



#### ***D. School Profile***

We are the Nighthawks! New staff members at our school are amazed at the energy, the size of the school and the many offerings for students in the areas of academics, athletics, social development and support. Murrieta Valley High School is a comprehensive high school with a staff of 157 teachers and an enrollment of about 3,600 students. We have a young, positive teaching staff that is highly trained and very focused on being the best possible of facilitators of learning.

We opened our school in 1991 and have experienced steady growth. Our well-trained staff has embraced change and educational reforms and have been able to develop high quality educational programs at the school. Most of our students graduate with far more than the 230 credits required for graduation. Our seven-period day has afforded students the opportunity to become very well rounded, educated students who are prepared to continue their education or combine education with entry level jobs.

The following includes some highlights of the MVHS structure and programs. All are based on our Mission Statement, Expected Schoolwide Learning Results and our MVHS-Goals-5\_ (updated version of our Critical Academic Needs).

#### Vertical Alignment/Grade Level Teams

The emphasis on the district motto *“Individual Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support”* and district-wide emphasis on strengthening Developmental Assets in our children had a significant impact on the MVHS self-study, wherein a number of changes were implemented. These include the strengthening of vertical alignment activities district wide and the internal restructuring of MVHS student support services through a “school-within-a-school” teaming concept. To improve articulation among all district schools, MVHS became part of the Red Team in 2002. The Red Team encompasses the entire school community of MVHS and its feeder elementary and middle schools. The Blue Team includes the new high school, Vista Murrieta High, and its feeder schools. The Purple Team includes all district support personnel. School staffs engage in more frequent articulation meetings to provide greater fluidity and consistency in instructional and assessment practices as students transition from one school to another. The vertical alignment movement also emphasizes Developmental Assets activities, particularly events designed to boost students’ self-esteem as they work to achieve their goals. We believe these activities will be instrumental in motivating students to pursue higher education and top-tier careers.

District wide, former Assistant Principals are now Learning Directors. At MVHS, the transformation involved restructuring of the student support network. This involved the creation of grade level teams whose main objectives would involve building team spirit and promoting a culture of high standards. In addition, grade level teams will monitor, assess, review and modify every aspect of the academic and co-curricular programs to ensure student achievement across all grade levels. The team concept will assure that delivery of support services will be much more comprehensive and consistent with

students' academic and developmental needs. Each grade level team consists of a Learning Director (formerly Assistant Principal), two (2) Learning Coordinators (formerly Counselors), and an administrative secretary. Ongoing grade level team meetings will be conducted to draw conclusions regarding disaggregated student performance data and design strategies for improving the educational program. In addition, grade level teams will continue to host awards programs, such as *Student of the Month* and *Soar to Success*, to validate the team's accomplishments and celebrate student achievement with parents. The grade level teams will also spearhead class presentations and coordinate activities to encourage students to pursue higher education and top-tier careers. The class presentations will also reflect the motivational techniques best suited to the students' developmental and academic needs.

#### Mission Statement/ESLR/Critical Academic Needs/MVHS Goals-5

Vertical alignment strategies and a sharper focus on learning through grade level learning teams were correlated with the ongoing WASC self-study process. MVHS first adopted a Mission Statement and Expected Schoolwide Learning Results following an extensive process in 1991 in preparation for the initial WASC visit. Since 1991, school improvement efforts have historically revolved around compliance with legislative mandates and a profound commitment to our strong tradition of high achievement. Although we are proud of our outstanding programs, continuous school improvement and reform efforts were necessary to best prepare our students for the challenges of constant social, economic and political changes. Under this educational philosophy, ongoing review of our Mission Statement, Expected Schoolwide Learning Results and Critical Academic Needs have been instrumental in improving our school's climate. We recently voted to keep our Mission Statement in its original form, but voted to change our Expected Schoolwide Learning Results and Critical Academic Needs.

#### Mission Statement

We believe that our original Mission Statement still strongly represents our vision of the educational environment/climate, which encourages our students to learn, grow and thrive. Our Mission Statement is as follows:

#### **Mission Statement**

**“The mission of Murrieta Valley High School is to educate students by creating and promoting an environment of academic excellence. Our students will become involved as self-directed learners who utilize problem-solving skills, communicate effectively, sustain positive self-esteem, and demonstrate concern and respect for others. Together, students, staff, and the community will function best in a climate which is safe and comfortable, where all can learn and grow.”**

## Expected Schoolwide Learning Results

In the fall of 2002, the staff voted to change our Expected Schoolwide Learning Results. The impetus for change was emphasis on “high stakes accountability” as espoused in California’s *Public Schools Accountability Act* and reflected in the federal *No Child Left Behind* legislation. We also wanted to include guidelines delineated in *Aiming High* to ensure that our graduates demonstrate the highest levels of achievement and become empowered to take “leadership roles” in our changing society. Accordingly, our ESLRs were streamlined into the mnemonic *H-A-W-K-S* to facilitate familiarization so that all stakeholders have a keen understanding of what our students will “know, understand and be able to do by graduation” as per the WASC *Focus on Learning* motto. Our revised ESLRs also reflect our belief in holding our students accountable to high standards. As our departments have discovered in the development of their ESLR/Standards Charts, the new ESLRs are easier to align with content/performance standards and frameworks. The “streamlined” ESLR concepts facilitated the establishment of benchmarks for essential standards and the assessment of progress towards desired outcomes. We are proud to present our revised Expected Schoolwide Learning Results as follows:

### **Expected Schoolwide Learning Results**

(Based on the acronym *H-A-W-K-S*)

#### ***H = Hardworking Learners who:***

- Work individually or collaboratively in a self-directed fashion
- Understand how to set goals and establish a plan to implement them
- Display a sense of pride by producing high quality assignments and projects
- Recognize and reflect upon personal ability and achievement
- Exhibit a balance of social, mental and physical wellness

#### ***A = Analytical Thinkers who:***

- Demonstrate sound and creative problem solving strategies
- Utilize collaborative strategies to attain a common goal
- Identify and access various resources, including current technology
- Utilize cross-curricular learning to master subject matter competency

#### ***W = Worthy Citizens who:***

- Understand the role and responsibilities of an honorable and productive U.S. citizen
- Demonstrate positive and ethical behavior for the betterment of their school, community, state, nation and world
- Embrace cultural diversity by demonstrating respect for the contributions of all races, religions, genders, ages and abilities
- Build the “developmental assets” of self and others

#### ***K = Knowledgeable Communicators who:***

- Interpret and express ideas in various forms in an effective manner
- Read, write, speak and listen critically and analytically in diverse situations
- Receive, process and interpret information
- Compile and present information in a public setting

#### ***S = Skilled Users of Technology who:***

- Access and apply current technology
- Enhance global marketable skills
- Seek opportunities to utilize new technology
- Face the challenges of the Information Age

## Critical Academic Needs

Although our next full WASC accreditation visit would not be scheduled for a few more years, our planning for the WASC *Focus on Learning* process began in earnest in 1999. The MVHS stakeholders began the process of identifying our Critical Academic Needs a number of years before this development was formally incorporated by WASC. Along with changes in community demographics, the timely convergence of several major accountability mandates (federal, state and district) necessitated continuing school improvement efforts and directed focus on needs assessment. We received recognition as a *California Distinguished School*; conducted comprehensive needs assessment to justify the allocation of *Digital High School* and *School-Based Coordinated Plan* funds; transformed our instructional and assessment practices to comply with the *No Child Left Behind* legislation and *Public Schools Accountability Act* mandates; and aligned our curriculum and course outlines with *California Content and Performance Standards* and state frameworks.

By July of 2000, a new self-study coordinator was selected along with new WASC focus group leaders viewed as experts in their field and recognized for their professional and leadership abilities. The WASC Leadership Team met with site and district administrators to discuss the broad logistics of the accreditation process. The tone of our entire process of school evaluation and improvement revolved around the two key WASC *Focus on Learning* questions:

- *How are the students achieving?*
- *Is the school doing everything possible to support high achievement for all its students?*

To provide insightful and meaningful answers, the process of self-evaluation began upon dissemination of the WASC questions for the home groups (discipline specific or department groups) to ponder. After obtaining input from the home groups, the WASC Leadership Team (self-study coordinator, parent and student coordinators, focus group leaders and site administrative team) “transformed” the questions into two “goal statements”, which eventually became our initial Critical Academic Needs. The Critical Academic Needs also reflect the district-wide mandate of “*Individual Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support*”.

It was essential to communicate to the staff that our school evaluation process should include everyone who had a stakeholder interest in our school (e.g. include students, parents, administrators, classified and certificated staff). In addition, the school evaluation process needed to involve an ongoing process of assessment, planning, implementing, monitoring and assessment. Accordingly, in-service meetings were continually held to orient new stakeholders on the accreditation process. Summaries of our progress from the previous self-study were completed and added to the in-service because most home groups (particularly departments) accomplished the WASC Visiting Committee recommendations. Subsequently, the focus groups and home groups were able to focus on new WASC criteria. The groups suggested rubrics and made conclusions about the applicability of our Critical Academic Needs, Mission Statement and Expected

Schoolwide Learning Results as related to changes in our Student/Community Profile (especially student performance data).

The process of self-evaluation focused on continuous review of our students' accomplishment of the ESLRs and progress towards our Critical Academic Needs goals. Initially, we divided our stakeholders into large focus groups who spent time reviewing our curricular programs and sharing instructional practices with each other. We found that focus groups were too large, and thus, it became too difficult to open up dialogue. Consequently, we went back to the home groups (departments) to evaluate student performance information and relate the disaggregated data with the WASC process and academic standards.

Several measures of student performance indicators were used and included: STAR Testing Program results, Advanced Placement Tests, grade point averages, class performance and student projects. This approach was much more feasible because departments were able to draw more in-depth conclusions about student progress in relation to the ESLRs, academic standards and the WASC/CDE criteria. It became easier for teachers to examine standards-based work and observe/interview students about the effectiveness of learning activities through the departmental approach.

The identification of our Critical Academic Needs was inspired by *Second-to-None*, the prevailing visionary guideline for California high schools at that time. *Second-to-None* encouraged high school staffs to re-think traditional high school approaches—building upon what worked and discarding practices that did not work. The focus shifted from the weak “shopping mall” curriculum towards a strengthened curriculum, which prepared students for college and/or helped qualify them for the technical preparation programs and better jobs. The *Second-to-None* ideal of “outcome-based accountability” provided the foundation of the first MVHS Critical Academic Need: *Improve student performance at all grade levels and across disciplines as evidenced by a number of assessment indicators*. This identification corresponded with the initiation of the *Public Schools Accountability Act* and the development of state frameworks and content/performance standards. Under the new mandates, departments began aligning their instructional and assessment practices with academic standards. The administrative and counseling teams worked with the faculty on researching proven test-taking strategies to help our students perform well on the state-mandated tests.

The second MVHS Critical Academic Need, *improve support services and create opportunities for all students to reach their academic potential*, correlated with a number of *Second-to-None* tenets. These included: providing effective support to reduce the dropout rate; establishing an environment of professionalism and initiating effective parent, business and community involvement. Internal restructuring was conducted to reflect the second Critical Academic Need. The biggest change involved the initial introduction of “school-within-a-school” teams, which revolved around “alpha groups”. Administrators and counselors monitored the progress of students whose last names were included in their alphabet group. The Critical Academic Needs, as initially developed in preparation for the WASC re-visit, are as follows:

### Critical Academic Needs Areas

- **To improve student performance at all grade levels and across disciplines as evidenced by a number of assessment indicators.**
- **To improve support services and create opportunities for all students to reach their academic potential.**

#### MVHS Goals-5\_

The MVHS Goals-5\_ is unique to our school and introduced by Principal Renate Jefferson in 2002 to address a number of concerns. While our initial Critical Academic Needs were satisfactory in 2000, the faculty expressed the difficulties of “measuring” our progress towards attainment of the goals. Moreover, while many improvements were made in California high schools since the introduction of *Second-to-None*, there existed continued concerns nationwide on poor results in student achievement. Hence, a new document, *Aiming High* (built on the legacy of *Second-to-None*) was introduced as well as the *No Child Left Behind* legislation. While the MVHS community has continued to work hard to maintain among the highest levels of student achievement statewide, we wanted to incorporate the sound educational tenets espoused in *Aiming High* to improve our curricular offerings and student support services.

In 2002, our departments expressed frustration with the original Critical Academic Needs. While the original Critical Academic Needs goals were “nice” statements encouraging and supporting student achievement, the goals were more theoretically oriented—not tangible and measurable. The MVHS Goals-5\_ delineated the Critical Academic Needs into tangible and more readily measurable student performance indicators. This alleviated the concerns with the “theoretical, but difficult to measure” Critical Academic Needs.

