

CHAPTER IV. EXCERPTS FROM THE SELF-STUDY FINDINGS

Standards-Based Student Learning: Curriculum and Instruction

A1. Excerpts

To what extent do all students participate in a rigorous, relevant and coherent standards-based curriculum that supports the achievement of the academic standards and the expected schoolwide learning results? [Through standards-based learning (i.e., what is taught and how it is taught), the expected schoolwide learning results are accomplished.]

<i>FINDINGS</i>	<i>EVIDENCE</i>
All MVHS students have access to a rigorous, standards-based curriculum which provides students with meaningful opportunities to challenge themselves in a wide variety of academic and career-related courses. A survey of students indicates that about 90% of students agree that teachers have high expectations. In addition, over 80% of the students believe that student achievement is a top priority at Murrieta Valley High School.	Master Schedule Course Outlines Student Survey District and Board Policy Class Syllabi
The board-approved curriculum is aligned with state frameworks and national standards, which provide the basis for comprehensive learning experiences, enhanced by innovative strategies defined in <i>Aiming High</i> . Each core department has met in district curriculum committees to align course offerings and curricular practices with state standards. Scheduled department team meetings occur on the third Tuesday of each month. As a result, departments have aligned their instructional and assessment practices with content and performance standards, state frameworks, college entrance preparation (e.g. “a-g” requirements) and our Expected Schoolwide Learning Results.	Content and Performance Standards <i>Aiming High</i> Dept. Meetings State Frameworks ESLR A-G Req. Curr. Committee Summer Vertical Align. Workshop
A variety of textbooks are reviewed and examined, and the adoption is based on how well the texts are aligned with curricular needs. Textbooks are used to supplement curriculum, but are not the driving force in its creation. In-service enables teachers to make effective use of textbooks and supplementary materials to deliver a standards-based curriculum, in full support of our	District Textbook Adoption Texts/Materials In-service Standards ESLR

Expected Schoolwide Learning Results.	
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<i>FINDINGS</i>	<i>EVIDENCE</i>
Staff members not only attend, but are also present at conferences, programs and staff development workshops in their content areas both at the site and district levels, at colleges and at state and national conferences. Teachers update staff on current practices acquired from conferences and training. Formal and informal collaborative meetings with other departments and feeder school teachers have been initiated informally by our teachers to keep our programs current. Teachers employ innovative educational trends such as interdisciplinary projects, cooperative learning, experiments and student-self-assessment techniques and other approaches which typify the trend towards teachers as learning facilitators, instead of merely content area experts.	Conferences Workshops Staff In-Service Coin Training Observations Spivey/Schaeffer Writing Program Dept. Meetings Feeder School Articulation Interdisciplinary Projects Performance Data Class Syllabi
To successfully achieve the district mandate of <i>Individual Student Academic Success through a K-12 Sequence of Teaching, Learning, Assessment and Support</i> , our focus group recommends that more opportunities be provided to articulate with feeder schools. We believe our district (by the vertical organization of schools under the <i>Red Team</i> and <i>Blue Team</i>) is headed in the right direction with the hiring of an Articulation Coordinator and activities planned to strengthen vertical alignment, as incorporated in our three Action Plans.	K-12 Sequence/District Mandates Vertical Alignment Plans Articulation Coordination Action Plans
The Master Schedule includes challenging college prep and/or college level courses, defined by high expectations and quality academic standards. Eighty-seven of our academic classes and ten of our electives classes have been accepted as meeting UC “a-g” requirements.	Master Schedule A-G Req. Course Outlines College Board Consultant
Eight hundred eighty four students are enrolled in our Advanced Placement classes in the following areas: <i>Physics, Literature, Biology, Government/Politics, Psychology, Studio Art</i> (beginning in 2003-04), <i>Statistics, Calculus, Art History, Spanish, French</i> (through 2003 school year), <i>U.S. History, European History</i> and <i>Language Composition</i> . Currently, there are 910 students enrolled in all Advanced Placement classes combined. In the Spring of 2003, 421 students took Advanced Placement Examinations,	Master Schedule Course Outlines AP Exams Class Enrollment Advanced Classes

<p>which represents a 14% increase over the previous year. The passage rate (score of 3 or higher) for 2003 was 57%, with a high of 90% in Spanish.</p>	
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Fifteen Advanced classes include: Adv. Algebra II, Adv. English I & II, Adv. American Lit, Adv. British Lit, Adv. Pre-Calculus, Adv. Trig, Adv. Bio-Med, Adv. Chamber Choir, Adv. Chorale, Adv. Jazz, Adv. Media, Adv. Sports Medicine and Adv. Drafting and Painting. Currently 1,230 students are enrolled in Advanced classes.</p>	<p>Master Schedule Course Outlines Class Enrollment Advanced Classes</p>
<p>In 2002, out of 3,481 Golden State exams given, 1,048 students earned <i>Recognition, Honors</i> or <i>High Honors</i>.</p>	<p>GSE Data</p>
<p>Our students have represented MVHS in academic competitions. The Mock Trial, Academic Decathlon and <i>Odyssey of the Mind</i> teams have received regional, state and national recognition for their achievements. Students are recognized by the California Scholastic Federation. We will offer a Model United Nations club and course and are investigating International Baccalaureate Programs.</p>	<p>Mock Trial Acad. Decathlon Odyssey CSF MUN Int. Baccalaureate</p>
<p>MVHS offered courses with Mt. San Jacinto College including <i>College Pre-Calculus, College Calculus, College Algebra</i> and <i>Finite Math</i>. Budget cuts led to the loss of these programs, along with Dosage Calculations and Medical Terminology. However, AP Calculus, Math Analysis and Advanced Placement Trigonometry are available for our high-achievers. Our MSJC Articulated Agreement still enables qualified MVHS students to receive college credit in some courses, including: <i>ROP Computer Information Systems CC, Accounting I, ROP Desktop Publishing/Web Design</i> and <i>Business Principles</i>.</p>	<p>MSJC Articulation ROP Budget Southwest Health Care Systems Transcripts Course Catalog</p>
<p>Senior surveys are disseminated annually to obtain information about student' post-graduation plans. For the Class of 2003, 89%, indicated their desire to pursue post-secondary education. Only 37% stated plans to attend a 4-year college/university directly from high school. More students 47% indicated they will opt for junior college, while 18% demonstrated a preference for full-time employment/no college plans after high school graduation.</p>	<p>Sr. Surveys Action Plans Dist. Vertical Alignment College Handbook University Bound ILP Field Trips</p>

<p>Beginning at the elementary level, district-wide vertical alignment strategies will incorporate “university-bound” principles. Strategies include promoting a “college” mind set, college field trips and declaring of “majors” in Individual Learning Plans.</p>	
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A2. Excerpts

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

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>MVHS grade level teams ensure that all students have access to the school’s entire program and are provided with the assistance necessary to successfully attain their goals. Inspired by the district emphasis on the <i>K-12 Sequence</i>, grade level teams consist of a Learning Director, two Learning Coordinators, a secretary and instructional and support staff. The teams monitor, assess, review and modify every aspect of all school program. Beginning in 2003, with the District Articulation Coordinator, grade level teams will be more involved in articulation meetings with feeder schools to ensure consistency in instructional and assessment practices. Class presentations and student success celebrations are also coordinated by the grade level teams.</p>	<p><i>K-12 Sequence</i> District Mandates Articulation Coordinator Grade Level Teams Articulation Success Celebrations Class Presentations District Policy</p>
<p>Grade level teams assist students in the development of Individualized Learning Plans (ILP). By 2004, electronic ILPs will encourage students to take greater initiative in monitoring their own progress. The extensive variety of courses made possible by our block schedule helps students explore various interests and career options. Piloted in 2000, our <i>Modified 3 X 3 + 1 Block Schedule</i> has successfully accommodated the enrollment increases and corresponding need to expand curricular offerings. The modified block provides for longer science labs, flexibility in cooperative groups and more time for presentations and teaching.</p>	<p>ILP Block Schedule <i>Aiming High</i> Virginia Research</p>

<p>Academic/personal/career planning assistance begins in the spring semester of the eighth grade year when the MVHS Team visits the middle schools. Consisting of the Deputy Principal, a Learning Director, Learning Coordinators, Activities Director, Athletic Director and teachers, the MVHS Team prepares students by explaining courses, graduation requirements and co-curricular opportunities. Students receive enrollment packets which contain a course catalog, <i>MV Guide</i> (explains MVHS policies) and guidance information for developing the ILP.</p>	<p>MVHS Team Middle School Presentations Registration and Enrollment Materials <i>MV Guide</i></p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Eighth grade students and their parents are invited to <i>Open House</i> and <i>Super Saturday</i> (a registration/enrollment event). To facilitate the transition to high school, the PLUS Program and Link Crew student mentors also coordinate freshmen orientation activities which include guest speakers, campus tours, lunch and enjoyable learning activities.</p>	<p>Open House Super Saturday PLUS Prog. Link Crew Reg/Enrollment Materials</p>
<p>Guidance and assistance continues in ninth through twelfth grades. In addition to the daily ongoing support, specific programs and procedures are in place to assist returning students with their ILP. Each spring, Learning Coordinators meet with students in their English classroom to provide students with assistance in choosing classes for the following school year. Students receive a registration packet which contains: a descriptive course catalog, flyers explaining MVHS policies and procedures, and guidance information for developing the ILP. Teachers, who are knowledgeable about course sequences, also assist students with course selection and encourage students to seek the highest levels of achievement. Teachers sign-off for prerequisites and parents sign-off on forms. Learning Coordinators review all forms and often meet individually with students to prevent oversights. Learning Coordinators also serve as intermediaries and advocates for the students, often functioning as mediators, information givers, problem solvers and personal coaches for students who are having difficulties. They initiate referrals to school or community resources when students need more intensive or extensive help. Student-to-Learning Coordinator ratios are approximately as follows:</p>	<p>Registration and Enrollment Materials Tenth Gr. Counseling Transcripts Student Conferences School Publications Correspondence Master Schedule Course Outlines Graduation Req Referrals Couns. Ratios</p>