- 1) Inspired by our district motto, *Individual Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support*, each school in the district developed Key Results Areas. The Murrieta Valley High School Key Result Areas are aligned with our WASC Critical Academic Needs (CAN) and the MVHS Goals-5\_. In connection with the WASC *Focus on Learning* process, our stakeholder have identified our Key Results Areas as follows:

#### Key Result Areas (2003-2004):

- A. Improvement of student performance:
  1. Raising the API from 727 to 740.  
Methodology: Teaching to the standards, taking benchmark assessments and giving common standards based finals in core subject areas; common writing

workshop #2 for all English teachers.  
Measurement: Test data

2. Increasing the GPA from 2.73 to 2.93 (Grade 9)  
Increasing the GPA from 2.64 to 2.86 (Grade 10)  
Methodology: Motivational strategies, setting high expectations in the classroom, holding students accountable, GPA class competitions.  
Measurement: Each 6-week class GPA analysis
3. Increasing the AP exam pass rate from 57% to 68%  
Increasing the numbers of students taking the exam by 10%  
Methodology: Strong encouragement for students to enroll and remain enrolled in AP courses; learning coordinators and learning directors meet with AP students to encourage and support students; staff development for AP teachers so that all teachers know the AP curriculum.  
Measurement: AP Test data analysis
4. Each teacher lists the ESLR, Standards, and Objective for unit and Agenda on the board for each lesson/unit. Measurement: Daily walk-about

B. To improve student support services:

1. Each learning team visits each grade level core classroom a minimum of two times each grading period to observe student engagement in learning.  
Measurement: Self reporting of each team
2. Each learning team meets with struggling students (as identified after the first six week progress report card or by referral) to offer support, mentorship and student tutoring. Determinant: GPA/behavior referrals.  
Measurement: Self reporting of each team
3. Build developmental assets into each staff development activity.  
Goal: For Students and staff to feel caring relationships (Measurement: Staff meetings/agendas and annual student survey

Our District Director of Assessment, Research and Categorical Programs, Guy Romero, worked with the site staff, to determine progress on the MVHS Goals-5\_. The findings, after the first year of implementation, were summarized in a memorandum to the Superintendent as follows:

MVHS Goal-5_	Baseline	Target	Results
<b>1. Raise the API 25 points</b>	698	723	727
<b>2. Increase GPA by .25</b>	-	-	-
• <b>Grade 9</b>	2.68	2.93	2.73
• <b>Grade 10</b>	2.61	2.86	2.64
<b>3. Increase the CAHSEE pass rate by 25% (Class of 2004)</b>	67%	92%	85%
<b>4. Increase the Total AP Exam pass rate by 25%</b>	60%	85%	57%
<b>5. Increase the rate in which students feel that the school provides “meaningful” activities by 25%</b>	49%	74%	49%

MVHS Goals-5\_-Evaluation of Results for 2002-2003 School Year

- MVHS exceeded the API goal. CAHSEE passing rate increased by 18 points. These two goals impacted all students in grades nine through eleven.
- Increasing the GPA by .25 was a goal many thought would happen. GPA growth was achieved in the 1<sup>st</sup> and 2<sup>nd</sup> progress reports of each grading period, and the target growth occurred at the end of semester one. However, the final grading period saw grades dip. Our Student Performance Action Plan demonstrates that staff members are working to prevent a repetition of this decline.
- The AP passing rate set at 85% and the goals to increase “meaningful participation” may need to be refocused. Both goals may not be the desired target. The AP passing rate has been under review with the College Board and a new direction is to increase participation rates.
- Murrieta Valley High School increased the participation rate 14% over the previous year.
- The “meaningful participation” goal may have been the most misdirected goal. Year long emphasis, both at the site and District level, was connecting adults with students.
- “Meaningful participation” was measured based on the following three questions:
  1. *I do interesting activities at school.*
  2. *At school, I help decide things like class activities or rules.*
  3. *I do things at my school that make a positive difference.*
- “Caring relationships by adults in school” was measured based on the following questions:
  1. *At my school, there is a teacher or some other adult who really cares about me.*

2. *At my school, there is a teacher or some other adult who notices when I am not there.*
3. *At my school, there is a teacher or some other adult who listens to me when I have something to say.*

- The “caring relationships” theme results showed that overall, 75% of students in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades answered “yes” to the questions above.
- Targeting growth in caring relationships may be the more appropriate choice.

In conclusion, MVHS Goals-5<sup>2</sup> had an impact on overall student academic achievement as measured by the results of CAHSEE and API. Continued emphasis on GPA and increasing participation in AP exams and school environment may be appropriate.

### Calendar Year/Daily Schedule

Murrieta Valley High School is on a single-track, 180-day schedule designed to facilitate family cohesiveness with elementary and middle schools in the district. This represents a change from the former modified year-round schedule. MVHS switched to a block schedule beginning with the 1995-96 school year to better meet the needs of its students. To accommodate projected increases in enrollment and expand curricular offerings, the staff approved a different block schedule, a “*Modified 3 X 3 + 1*”, which was piloted during the 2000-2001 school year. Patterned after an “A-B” block schedule plus an enhancement/tutorial period implemented in the state of Virginia, years of research indicated this model provided for substantial gains in learning, particularly in language arts and mathematics. Students attend 4 of 7 classes, which may include a mandatory study skills class or enhancement period on a daily basis. The modified block format has provided for longer science labs, more collaboration in cooperative groups and more sophisticated technology-enhanced class presentations. Additional benefits of the enhancement period have included: increasing elective offerings of teacher/student interest; allowing for flexibility for *ROP*, *Work Experience* and *School-to-Career* programs; providing for *SAT/ACT* preparation or *Advanced Placement* study periods; and incorporating study skills classes to provide further assistance to students. Moreover, this model has allowed teachers to continue to teach in the current block configuration. We discovered another benefit wherein the *Modified 3x3+1* schedule did not require additional staff (above the needs of class size reduction and normal ADA growth).

To accommodate student growth, MVHS adopted a staggered schedule for the 2002-03 school year to enable 11<sup>th</sup> and 12<sup>th</sup> grade students to attend classes two hours earlier than our freshmen and sophomores. The staggered block schedule eased some of the overcrowding concerns. In August 2003, Vista Murrieta High School opened, which resulted in a reduction in enrollment at MVHS. Accordingly, a new block schedule was adopted as follows:

2003-2004 BELL SCHEDULE
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Schedule A	Schedule B	Minimum Day
<b>Period 0</b> 6:33-7:23 <b>Period 1</b> 7:30-9:13 <b>Break</b> 9:13- 9:23 <b>Period 3</b> 9:31-11:11 <b>Lunch A</b> 11:18-11:48 <b>Period 5</b> 11:18-12:08 <b>Period 5</b> 11:53-12:43 <b>Lunch B</b> 12:13-12:43 <b>Period 7</b> 12:50-2:30	<b>Period 0</b> 6:33-7:23 <b>Period 2</b> 7:30-9:13 <b>Break</b> 9:13- 9:23 <b>Period 4</b> 9:31-11:11 <b>Lunch A</b> 11:18-11:48 <b>Period 5</b> 11:18-12:08 <b>Period 5</b> 11:53-12:43 <b>Lunch B</b> 12:13-12:43 <b>Period 6</b> 12:50-2:30	<b>Period 0</b> 6:33-7:23 <b>Period 1-2</b> 7:30-8:30 <b>Period 3-4</b> 8:40-9:40 <b>Period 5</b> 9:50-10:20 <b>Period 6-7</b> 10:30-11:30
<b>LUNCH A (Room Numbers):</b> 133, 134, 637, 640, 644, 646, 652, 702-840, 906-929		
<b>LUNCH B (Room Numbers):</b> 91-98, 113-132, 601-636, 648, 670-681, P.E. Area		

### Instructional Minutes

School schedules are determined by each school site and are approved by the MVUSD Board of Education prior to each school year. For the 2003-04 school year, there are 162 regular days for a total of 65,070 instructional minutes. In addition, there are 15 minimum days scheduled for a total of 4,320 instructional minutes. Murrieta Valley High School has 65,070 total minutes in comparison with the state required minimum of 64,800 instructional minutes.

### Facilities

The MVHS campus is housed on 52 acres with 152 classrooms, 6 computer and technology labs, a photo lab, video production studio, automotive shop, classrooms for ceramics, food and clothing classes, science labs, a two-story foreign language building and a performing arts center. Athletic facilities include a swimming pool, gymnasium, football stadium, soccer fields, a running track, softball fields and basketball courts. In addition, the school houses a library, cafeteria, administrative offices and a staff lounge.

The District's Operations, Maintenance, Grounds and Irrigation Departments provide upkeep, maintenance and cleaning of the high school. Schools are cleaned daily and ongoing corrective and preventative maintenance are scheduled on a routine basis. Work order requests are assigned through a computerized paperless work order system. These services ensure the cleanliness, functioning and aesthetic appearance of the District's school facilities. For the 2003-2004 school year, renovation projects include the MVHS Performing Arts Center and cable access to all classrooms.

### School Safety

School safety is a high priority at all district schools. MVHS is a closed campus. Visitors and volunteers must report to the office for permission to be on campus. Campus security, administrators and resource officers are on campus daily to monitor the campus, supervise students and ensure a safe, clean and orderly environment conducive to learning. The school discipline policy is outlined in the *MV Guide* (student handbook) which contains school rules and regulations and expectations for students.

The MVHS Comprehensive School Safety Plan was adopted in compliance with *California Education Code 35294.1 – 35294.9* and the *District Safety Plan*, which are reviewed annually. In addition, MVHS has an Emergency and Disaster Preparedness

Plan which specified procedures for dealing with fire, flood, earthquakes, acts of violence, hazardous materials, disaster recovery organization and student accountability following a disaster. Emergency evacuation drills are conducted throughout the school year. As with all district schools, MVHS meets county and state safety regulations as our facilities are inspected annually by local and state agencies.

Staff

The school has a School Site Council, one principal, a deputy principal, four learning directors (formerly assistant principals), eight learning coordinators (formerly counselors), one dean, one activities director, one athletic director, a student leadership program, a *Parent-Teacher-Student Association (PTSA)* and various ad hoc committees. The faculty consists of 157 teachers. The teacher gender distribution is 53% male and 47% female. Of the teaching staff, 99.3% hold full credentials. MVHS currently has 1 teacher who has an emergency credential. The staff is further supported by a school psychologist, one speech and language therapist, a nurse and health clerk, one part-time adaptive physical education specialist, one certificated librarian, two full-time library clerk, one part-time library clerk, a campus resource officer and eight campus security personnel. For the 2003-2004 school year, certificated staff members were given a total of 18 minimum days, as well as three “buy-back” days for professional development seminars and WASC related meetings and two prep days.

Support Staff

The office staff consists of six team secretaries, a receptionist, two registrars, three full-time attendance clerks, two bookkeepers, one administrative clerk for activities, one athletic clerk and two general support clerks. There are twenty special education aides. Nine nighttime, two daytime custodians and two locker room attendants are assigned to the school. Grounds, maintenance, and operations are assigned at the district level.

We are very proud of our outstanding and highly capable teaching staff. As the chart below shows, we are fortunate to have a highly qualified faculty:

CLASSROOM TEACHER CREDENTIALS

School Year	# of Teachers	Full Credential	Emerg.Credential	Waivers	% w/ Full Cred.
<b>2000</b>	128	119	7	2	94%
<b>2001</b>	138	127	10	1	93%
<b>2002</b>	145	134	12	0	92%
<b>2003</b>	157	156	1	0	99%

AVERAGE TEACHING LOAD AND DISTRIBUTION

Subject	2001				2002				2003			
	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+	Avg.	1-22	23-32	33+

<b>English</b>	23.09	<i>78</i>	<i>58</i>	<i>12</i>	25.48	<i>68</i>	<i>52</i>	<i>33</i>	20.88	<i>59</i>	<i>77</i>	<i>10</i>
<b>Math</b>	23.15	<i>59</i>	<i>43</i>	<i>6</i>	24.15	<i>65</i>	<i>45</i>	<i>13</i>	22.56	<i>60</i>	<i>57</i>	<i>5</i>
<b>Science</b>	29.22	<i>10</i>	<i>61</i>	<i>15</i>	30.34	<i>3</i>	<i>63</i>	<i>31</i>	26.40	<i>14</i>	<i>76</i>	<i>8</i>
<b>S. Science</b>	29.69	<i>6</i>	<i>58</i>	<i>23</i>	30.36	<i>5</i>	<i>66</i>	<i>24</i>	26.97	<i>15</i>	<i>78</i>	<i>33</i>

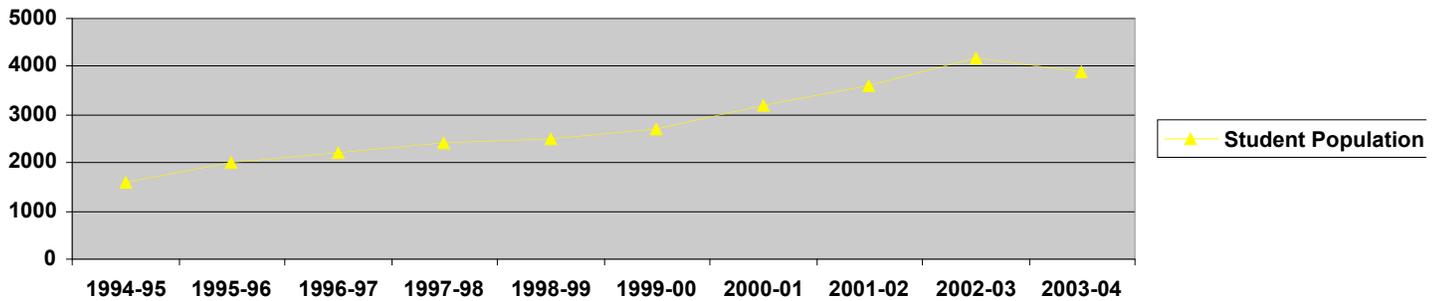
Numbers in Bold = Number of Students in the Class

Numbers in Italics = Number of Classes/Sections

## ENROLLMENT TRENDS

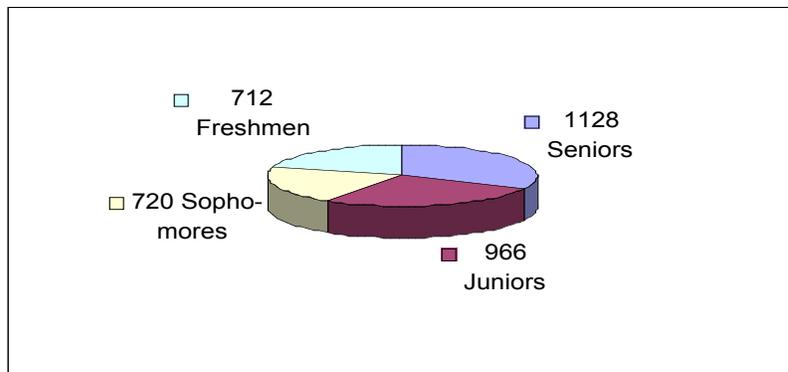
### Student Enrollment Patterns

Since its inception thirteen years ago, Murrieta Valley High School has experienced a dramatic increase in growth. There were approximately 1,600 students during the previous WASC visitation in 1994-1995 as compared to almost 3,600 students presently. We reached a high of over 4200 students in the 2002-03 school year. The increase in enrollment parallels the population boom in the city of Murrieta.



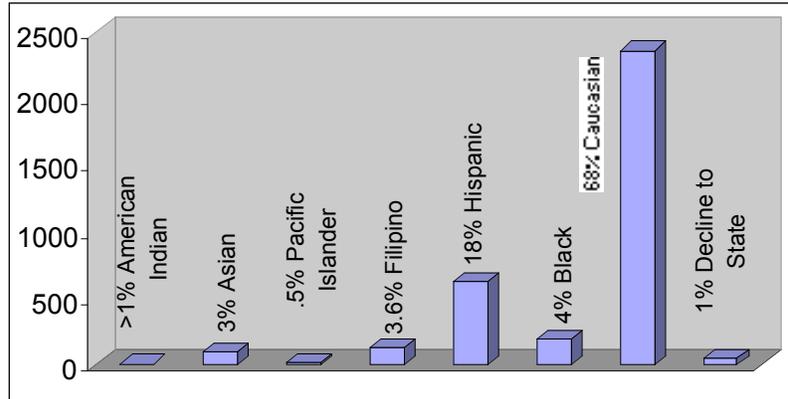
## ENROLLMENT BY GRADE LEVEL

Currently, 3,599 students are enrolled for the 2003-2004 school year. This represents the enrollment data as of September 2003. Of the students enrolled, 712 are freshmen, 791 are sophomores, 1,124 are juniors and 972 are seniors.



## ENROLLMENT BY ETHNICITY

MVHS is experiencing continual changes in the diversity of our student population. Currently, 2429 (68%) of the students enrolled are Caucasian, 661 (18%) are Hispanic, 196 (4%) are Black, 131 (3.6%) are Filipino, 102 (3%) are Asian, 20 (.5%) are Pacific Islander, 10 (less than 1%) are American Indian and 50 (1%) declined to state. The gender distribution is 49.7 percent male and 50.2 percent female.



Total Enrollment 3599 (as of September 2003)

#### SPECIAL PROGRAMS ENROLLMENT

Program	2000-01	2001-02	2002-03	2003-04
English Language Program	72	85	110	102
Special Day Class	54	69	94	104
Resource Specialist Program	188	223	255	228
AVID	62	109	128	134
Independent Study	29	37	37	9

#### Attendance Rates

The attendance rate for 2002 - 2003 school year was at a 95.5% average. The drop out rate for the 2002-2003 school year was at .98%, less than 1%. Dropout rates are well below statewide average while attendance rates remain high.

#### CUMULATIVE ATTENDANCE RATES

Average Daily Attendance	2000-01	2001-02	2002-03
Enrollment	3,165	3,664	4,223
ADA Percentage	94.8%	95.12%	95.5%

Suspensions and Expulsions

MVHS takes a very pro-active approach to conflict resolution and intervention strategies to reduce suspension and expulsion rates. Although the actual numbers of suspensions and expulsions have increased annually, relative to substantial increases in enrollment, our suspension and expulsion rates remain at statistically low levels. We have not kept records by ethnicity or gender. However, this year, we will disaggregate this data by grade level, ethnicity and gender. We will also keep track of how many of the incidents involve the same student. The continuing dissemination of the disaggregated data will enable the grade level teams to develop pro-active and sustained intervention strategies. In addition, action steps have been incorporated in two of our action plans, *Student Support Action Plan* and *School Culture Action Plan*, to further reduce the already low percentage levels of disciplinary incidents.

SUSPENSIONS/EXPULSIONS/TRANSFERS

<b>Suspension Report</b>	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>
<b>Enrollment</b>	3,165	3,664	4,223
<b>Suspensions</b>	263	390	453
<b>Expulsions</b>	9	14	16
<b>Administrative (Involuntary)Transfers</b>	0	0	0

Socioeconomic Status--Free and Reduced Lunch

Murrieta Valley High School's free/reduced lunch percentages have remained relatively similar for the four-year period between 1999-2000 and 2003-2004.

FREE/REDUCED LUNCH

<b>Murrieta Valley</b>	<b>Enrollment</b>	<b>Free #</b>	<b>Free %</b>	<b>Reduced #</b>	<b>Reduced %</b>
<b>2003-2004</b>	3,674	N/A	N/A	N/A	N/A
<b>2002-2003</b>	4,223	278	.066	182	.043
<b>2001-2002</b>	3,664	241	.066	186	.050
<b>2000-2001</b>	3,165	193	.060	135	.042
<b>1999-2000</b>	2,808	228	.081	173	.062

**NOTE: 2003-2004 Free and Reduced Lunch figures are not yet available.**

## **SPECIAL SCHOOL FEATURES**

### **Curricular Programs**

#### Advanced Placement Program

MVHS offers a rigorous college preparatory, UC/CSU approved core curriculum. Emphasis is placed on students' understanding of the UC/CSU a-g requirements. In addition to numerous Honors classes, we offer Advanced Placement courses in the following areas: *Physics, Literature, Biology, Government/Politics, Psychology, Studio Art (beginning 2003-04), Statistics, Calculus, Art History, Spanish, French (through 2003 school year), U.S. History, European History and Language Composition.* Enrollment in Advanced Placement classes is currently at more than 910 students. In addition, a number of courses, including *College Calculus* and *Finite Math* have been offered in conjunction with Mt. San Jacinto Community College in prior years. Budget cuts at MSJC led to the loss of these courses for the 2003-2004 school year.

#### Advancement Via Individual Determination (AVID)

Our first group of Advancement via Individual Determination (AVID) students graduated as part of the Class of 2003. All fifteen AVID graduates received at least one letter of acceptance from a four-year university. Several of the graduates were honored with up to four letters of acceptance. AVID classes launched at MVHS in September 2000. The mission of our AVID program is to ensure that all participants, particularly under-represented and low-income students, are capable of completing a college preparatory path by taking a rigorous curriculum, participating in school mainstream activities and by developing into productive citizens and responsible leaders in a democratic society. The AVID courses are designed to help students compete academically by positively reinforcing attitudes through self-awareness and motivational strategies and developing success-enhancement skills such as note taking, outlining, effective written and verbal communication, vocabulary development, research and test-taking (especially college entrance/placement preparation). In addition, the AVID program provides learning support services with a well-trained team that includes an AVID coordinator/instructor and AVID instructors supported by a Learning Director and Learning Coordinators. For the 2002-2003 school year, many activities were planned to include interacting with guest speakers, visiting college campuses, preparing for SAT/ACT examinations, applying for colleges and financial aid and receiving tutorial services from college students. Currently, 134 AVID students receive instruction from five AVID teachers and additional support from grade level teams and Avid tutors.

#### College Partnership

Murrieta Valley High School has had a strong partnership with Mt. San Jacinto Community College. For the past eight years, MVHS has offered college courses on its campus. MVHS has been able to offer College Pre-Calculus, College Calculus, College Finite Math and College Algebra. MVHS offered these courses until this school year. MVHS had planned on offering Dosage Calculations and Medical Terminology on the

school's campus. Mt. San Jacinto Community College, MVHS and Southwest Healthcare Systems had developed a strong partnership to offer students pre-requisite nursing courses on the MVHS campus and an internship at the local hospitals to allow students to continue their nursing program at Mt. San Jacinto Community College. Due to recent legislation, co-enrolled classes cannot be offered on a high school campus during regular school hours. As a result, MVHS students were not able to take advantage of the college courses on our campus. However MVHS has a wide variety of course offerings to allow students to prepare for college and their career goals. The college math courses became AP Statistics, AP Calculus and Finite Math

MVHS has the following courses articulated with Mt. San Jacinto Community College: ROP Computer Information Systems, ROP Computer Information Systems CC, Accounting I, ROP Desktop Publishing/Web Design, and Business Principles and Management. Through the articulated agreement with MSJC, students will qualify for college credit for the articulated courses after completion of 12 units at MSJC and with a 2.0 average or better, if the student received a "B" or better in the articulated course.

### Scholarship Foundation

The Murrieta Valley Scholarship Foundation has been in existence since 1994. The Foundation has provided scholarships to ten graduating classes of seniors. In the past ten years, all seniors who have met the criteria and have applied for a scholarship have received a scholarship from the Foundation in the amount of \$250.00 or more.

In the 2002-2003 school year, the Murrieta Valley Scholarship Foundation provided 113 seniors with \$100,000 in scholarships. These scholarships are given by local businesses, community members, district and school staff members.

### English Language Development (ELD)

The English Language Development (ELD) program currently serves 44 English Language Learners (ELL). This number is subject to change monthly due to enrollment flux. The primary languages of the students include Spanish, Russian, Mandarin and Japanese. A BCLAD certified teacher/ELD Coordinator teaches three levels of English Language Development (ELD): ELD 1 (Beginners); ELD 2 (Early Intermediate to Intermediate); and ELD 3 (Intermediate to Early Advanced). *Making Connections* is the adopted text used in the classroom with various other materials used to supplement and facilitate learning. Our BCLAD teacher also coordinates matters pertaining to our ELL population thus acting as a liaison between home, school, district, and county. Other responsibilities include: monitoring compliance issues by updating Census R-30; administering CELDT and other assessments (primary language interviews within 90 days of enrollment) to identify and reclassify students and monitor progress, conducting ELAC (English Language Advisory Committee) meetings aligned with state requirements and tracking identified IFEP, RFEP, and LEP status of students on a regular basis.