<p>9th Grade Team - 350 to 1 10th Grade Team - 400 to 1 11th Grade Team - 550 to 1 12th Grade Team - 500 to 1 <i>(Note: As more students transition to the second high school, VMHS, we expect a reduction in these ratios.)</i></p>	
<p>Tutorial services are provided by teachers. California Scholastic Federation (CSF) students provide additional tutoring during lunch. Students can access study skills classes. Teachers are generally available in their classrooms to assist students before school, at break, lunch, and/or after-school. Moreover, computer labs are available to students staffed by qualified computer technicians and teachers.</p>	<p>Tutoring CSF Library Computer Labs Aiming High</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The Library Media Center participates in the Digital High School program, providing students with access to web sites, Internet use, and research materials on CD-ROM. The Library houses 30, 969 volumes, which corresponds to a ratio of 8.25 books per student. A library computer lab is available primarily for research, with online databases, periodical databases and CD-ROMs. Two periodical databases, <i>EBSCO</i> and <i>SIRS</i>, are accessible from each classroom computer. Databases have home access for students with the Internet. Two portable labs can be checked out by science and visual/performing arts teachers for classroom use. Eight computer labs, including a multi-media lab, is available for students. <i>NetTV</i> was provided to every English classroom. <i>Accelerated Reader</i> and <i>STAR Reading Program</i> are installed in library and English classroom computers. Two full-time computer technicians provide support for staff. Students have access to a myriad of computer training and technology classes, such as <i>Website Production</i>, <i>Multi-Media</i>, <i>TV Production</i>, <i>Graphic Arts</i> and extensive use of technology in academic programs.</p>	<p>Library Plan WASC (1996) AB 862 Technology Staff Library Use DHS Software Website Prod. Multi-Media TV Production Graphic Arts Syllabi/Observ. EBSCO SIRS Accelerated Reader STAR Reading Program</p>
<p>All students have access to the College and Career Planning Center to further assist with their academic, personal and career goals. Staffed by two full-time Work Experience teachers and a clerical assistant, other resources include: <u>Careers</u> (information and job</p>	<p>Career Center Guidance Materials Library Tech Support</p>

<p>shadowing); COIN (Career Guidance System); <u>College Information</u> (catalogs and brochures; Guidance Presentations; <u>Financial Aid</u> (FAFSA forms and financial aid workshops); <u>Scholarship</u> (applications, scholarship publications and search engines); <u>Military</u> (opportunities, presentations and Selective Service Registration) and <u>Vocational</u> (information and training resources, job skills/job openings and apprenticeships, printed materials and instructional materials for teachers and students (e.g. books, videos, CD-ROMS , online resources).</p>	<p>COIN College Catalogs FAFSA Scholarships Military/SSR Job Board Voc. Materials Career Fair</p>
<p>The Curriculum Focus Group believes that we need to do better job of informing our students of resources available. Over 85% of surveyed students believe they are able to obtain college and career information from our guidance staff. Only 60% indicated that the Career Center has not been a useful resource for their post-graduation plans.</p>	<p>Student Survey Career Center</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Practical application of academic content is not only built into our core academic classes, but also our electives----all supplemented by real-world experiences such as field trips and interaction-infused activities with community leaders and businesses. Our courses provide the five competencies and three-part foundation of skills and personal qualities delineated in the SCANS Report for job success. We offer a variety of programs such as <i>Engineering</i> and <i>JROTC</i>. Our “<i>Practical/Visual Arts</i>” offerings (especially in technology) are extensive. “<i>Practical Arts</i>” covers <i>Website Production, Drafting/Architecture, Computer Applications, Television Production, Design/Graphic Design</i> and <i>Media Production</i>. Business-related classes include <i>Accounting</i> and <i>Business/Personal Law</i>. Students can take <i>Consumer and Family Studies</i> courses such as <i>Life Skills, Child Development, Clothing, Family Living</i> and <i>Foods</i>. Students enjoy taking visual/performing arts and are competing at the regional, state, national and international levels. Our students can become <i>CPR</i> and <i>WSI</i> (lifeguard) certified though <i>Aquatics, Sports Medicine</i> and <i>Bio-Med</i> courses. Students interested in journalism can participate in <i>Yearbook (Image)</i>, <i>Newspaper (The Talon)</i> and <i>Intro to Journalism</i>.</p>	<p>SCANS Master Sched. JROTC Engineering Practical Arts Visual Arts Perf. Arts CPR/WSI Aquatics Bio-Med Sports Med Course Outlines Class Observations Syllabi Channel 3 TV/MediaProd. <i>Talon</i> <i>Image</i></p>

<p>The Regional Occupational Program (ROP) provides additional resources for students. ROP is a cooperative venture with neighboring districts that maintains a part-time student service representative at MVHS. There are 230 MVHS students enrolled in at least one semester of ROP. Courses available include: <i>Computer Information Systems, Desktop Publishing, Southwest Justice Center Community Classroom, Cosmetology, Electronics Operations/Computer Repair, Law Enforcement, Hotel/Restaurant Occupations, Fire Service, Graphics Technology, Manufacturing Technology, Fashion Merchandising, Small Business Management and Entrepreneurship, Retail Sales/Marketing and Automotive Technology</i>. ROP delivers quality career preparation and provides students with a wide range of skills required in today’s workplace. It also allows students to obtain high school credit, certification, and hands-on work experience. Our ROP students set career goals, create a personal portfolio, get on the-job training, and prepare for advanced career training while earning high school credits.</p>	<p>ROP ROP Service Rep. Southwest Justice Enrollment Master Schedule Course Outlines</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Based on a district-wide plan, the English Language Development (ELD) program currently serves 44 English Language Learners (ELL) in the following courses: ELD I (Beginners); ELD 2 (Early Intermediate to Intermediate) and ELD 3 (Intermediate to Advanced). The ELD Coordinator is assisted in program issues by a Learning Director, Learning Coordinator, the DSC Director of Research, Assessment and Categorical Programs and the English Language Advisory Committee (ELAC). Improvement of ELD services is a priority for MVHS as per our Student Support Action Plan. Our focus group recommends the following improvement strategies to assist our ELD Program:</p> <ul style="list-style-type: none"> · Consistency in ELD Coordinator · Hire more SDAIE-trained/CLAD-certified teachers · ELD Assistant for various content areas · Reading Intervention Program 	<p>District Plan Board Policy CCR ELD ELAC DSC ARC SDAIE CLAD-cert. Reading Inter-vention Prog. Action Plan Enrollment Course Outlines</p>
<p>Students are placed in Special Education Programs after assessment and Individualized Education Plan (IEP) team’s determination of</p>	<p>SELPA District/Board</p>

<p>eligibility. Meetings are held annually to review the IEP and appropriateness of placement. Currently, 216 Resource Specialist Program (RSP) students are monitored by nine RSP teachers through a full-inclusion model. In addition, 102 Special Day Class students are served by six SDC teachers. Our programs are focused on Free Appropriate Public Education (FAPE). Although <i>RSP English, RSP Math</i> and <i>RSP Study Skills</i> are available, attempts are always made to ensure the Least Restrictive Environment. Students can also participate in the <i>Transition Partnership Program</i> (TPP) to receive life skills and pre-vocational training. <i>Workability</i> is facilitated by a <i>Job Developer</i>. The following are the special education district resources for the 2003-04 school year:</p> <ul style="list-style-type: none"> · 14 Speech/Language Pathologists (1 at MVHS) · 9 Psychologists (one full-time at MVHS) · 1.5 Adaptive Physical Education (APE) Teacher · 2 Occupational Therapists · Contract Services for Physical/Occupational Therapy · County Itinerant Services · Department of Mental Health Services · Inclusion Support Teacher · 504 Coordinator 	<p>Policy SDC RSP FAPE LRE IEP TPP Job Exploration Workability Adaptive PE Mental Health County Itinerant Serv. 504 Enrollment Master Schedule Course Description Contracts</p>
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<i>FINDINGS</i>	<i>EVIDENCE</i>
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<p>To improve the college entrance rate among historically “under-represented” students, staff members, working with feeder schools, implemented the <i>Advancement Via Individual Determination</i> (AVID) Program at MVHS. The AVID program ensures that all students are capable of completing a college preparatory path by taking a rigorous curriculum, participating in school mainstream activities and by developing into responsible leaders of society. AVID courses are designed to help students compete academically by positively reinforcing attitudes through self-awareness and motivational strategies. Tutoring is provided by college students, including MVHS alumni. Our AVID students develop success-enhancement skills such as note-taking, outlining, effective written and verbal communication, vocabulary development, research and test-taking skills. Currently 134 AVID students receive instruction from five AVID teachers and additional support from Grade Level Teams. Our initial group of AVID graduates received their MVHS diploma in June 2003. All 15 AVID graduates received at least one</p>	<p>AVID Program AVID Web Description Enrollment Master Schedule Feeder School Articulation Student Perf. Data Student Info. Data Tutoring Graduation Accept. Letters Scholarships</p>
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letter of acceptance from a four-year college/university.	
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A3. Excerpts

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

<i>FINDINGS</i>	<i>EVIDENCE</i>																										
<p>MVHS graduation rates have historically been within the 95% to 99 % range. In June 2003, only 22 of 820 eligible seniors did not complete all course and test requirements needed to graduate. However, 12 more seniors received their diplomas after completing all graduation requirements during summer school. MVHS students are encouraged not to be merely satisfied with meeting minimum graduation requirements, but to have high expectations of themselves and strive to meet top-level academic, personal and career goals in their Individual Learning Plans (ILP). The majority of our graduates finish their courses of study earning credits far exceeding the 230 minimum. MVHS has eighty-nine classes that have been recognized as UC approved preparatory classes. Of these, there are fourteen Advanced Placement classes, fifteen Advanced Classes and ten electives. Our graduation requirements, closely aligned with UC “a-g” requirements, are as follows:</p> <table data-bbox="186 1071 868 1585"> <tr> <td>English</td> <td>4 years (40 credits)</td> </tr> <tr> <td>Physical Education</td> <td>2 years (20 credits)</td> </tr> <tr> <td>World History</td> <td>1 year (10 credits)</td> </tr> <tr> <td>U.S. History</td> <td>1 year (10 credits)</td> </tr> <tr> <td>Government/Economics</td> <td>1 year (10 credits)</td> </tr> <tr> <td>Math</td> <td>2 years (20 credits)</td> </tr> <tr> <td colspan="2"><i>(3 years beginning with Class of 2007)</i></td> </tr> <tr> <td>Science (Life and Physical)</td> <td>2 years (20 credits)</td> </tr> <tr> <td colspan="2"><i>(3 years beginning with Class of 2007)</i></td> </tr> <tr> <td>Career/Health/Intro to Comp.</td> <td>1 year (10 credits)</td> </tr> <tr> <td>Visual/Performing Arts</td> <td>1 year (10 credits)</td> </tr> <tr> <td>Foreign Language</td> <td>1 year (10 credits)</td> </tr> <tr> <td>Electives</td> <td>70 credits</td> </tr> </table> <p>Total: 230 credits minimum <i>(250 minimum for Class of 2007)</i></p> <p>40 Hours of Community Service</p> <p>Demonstration of Proficiency: Multiple Measures Matrix and</p>	English	4 years (40 credits)	Physical Education	2 years (20 credits)	World History	1 year (10 credits)	U.S. History	1 year (10 credits)	Government/Economics	1 year (10 credits)	Math	2 years (20 credits)	<i>(3 years beginning with Class of 2007)</i>		Science (Life and Physical)	2 years (20 credits)	<i>(3 years beginning with Class of 2007)</i>		Career/Health/Intro to Comp.	1 year (10 credits)	Visual/Performing Arts	1 year (10 credits)	Foreign Language	1 year (10 credits)	Electives	70 credits	<p>Grad. Req Board/District Policy Grad. Rate A-G Requirement Transcripts Student Perf. Data Student Info. Data Mult. Measures Matrix CAHSEE Pass Rate ILP</p>
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CAHSEE	
<i>FINDINGS</i>	<i>EVIDENCE</i>
Our students experience steadily monitored support as they progress towards meeting graduation requirements. At least twice a year, grade level teams (primarily Learning Coordinators), meet students regularly to review graduation requirements and to assist in choosing appropriate classes to meet their future goals. These meetings can take the form of individual conferences throughout the year to review progress on the students' ILP and/or during classroom presentations, which may be initiated by a teacher, administrator, Learning Coordinator, student or parent. Several Student Study Team meetings are held annually, along with IEP meetings to assist students. Learning Coordinators also facilitate small group meetings in the students' classrooms each Spring to discuss graduation requirements and register students in classes for the coming year.	Grade Level Teams ILP Regis/Enroll Procedures Class Presentations Counseling Log School Publications Correspondence SST
All students are provided with individual planners or the <i>MV Guide</i> (student handbook) which lists all the high school graduation requirements, including credits, courses and examinations required for graduation, together with school rules/regulations, activities and other important information. Grade level teams distribute and explain the contents of these planning tools at the beginning of the school years in social studies classes.	<i>MV Guide</i> Grad. Req. Grade Level Teams Class Presentations Planners
To ensure communication with families of student progress, students and parents are notified six times per year of student progress, including four progress reports and two semester grade reports. Progress Reports (daily or weekly) are available to parents who want more information on student progress. The Progress Reports allow teachers to inform parents and students of daily and weekly grades and missing or upcoming assignments.	Progress Reports Transcripts Daily/Weekly Reports
Many schoolwide activities, such as <i>Back-to-School Night</i> and <i>Open House</i> , are offered for teachers and parents to discuss class expectations and student progress. All of these methods help to improve communication between the school and the home so that parents and students are aware of graduation requirements and	Back to School Night Open House School Publications Correspondence Prog. Reports

student progress. Our frequent communication, supplemented by school publications, has been effective. In a recent survey, over 90% of students indicated that they are aware of graduation requirements.	Transcripts Student Survey
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<i>FINDINGS</i>	<i>EVIDENCE</i>
Learning Coordinators send out several letters to the families of seniors listing the requirements each senior needs to complete. In September, each senior and his or her family receives a letter that describes the number of credits the senior needs, the courses currently in progress that are required for graduation, proficiency tests not yet passed and community service hours not yet fulfilled. In November, after first quarter grades, another letter is sent to any senior who has one or more failing grades on the first quarter report card. A follow-up in-person conference with the senior and/or parent is held with the Learning Coordinator. At the beginning of the second semester, a letter is sent to the parents of any senior who has any failing grades for first semester. A similar letter is mailed after the third quarter. Students and parents are notified immediately of a student's inclusion on a teacher's potential fail list, which is updated with greater frequency (often on a daily basis) as graduation deadlines approach.	School Publications Correspondence Progress Reports Transcripts Student Perf. Data Student Info Data Proficiency Req Graduation Req Counseling Log Failing Lists Intervention Strategies
The California High School Exit Exam (CAHSEE) has added a new dimension to preparation for graduation. To meet this challenge, Murrieta Valley High School has in-serviced teachers in math and English about the scope of the test. Proficiency and CAHSEE classes have been incorporated into the Master Schedule to provide students with additional assistance. As a result of new legislation, passage of the CAHSEE is not state-mandated until 2006. However, ninety-four percent of the MVHS Class of 2004 passed the Language Arts portion, while eighty-four percent the Math section. The Class of 2005 has done similarly well with a ninety-one percent passage rate in Language Arts and a seventy-eight percent passage rate in Math.	CAHSEE Passage Rates Test-taking Strategies
In addition to summer school, students who are at least sixteen years old and in need of making up credits can attend Adult School, Work	ROP District/Board Policy

<p>Experience or ROP. District policy allows seniors with less than two course requirements left to attend summer school and/or adult school until the December following their June graduation to make up the deficiency and earn a diploma. For students who need to make-up a significant number of credits, the district continuation high school and Adult Education provide alternative opportunities to receive a diploma.</p>	<p>Graduate Req. Adult Ed. Continuation School Alternative Prog. Strategies Summer School</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>We are determined to increase the number of students entering post-secondary education programs and top-tier careers. Accordingly, MVHS students have been given a number of opportunities to enhance their learning through experiences outside the classroom setting. Research projects require students to utilize library sources, including school and community libraries and the <i>Riverside County Library Loan Service System</i>. The <i>Valley's Business/Education Registry</i> handbook was established for teachers to utilize as a listing of resources in the community that relate to a particular subject matter. Business provide career days, job shadowing, job exposure/field trips, speaker's bureau, materials, contributions and scholarships. Representatives from colleges and vocational school regularly visit campus to assist students with transition plans. Staff members chaperone numerous field trips to visit post-secondary institutions. A <i>Transition Partnership Program</i> connects special education students with outside resources. Work Experience and Workability provide students with career training.</p>	<p>Senior Survey Research Projects Libraries Valley Registry TPP Guest Speakers Field Trips Work Experience</p>
<p>Students are actively involved in activities and projects that allow them to participate within the community. Students are required to participate in a minimum of forty hours of community service. The <i>MV Guide</i> (student handbook) clearly defines the parameters of the requirement and provides ideas as a resource to students. Opportunities are regularly updated on a community service bulletin and consist of several listings from community organizations. Some examples of community interactions include:</p> <ul style="list-style-type: none"> · The Interact Club frequently performs community service with the local Rotary Club, such as the Christmas party for special needs children, the Murrieta Food Bank, and fund-raising to help eradicate polio internationally. 	<p>Community Service Req. <i>MV Guide</i> Planners Interact Rotary Law Enforce. Fire Dept. <i>Guidant</i> Food Bank Senior Prom MSJC Articulation Bio-Med</p>

<ul style="list-style-type: none"> · Guidant (a local business) has asked the MVHS staff to work with them on developing a series of career workshops. · ASB sponsors activities with community groups, such as “Senior Prom” (a dance with local senior citizens). · Some academic and technical courses align and articulate with our local community college, including Anatomy, Bio-Med, Calculus and Statistics. 	<p>Course Outlines Master Schedule ASB School Clubs PLUS Prog. 40 Dev. Assets</p>
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<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>MVHS students participate in a variety of community-based activities. Government students are required to attend local school board and city council meetings. The JROTC program promotes student leadership and citizenship while exposing students to military-related experiences. Friday Night Live members serve as role models by participating in elementary prevention programs. Teams of MVHS students (including student leaders, PLUS Program, PALS and athletes) “reach out” to younger students to send a strong anti-drug message. Students at the elementary, middle and high school levels work with local law enforcement in the Drug Alcohol Resistance Education (DARE) program. The Murrieta Police Department and Fire Department, local agencies and MVHS students present <i>Every 15 Minutes</i>, a powerful and very moving anti-drinking and driving simulation/presentation, every two years.</p>	<p>Board/Council Meetings ASB Student Senate Friday Night Live JROTC DATE <i>Every 15 Minutes</i> School Clubs Law Enforce. Fire Dept. Vertical Align. Activities</p>
<p>Campus clubs and organizations provide students with a wide selection of opportunities to participate beyond the classroom. Our PLUS Program along with cultural, social and academic clubs celebrate diversity, friendship and achievement, facilitate conflict resolution and participate in Unity Forums. A multi-cultural festival sponsored by campus clubs creates awareness and appreciation for cultures represented within our student body. A Ballet Folklorico Group to perform for the community is currently being organized by our stakeholders. Students also have opportunities to participate in a full range of CIF approved and award-winning athletic programs.</p>	<p>ASB School Clubs Athletics PLUS/Link Crew Ballet Folklorico Multi-Cultural Festival Unity Forum 40 Dev. Assets</p>

A4. Excerpts

To what extent are all students involved in challenging learning experiences to achieve the academic standards and the expected schoolwide learning results? To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>MVHS teachers seek to actively engage students in a wide variety of experiences to challenge, stimulate, and involve each in the learning process. Students are challenged to use higher-order thinking skills while engaged in activities designed to help them realize connections between the content studied and the real world. Departments facilitate this process through a thematic approach to content, which fosters better collaboration among all curricular areas in planning integrated and interdisciplinary projects. In accordance with the <i>California Standards for the Teaching Profession: Resources for Professional Practice</i>, our teachers implement learning activities that:</p> <ul style="list-style-type: none"> · <i>connect students' prior knowledge, life experience and interests with learning goals</i> · <i>use a variety of instructional strategies and resources to respond to students' diverse needs</i> · <i>facilitate learning experience that promote autonomy, interaction and choice</i> · <i>engage students in problem solving, critical thinking and activities that make subject matter meaningful</i> · <i>promote self-directed, reflective learning</i> <p>These classroom strategies are reflected in students' perceptions/responses in a recent survey. Over 80 % of students indicate their teachers make their classes meaningful, interesting, and challenging. Almost 90% of students say their teachers use a variety of activities to help students learn and require the use of higher order thinking skills. Ninety percent of students believe teachers have high expectations.</p>	<p>CA Standards for Teaching Prof. ESLR Standards State Frameworks Student Surveys District/Board Policy (re: Evaluation) Master Schedule Course Outlines Observations Interdisc. Projects Syllabi</p>
<p>All core departments meet in district curriculum committees for</p>	<p>Curr. Teams</p>

<p>curricular alignment. At scheduled and informal meetings, departments have aligned their instruction with academic standards, state frameworks and our ESLRs.</p>	<p>Dept. Meetings ESLR Standards</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Teachers update staff on current practices acquired from conferences and training. Formal and informal collaborative meetings with other departments and teachers from feeder schools have been initiated informally by our teachers to keep our programs current. Teachers supplement the curriculum with up-to-date technology, professional journals, newspapers and other texts. In this vein, teachers have introduced several innovations into the classroom:</p> <ul style="list-style-type: none"> · Inquiry (stimulating curiosity through meaningful questions/discussion) drives our instruction - Open-ended questions, deductive learning, concept attainment, problem solving, hypothesis, fact-finding, research, analysis and interpretation, team building, Bloom’s Taxonomy, Socratic Seminars and student grouping, and learning modalities. In addition, block periods begin with meaningful open-ended questions that stimulate thinking and curiosity, using varied instructional strategies throughout the period, and concluding by tying ideas together clearly. · Learning Modalities □ We regularly incorporate creative, hands-on projects into our lessons. We supplement lessons with activities that encourage individuality and exploration. In-depth learning opportunities and specialized interdisciplinary projects are evident in all classrooms. Some examples: Anatomy Project in Foods class, math equations in Health (figuring body mass and metabolism), writing across the curriculum, current events in Science, Economics and Geography in Foreign Language, and a careers focus in Spanish 4. · Reality-Based Learning - Our students are involved in courses, programs and activities that are designed to include peer interactions and community experiences. Some examples: Work Experience final exam includes a mock-interview with local community employers. A yearly student-led Renaissance Faire connects grade levels, involves parents 	<p>Staff Dev. Educ. Research <i>Aiming High</i> Professional Publications Blooms/Inquiry Class Syllabi/ Observations Learning Modalities Course Outlines Labs Presentations Renaissance Faire Work Exp. For. Lang Intl Website Newspapers <i>Accelerated Reader</i> <i>Cornell Notes</i> Graphic Organizers <i>CPM Tool Kits</i> <i>SOPPS</i> <i>TCI</i> <i>Total Physical Response (PE)</i> Fitness Tests <i>Urban Myths in Creative Writing</i> <i>DHS</i> Grammar Fair 40 Dev. Assets BTSA Training <i>DSC Elements of Effective Teaching</i> <i>Website Prod.</i> <i>Nighthawk Net</i></p>