Following a comprehensive needs assessment, the MVHS staff will continue to work with district staff to address the following needs for our English Language Learners:

- Increase in the numbers of SDAIE-Trained and CLAD-certified teachers across disciplines
- Sheltered Immersion program for other content areas
- EIA/LEP Teacher Assistant for various content areas
- Reading Intervention program for students who are still identified ELL and have been in our schools more than 5 years and do not qualify for other services

### Special Education

The Special Education Department, including our psychologist, 504 coordinator and speech and language therapist, provides support in many areas. For example, training and support is available for staff members who work with special needs students. Multiple workshops are offered each staff development day. Parents can attend workshops on parent rights, IEP policies and procedures, and IDEA. This training and support provides assistance to staff, students and parents and keeps our programs in compliance with legal requirements.

Children are eligible to receive special education and related services when they meet state and federal criteria established by law. There are thirteen eligibility criteria for special education: hearing impaired, visually impaired, specific learning disabled, speech/language impaired, other health impaired, emotionally disturbed, mental retardation, orthopedically impaired, multi-handicapped, autism, deaf, deaf/blind, and traumatic brain injury. Most students are served in district programs, including Resource Specialist Programs, Special Day Classes, and Speech. Some students, whose needs cannot be met in district programs, are served in either county or non-public school programs. Our Special Day Class (SDC) Program also provides additional support in a classroom for twelve to fifteen students who have behavior problems and need to be carefully monitored. This is a voluntary program and has been successful in helping students learn the skills to become successful in mainstream classes.

Special education is founded on some very important basic tenets. The first is the concept of a Free, Appropriate Public Education, commonly referred to as FAPE. The concept of FAPE means that any appropriate service that is required to assist a disabled child to realize reasonable benefit from their education. The second tenet is that of the provision of services to students in the least restrictive environment (LRE). The Individualized Education Plan (IEP) is important to the implementation of these tenets. The IEP team, which consists of qualified professionals, student and parents, develops the Individualized Education Plan.

We implement the basic provisions of the IEP through a full continuum of programs and services. This continuum refers not only to the type of services, but also to the manner in which the services are provided. The placement, types of services, and the manner in which they are provided are identified in the IEP.

Our district has the following special education resources projected for the 2003-2004 school year:

- 14 Speech/ Language Pathologists
- 1.5 Adaptive Physical Education (APE) Teachers
- 2 Occupational Therapist
- Contract services for Physical Therapy and/Occupational Therapy
- County itinerant services for visually impaired and hearing impaired
- Department of Mental Health services
- Inclusion Support Teacher

Service delivery to our students varies across the continuum of programs. Most of our students are provided services in the general education classroom with UC approved core classes. Others receive services "pulled out" of their regular classrooms or have a blended program. Our parents participate in the decision-making in relation to identification, placement, and services provided to their children.

We have several "full inclusion" students who have more significant disabilities. Each student has a program designed specifically to meet each child's individual needs. If the student is not meeting the goals of the IEP, even with all the appropriate supports and services in place, then the setting, including one of "full inclusion" is examined by the IEP team for a more appropriate placement.

At MVHS, there are currently 216 Resource Specialist Program (RSP) students monitored by nine RSP teachers through a full-inclusion model. In addition, 102 Special Day Class (SDC) students are served by six SDC teachers. Each RSP and SDC teacher has an instructional aide. These assistants are a critical part of the program designed to meet the unique individual needs of our students. RSP teachers, aides and the general education teacher collaborate how to best provide the needed modifications and accommodations to the students. For example, at times the RSP teacher may teach the lesson for the general education classroom while the general education teacher has writing conferences with each student.

Special education program funding comes to the district through the Special Education Local Plan Area (SELPA). Our district is a part of the Riverside County SELPA. AB 602, implemented during the 1998-99 school year, made significant changes in special education funding allocations. Funding no longer is based on Instructional Personnel Services (IPS) Units. The new funding model is based on a total district enrollment. This plan gives more flexibility to a district in terms of how funds are spent. The new formula, as in the past, is still dependant upon a local district contribution to special education. This amount is referred to as encroachment, and reflects the amount of general fund dollars spent to support special education. The encroachment for our district has increased in two years, but is still below the SELPA average. This increase is due to the rising costs of special education, especially where the formula is driven by caseloads, and by increased non-public school placements and costs.

### Psychological Services/Speech and Language Therapist

The district has nine psychologist positions. We have a group of highly skilled psychologists with extensive expertise in child development, special education eligibility and school site assistance, including family and crisis intervention. The primary responsibility of the school psychologists is assessment for special education. Our on-site psychologist also provides DIS counseling and sees many children who have emotional needs. We also have a Speech and Language Therapist on site who works with students to fulfill their language training as per their Individualized Education Plan.

### 504 Coordination

Section 504 of the Rehabilitation Act of 1973 calls for non-discrimination of individuals with disabilities. In education, this means that some children may be regarded as being disabled and need adaptations to their educational program in order for them to continue to participate. Each school site has a 504 Coordinator and a 504 Team. All sites have been trained in the issues and procedures related to the development of a 504 plan. The district has policies and procedures in this area which have been developed through this department. The coordinator of Special Education also serves as the District 504 coordinator.

### Regional Occupational Program (ROP)

Riverside County Office of Education offers several Regional Occupational Program (ROP) classes to 230 students at Murrieta Valley High School. ROP's mission is to enable students, via Career Technical Education, to become confident, responsible and knowledgeable team players, capable of achieving career success.

Classes located on our campus include the following:

**Computer Information Systems** – teaches students to use Microsoft Word, PowerPoint, Excel, and Access. Our students use an interactive, self-paced program to learn or improve keyboarding skills. Students have the opportunity to take an exam to earn them a Microsoft Office Specialist (MOS) certification. These exams are given at cost by ROP.

**Desktop Publishing** – assists students in the creation of business and personal documents, such as letterhead, business card, flyers, newsletters, and Web pages. Many students have taken the MOS certification test in Word.

**Southwest Justice Center Community Classroom** – helps students complete Internships at the Southwest Justice Center or Temecula Courthouse, working side-by-side with employees. They gain a variety of experience for working in an office and have the opportunity to see how the justice system works.

**Fashion Merchandising and Design** – prepares students for a job in Fashion or entrance into a fashion college. It covers personal image, apparel and accessory sales, display, buying, merchandising, marketing, drawing, and design. We are working on a collaboration with home economics/sewing.

**Small Business Management/Entrepreneurship** – provides students with the opportunity to investigate the essentials of owning and operating a small business. Each student develops a business plan.

**Retail Sales and Marketing** – helps students focus on the basic skills needed to obtain employment in the retail industry. Subjects covered include: cashiering, merchandising, selling, personal development, interpersonal skills, job skills, and interviewing skills. An additional internship course is also offered where students are placed at a local retail business for training. Our retail students are responsible for the running of the student store in the Hawk Rock Café.

**Automotive Technology** - involves students in hands-on training to help prepare the student for entry-level employment in the automotive service industry. Instruction includes diagnostics in electronic, fuel systems, emission controls and the use of diagnostic equipment. This course is the prerequisite for the advance auto technology class. Classes are available at the beginning of each semester. An additional internship class is also offered where students are placed at local automotive repair shops for training. This class fills up quickly!

The county and ROP coordinators communicate with our staff on a regular basis and are a valuable resource for career education at our campus.

#### Publications at Murrieta Valley High School

The publications program at Murrieta Valley High School consists of the *Talon* student newspaper and the *Image* yearbook.

The *Talon* is published by the newspaper production class approximately seven times per year, and each edition is usually between 16 and 24 pages in length. The newspaper is tabloid in size, is created using Adobe PageMaker software and is printed by So Cal Commercial Printing in Riverside. The content of the newspaper includes the front-page news section, an opinion section, a features section, an arts and entertainment section and a sports section. In addition, there is a special section called "Stick it on the Fridge," which features student poetry, photography and artwork. Contributions for this section are solicited from the student body as a whole, and response is usually positive.

Papers are counted out by classroom enrollment and delivered by student staff members to each class that is in session during the newspaper period.

Students learn the basics of good journalism, which include writing news and features, interviewing, conducting polls and surveys, covering beats, working under a deadline

system, studying and practicing good journalistic ethics as well as learning aspects of quality photojournalism. Students use technology to write their stories and design and lay out their pages, as well as using Adobe PhotoShop for placing of photographs.

Each year, approximately twenty to twenty-five students participate in the newspaper production class, with ten of those students acting as student editors, each responsible for a different section of the paper, and one editor-in-chief. The paper is student produced, with the adviser serving as facilitator.

The student newspaper has been well received by the school community. It can be found in many businesses and has received several awards, including a first-place ranking from the American Scholastic Press Association last year.

### Yearbook

Approximately thirty-six students, broken up into two class periods, produce the *Image* yearbook. Yearbook students also learn many of the same journalistic skills as the newspaper students, but with more of an emphasis on photography and page design. Yearbook also uses Adobe PageMaker, as well as the yearbook publisher's (Jostens) software, called Yeartech, for production of pages. Students learn how to create the yearbook pages, crop and label photos, use digital equipment and burn CDs.

A student editor-in chief is in charge in each of the two classes and a sports editor manages the sports section. The book also contains student life, academic, club and organization, faculty, senior and underclass sections, as well as an index. Student teams with a team leader are assigned to put together each of these sections.

As with newspaper, students learn to manage their time while working under a stringent deadline system. While newspaper deadlines are flexible, as they are arbitrarily set by us, yearbook deadlines are set by the plant, and if not adhered to cause loss of time in the plant, which costs us additional fees, and the possibility of not receiving the book on time. Students on the newspaper and yearbook staffs spend many hours working after school on their respective publications.

### Drama

Over the six years since WASC was here, Drama has received several awards. Every year, we have had several students receive special awards at the high school theater festival in January, based on their performances in the fall play. We have had three seniors make finals at the same festival and one go on to nationals. We have had one musical go main stage at the MACY awards in Los Angeles and many students chosen for individual awards at this same adjudication. We have won best scene of the tournament and best male monologue at Chapman University's Shakespeare festival. We won 1st 2nd and 3rd place at the Fullerton High School Theater Festival, in individual events. MVHS has had students chosen from the thousands auditioning every year for the California State Summer School of the Arts. This year seven were chosen from our high

school and four of them were from the drama program. Only 400-500 kids are chosen from the state, the nation, and other countries as well. We Have never had fewer than two students chosen.

Since WASC was here last, drama has mounted nineteen productions. Every year, we have seniors accepted to some of the most prestigious performance schools in the nation. We have also sponsored school wide activities on behalf of the bombing in Oklahoma City and the September 11 attack.

Drama has started a popular Children's Theater program, which has performed for elementary students from our district as well as Temecula and Lake Elsinore for the last two years. Children's Theater provides opportunities for audience participation and lessons for elementary teachers. Our Drama Coordinator served for the past nine years as the program chair for the high school festival in January, sponsored by the California Educational Theater Association.

### Music Programs

The Vocal Music Program at Murrieta Valley High School has grown from 40 members to over 200 members since 1995. Starting with only two choirs, now the program has five different choirs - Concert Choir, Women's Ensemble, Advanced Chorale, Jazz Choir and Chamber Singers. The choirs continue to receive Superior Ratings and festivals and on tours. They give over eleven home concerts in addition to outside festivals and competitions. The Chamber Singers took first place at the ACDA Golden State Choral Competition last year and the Chorale took 2<sup>nd</sup> place the previous year at the same competition. The elite Chamber Singers, have also taken first place at *Carolfest* in Newport Beach. This year the Chamber Singers were accepted to perform at the American Choral Director's Association Regional Convention to be held in February of 2004. Over 300 audition tapes were submitted and only fifteen groups were chosen to perform at this annual event. Last summer, the Chorale was invited to perform in Berlin, Germany as the opera chorus for a brand new *Opera Electronica, Paradise Lost*, written by world renowned composer, Eric Whitacre. The opera will make its United States debut at Cal State Long Beach in February of 2004. The MVHS Vocal Music Program is considered one of the top high school choral programs in Southern California.

### Instrumental Music

The instrumental music program at MVHS has grown substantially in the last two years. Our Marching Band/Color Guard, the Crimson Cadets have set an incredible standard in Southern California. They have been named one of the *Up-and-Coming-Bands in Southern California*. During their first year under the direction of director Kenneth Mello, the Crimson Cadets competed throughout Southern California in Class 3A. They won over 20 awards during the fall of 2001. The following year, the group improved and grew and performed one division higher, Class 4A. This year marked a new era for the program. The Crimson Cadets beat out over 300 groups to be one of the top 4A bands in Southern California and also made it to Championships. At Championships, again, the group showed their strength and received fifth place. This same year, the group won

numerous awards including first place at the Vista High School, and Temecula High School tournaments. This year again marks another year of growth. The Crimson Cadets will be competing in Class 5A, with over 150 members strong, the group is proving to be one of the top bands in Southern California. Along with our Marching Programs, our concert/jazz groups have shown great success as well. The Wind Ensemble/Wind Symphony have received Superior Ratings at Festivals for the past two years and received first place in a National Competition in San Francisco, California for both Ensembles. The growth and achievements of these programs is only the beginning. Through collaborative efforts, the parents, students and music staff will continue to create one of the strongest instrumental/color guard programs in the state.

## **Academic Teams/Programs**

### Academic Decathlon

MVHS students have achieved much success in Academic Decathlon competitions, which consist of seven tests of academic strength and three events for communication skills. We have encouraged our students to participate to develop a greater respect for knowledge; promote wholesome inter-school competition in academic areas of study and interests; stimulate intellectual growth and achievement and encourage public interest and awareness of outstanding programs in secondary school. A maximum of nine members and minimum of six members (at least two in each GPA group) are allowed on each team. The team is structured by grade point averages: Honor Group (3.75-4.00 GPA), Scholastic Group (3.0-3.74 GPA) and Varsity Group (Under 3.0 GPA). The academic tests include: art, language and literature, music, mathematics, economics, science, and the super quiz, which is a different, subject every year. The communication skill test includes: a formal speech and impromptu speech, an interview, and an essay. Gold, Silver, or Bronze medals are awarded to individuals in each subject area within each grade point group. The best overall team scores in each category are also awarded medals. At the most recent Academic Decathlon competition during the 2002-03 school year, we are proud that our seven-member MVHS team was recognized as follows:

- 1) Bronze medal in the team interview
- 2) Bronze medal in the speech category
- 3) Silver medal in the math category
- 4) Highest score in school team

### California Scholastic Federation (CSF)

CSF has been recognizing high achieving students for the past nine years. It is a club in which students who excel academically and who strive to contribute to our community are recognized upon graduation. Until two years ago, CSF members sponsor a Holiday Party for Headstart Preschool in Murrieta. These preschool children are entertained by CSF members through music and dancing, storytelling, gift-giving, craft-making, and game-playing activities. As our school grew from a few dozen CSF qualifying members to several hundred, our members complete community service by providing tutoring for all students who requested tutoring in the school district. CSF students are required to provide four hours of tutoring per qualifying semester. Our most dedicated members are

annually honored at the Nighthawk Award Ceremony. We had sixty-eight CSF students graduate with the 2003 senior class.

### Mock Trial

Students receive practical training and the opportunity to explore different areas of study in their endeavor to compete successfully. Students can increase their effectiveness in speaking, listening and writing situations as well as develop social and political awareness, which helps them be successful in their student years, future careers and as members of their community. Twenty-two students are involved in Mock Trial.

Through Mock Trial, our students have increased their proficiency in basic skills, critical thinking skills and interpersonal skills. In addition, our students have developed an understanding of the link between our Constitution, our courts, and our legal system.

### Odyssey of the Mind

In the 2002-2003 school year Murrieta Valley High School had two Odyssey of the Mind teams. Both teams were very experienced with an average of five years of experience per team member and both teams had been to world finals previously. The older team had seniors, a junior, a sophomore and a freshman. This team worked on two of the five problems and created one solution that satisfied both problems. They built a robotic fish which could speak, move and project objects. The setting of the solution was in Ancient China, so they also built a multi-staged ancient statue. The decorations for their set were infused with modern art inspired pieces including an eight-foot tall costume worn by one of the characters. The team worked countless hours to make all of these aspects to the solution work together seamlessly. At the regional level, they won first place for both problems to progress to the state level where they became eligible to compete in both problems at the world competition. At the world competition they received the bronze medal for more technical problems. They placed ninth place in the more performance-based problem. The younger team consisted of seven team members, all freshmen. This team's problem was both performance based and humorous. They chose a setting of the Greek gods and goddesses on Olympus. They also won at the regional level, the state level and placed in the top half of the forty-nine other teams they competed against at the world finals. For both teams it was a memorable experience representing our county and then the State of California at the world finals.

### Technology and Media

Technology availability continues to improve each year. After district funding provided a computer with internet access for each classroom, Digital High School funds were dedicated to increasing the number of computers in classrooms, upgrading computer labs, and staff development. We have a total of 600 computers on campus. Eight computer labs, including a multimedia lab, serve the general population. All ninth grade students are enrolled in a Computers/Careers course that combines career exploration with computer skills. Students have the opportunity to expand their understanding of

technology through business programs such as: Graphic Design, Introduction to Multimedia and ROP Web Page Design.

A library computer lab is available for classes supervised by teachers. Research is the primary focus of this lab, with online databases, periodical databases, and CD-ROMs. Two periodical databases, EBSCO and SIRS, are accessible from each classroom computer. Both databases have home access for students with the Internet. Twenty-five computers are in the library for individual use by students. In addition there are two portable labs that can be checked out by science and visual/performing arts teachers for use in the classrooms.

A NetTV was provided to every English classroom. Teachers use the TVs for visual presentations, computer-generated notes and PowerPoint presentations. English classes also have one additional computer for student use. Foreign Language classrooms also have NetTVs and additional computers in their classrooms. Software is installed on the library lab for foreign language practice and Advanced Placement preparation. SAT and ACT preparation software is used by our AVID classes in the library lab. We also have twenty-five LCD projectors available for teacher use, four digital cameras, 2 video cameras, and 4 laptop computers which circulate from the library for teacher and student use in the classrooms.

Our media students film all events on campus, provide clips for the "Spotlight of Success" production and are training for future careers in film and video productions.

The Accelerated Reader and STAR Reading Programs are installed on the library and English classroom computers. All teachers have an electronic grade book program, GradeQuick. Grades are electronically submitted every eight weeks. This improves communication between staff, parents, and students. For the 2003-2004 school year, MVHS is piloting an automated attendance program through the attendance office, which would provide automated data concerning tardies, truancies, and absences.

We are fortunate to have on-site technical support. One computer technician and one computer assistant are housed on campus. Work orders can be generated via the computer to a central location, or messages left by phone. Repairs and upgrades take place in a timely manner.

Number of Computers	600
Number of NetTV	47
Number of Laptop Computers	35
Number of LCD Projectors	25

### **Co-curricular Activities**

In addition to strong academic and career-oriented programs, MVHS is proud of its outstanding co-curricular programs.

## Associated Student Body (ASB)/School Clubs

By winning top honors from the *California Association of Directors of Activities (CADA)* for six consecutive years, our student leadership program continues the “tradition of excellence”. While being recognized as an exemplary CADA/CASL Leadership Program is important, our ASB’s main objective is to serve our student body and embraces the philosophy of “*Leadership In Action...Not Position.*” Our Student Government Program is comprised of two groups, the Associated Student Body and Student Senate. The student government program consists of over 100 members to fully serve a student body of 3,600 students as strong advocates. The ASB is the student elected organization, while the role of the Senate is to complement ASB and provide training to future campus leaders. Training, team building and student empowerment are important components of student government. Our leadership students have trained in *True Colors* during an *Inland Valley Leadership Day* and participated in *Area F* and *CASL* training. Several speakers, including Curt Marsh, provided training in ethics and sportsmanship. Other student leaders have attended diversity training. Student government also trained with PLUS (Peer Leader United Students) Program members and PALS (Peer Assistance Leaders) to acquire conflict resolution skills. Their skills have been utilized in Unity Forums to broaden an appreciation for diversity schoolwide.

Other features which make our ASB distinctive ranges from academic and socio-personal support for the MVHS student body to community outreach. ASB sponsors *Nighthawk Stars* (empowers students to win academic awards by listening to the bulletin every week), academic letters, academic ice cream socials, academic pep rallies and special dinners for high academic achievers. ASB has helped defray entry fee costs for academic clubs such as Mock Trial and Academic Decathlon and several performing arts groups. ASB is proud of and helps support over twenty student-chartered organizations on campus. For example, ASB worked closely with Link Crew to facilitate the adjustment to school of entering students. While Link Crew organized freshmen orientation days and activities, ASB instituted a student orientation program called “New Kids on the Block”. ASB regularly hosts lunches with new students, provides orientation information and engages in follow-up contact with new students. Student-chartered organizations include:

Aerobic Fitness	Choir
AMVAC (Amateur	Class of 2004
Murrieta Valley Astronomy	Class of 2005
Club)	Class of 2006
Anime Club	Dance Club
AVID	Drama/Thespian
Ballet Folklorico	Football
Black Student Union (BSU)	Full Effect Stomp Team
Boy’s Basketball	Future Entrepreneurs
Boy’s Wrestling	Girl’s Basketball
Cheer	Interact Club
Chess Club	Key Club

Baseball  
Mathletics  
Mock Trial/Academic  
Decathlon  
Model United Nations  
Nighthawk Productions  
Snowriders  
Softball

Spain 2004  
Student Venture  
Varsity Football  
Vocal Music  
Water Polo Club  
Web Design  
Wrestling  
Wrestling Booster

Outside of MVHS, our ASB is involved in community outreach. The activities include food drives held with the Temecula-Murrieta Board of Realtors, *Pennies for Patients-Leukemia Foundation*, *San Bernardino-Riverside Blood Bank Drive* and *Interact Club* with Rotary. ASB hosts a prom dance for senior citizens; an elementary leadership day for schools in our district as well as the *Inland Valley Leadership Days*. ASB also organizes powder puff football games to collect money for the *Californian Charities Campaign* as well as food and toys for our *Murrieta Firefighters*. A *comprehensive Red Ribbon Program* exists to enable leadership students, athletes, and other clubs hold rallies and provide leadership training at our elementary schools—thousands of students participate in this event. ASB also hosts annual community appreciation nights to recognize individuals and companies who have supported our high school.

Since 1996, the *Friendly School Exchanges* (cultural exchange activities) were organized with our sister school, *Itoshima High*, in Japan. In essence, the exchanges are home stay experiences where students and faculty members live in homes in Japan and the United States for a short time. This arrangement encourages the sharing between cultures and allows for a global education of our students leaders who participate in the program.

### Athletics

The MVHS Athletic Program is highly rated and very competitive in our area. Although proud of our *wealth of championships*, our top-caliber coaching staffs emphasize the critical importance of *academic achievement* with athletic prowess and the exemplary values of fair play and good sportsmanship. In the last two years, our athletic teams won five California Interscholastic Federation (Southern Section) championships. Over the same period, our varsity teams have won fifty-three Southwestern League Championships and numerous “mythical” Riverside County Championships. The athletic “crown jewel” is the California State Division I Girls’ Cross-Country Championships of November 2002. Our student-athletes’ achievements are paralleled by high-caliber coaches recognized for their own accomplishments. Twelve Varsity Head Coaches have been honored as “Coach of the Year” by polls, newspapers, the California Interscholastic Federation and the Southwestern League. Of the twelve coaches, five have been honored with this recognition more than once. We have an outstanding coaching staff. Our coaches have been successful athletes themselves after competing at the college level and/or on professional teams. All bring a wealth of experience and great teaching techniques to all our student-athletes at Murrieta Valley High School.

Over 800 student-athletes participate in twenty-one sports each year. Varsity teams have won 53 Varsity League Championships—a feat nearly doubled at the junior varsity and freshmen levels. Student athletes have received numerous honors. Over three years, we have had 16 League Most Valuable Players, an average of 88 individual All-League athletes, an average of 16 All-CIF performers, 62 All-Valley Team honors and four student-athletes who made All-American in their respective sports. While proud of our athletic honors, academic achievement is at the forefront of the MVHS athletic program. Our teams have won awards for academic achievement. Our girls golf team finished with the second highest G.P.A. in the CIF Southern Section with a 3.87 G.P.A. for 2002 and first in Riverside County for all schools. In 2000, our Varsity Football team was first in Riverside County with a combined grade point average of 3.31. For two years, Girls Soccer received recognition as one of the highest academic teams in the nation by being named to the “National Scholastic All-Academic Team”. Our Boys Soccer team received the same recognition spanning from 1999 to 2001. Our overall academic achievement is so high that all but three of our varsity sports have been nominated to the State CIF as candidates for the top G.P.A., by sport, in California. We have had nineteen students who received “Full Scholarships” to colleges and another nine received partial scholarships.