<p>and community, and integrates many subject areas. Student art projects are displayed on campus, throughout community and submitted in competitions.</p>	
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>In random interviews, students described the following as among the most enjoyable learning activities:</p> <ul style="list-style-type: none"> · Simulations of historical events and real-life application (e.g. government students and ASB students involved in simulations of elections that have the students staging rallies, complete with bands, balloons, and confetti) · English students engage in active debates on materials read and re-enactments of literary works · Participating in preparatory activities for Mock Trial, <i>Odyssey of the Mind</i>, Academic Decathlon and music and dance program competitions at regional, state, national and international level · Engineering classes construct bridges, towers, cantilevers out of spaghetti noodles, construct six foot hot air balloons, build rockets, boats, and self-powered racers to demonstrate the theories of physics · Students making group and individual presentations using PowerPoint and conducting research via the Internet. · Foreign Language students presenting skits of social situations using their language skills (e.g. newscaster presenting the weather in a foreign language) · Students taking a field trip to the Museum of Tolerance. · AVID students visiting colleges · Science students creating Pet Molecule projects involving a 3-D representation of the molecule and decorating a tee-shirt in honor of Mole Day · Guest speakers addressing students on careers and business · JROTC formations (for inspections etc.) and field trips to military bases <p>This is by no means an exhaustive list of the activities that occur in classes at Murrieta Valley High School and is not indicative of every day in every classroom. These are some of the additional activities</p>	<p>Student Interviews Syllabi and Observations ASB Student Senate Mock Trial <i>Odyssey of the Mind</i> Acad. Decathlon Music Programs Engineering Projects <i>Walk on Water Contest</i> Bridge Building Technology Field Trips Labs Projects Presentations JROTC Course Outlines Master Schedule ESLR Standards</p>

<p>used by teachers to augment their classroom instruction. Teachers are also conducting lectures and discussions, using groups, making demonstrations, assigning hands-on activities, utilizing graphic thinking organizers, and working to aid students in understanding the material and meet the state standards and Expected Schoolwide Learning Results.</p>	
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Our Language Arts Department uses various methods to reach our students and stretch their capabilities, such as <i>Silent Sustained Reading</i> and <i>Writing Across the Curriculum</i>. Learning activities are based upon the state standards and developing the skills of reading, writing, listening, thinking, and speaking while incorporating the use of technology. Teachers scaffold assignments often using group work as a prelude to individual projects. Teachers use core and extended literature that reflect the real issues and dilemmas faced by the student body and community. Literature is made relevant to students through discussion and interpretive assignments. Students relate published works and various themes to their own lives by writing journal entries, poems, biographies and autobiographies and by giving presentations.</p>	<p>SSR <i>Writing Across Curriculum</i> Syllabi/Ob-servations Technology Literature Journals Poems Presentations Spivey/Schaeffer Workshops ESLR Standards</p>
<p>Every student is required to take and pass Algebra. We offer a one-year Algebra course and a two-year Algebra course for students who needed a slower-paced program. Ninth grade math classes conform to Class Size Reduction goals with ratios of 20-to-1. The Math Department utilizes <i>College Prep Math</i> (CPM) with staff training paid out of Eisenhower funds. CPM has enabled students to explore mathematical ideas in-depth, based on unit themes. Real world connections are developed through word problems and writing justifications. Common midterms and finals ensure consistency in assessment. <i>Tool-Kit Prompts</i>, special labs and additional non-calculator practice have helped students achieve math mastery. In 2003-04, teachers report that the change to a 100-minute block period on a daily basis (instead of every other day) has been more effective in helping Math IA/B students.</p>	<p>Master Schedule Syllabi/Ob-servations Technology CPM Eisenhower Common exams ESLR Standards <i>Tool- Kits</i> Labs Projects Presentations</p>
<p>We offer life science, physical science, chemistry, physics, marine biology, and anatomy. Teachers work with entire class or in small</p>	<p>Master Schedule Syllabi/Ob-servations</p>

<p>groups within a well-monitored lab setting/ Science classes provide students with the opportunity to use lab equipment and technology in the form of computers and laser disc players for research projects, labs and presentations. A Science Fair has provided a display of student projects. Students can participate in science field trips. This allows teachers to address various learning modalities for greater understanding. The department has received grants including the <i>Lever Brothers Santa Rosa Plateau Conservancy Grant</i>, to provide students with real-world experiences.</p>	<p>Technology ESLR Standards Projects Labs Grants Science Fair Field Trips</p>
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<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The Foreign Language Department's teaching and learning experiences include the use of approved texts as well as many secondary resources from which supplemental exercises are chosen. Writing skills are developed gradually, beginning with practices in vocabulary, and sentence structure and advancing to paragraphing, essays, short stories, and research projects. The Foreign Language Department also takes pride in the variety of daily communicative activities at individual, paired and group levels. Students create and perform individual presentations, dialogues, skits, and plays, which highlight their growth in the foreign language. To further develop reading skills and cultural awareness, students are given the opportunity to read literature in the form of poems, short stories and plays by foreign authors. Throughout the school year, teachers invite speakers to further enhance students' awareness of differences in various cultures.</p>	<p>Master Schedule Syllabi/Ob-servations Technology ESLR Standards Labs Projects Presentations Poems Skits Professional Publications Supplementary Materials Guest Speakers Field Trips</p>
<p>The Social Science Department utilizes standards-aligned textbooks augmented by supplemental materials, teacher- created materials, simulations, and technology. SOPPS, TCI, <i>History Alive</i> and other materials provide photographs of the historical time period and are used to provoke students to think what the life experience was like for people living in that Age. Students use technology to conduct research and prepare term papers and classroom presentations. Video footage (actual and dramatic) is used to give students a sense of what the time or event was like. Likewise, simulations give students the opportunity to experience historical events, from campaigning to the rise and fall of stock markets.</p>	<p>Master Schedule Syllabi/Ob-servations Technology ESLR Standards Presentations Simulations <i>SOPPS</i> <i>TCI</i></p>

Standards-Based Student Learning: Curriculum and Instruction

Areas of Strength

As evidenced by our student performance data and award-winning programs recognized at the regional, state, national and international levels, MVHS students are capable and focused young adults prepared for top-tier careers and future success.

Students participate in a rigorous, standards-based curriculum in full support of our ESLRs, which provides them with opportunities to challenge themselves through a variety of academic and career-related courses and experiences.

Grade level teams assist students with the development of Individual Learning Plans and monitor, assess, review and modify school programs with instructional staff to ensure that students are provided with assistance necessary to achieve their academic, personal and career goals.

Staff members not only attend, but are also present at conferences, programs and staff development workshops in their content areas both at the site and district levels, at colleges and at state and national conferences. Teachers employ various educational innovations, such as interdisciplinary projects, cooperative learning, portfolios, experiments and student-self-assessment techniques and other approaches, which typify the movement towards teachers as learning facilitators instead of merely content area experts.

Areas for Improvement

(We have addressed and incorporated the following recommendations into our Action Plans.)

A more comprehensive and effective system for conducting follow-up studies on our graduates needs to be developed.

We need to continue our articulation meetings with post-secondary institutions to remain current on their changing expectations for students.

As per district mandates (*K-12 Sequence*), staff members should work with District Articulation Coordinator and DSC Educational Services to strengthen articulation with feeder schools and ensure consistency in instructional and assessment practices.

We need to improve educational services and personal support for our English Language Learners by:

- ensuring greater consistency in the ELD Coordinator
- hiring more SDAIE-trained and CLAD-certified teachers and an ELD Assistant
- implementing a Reading Intervention Program.

The Career and College Planning Center must do more than just assisting students only with Work Experience needs. The Career and College Planning Center must become a viable and valuable resource for students working to achieve their academic, personal and career goals.

**WASC STANDARDS-BASED STUDENT LEARNING:
CURRICULUM AND INSTRUCTION
2003-04**

SUMMARY OF FOCUS GROUP COLLABORATION

The Curriculum and Instruction Focus Group met monthly to discuss instructional and assessment practices at Murrieta Valley High School. During the 2002-03 school year, early start staff met with science teacher and focus group leader Jack Jones, while late start staff met with engineering teacher and focus group leader Pete Matus. Deputy Principal Mary Walters, site administrator with responsibility for master schedule and curriculum development, attended both meetings to assist with the WASC *Focus on Learning* process. While numerous teachers from all academic areas provided much input at the meetings, our group lacked significant representation from students, parents and classified staff. We only had a handful of students, parents and classified staff attending one or two meetings. Our district administrators have been involved with the process through close correlation with departmental meetings (especially on instructional and assessment needs) and staff development.

The early start staff focused on findings for criteria A1 and A3, while late start staff focused on findings for criterion A2 and A4. Pete Matus wrote an initial draft of group findings, which allowed both early and late start staff to give feedback on the work of the other sub-group. During a series of meetings, our focus group worked on the guide questions using the WASC rubric to identify strengths and areas for improvement. Of significant value to the information gathering activities were the departmental reports. Each curricular area and other stakeholder groups, including our administrative and guidance staff, brought their individual self-evaluation reports to focus group meetings. Our strengths include our rigorous, standards-based curriculum, which fully supports our Expected Schoolwide Learning Results; the extensive variety of elective courses and an innovative instructional staff and caring support staff to work with our outstanding student body. Revisions continued early into the 2003-2004 school year as the entire focus group could meet together and new staff could provide additional input. A revised draft was written with the help of English teacher Stacy Swenck. Focus group leaders Jack Jones and Pete Matus made the final revisions and conclusions.

Assessment and Accountability

B5. Excerpts

To what extent do teachers employ a variety of strategies to evaluate student learning? To what extent do students and teachers use assessment results to enhance the educational progress of every student?

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The MVHS community regards assessment as integral to the educational process. Our teachers employ a variety of assessment strategies, which are incorporated in the <i>California Standards for the Teaching Profession: Resources for Professional Practices</i>. To enhance the academic achievement of students, teachers:</p> <ul style="list-style-type: none"> · <i>communicate learning goals for all students;</i> · <i>collect and use multiple sources to assess student learning;</i> · <i>involve all students in assessing their own learning;</i> · <i>use results of assessments to guide instruction; and</i> · <i>communicate with students, families and other audiences about student progress</i> 	<p>Board/District Policy <i>Aiming High</i> Educational Research <i>California Standards for the Teaching Profession</i> Class Syllabi and Observations Course Outlines</p>
<p>Learning goals reflect a rigorous, standards-based curriculum, which fully supports our ESLRs. Moreover, the learning goals are based on students' needs, incorporating the complete range of knowledge, skills and abilities that students are to learn. Teachers use various strategies to communicate learning goals. Sometimes, teachers make the learning goals explicit at the beginning of a lesson by writing out the lesson objectives, as supported by a detailed verbal explanation. Using Socratic inquiry or discovery lessons, students can acquire an understanding of the learning goals through <i>inference</i>. By the end of the learning activity, whether by direct communication or inference, multiple communication strategies ensures students' understanding of the learning goals.</p>	<p>Board/District Policy <i>Aiming High</i> Educational Research <i>California Standards for the Teaching Profession</i> Class Syllabi and Observations Course Outlines</p>
<p>Teachers share with students the results of classroom assessments by holding conferences with students (and parents) to assist students in improving their learning. Grade level teams assist by initiating and/or participating in conferences as well as Student Study Teams and Individualized Education Plan meetings.</p>	<p>Board/District Policy Grade Level Teams Counseling Logs SST/IEP Conference Logs</p>
<i>FINDINGS</i>	<i>EVIDENCE</i>

<p>Formal and informal data on student achievement, including student progress on standards, MVHS-Goals-5_ and ESLRs, are routinely gathered to provide teachers with different perspectives on student learning. Over 75% of surveyed students indicated that teachers used various instructional methods to teach their classes.</p>	<p>Board/District Policy Class Syllabi/Observ. MVHS-Goals-5_/ESLR Student Perf. Data Student Survey</p>
<p>Departments make use of various techniques to accurately evaluate student mastery of course standards. With the advent of state-mandated tests, teachers have additional tools to evaluate student learning. Departments analyze student performance data from the STAR Testing Program (e.g. SAT 9, CST), CAHSEE, GSE and AP exams. Assessment results from the CELDT and other state tests are used to place and re-designate English Language Learners. Departments also administer their own assessments tied to standards and the ESLRs. The intent of the department-developed assessments is to provide information tied to a specific standards item that is not available from the state or district mandated tests. A number of departments have established common midterms and finals. In addition, departments have created ESLR/Standards Charts, which demonstrate departmental efforts to align standards and our ESLRs with curricular and assessment practices.</p>	<p>Board/District Policy CAHSEE GSE CELDT ESLR Dept. Assessments Class Syllabi and Observations ESLR/Standards Chart Standards Student Perf. Data</p>
<p>In addition to mandated tests, teachers use multiple assessments within their classrooms. Sources of information include: teacher observations, running records, portfolio assessments, essays, student responses to teacher questions, student dialogue, hands-on tasks, interviews with students and families (e.g. students' interests and personal/career goals) and teacher-designed assessments. Technological skills are enhanced through class PowerPoint presentations, Internet research and other strategies. Moreover, students can assess their own learning by examining, grading and revising their own work. Examples of student self-assessment include: peer editing, student-designed rubrics for essays or term papers; testing hypotheses in science or developing objective tests.</p>	<p>Board/District Policy Course Outlines Class Syllabi and Observations Technology Student Perf. Data Student Projects and Assignments</p>
<p>Our Language Arts Department has a long-standing tradition of using multiple measures. Classroom assessments include multiple choice tests, essays, term papers, response journals, classroom discussion, group and individual multi-media presentations and projects, oral and performance reports and publication of original</p>	<p>Board/District Policy Syllabi/Observations Socratic Seminars Technology Student Perf. Data</p>

works. Teachers hold Socratic seminars to emphasize <i>Bloom's Taxonomy</i> and higher-order critical thinking skills.	Student Projects Bloom's Taxonomy
<i>FINDINGS</i>	<i>EVIDENCE</i>
The Science Department also utilizes several assessment strategies. Department teachers' focus on research-oriented projects while assessing knowledge through homework, quizzes and tests. Students are also assessed as they gather, organize and review their research in science labs. From research gathered in their lab findings, periodicals, texts and Internet sites, our science students are further challenged with extensive research projects.	Board/District Policy Syllabi/Observations Socratic Seminars Technology Student Perf. Data Student Projects Labs
The Social Science Department teachers use a myriad of individual assessment methodologies, such as traditional objective exams and quizzes. In addition, students participate in cooperative research projects (e.g. citizenship projects), Socratic seminars, oral presentations and simulations. They complete individual written term papers, daily lessons and homework. The Language Arts and Social Science departments are implementing an interdisciplinary writing project for eleventh grade students.	Board/District Policy Syllabi/Observations Socratic Seminars Technology Student Perf. Data Interdisciplinary Project Student Assignments Simulations
In Special Education, assessment results are also used to identify the Least Restrictive Environment and develop Individualized Education Plan (IEP) goals that meet the student's needs.	Board/District Policy IDEA/SELPA IEP
The Math Department also utilizes multiple assessments. Using the College Prep Math (CPM) methodology, students are expected to work individually and collaboratively. Students can use <i>CPM Tool Kits</i> expected to give both written and oral explanations of solutions. Students are assessed via the following methods: chapter exams; standards-driven daily problem sets (written and oral); and individual and group projects. The department has also established common department-wide midterm/final exams for each course.	Board/District Policy Syllabi/Observations Socratic Seminars Technology Student Perf. Data CPM Tool Kits Student Projects Common Assessments
Student performance data drives teachers' decision in planning the next instructional steps. If students have not achieve subject-matter or skill mastery, teachers modify future instruction accordingly. Assessments are used to determine the appropriate pacing of lessons, the use of different learning modalities and resources and to adjust content/skill presentations in response to students' needs.	Board/District Policy <i>Aiming High</i> Educational Research Class Syllabi and Observations Course Outlines Student Projects

**WASC STANDARDS-BASED STUDENT LEARNING:
ASSESSMENT AND ACCOUNTABILITY
2003-04**

SUMMARY OF FOCUS GROUP COLLABORATION

The Assessment and Accountability Focus Group met monthly during the 2002-2003 school year. Two meetings were held on each of the WASC days; one for “early start” staff and one for “late start” staff. Early start meetings were facilitated by math teacher and focus group leader, Eric Oberle. Late start meetings were facilitated by English teacher and focus group leader, Ross Haefer. Robert McGonigal, site administrator with responsibility for schoolwide assessment, attended both meetings and served as a resource for technical questions and provided assistance to the focus group leaders. Guy Romero, District Director of Assessment, Research and Categorical Programs, served as a resource and provided suggestions after the initial draft of the findings. A recorder was assigned for each meeting to take notes for the focus group leaders. The focus group had representation from a cross-section of academic departments. Student and classified representation was sporadic.

Early meetings focused upon developing an understanding of the WASC assessment criteria and rubrics. From there, the groups decided to split responsibilities. The smaller early group became responsible for gathering information and determining findings for criterion B5 (assessment strategies, using results to enhance student progress). The late start group was responsible for criterion B6 (regular review of student progress) and B7 (relationship of assessment to resource allocation and programs). Once the criteria were understood, the groups gathered information, shared brainstorming and developed initial findings. Meetings later in the year focused on reaching consensus on the findings and the development of the draft for both sub-groups to share. At this point, the late group provided the early group with feedback on B5 and the early group provided the late group with feedback on B6 and B7.

The sub-groups met as one complete focus group for two sessions early in the 2003-2004 school year. Many new faculty were introduced to the group. The sessions consisted of reviewing the work of the group to date and reaching final conclusions on the findings. Once final agreement was reached, two teachers (Stephanie Garcia and Victoria Barr) took the results of those sessions and wrote the groups’ section of chapter four. Stephanie Garcia volunteered to take on the focus group leader responsibilities after the departure of Ross Haefer to Vista Murrieta High School. A Student Performance Action Plan was written because effective analysis of student performance data was an important element of our ongoing school improvement process.

Support for Student Personal and Academic Growth

C8. Excerpts

All students receive appropriate support to help ensure academic success.

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Before students even arrive at MVHS, the staff is already preparing to ensure their academic success. The MVHS Team (consisting of the Deputy Principal, Learning Director, Learning Coordinators, Athletic Director, ASB Director and teachers), visits the feeder schools every Spring. Incoming freshmen attend an orientation and receive the <i>MV Guide</i> (student handbook which explains MVHS policies) and a registration packet which contains a course catalog, information about student services, activities and athletics and other materials to facilitate the transition to MVHS. Ninth grade students follow the same curricular path----a coherent and sequential curriculum which includes English, science, college prep math (at least Algebra), physical education, health, computer/careers and electives. Class sizes in ninth grade English and math courses are reduced to 20-to-1 ratios to encourage higher attendance, lower discipline rates and greater “connectedness”. From the tenth through twelfth grades, Individual Learning Plans (ILP) for the remaining the years are further developed through conferences and guidance presentations to ensure student success.</p>	<p>District Vert. Alignment <i>MV Guide</i> Reg/Enroll Materials CSR ILP Counseling Services</p>
<p>Grade level teams ensure that all students receive the support necessary to successfully attain their goals. Each team has Learning Director, two Learning Coordinators, a secretary and instructional and support staff. The grade level teams monitor, assess and modify every aspect of our school programs. The teams facilitate articulation meetings with feeder schools. Class presentations and student success celebrations are also coordinated by the grade level teams to encourage student achievement.</p>	<p>Counseling Logs Articulation Guidance Pres. Awards Prog. Perf. Data Team Meetings</p>
<p>To facilitate familiarization with students’ needs, grade level teams serve the same students throughout the students’ entire high school careers. The teams initiate meetings, send correspondence regarding progress and implement intervention strategies, such as support groups, for students with academic difficulties, substance abuse or behavioral problems. Files are kept for each student to monitor credits earned towards graduation.</p>	<p>Couns. Logs Student Info Data. Support Groups IEP/SST Crisis Interv. Peer Mediation Alternative Ed.</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Information nights and orientation activities provide students and parents with knowledge of possible curricular paths and opportunities. Eighth grade students and their parents are invited to <i>Open House</i> and <i>Super Saturday</i> (a registration and enrollment event). Link Crew student mentors coordinate freshmen orientation activities, which include guest speakers and campus tours. <i>Back-to-School Night</i> helps students and parents become acquainted with teachers and their expectations. Teachers personalize instruction and vary strategies to meet students' needs.</p>	<p>Back to School Night Super Saturday PLUS Program Link Crew Counseling Services Presentations CourseSyllabi/Observations</p>
<p>Learning Coordinators provide information to parents and student through a variety of different means. These include holding parent workshops, providing college essay and application information and conducting financial aid, PSAT preparation and study skills workshops. Staff members provide opportunities for students to visit colleges and attend the Career, which showcases local businesses and colleges.</p>	<p>Workshops Guest speakers Career Fair Career Center College Handbooks</p>
<p>Students can use the College and Career Planning Center to evaluate their post-secondary interests. It provides books, brochures, catalogs, software and other career-related materials, employment opportunities and armed forces information for students to examine. Guest speakers share their expertise. Students can take the ASVAB and receive tutoring on college entrance exams. Over 85% of surveyed students believe they are able to obtain college and career information from our guidance staff. However, almost 60% believe the College and Career Center has not been a useful resource for their post-graduation plans. Although re-locating to the Library, made the Center is more visible, services must be expanded.</p>	<p>Career Center Technology Voc. Materials Job Board Guest Speakers Student Survey ASVAB Job Shadowing</p>
<p>Progress reports are mailed home every six weeks to provide critical academic feedback. Daily/weekly progress reports allow for more frequent monitoring when necessary. Behavior contracts are developed with input from teachers and parents.</p>	<p>Prog.Reports Behav. Contract Couns. Logs SST/ILP/IEP</p>
<p>For students whose goals do not include immediate post-secondary education, Work Experience, ROP, <i>Transition Partnership Program</i>, JROTC and "Practical Arts" classes provide alternatives. These programs focus on learning activities that provide the five competencies and three-part foundation of skills and personal</p>	<p>Work Exp. ROP TPP IEP ILP</p>