			<b>2000</b>			
	<i># of Athletes</i>	<i>All-SWC</i>	<i>All-Valley</i>	<i>All-CIF</i>	<i>Scholarships</i>	<i>Other</i>
Cross Country	83	3-Girls 1-Boys	3-Girls 4-Boys	1-Girls 1-Boys	2	SWL Champs
Football	289	14	12	2	1	
Girls Golf	20	7	2	0	1	SWL (MVP)
Girls Tennis	22	6	2	0	0	SWL Champs SWL (MVP)
Volleyball	38	3	2	0	0	SWL Champs
Boys Water Polo	32	5	5	2	0	SWL Champs
Boys Basketball	45	2	2	1	2	
Girls Basketball	41	5	3	1	1	SWL Champs All-Acad Team
Boys Soccer	50	3	3	0	0	2-NSCAA All-Acad Team
Girls Soccer	60	5	5	1	1	
Girls Water Polo	32	3	3	1	0	
Wrestling	90	4	4	1	1	
Baseball	45	4	2	0	0	
Boys Golf	20	4	3	2	2	
Softball	46	4	4	0	0	
Swimming	90	2	2	0	0	SWL Champs
Boys Tennis	25	1	0	0	0	
Track	170	12	12	3	0	SWL Champs
Cheer	70	88	0	16	0	

			<b>2001</b>			
	<i># of Athletes</i>	<i>All-SWC</i>	<i>All-Valley</i>	<i>All-CIF</i>	<i>Scholarships</i>	<i>Other</i>
<b>Cross Country</b>	83	4-Girls 2-Boys	7-Girls 4-Boys	1-Girls 1-Boys	2	SWL Champs (Boys/Girls)
<b>Football</b>	265	15	14	3	3	CIF Semi-Finalist
<b>Girls Golf</b>	20	5	2	0	0	SWL (MVP)
<b>Girls Tennis</b>	22	3	2	0	1	SWL Champs SWL (MVP)
<b>Volleyball</b>	37	2	2	1	0	SWL Champs
<b>Boys Water Polo</b>	32	5	5	2	1	SWL Champs
<b>Boys Basketball</b>	45	2	2	0	0	
<b>Girls Basketball</b>	41	1	1	0	0	All-Acad Team
<b>Boys Soccer</b>	50	6	2	1	1	1 All-American
<b>Girls Soccer</b>	60	6	5	1	1	NCSAA All-Acad Team
<b>Girls Water Polo</b>	32	2	3	1	0	
<b>Wrestling</b>	70	5	5	1	1	Indiv.CIF Champ, 2 <sup>nd</sup> in State
<b>Baseball</b>	45	4	3	0	0	
<b>Boys Golf</b>	20	3	3	2	1	SWL, CIF Champs
<b>Softball</b>	46	3	3	1	0	
<b>Swimming</b>	88	4	3	2	1	SWL Champs
<b>Boys Tennis</b>	24	1	0	0	0	
<b>Track</b>	170	8	8	2	0	SWL Champs
<b>Cheer</b>	72	0	0	0	0	

			<b>2002</b>				
	<i># of Athletes</i>	<i>All-SWC</i>	<i>All-Valley</i>	<i>All-CIF</i>	<i>Scholarships</i>	<i>Other</i>	
<b>Cross Country</b>	83	4-Girls 2-Boys	7-Girls 4-Boys	1-Girls 1-Boys	4	SWL Champs (Boys/Girls) State Champs-Girls	
<b>Football</b>	250	13	10	3	2	SWL Champs CIF Semi-Finalist 3.00 GPA Total	
<b>Girls Golf</b>	20	5	2	0	0	SWL (MVP) #6 in State	
<b>Girls Tennis</b>	22	2	2	0	0		
<b>Volleyball</b>	37	2	3	2	0		
<b>Boys Water Polo</b>	32	5	5	2	2	SWL Champs	
<b>Boys Basketball</b>	45	2	2	0	0		
<b>Girls Basketball</b>	40	6	4	0	0	All-Acad Team	
<b>Boys Soccer</b>	60	6	2	0	0		
<b>Girls Soccer</b>	60	6	5	1	1	NCSAA All-Acad Team	
<b>Girls Water Polo</b>	32	2	3	0	0		
<b>Wrestling</b>	61	1	1	0	0	All-League Honorable Mention	
<b>Baseball</b>	48	0	0	0	0		
<b>Boys Golf</b>	20	3	4	2	1	SWL, CIF Champs	
<b>Softball</b>	46	23	3	1	1		
<b>Swimming</b>	91	6	4	1	1	SWL Champs Boys-CIF Champs	
<b>Boys Tennis</b>	26	3	0	0	0		
<b>Track</b>	170	14	8	2	0	SWL Champs	
<b>Cheer</b>	61	0	0	0	0	JV-8 <sup>th</sup> in Nationals Varsity-6 <sup>th</sup> in Nationals	

## Support Services

### Peer Leaders Uniting Students (PLUS) Program

The Peer Leaders Uniting Students (PLUS) Program is a district-wide program that started at Murrieta Valley High School and spread to District middle and elementary schools. The PLUS Program:

- Seeks to utilize the knowledge and experience of students to help other students by using a team philosophy
- Provides peer support for a variety of student groups and needs
- Opens up communication, leading to the peaceful solution of conflicts and issues
- Utilizes the 40 Developmental Assets to promote positive attitudes and behaviors that dissuade young people from engaging in problem behaviors

## PLUS PROGRAMS

### **PLUS Team**

The Plus Team is the core team of the PLUS Program. A hand-selected group of students from a variety of backgrounds work together to incorporate the 40 developmental assets through campus activities such as:

### **Student Forums**

This activity is the central focus of the PLUS team. The PLUS Team becomes experts in the arena of diversity awareness. The team serves as facilitators for group discussion and activities between a selected group of students from a variety of backgrounds on campus. Students are put through interactive discussions and activities in an effort to break down the walls and misconceptions. The forums serve as a means for students to develop an understanding of which people are rather letting a label define them. Forums are held once a month on campus.

### **Staff In-Services**

The PLUS Team implements staff in-service on school campuses throughout the district. These forums are held for all staff members at the request of school site staff.

### **Forum Assemblies**

All forum participants throughout the year come together for an end of the year Forum Assembly. After bringing small groups together throughout the year, the Forum Assembly brings all the groups together under one roof at one time, for one day.

### **Middle School Forums**

High School PLUS team travels to District middle schools to implement the Student Forums at the middle schools.

### **PLUS Partners II**

Members of the PLUS team serve as mentors to two or three underclassmen who may be at risk or who will benefit from the guidance and example of an older student. PLUS Partners II works in conjunction with Link Crew, the freshmen transition program.

### **PLUS Tobacco, Alcohol and Drugs**

Students and staff bring awareness of the dangers of alcohol, tobacco, and drugs to District schools at lunchtime rallies, assemblies and Friday Night Live. PLUS team members educate students on ways to avoid the use of alcohol, tobacco and drugs.

### **PLUS CORPS**

CORPS stands for Creating Opportunities in Resolving Peaceful Solutions; a team of students trained to diffuse interpersonal conflicts that arise on their school campus. CORP students come from a variety of backgrounds and groups on campus and they are brought together at student lead forums. Once a student goes through the forum training, they may become part of the CORPS. The CORPS meet monthly to

work on developing verbal communication skills and diversion tactics they can use to diffuse problems and prevent them from escalating.

### **Link Crew**

A freshmen transition program that connects upper class students with incoming freshmen in an effort to ensure a smooth transition into high school. The partners continue their contact throughout the freshmen's first year. Link Crew Captains are responsible for communicating with upper classmen and implementing lunchtime and after-school activities for freshmen. The PLUS team and Link Crew are responsible for the incoming freshmen orientation and activities, events designed to ease the freshmen's transition into high school.

### **Hawk Watch - SRO Programs/After School**

Students who work in conjunction with a campus resource officer in an effort to develop programs that promote and influence school safety.

### **The PLUS Tutor Team**

PLUS Tutors provide after school tutoring. All members earn community service credit while creating an environment where other students can seek help.

### **Tier II PLUS - PALS**

TIER II PLUS team members are trained to handle conflict mediation and they are on call through the counseling office. The team plans educational activities and assemblies for the student body to engage in the development of the 40 assets, and provide positive peer influences and connections. To be considered for a TIER II PLUS position, a student must first be part of the PLUS team.

### **Teacher PLUS**

In an effort to connect teachers, the Teacher PLUS program organizes activities for teachers to engage in that will develop bonds between fellow teachers and students. Activities include BBQ's, luncheons, motivational speakers, field trips, etc.

### **Operation Triple S- Students Supporting Students**

A team of students who come from military families developing a support system for each other during a time of military deployment overseas. The high school team develops and provides activities and connections for students of military families at Middle and Elementary schools throughout the District.

### Plus Activities Build Assets

When students and staff are involved in PLUS activities, several assets are built:

Asset #	Asset Description	PLUS Activities
3	Other Adult Relationship Connecting students with other caring, supportive adults	Staff In Service, Hawk Watch and Teacher Plus
5	A caring school climate	Student Forum, PLUS partners, PLUS CORPS, Link Crew, Freshmen Orientation, Operation Triple S
8	Youth as Resources - Engaging students in useful, beneficial activities reinforces their value in the community.	All PLUS activities value youth as resources for leadership and problem-solving
9	Service to Others - Exposing students to the needs in their community and giving them way to meet the needs	All PLUS activities create service opportunities for all participants.
10	Safety - Helping to create a safe atmosphere at school.	Several PLUS activities including Hawk Watch and PALS encourage conflict resolution and safe schools
15	Positive Peer Influence Modeling responsible behavior	Young people engaged in PLUS activities are positive role models for their peers.
17	Constructive Use of Time -Youth Programs	Young people in PLUS spend several hours a week engaged in PLUS activities
24	Bonding to School	As PLUS students work to improve their school's climate and promote unity, they begin to care about their peers and their school.
26	Caring	Students in PLUS activities begin to see the value and importance of helping other people.
33	Interpersonal Competence - The ability to develop relationships with a variety of people.	PLUS activities, especially the Forums, build empathy, sensitivity and friendship
36	Peaceful Conflict Resolution - Resolving problems peacefully	PLUS CORP and Tier II PALS teach students verbal techniques to resolve problems non-violently.

## PALS

Students in their second year show leadership through the PALS program. These students are trained peer conflict mediators. Each period PALS are available to work with students or show new students around campus.

## Tutoring

MVHS offers an after-school tutoring program and ELO (Extended Learning Opportunity-Summer School) to enable students to make-up classes. In addition, students may enroll in the Adult Education program. CSF also provides students with tutoring sessions on a daily basis in the Library. Credentialed teachers and former graduates provide tutorial services before and after school.

## Celebration Activities

MVHS has developed and maintained a number of achievement recognition activities for staff and students. These include “*Student of the Month*”, athletics and performing arts banquets, academic awards nights, “*Wind Beneath by Wings*” (student-sponsored awards recognition for staff), “*Give a Feather*” awards (for staff achievement), and academic rallies as well as Honors socials. At the end of the school year, we have “Nighthawk Awards” night that is a true celebration of academic achievement. Each department recognizes students at many different levels and the evening closes with the announcement of the Valedictorian(s) and Salutatorian(s). Staff, students, parents (especially through supportive entities such as PTSA, MVHS Athletic Boosters, scholarship committees and advisory groups) and our community business partners collaboratively organize awards recognition activities. The school climate is positive. Daily announcements encourage students to “*Do it the Right Way, the Nighthawk Way.*”

**STUDENT PERFORMANCE DATA**

**AYP BASE/GROWTH DATA**

Adequate Yearly Progress

<b>Test Area</b>	<b>2001-2002 Federal Baseline Year</b>	<b>2002-2003 Percent Proficient</b>	<b>Growth</b>
<b>Mathematics</b>	45.1%	57.30%	12.2
<b>English Language Arts</b>	50.6%	68.81%	18.21

Academic Performance Index

At Murrieta Valley High School, we pride ourselves in providing the best possible academic learning environment for each student. Accordingly, our Academic Performance Index rankings have consistently surpassed the state average every year since the inception of this statewide testing program. For the 2002-03 school year, our projected API score is 727. MVHS stakeholders developed a *Student Performance Action Plan* in order to meet or surpass our annual target growth levels on a more consistent basis.