<p>qualities delineated in the <i>SCANS Report</i> for job success. This integrates academics with real world experiences.</p>	<p>JROTC SCANS</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Senior surveys indicate most graduates plan to attend post-secondary institutions. For the Class of 2003, 89%, indicated a desire to pursue post-secondary education. Only 37% planned to attend a 4-year college. 47% indicated they will opt for junior college, while 18% will seek full-time employment/no college plans. Our college prep curriculum and the variety of electives help students explore their interests and career options. Our block schedule has accommodated enrollment increases, expanded offerings, provided for longer science labs, peer collaboration and continuous learning.</p>	<p>Senior Survey Block Schedule Course Outlines Enrollment Labs Class Syllabi/ Observation Student Projects Master Schedule</p>
<p>All students, regardless of gender, ethnicity and special needs, can participate in any course. All students are encouraged to achieve at the highest possible levels and those seeking a higher challenge can participate in AP, Advanced classes and/or academic teams.</p> <ul style="list-style-type: none"> · Fifteen Advanced classes are available to challenge university-bound students. These include: Adv. Algebra II, Adv. English I & II, Adv. American Lit, Adv. British Lit, Adv. Pre-Calculus, Adv. Trig, Adv. Bio-Med, Adv. Chamber Choir, Adv. Chorale, Adv. Jazz, Adv. Media, Adv. Sports Medicine and Adv. Drafting and Painting. There are currently 1,230 students enrolled in Advanced classes. · Our Advanced Placement classes are college level courses designed to prepare students with the opportunity to take an Advanced Placement test. Passing this test provides the potential for earning college credit and/or fulfilling college requirements. There are 910 students currently in Advanced Placement classes. In the Spring 2003, 421 students took the AP test, a 14% increase over the previous year. The passage rate was 57% overall, with a high of 90% in Spanish. · Our students have represented MVHS in several academic competitions. Mock Trial, Academic Decathlon and <i>Odyssey of the Mind</i> teams have received regional, state and national recognition for their achievements. Students are recognized by the CSF and as National Merit scholars. 	<p>Advanced Classes AP Mock Trial Acad. Decathlon <i>Odyssey</i> MUN Intl Baccal. Advanced Placement AP Exams CSF ESLR Class Syllabi/ Observations National Merit Master Schedule Course Catalog Course Outline</p>

<p>The district wide GATE program provides challenging learning experiences that meet the needs, interests and abilities of our gifted students. Teachers differentiate content, process and product by providing depth, novelty and acceleration. GATE funding supports instruction in AP and Advanced classes, Mock Trial, Academic Decathlon and other academic teams as well as college campus tours. The <i>Bright Light</i> newsletter showcases student achievement.</p>	<p>Vert Alignment GATE Advanced Placement Acad. Teams Honors Field Trips</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Our AVID program embeds student support in the daily schedule and provides encouragement and academic support to students from groups that are traditionally under-represented in higher education. AVID students complete a college preparatory path by taking a rigorous curriculum, participating in mainstream activities and by developing into responsible leaders. Our AVID classes teach students learning strategies, such as inquiry, resource identification and higher order thinking skills, which are embedded in our school's local outcomes. The courses are designed to help students compete academically by positively reinforcing attitudes through self-awareness and motivational strategies. Our students also acquire success-enhancement skills such as note-taking, outlining, effective written and verbal communication, vocabulary development, research and test-taking skills. A tutoring program, provided by college students and MVHS alumni, supports students throughout high school. Currently 134 AVID students receive instruction from five AVID teachers and additional support from grade level teams. Our initial group of AVID graduates received their diplomas in June 2003. All fifteen AVID graduates received at least one letter of acceptance from a four-year college/university.</p>	<p>AVID Program AVID Web Description Enrollment Master Schedule Feeder School Articulation Student Perf. Data Student Info. Data <i>Aiming High</i></p>
<p>Following a district-wide plan, the ELP Program currently serves 44 English Language Learners. Our classes encourage language acquisition with transition to regular classes as the primary goal and are as follows: ELD I (Beginners); ELD 2 (Early Intermediate to Intermediate) and ELD 3 (Intermediate to Advanced). The ELD Coordinator is assisted in program issues by a Learning Director, Learning Coordinator, district administration and the English Language Advisory Committee. Improvement of ELD services is a priority for MVHS and the following strategies are recommended:</p> <ul style="list-style-type: none"> · Consistency in the ELD Coordinator · Hire more SDAIE-trained /CLAD-certified teachers 	<p>District Plan Board Policy CCR ELD ELAC DSC ARC SDAIE CLAD-cert. Reading Intervention Prog. Action Plan</p>

<ul style="list-style-type: none"> · ELD Assistant for various content areas · Reading Intervention Program 	<p>Enrollment Course Outlines</p>
<p>Students who are at least sixteen years old can make-up credits by attending Adult School, Work Experience or ROP. For students who need to make-up a significant number of credits, the district continuation high school and Adult Education provide alternative opportunities to receive a diploma.</p>	<p>District/Board Policy ROP Adult Ed. Cont. School Alternative Prog. Strategies Transcripts</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>MVHS students can capitalize on summer school programs, designed after the traditional model which enables students to make-up classes and earn credit in courses they failed in previous semesters. Our summer session also offers academic support classes and programs for special needs students. District policy allows seniors with less than two course requirements left to attend summer school and/or adult school until the December following their June graduation to make up the deficiency and earn a diploma. In July 2003, twelve seniors completed all course and proficiency requirements, participated in the first summer school graduation ceremony and were rewarded with an MVHS diploma. Future options presently being considered include courses for students who fail to pass any section of the CAHSEE and students who demonstrate low STAR scores, less than “proficient” scores on other district/school-mandated assessment and fail to master end-of-course outcomes.</p>	<p>District/Board Policy Graduate Req. IEP Summer School Course Outlines Class Syllabi Transcripts Graduation Ceremony</p>
<p>The Library Media Center participates in the Digital High School program, providing students with access to web sites, Internet use, and research materials on CD-ROM. The Library houses 30,969 volumes, which corresponds to a ratio of 8.25 books per students. A library computer lab is available for classes supervised by teachers. Research is the primary focus of the lab, with online databases, periodical databases and CD-ROMs. Two periodical databases, <i>EBSCO</i> and <i>SIRS</i>, are accessible from each classroom computer. Both databases have home access for students with the Internet. There are two portable labs which can be checked out by science and visual/performing arts teachers for use in classrooms. We have over 600 computers on campus. Eight computer labs, including a</p>	<p>Library Use Tech Support & Equipment DHS Software Website Prod. Multi-Media TV Production Graphic Arts Student Projects Class Syllabi/Observ. EBSCO</p>

<p>multi-media lab, is available for students. <i>NetTV</i> was provided to every English classroom. <i>Accelerated Reader</i> and <i>STAR Reading Program</i> are installed in library and English classroom computers. Grades are electronically mailed every eight weeks to improve communication with students and families. We have two full-time computer technicians to provide support for staff. In addition, students have access to a myriad of computer training and technology classes, such as <i>Website Production, Multi-Media, TV Production, Graphic Arts</i> as well as the extensive use of technology in other academic programs.</p>	<p>SIRS Accelerated Reader STAR Reading Program</p>
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<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Additional support systems for special needs students in meeting academic challenges are accommodated through various programs. Our special education department uses a collaborative model for instructing RSP students. There are pull-out RSP classes (including RSP English, RSP Math and RSP Study Skills) to meet students' needs whenever deemed appropriate by the IEP team. Special Day Classes are offered to students whose IEP recommends such placement. Attempts are always made to ensure the least restrictive environment. Special instructional materials and transition services are available for students with physical or psychological restrictions. The <i>Transition Partnership Program</i> is administered by Riverside County with the Department of Rehabilitation, which provides connections to outside resources and uses a life skills curriculum. Adaptive Physical Education is also provided for students with physical limitations. A Job Developer serves 16 students in the <i>Workability</i> Program, which allows special needs students to get on-the-job training at local businesses. <i>Workability</i> is funded through a grant which pays for transportation and the students' salaries. The following are district resources for the 2003-04 school year:</p> <ul style="list-style-type: none"> · 14 Speech/Language Pathologists (one at MVHS) · 9 Psychologists (one full-time at MVHS) · 1.5 Adaptive Physical Education (APE) Teacher · 2 Occupational Therapist · Contract Services for Physical/Occupational Therapy · County Itinerant Services · Department of Mental Health Services · Inclusion Support Teacher 	<p>SELPA District/Board Policy SDC RSP FAPE LRE IEP TPP Job Exploration Workability Adaptive PE Mental Health County Itinerant Serv. 504 Enrollment Master Schedule Course Description Contracts</p>

· 504 Coordinator	
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C9. Excerpts

Students have access to a system of personal support services, activities, and opportunities at the school and within the community.

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Murrieta Valley High School has developed numerous programs that “reach out” to students and provide opportunities for all students to receive support and achieve personal and academic success. These include formal and informal programs available on campus and throughout the district and the City of Murrieta. Staff members make sure that students are aware of these opportunities.</p>	<p>Community Service MVHS Co-Curr. Programs</p>
<p>Students interact daily with staff members, all of whom are available to assist students with personal concerns or direct them to appropriate support. MVHS has a School Site Council, one Principal, a Deputy Principal, four Learning Directors, eight Learning Coordinators, one Dean, one ASB Director, one Athletic Director, a PTSA and various ad hoc committees. The faculty consists of 157 teachers. We have one certificated librarian, two full-time library clerks and one part time clerk. The office staff consists of six 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. While multi-lingual staff members are available to provide assistance to students with personal needs, our Action Plans emphasize the need to hire additional multi-lingual staff to strengthen communication lines with stakeholders. With regard to three questions asking if students feel connected to “caring adults” at school, about 75% in grades 9, 10 and 11 answered “yes”.</p>	<p>District/Board Policy Human Resources Staffing Staff Qualific. Action Plans Credentials District Survey Parent Input Staff Input</p>
<p>Two school resource officers and eight campus supervisors assist with supervision. The school nurse and health clerk are available daily. A school psychologist and speech and language therapist facilitate testing for informed student placement. There are twenty instructional aides to assist special needs students. Nine nighttime, two daytime and two locker room attendants are assigned to MVHS.</p>	<p>Board/Dist. Policy Human Res. Maintenance Staff Qualif. Action Plans Police Dept.</p>
<p>The Career and College Center was relocated to a central location (in the Library) for greater visibility. Information on jobs, careers, trade schools, colleges, scholarships, and financial aid, listings of</p>	<p>Career Center Job Openings College Handbook</p>

current job openings, job-shadowing, information on career specific programs and volunteer opportunities are more readily available.	Community Service
<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The <i>Transition Partnership Program</i> is administered by Riverside County in conjunction with the Department of Rehabilitation which established connections to outside resources and uses a life skills curriculum for our special needs population. The Workability Program provides students with career opportunities, while earning credits in high school. For special needs students, Workability is facilitated by a Job Developer. ROP provides job skills and training. The district also welcomes military recruiters on the high school campus to acquaint students with military career options.</p>	<p>SELPA Riverside Cty Dept. of Rehab TPP/Workability Job Developer Job Exploration JROTC Milit. Recruit. Guest Speakers</p>
<p>On campus, students have numerous opportunities to participate in a variety of co-curricular activities, including activities, athletics, clubs, theater and music programs, academic teams and pep squad. These programs allow students to participate in campus life, developing their interpersonal and leadership skills through meaningful activities. There are 34 clubs and activity organizations and sports for students to choose from and include: Aerobic Fitness, Astronomy, Academic Competitions, Advanced Placement; <i>Anime</i> (Japanese Animation/Cinema), AVID, Ballet Folklorico, Black Student Union, Creative Music, Drama/Thespian, European Experience, Film Club, Full Effect Stomp, Interact, Key, Mathletes, Model United Nations, MVD Web Design, Nighthawk Productions, Riders of All Things Cycle, Snowriders, Student Organizations to Help Others and Student Venture. Over eighty percent of students indicate that they have sufficient opportunities to participate in clubs. Similarly, a high number (three-fourths of our students) believe there are sufficient opportunities to participate in sports.</p>	<p>School Clubs Athletics ASB Student Survey Club Meetings</p>
<p>Winning top honors from CADA for six consecutive years, our student leadership program exemplifies excellence. Comprised of ASB and Student Senate, our student government program consists of over 100 student leaders. Training, team building and student empowerment are important, as evidenced by their teamwork with the PLUS Program to broaden appreciation for diversity. Our ASB sponsors academic awards events, student orientation and supports student-chartered organizations on campus. Student leaders conduct community outreach through food drives, hosting a dance for senior</p>	<p>ASB/Student Senate CADA PLUS Program Red Ribbon School Clubs Itoshima Exchange Charities Food Bank Awards/Rallies</p>

<p>citizens, charity organizations, Red Ribbon Program and community appreciation nights. Since 1996, cultural exchange activities have been organized with our sister school, <i>Itoshima High</i>, in Japan. The exchanges involve home stay experiences in the U.S. or Japan.</p>	<p>ASB Const. Board/District Policy Senior Prom ESLR Vert Alignment</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>Over eight-hundred students participate in nineteen sports at MVHS. Although proud of our wealth of championships and honors, our top-caliber coaching staffs emphasize the critical importance of academic achievement with athletic prowess and the values of fair play and good sportsmanship. In the last two years, we have won five CIF championships, fifty-three league championships. The “crown jewel” is the California State Division I Cross Country Championship. In the past three years, we have had sixteen League Most Valuable Players, sixteen All-CIF, sixty-two All-Valley honors and four All-Americans. Our soccer and golf teams have received numerous honors for top grade point averages. Student-athletes have won several full and/or partial college scholarships, including scholarships to Division I schools. Our coaches have won several awards, including “Coach of the Year” honors.</p>	<p>District/Board Policy Southwestern League CIF Awards Transcripts Coach of Year Athletic Handbook Athletic PE Scholarships Course Outlines Nighthawk Awards Team Banquets</p>
<p>Our students have represented MVHS in academic competition. Mock Trial, Academic Decathlon and <i>Odyssey of the Mind</i> teams have received regional, state and national awards. Students are recognized by the California Scholastic Federation.</p>	<p>Acad. Teams Competitions CSF</p>
<p>Our Peer Leaders Uniting Students (PLUS) Program is a district-wide program, which originated at MVHS and has spread to district middle and elementary schools. In support of the Developmental Assets movement, the PLUS Program uses a team philosophy to provide support for students, bring about positive changes in behavior and open up communication lines to reduce conflict. Featured programs activities include: Unity Forums, staff in-service, PLUS Partners (upperclassmen mentoring “at-risk” students), PLUS Tobacco, Alcohol and Drugs (warns against substance abuse), PLUS CORPS (Creating Opportunities for Peaceful Solutions—students work to diffuse conflicts); Link Crew (freshmen transition/orientation), Hawk WATCH (student school safety team working with school resource officers); PLUS Tutors and PALS</p>	<p>District/Board Policy 40 Dev. Assets PLUS Program Police Dept. PALS Unity Forums Staff In-service Counseling Log Conflict Resolution Course Outline Class Syllabi/Observ.</p>

(Peer Assistant Leaders).	
Our Instrumental Music Program has also grown substantially. The Marching Band, Color Guard and Crimson Cadet have set an incredible standard winning several awards and being named one of the “Up and Coming Bands” in Southern California. Our Wind Ensemble and Wind Symphony received superior rating at festivals for several years, which culminated in a first place finish in a national competition located in San Francisco.	Board Policy Band Color Guard Crimson Cadet Festivals Class Syllabi/Observ. Band Booster Banquets
<i>FINDINGS</i>	<i>EVIDENCE</i>
Since the last WASC Visitation in 1996, our Drama Program has showcased nineteen productions. Drama students started a Children’s Theater Program which has performed for elementary students in Murrieta and the neighboring communities of Lake Elsinore and Temecula. The Drama Department sponsored school-wide activities on behalf of the Oklahoma City bombing and September 11. Our thespians have won several awards at various festivals, such as Chapman University’s Shakespearean Festival and Fullerton high School Theater Festival. One of our musical productions was honored at the <i>MACY Awards</i> in Los Angeles. Most importantly, several students have won individual recognition awards, from being chosen for participation in the California State Summer School of the Arts to a wealth of college scholarships.	Course Outlines Class Syllabi/Observ. Festival MACY School of Arts Drama Productions Children’s Theater Scholarships Nighthawk Awards/Drama Banquet
The Vocal Music Program has grown from forty members to well over two-hundred members since the last WASC visit. It is considered one of the top high school choral programs in California. Starting only with two choirs, the program now includes: Concert Choir, Women’s Ensemble, Advanced Chorale, Jazz Choir and Chamber Singers. Our students perform over eleven home concerts for the community in addition to festivals and competitions, where they continue to receive top ratings. The Chamber Singers took first place at <i>Carolfest</i> in Newport Beach and was accepted to perform at the American Choral Directors’ Association Regional Convention. Last summer, the Chorale was invited to perform in Berlin, Germany as part of the opera chorus for a new <i>Opera Electronica</i> .	Enrollment Booster Festivals/Com-petition Awards Concerts <i>Carolfest</i> <i>Opera Electronica</i> Banquets Scholarships Choral Directors Assn. Class Syllabi/Observ.
Our Publications Program consists of <i>The Talon</i> (student newspaper) and <i>Image</i> (yearbook). Sophisticated technology use, particularly <i>Adobe Pagemaker</i> software, is a prominent feature of the programs. <i>The Talon</i> is published by the newspaper production	<i>Talon</i> <i>Image</i> Technology Jostens

<p>class about seven times a year. Students learn the basics of good journalism, which include writing news and features, interviewing, conducting polls and surveys, covering beats, practicing good ethics and working under a deadline. The <i>Image</i> is our phenomenal yearbook, which required many dedicated hours beyond the school day for students to capture and share fleeting high school memories.</p>	<p>Class Syllabi/Observ. Course Outlines</p>
<p>The Murrieta Valley Scholarship Foundation also hosts a major award event with participation from various community and corporate representative in the presentation of scholarship awards to deserving graduates.</p>	<p>MVSF Scholarship Businesses Community Rep</p>
<p><i>FINDINGS</i></p>	<p><i>EVIDENCE</i></p>
<p>To help MVHS students and their families, the Murrieta Valley Unified School District Parent Center provides low cost parenting programs. The Parent Center was developed to provide high quality educational support services to parents, professionals and community members living and working in Riverside County. MVUSD was recognized by The American Board Journal for its outstanding governance of the Parent Center program. The following parenting classes are available: Co-Parenting with P.R.I.C.E, Parenting with PR.I.C.E., Parent Project, S.T.E.P. (Early Childhood and Teen Education), Loving Solutions, Parent and Me, Reader To-N-Tale, Child Health and Safety, <i>Los Ninos Bien Educado</i> and First Aid and CPR. Support groups include: <i>Alanon</i>, Family and Friends of Murder Victims, Mothers of Multiples, Walden Family Services and Riverside County Family Child Care Association.</p>	<p>Board/District Policy County Services American Board Journal Parent Center</p>
<p>MVHS stakeholders (site and district staffs, parents, students and community leaders) coordinate a plethora of student honors and awards programs, including honoring our high achieving students at a major school extravaganza, <i>Nighthawk Awards</i>. MVHS departments recognize their high achievers and most improved students. Students receiving prestigious awards such as National Merit, Hugh O’Brien Youth Leadership (HOBY) Award and military academy awards are also presented to the school community. Students are recognized for their achievement in athletics and school organizations as well community service. The highlight of the evening involves the announcement of the Principal’s Award, Students of the Year, Leadership Awards,</p>	<p>Nighthawk Awards Programs National Merit HOBY Military Comm. Service Dept. Awards Athletics Transcripts</p>

<p>Athlete of the Year and our Valedictorian and Salutatorian.</p>	
<p>Throughout the year, MVHS has developed and maintained a number of celebration activities to honor staff and students. These include <i>Student of the Month</i>, athletics and performing arts banquets, staff breakfasts and luncheons, <i>Wind Beneath My Wings</i>, <i>Give A Feather</i> and <i>Soar to Success</i>. Staff, students, parents (especially through supportive entities such as PTSA, athletic boosters, scholarship committees and advisory groups) and community business partners provide plenty of opportunities to honor and show support for each other.</p>	<p>Student of Month Wind Beneath MY Wings Staff Breakfast Boosters PTSA SSC Community Partners Banquets Soar to Success</p>

Support for Student Personal and Academic Growth

Areas of Strength

MVHS community stakeholders have developed effective “reach out” programs that provide school-sponsored and community-based opportunities for all students to receive support and achieve personal and academic success.