**API BASE/GROWTH DATA**

**MVHS**

**API BASE DATA**

**API GROWTH DATA**

	<b>1999- 2000</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>		<b>1999- 2000</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>
<b>Percentage Tested</b>	98%	98%	99%	98%		98%	98%	99%	98%
<b>Base API</b>	703	695	715	698		695	719	706	727*
<b>Growth Target</b>	708	700	719	703		-8	24	-9	29
<b>State Rank</b>	7	8	8	N/A					
<b>Similar Schools Rank</b>	4	4	6	N/A					

**\*NOTE: 2002-2003 API Base Data and Growth Data are based on projections**

**API RACIAL/ETHNIC GROUPS BASE DATA**

	<b>1998-1999</b>	<b>1999-2000</b>	<b>2000-2001</b>	<b>2001-2002</b>
Hispanic/Latino	627	596	639	629
Growth Target	4	4	3	4
White	739	731	734	717
Growth Target	4	4	3	4
Socioeconomically Disadvantaged	N/A	567	626	596
Growth Target	N/A	4	3	4

N/A: Not Applicable

**API RACIAL/ETHNIC GROUPS GROWTH DATA**

	1999-2000	2000-2001	2001-2002	2002-2003*
<b>Hispanic/Latino</b>				
API Growth Score	596	639	625	663
Actual Growth	-31	43	-14	34
<b>White</b>				
API Growth Score	731	739	726	749
Actual Growth	-8	8	-8	32
<b>Socioeconomically Disadvantaged</b>				
API Growth Score	N/A	623	599	632
Actual Growth	N/A	56	-27	36

NOTE: The figures above are based on projections. N/A – data was not available.

Stanford 9 Results (2000-2002)

**STANFORD 9 READING**

(Percentage of Tested Students Scoring at or above the 50<sup>th</sup> Percentile by Grade Level)

Grade	2000	2001	2002		2000	2001	2002		2000	2001	2002
<b>9</b>	47	47	52		47	51	51		35	35	34
<b>10</b>	45	45	46		42	43	44		34	34	34
<b>11</b>	52	51	49		48	50	47		36	37	37

**STANFORD 9 MATHEMATICS**

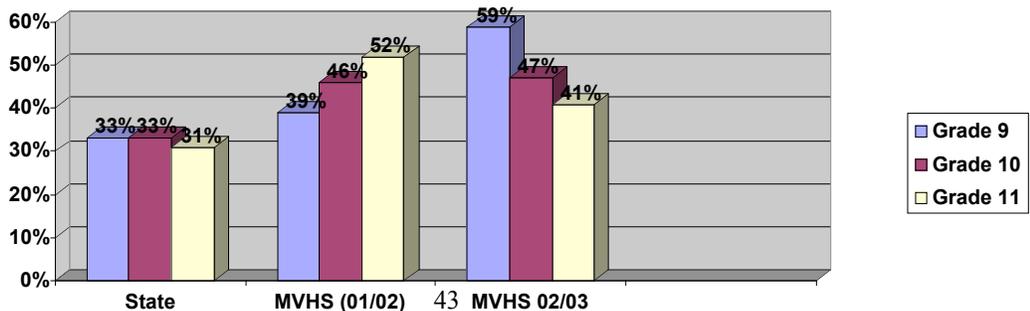
Grade	2000	2001	2002		2000	2001	2002		2000	2001	2002
<b>9</b>	69	76	76		69	75	75		51	51	52
<b>10</b>	61	61	60		56	58	58		46	45	46
<b>11</b>	62	60	57		57	57	54		47	46	47

California Standards Tests – 2002 Results

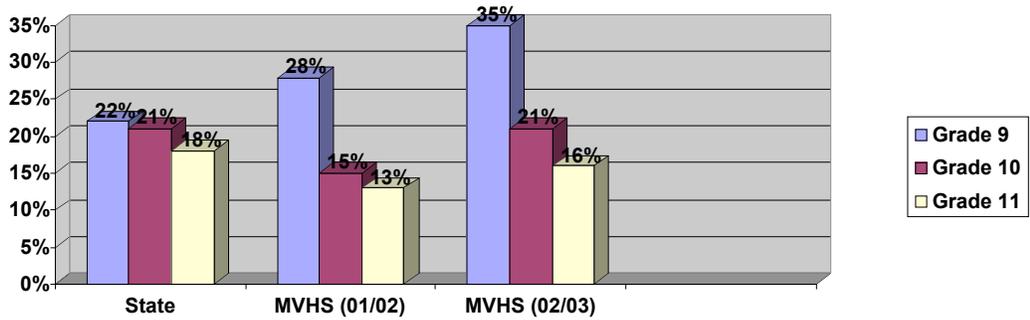
**CST 2002 RESULTS**

PERCENTAGE OF STUDENTS WHO PERFORMED AT PROFICIENT OR  
ADVANCED LEVEL (BY SUBGROUPS)

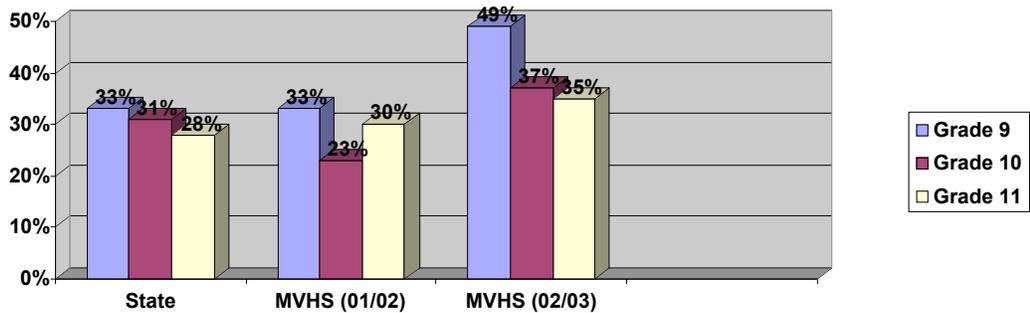
**Language Arts**



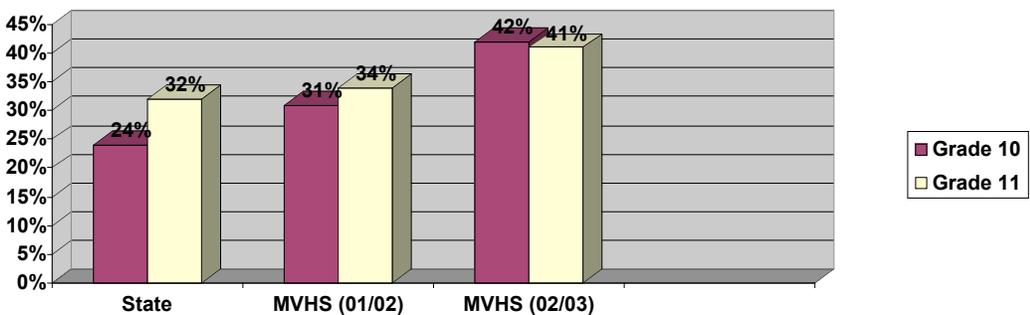
### Mathematics



### Science



### History/Social Science



#### CST 2002 RESULTS

CST 2002 -PERCENTAGE OF STUDENTS WHO PERFORMED AT PROFICIENT OR ADVANCED

#### **Language Arts (Percentages) 2001-2002**

Grade	State	Male	Female	Non-English Learner	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged
<b>9</b>	33	47	59	52	33	56
<b>10</b>	33	39	53	46	32	48
<b>11</b>	31	34	43	39	16	41

### Language Art (Percentages) 2002-2003

Grade	State	Male	Female	Non-English Learner	Socioeconomically Disadvantaged	Not Socioeconomically Disadvantaged
9	N/A	50	67	6	39	63
10	N/A	42	53	0	22	51
11	N/A	35	47	0	30	42

### Mathematics (Passing Percentages) 2001-2002

	Grade 9	Grade 10	Grade 11	Overall
General Math	13	N/A	N/A	13
Algebra 1	25	4	2	15
Geometry	53	11	3	27
Algebra 2	57	30	6	22
H.S. Math	N/A	8	31	29

### 2002-2003

	Grade 9	Grade 10	Grade 11	Overall
General Math	11	N/A	N/A	11
Algebra 1	24	8	5	19
Geometry	62	17	6	33
Algebra 2	66	41	5	27
H.S. Math	N/A	70	30	33

### Science (Passing Percentages) 2001-2002

	Grade 9	Grade 10	Grade 11	Overall
Biology	66	18	40	36
Chemistry	N/A	33	9	26
Physics	N/A	N/A	40	40

### 2002-2003

	Grade 9	Grade 10-	Grade 11	Overall
Biology	62	37	38	52
Chemistry	N/A	40	17	31
Physics	N/A	N/A	29	29

### History/Social Science (Passing Percentages) 2001-2002

	Grade 9	Grade 10	Grade 11	Overall
World History	N/A	31	N/A	31
U.S. History	N/A	N/A	34	34

**2002-2003**

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Overall</b>
<b>World History</b>	N/A	42	N/A	42
<b>U.S. History</b>	N/A	N/A	41	41

**CAT 6 RESULTS  
% Scoring At Or Above 50<sup>th</sup> NPR**

	<b>9th</b>	<b>10th</b>	<b>11<sup>th</sup></b>
<b>Reported Enrollment</b>	1252	1111	994
<b>Reading</b>			
Students Tested	1190	1032	869
NPR for "Avg" Student Score	68	62	53
% Scoring Above 75 <sup>th</sup> NPR	42%	34%	32%
% Scoring Above At or Above 50 <sup>th</sup> NPR	76%	68%	60%
% Scoring Above 25 <sup>th</sup> NPR	91%	87%	82%
Mean Scaled Score	698.9	698.0	704.9
<b>Language</b>			
Students Tested	1190	1032	869
NPR for "Avg" Student Score	64	65	56
% Scoring Above 75 <sup>th</sup> NPR	39%	38%	29%
% Scoring Above At or Above 50 <sup>th</sup> NPR	71%	68%	62%
% Scoring Above 25 <sup>th</sup> NPR	89%	86%	84%
Mean Scaled Score	688.9	697.4	702.4
<b>Mathematics</b>	<b>9th</b>	<b>10th</b>	<b>11th</b>
Students Tested	1189	1029	868
NPR for "Avg" Student Score	65	62	58
% Scoring Above 75 <sup>th</sup> NPR	38%	39%	30%
% Scoring Above At or Above 50 <sup>th</sup> NPR	69%	70%	60%
% Scoring Above 25 <sup>th</sup> NPR	90%	88%	83
Mean Scaled Score	688.9	697.4	702.4
<b>Science</b>			
Students Tested	1188	1029	868
NPR for "Avg" Student Score	59	58	55
% Scoring Above 75 <sup>th</sup> NPR	33%	30%	35%
% Scoring Above At or Above 50 <sup>th</sup> NPR	68%	64%	63%
% Scoring Above 25 <sup>th</sup> NPR	90%	88%	86%
Mean Scaled Score	700.4	706.6	719.4

California High School Exit Examination

The MVHS passage rate surpassed the averages at both the county and state levels. As of May 30, 2003, three-fourths of the classes of 2004 and 2005 graduating classes have already passed both the Language Arts and Mathematics sections of the CAHSEE.

CAHSEE PASS RATE

	<b>Passing %-Language Arts</b>	<b>Passing % - Mathematics</b>
<b>Class of 2004</b>	94%	84%
<b>Class of 2005</b>	91%	78%

**\*NOTE: The Class of 2004-05 CAHSEE pass rates are based on calculations in Spring 2003.**

California Alternative Performance Assessment (CAPA)

Last Spring, students with severe cognitive disabilities were administered the California Alternative Performance Assessment (CAPA) as part of the statewide STAR program. The CAPA is given in lieu of the CAT/6 and the California Standards Tests in English/Language Arts and Mathematics. The CAPA is aligned with state standards and has five versions specific to each grade level cluster.

The results will be used by the State to assist in determining API and AYP marks. Scores included performance levels Advanced, Proficient, Basic, Below Basic and Far Below Basic.

The chart lists the percent of students in each performance level for the 39 students taking CAPA

	<b>Far Below Basic</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
English Language Arts	5%	8%	13%	30%	44%
Mathematics	5%	13%	26%	28%	28%

Advanced Placement Examination

Each Spring, high school students throughout the United States who were enrolled in College Board Advanced Placement (AP) classes take the College Board AP exams. At the Murrieta Valley High School, 12 College Board Advanced Placement courses were taught in the Spring 2003. While most AP classes are for students in grades 11-12, AP classes in English, European History, and Biology can be taken in grade 10. Advanced Placement Math courses were not offered due to the College Pre-Calculus/Calculus, College Algebra, and College Finite Math classes offered in collaboration with Mount San Jacinto College.

The following charts provide information on the number of AP exams taken and the percent (%) of students who passed the exam. Students who pass the Advanced Placement Examination received scores of 3, 4 or 5.

**NUMBER OF AP EXAMS TAKEN**

<b>SUBJECT</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
U.S. History	41	47	41	72	48	75	78	51	70	66
Biology	11	17	16	42	31	49	45	55	78	77
Eng. Lang.	16	47	36	72	66	33	49	41	55	84
Eng. Lit.	9	19	18	18	18	13	21	36	14	47
French	NA	NA	5	4	NA	NA	NA	5	NA	4
Government	NA	8	19	42	69	70	84	78	72	84
Psychology	NA	NA	1	36	18	33	68	55	35	49
Spanish Lang.	3	4	10	22	13	17	20	29	33	39
Art History	NA	NA	NA	NA	NA	NA	5	12	10	14
Physics B	NA	NA	NA	NA	NA	NA	18	30	16	24
Statistics	NA	18	51	39						
European History	NA	57	104	88						
Govt./Pol. Comp.	NA	1	NA							
<b>Total Tested</b>	<b>80</b>	<b>142</b>	<b>144</b>	<b>308</b>	<b>263</b>	<b>290</b>	<b>388</b>	<b>467</b>	<b>539</b>	<b>615</b>

**PERCENT OF STUDENTS PASSING  
AP EXAMS (Score = 3 or Higher)**

<b>SUBJECT</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
U.S. History	2%	21%	41%	22%	64%	24%	47%	43%	51%	62%
Biology	27%	70%	50%	47%	51%	53%	73%	40%	56%	40%
Eng. Lang.	31%	17%	50%	37%	42%	55%	59%	71%	76%	61%
Eng. Lit.	44%	73%	61%	66%	72%	85%	86%	78%	86%	57%
French	NA	NA	20%	0	NA	NA	NA	100%	NA	0%
Government	NA	50%	47%	26%	17%	47%	29%	46%	44%	48%
Psychology	NA	NA	0	44%	33%	52%	56%	58%	66%	43%
Spanish Lang.	66%	100%	100%	72%	84%	76%	70%	52%	88%	90%
Art History	NA	NA	NA	NA	NA	NA	60%	73%	70%	79%
Physics B	NA	NA	NA	NA	NA	NA	17%	30%	13%	50%
Statistics	NA	56%	75%	67%						
European History	NA	60%	57%	60%						
Gov./Pol. Comp.	NA	60%	100%	48%						

NOTE: Four hundred twenty one students took six hundred fifteen exams, a 14% increase over last year. The passing rate for 2003 was 57% of tests taken.

## Golden State Examination

Course	2000				2001				2002			
	# of Tests	R or H*	MVHS (%)	State (%)	# of Tests	R or H*	MVHS (%)	State (%)	# of Tests	R or H*	MVHS (%)	State (%)
U.S. History	204	67	32.8	29.5	80	41	51.3	26.9	256	82	32	29.8
Spanish	23	23	100	46.9	244	62	25.4	44.6	413	69	16.7	46.3
Physics	92	25	27.2	29.2	129	47	36.4	36.7	99	36	36.4	35.1
Chemistry	251	83	33.1	34.2	268	96	35.8	38	395	153	38.7	35.4
Gov/Civics	139	42	30.2	20.8	16	14	87.5	33.3	3	1	33.3	32.1
Economics	2	0	0	31.2	3	0	0	31.2	1	0	0	33
Geometry	445	106	23.8	26	595	125	21	23.7	585	124	21.2	26.5
Biology	458	183	40	39.8	555	243	43.8	44.8	452	177	39.2	42
Algebra	259	50	19.3	28	192	43	22.4	29.3	416	72	17.3	30.9
Reading/Lit	417	134	32.1	38	63	33	52.4	26.1	347	149	42.9	28.6
HS Math	163	37	22.7	24.5	180	26	14.4	24.1	210	24	11.4	20.5
Writ.Comp.	354	96	27.1	36.5	0	0	0	N/A	304	161	53	37.3
<b>TOTALS</b>	<b>2807</b>	<b>846</b>	<b>30.1</b>		<b>2325</b>	<b>730</b>	<b>31.4</b>		<b>3481</b>	<b>1048</b>	<b>30.1</b>	

\*R or H = Recognition or Higher

### California English Language Development Test (CELDT)

Every year Murrieta Valley High School gives the California English Language Development Test (CELDT) to all students who are English learners. State and federal laws require all school districts in California to give this test each year to every student whose home language is not English and who is currently identified as an English learner. An English learner is a student, with a home language other than English, who is not yet proficient in English. The CELDT is administered each year to see how well each student is doing each year in learning to listen, speak, read, and write in English. The CELDT is based on English Language Development standards adopted by the State Board of Education.

The purpose of the CELDT is:

- To identify new students who are English learners, in kindergarten through grade 12.
- To monitor their progress in learning English.
- To help decide when they become proficient in English.

A trained examiner gives our students the test. The listening and speaking parts of the CELDT are given in small groups or individually. The reading and writing parts of the test are given to groups of no larger than ten students at a time. As soon as the tests are scored by the testing contractor, the results are returned to Murrieta Valley Unified School District. The school district then prepares a report of the results for each student and sends it to the parents/guardians.

Parents cannot "opt out" of the CELDT because English language assessment is both a federal and state requirement (California Education Code 60810, 60812 and Federal, No Child Left Behind, Title III). The CELDT is a required school procedure.

### Annual Assessment-All Students

<b>Overall Proficiency</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>Total Tested</b>
<b>Advanced</b>	2 13.0%	3 14.0%	N/A	0 0%	6
<b>Early Advanced</b>	5 31.0%	6 29.0%	N/A	0 0%	11
<b>Intermediate</b>	6 38.0%	7 33.0%	N/A	5 83.0%	18
<b>Early Intermediate</b>	3 19.0%	2 10.0%	N/A	1 17.0%	6
<b>Beginning</b>	0 0%	3 14.0%	N/A	0 0%	3
<b>Number Tested</b>	<b>16</b> <b>100.0%</b>	<b>21</b> <b>100.0%</b>	<b>N/A</b>	<b>6</b> <b>100.0%</b>	<b>44</b> <b>100.0%</b>

### Skill Area Mean Scale Scores

	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
<b>Listening/ Speaking</b>	530.3	525.4	N/A	495.2
<b>Reading</b>	519.3	511.8	N/A	521.7
<b>Writing</b>	505.9	486.5	N/A	511.8

#### California Fitness Test

Murrieta Valley High School freshman took participated in the state mandated Fitnessgram physical fitness test. The Fitnessgram, developed by the Cooper Institute for Aerobics Research, assesses students in six major fitness areas including aerobic capacity, body composition, abdominal strength and endurance, trunk strength and flexibility, upper body strength, and endurance, and overall flexibility. Results of the test are reported according to standards that have been established for each area of the test. Student's age and sex are also considered in the standards. The chart below reports the percent (%) of students who were able to perform each task in the Healthy Fitness Zone (HFZ) for the grades participating in assessment from 1999 to present.

### MVHS-GRADE 9 FITNESS TASKS RESULTS

<b>Fitness Tasks</b>	<b>Grade 9 (% IN HFZ)</b>			
	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Aerobic Capacity (Mile)	47.6	62.6	70.9	68.0
Body Composition (BMI)	76.8	81.2	84.4	79.6
Abdominal Strength (Sit-Up)	89.3	98.9	98.7	98.1
Trunk Ext. Strength	93.1	98.0	99.2	98.6
Upper Body Strength (Push-up)	76.5	89.3	86.7	88.5
Flexibility (Sit/Reach)	78.5	79.3	79.6	80.3

The following chart shows the percent of 9<sup>th</sup> graders who were able to perform all six fitness tasks within standard from 1999 to 2002 .

### MVHS-PERCENT OF ASSESSED STUDENTS MEETING 6/6 STANDARDS

School	% Meeting Standard-9th Grade			
	1999	2000	2001	2002
MVHS	29.0	37.4	43.8	35.8

#### Report Card Analysis

As per our MVHS Goals 5\_, our goal is to raise grade point averages across all levels by at least .25. For the 2002-2003 school year, our total cumulative grade point averaged 2.72. To ensure our students' continued success, our grade level teams will continue the effective past practice of ongoing communication with all students with "D" and "F" grades after each grading period. Our grade level teams will work with parents and staff to expand support for struggling students. To enhance our intervention strategies, we will expand our celebration of student achievement through awards and scholarship programs.

#### 2003 SEMESTER GRADE POINT AVERAGES

Grade	2002-03 First Semester	2002-03 Second Semester
9	2.67	2.73
10	2.52	2.64
11	2.58	2.64
12	2.69	2.88

#### Graduation Rates

To graduate with an MVHS diploma, our students must meet the challenges of a rigorous curriculum. Accordingly, the following requirements must be completed for a diploma: four years of English (40 credits); two years mathematics (20 credits); two years science (20 credits); three years social science (30 credits); one year visual and performing art (10 credits) one year foreign language (10 credits); two years physical education (20 credits); one year health/driver's education/careers (10 credits); and electives totaling seventy credits for a total of 230 semester credits. Additionally, students must complete forty hours of community service and pass competency examinations in reading, writing and mathematics. ***For the incoming Class of 2007, the Board approved an increase to 250 credits required for graduation. The new requirements for graduation include three years of mathematics and three years of science.***

We are proud that the MVHS graduation rate for the last five graduating classes have remained above 98% as indicated below. We are similarly excited about the increasing numbers of honor graduates each year.

## GRADUATION RATES

	1999	2000	2001	2002	2003
<b>Enrollment</b>	2643	2808	3165	3498	4223
<b># of Graduates</b>	520	511	610	666	816
<b># of Honor Grads</b>	N/A	101	128	130	160

## SENIOR SURVEY RESULTS

	Class of 2001	Class of 2002	Class of 2003
<b>Plans to attend a 2 – year college</b>	43%	52%	47%
<b>Plans to attend a 4 – year college</b>	24%	26%	37%
<b>Plans to attend a technical school</b>	4%	6%	5%
<b>Plans to enter the military</b>	3%	5%	4%
<b>Plans to work full-time</b>	4%	9%	18%
<b>Others</b>	3%	4%	5%

## COLLEGE SAT/ACT/PSAT

The SAT 1 Reasoning Test, formerly known, as the Scholastic Achievement Test, is one of the tests available from the College Board that students take for college entrance. The SAT 1 is designed to assess many of the skills that are important to a student’s success in college. The chart below shows the average verbal and math score for graduating seniors for the last three years. In the 2001-2002 school year, 707 senior students took the SAT1 Reasoning Test. The average math score was 514 as compared to a statewide average of 516. In the verbal portion of the SAT 1 Reasoning Test, our graduating seniors surpass the statewide averaged. The average verbal score was 508 as compared to a statewide average of 490. Self-reported data shows that approximately 40% of our students attend four-year universities and junior colleges.

### SAT 1 REASONING TEST

This report summarizes information for seniors who took the SAT 1: Reasoning Test anytime during their high school years through April 2003. 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.

The charts below list the number of seniors who took SAT 1 prior to graduation, the number of active students at the end of the school year, and scores for SAT 1 and ACT.

### SAT PARTICIPATION

Year	SAT 1 Seniors	Active Students	Percent Tested
<b>01-02</b>	268	666	40%
<b>02-03</b>	331	814	40%

SAT – MURRIETA VALLEY HIGH SCHOOL

	<b>94/95</b>	<b>95/96</b>	<b>96/97</b>	<b>97/98</b>	<b>98/99</b>	<b>99/00</b>	<b>00/01</b>	<b>01/02</b>	<b>02/03</b>
<b>Verbal</b>	405	494	494	491	497	514	506	508	501
<b>Math</b>	444	484	484	504	505	519	512	514	517
<b>Total</b>	845	978	978	996	1002	1033	1018	1022	1018

ACT – MURRIETA VALLEY HIGH SCHOOL

	<b>96/97</b>	<b>97/98</b>	<b>98/99</b>	<b>99/00</b>	<b>00/01</b>	<b>01/02</b>	<b>02/03</b>
<b>English</b>	20.4	22.1	21.8	22.7	24.1	22.9	21.5
<b>Math</b>	20.6	22.7	22.8	23.5	24.6	22.8	23.6
<b>Reading</b>	21.2	23.3	23.6	23.6	24.5	23.6	23.2
<b>Science Reasoning</b>	21.1	22.1	21.7	22.8	24.0	22.5	21.6
<b>Composite</b>	21.0	22.6	22.6	23.3	24.4	23.1	22.6