Many opportunities exist for students to access a system of support services and activities. Our co-curricular programs, particularly activities, athletics and academic/performing teams, provide students an opportunity to showcase their talents and be recognized for their achievement with individual and team awards.

Staff members are truly committed to providing students needed support and work diligently to encourage student academic and personal achievement. This is evident significant number of staff volunteer hours to provide tutoring and guidance services as well as support for school clubs and athletic teams.

Areas for Improvement

(We have addressed and incorporated the following recommendations into our Action Plans.)

As per the Student Support Action Plan, MVHS stakeholders should continue to formalize a systematic plan who centralize and coordinate parent volunteers by encouraging greater parental leadership roles in school and district committees including the Murrieta Valley Scholarship Foundation and Career and College Fair etc.

Student-to-staff ratios need to be reduced to a reasonable number. The student-to-staff ratios are particularly high in the areas of security, attendance and counseling.

Grade level teams and College and Career Planning staff should work with staff to investigate alternative pathways leading to wider vocational opportunities and work force entry level skills as well as post-secondary learning options. Partnerships with colleges and universities as well as community/business interactions should be pursued to lead to job shadowing, internships and career opportunities for students.

Instructional and assessment practices as well as support services provided to English Language Learners need to be improved as per the Student Support Action Plan.

We need multi-lingual staff to facilitate communication lines with all stakeholders. We need to develop and implement a more effective system for conducting follow-up studies on our graduates.

**WASC SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH
2003-04**

SUMMARY OF FOCUS GROUP COLLABORATION

The Support Focus Group began their monthly meetings in 2001. Due to the staggered schedule implemented in the 2002-03 school year, we broke into two separate groups, one meeting in the morning and one in the afternoon. Both groups worked diligently and passionately. Each group had a focus leader to facilitate collaboration and an administrator to give assistance. A Learning Coordinator, students and classified staff joined our team along with a number of teachers from various departments. The school librarian was a very valuable resource for our focus group. Our administrator provided guidance as to the intent and criteria needed for the WASC review. We followed the WASC *Focus on Learning* rubric to provide the basis for collecting, gathering and evaluating school information. A team member was assigned to take notes at each meeting. During our first meeting, we discussed the WASC *Focus on Learning* process, examined our school's present levels of performance and reviewed progress on the ESLRs. Our group discussed what type of programs and support networks we had in place to support our students both academically as well as individually. As our meetings and time progressed, we brainstormed various ways to support our students that we had not addressed before. We were concerned not only with our college bound students but also with our students who had other post-graduation plans. We discussed various ways to encourage and support our students to continue their education with four-year schools, community colleges and trade schools. We examined in detailed the two criterion questions for our group. At the end of each collaborative session, the focus leader collected the information from the group members. Input from individual group members was then reviewed and discussed in the group. We developed conclusions (findings) from our evidence. All information from focus group meetings was gathered and recorded as findings, areas of strength and areas for improvement in our final focus group report. We continually added to our findings and finished our report in the 2003-04 school year after all feedback was received and documented.

Our group members were involved in observations on campus to determine how our teachers were providing personal and academic support for students in their classrooms. We contacted personnel involved in student support in order to answer our pertinent questions. The most valuable resources were PLUS Program Coordinator, John Vandenburg, advisors of school clubs, academic teams and performing arts groups, students, administrator, counselors, security personnel, health care staff, classified staff, coaches and district office personnel (especially the District Student Support Services). We all agreed that participation by our dedicated staff and outstanding students in our award-winning co-curricular programs was definitely a schoolwide strength area. As evidenced by our comprehensive report, our group conducted intensive research on Criteria 8 (whether students are receiving appropriate support to be successful) and

Criteria 9 (whether students have access to a system of personal support, services and opportunities at the school and within the community).

Culture

D10. Excerpts

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

<i>FINDINGS</i>	<i>EVIDENCE</i>
Murrieta Valley High School community actively promotes a learning environment that is clean, safe and orderly. MVHS has high expectations for students. Our staff works diligently to align the curriculum to the California standards and support our ESLRs, while simultaneously administering rich, in-depth instruction and information within their specialty area and/or discipline. Ninety percent of students surveyed believe that staff members have high expectations for students. Over 80% of students surveyed indicated that they felt safe at MVHS.	Board/District Policy <i>Aiming High</i> ESLR MVHS-Goals-5_ Student Survey MV Guide Standards
The school facility is relatively new, but is becoming inadequate for our current needs in light of our large student population and frequent use. 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. The school houses a library, cafeteria, administration office and a staff lounge.	Board/District Policy DSC Facility Enrollment Community Use Policy CIF
MVHS has nine nighttime, two daytime custodians and two locker room attendants. Grounds and maintenance are assigned at the district level, which provides upkeep, maintenance and cleaning of the high school. Schools are cleaned daily, while corrective and preventative maintenance are scheduled on a routine basis. Work order requests are assigned through a computerized paperless work order system.	DSC Human Resources DSC Facilities/Maintenance Schedule Facility Work Order
The Community Use Policy was revised to address the effects of inordinate usage to ensure that the maintenance program matched the current usage of our facilities. For the 2003-2004 school year, renovation projects include the MVHS Performing Arts Center and cable access to all classrooms, restrooms and high traffic areas.	Board/District Policy DSC Facility Enrollment Community Use Policy Renovation Projects

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>With student enrollment surpassing the 3000-level the past several years (currently over 3500 students), there does seem to be a problem with overcrowding in the hallways during passing period and in the quad during breaks, which makes student movement difficult. While the external appearance of the facility appears to be inviting, the inadequate custodial staff and maintenance programs are causing the facility to appear unkempt at times and prematurely deteriorating. Only one-third of students surveyed believed that the school was kept clean. A number of stakeholders have expressed concerns with the litter around campus, especially after lunch.</p>	<p>Enrollment Student Survey Passing Periods/Breaks Culture Focus Group Notes</p>
<p>The staff and some students have made efforts to improve campus cleanliness and reduce waste on the campus. The classroom and teacher workroom recycling programs are in place and bring awareness to the students and staff to maintain campus cleanliness. A Recycling Program has been successfully initiated by the Earth Club to increase student awareness of responsible and proactive environmental action, which has such an impact on our community and in our world. Teachers and staff were given the opportunity to place recycling baskets in the classroom to recycle a variety of items. A large recycling bin is located in the teacher workroom where white paper can be recycled.</p>	<p>Culture Focus Group Meeting Notes Earth Club Recycling Program Reduction in Campus Litter/Waste Staff/Student Comments</p>
<p>Murrieta Valley High School makes a continuous effort to ensure the safety of students and staff. 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. The MVHS Comprehensive School Safety Plan was adopted in compliance with <i>California Education Code 35294.1 – 35294.9</i> and the <i>District Safety Plan</i>. The MVHS Comprehensive School Safety Plan is reviewed annually. 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. All district schools meet county and state safety regulations as our facilities are inspected annually by local and state agencies. The district also utilizes the Homeland Security Advisory System (HSAS).</p>	<p>Board/District Policy District Safety Plan MVHS Safety Plan Emergency Procedures HSAS Fire Department Riverside County Regulations California Education Code Murrieta Police Dept.</p>
<p>The Culture Focus Group has recognized the need for all staff to be visible on campus as often as possible. We need more campus supervisors and more effective camera security surveillance in the face of increased student congestion with a single-start schedule that begins at 7:30 a.m. each day.</p>	<p>Culture Focus Group Notes Staffing Security Cameras Traffic Patterns</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Eight campus supervisors and two resource officers are on campus daily to monitor the campus and help supervise students. All security personnel are assisted with their duties by being in constant communication with the administrative office via the use of a Nextel phone system. Our nurse and health clerk help students with injuries, provide state-mandated services, assessment and referrals. The school psychologist and speech language therapist work with staff to facilitate testing for informed student placement.</p>	<p>Board/District Policy DSC Human Resources Staffing DSC Student Services Special Education Nextel System</p>
<p>The school discipline policy is outlined in the <i>MV Guide</i> (student handbook) which contains school rules and regulations and expectations for students. Our registration and enrollment materials contain a <i>Notice of Consequences</i> contract, which delineates violations of school rules and regulations that could lead to suspension or expulsion from MVUSD. This policy is read and reviewed in all classrooms by administrative and certificated staff during the first quarter of each school year, aiding in student understanding and safety. Following this review, all policies are clearly posted in classrooms. However, students survey responses showed only about 60% of students feel that discipline consequences are enforced in a “fair, firm and consistent manner.”</p>	<p>Board/District Policy DSC Student Services MV Guide (rules/regulations) Notice of Conseq. Registration Materials California Ed. Code Class Presentations Grade Level Teams Student Survey</p>
<p>Murrieta Valley High School enjoys a high rate of attendance—typically, a 94% to 97% range on any given year. However, some teachers and campus supervisors expressed concerns about excessive period trancies. In response, we began the implementation of action steps in two of our action plans, <i>Student Support Action Plan</i> and <i>School Culture Action Plan</i>, resulting in further reductions of the already low percentage levels of disciplinary incidents. We have incorporated numerous proactive strategies, especially conflict resolution and collaborative intervention strategies. Although the “actual” numbers of suspensions and expulsions have increased annually, relative to substantial increases in enrollment, our suspension and expulsion rates still remain at statistically low levels. The continuing dissemination of the discipline data will enable the grade level teams, with staff support, to continue the implementation of pro-active and sustained intervention strategies. In 2000-01, we had an enrollment of approximately 3,165 with 263 suspensions, nine expulsions and no involuntary transfers. We had 390 suspensions, fourteen expulsions and no involuntary transfers during the 2001-02 school year when the enrollment was at 3,664. Last year, we had about 4,223 students, 453 suspensions, 16 expulsions and no involuntary transfers.</p>	<p>Board/District Policy DSC Student Services MV Guide (rules/regulations) Notice of Conseq. Registration Materials California Ed. Code Class Presentations Grade Level Teams Attendance Rate Suspensions Expulsions Involuntary Transfers Action Plans Counseling Logs Educational Research <i>Aiming High</i></p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Each teacher has an individual classroom discipline plan. Teachers are encouraged to distribute this plan to students and parents. Eighty-three percent of teachers feel supported by administration when discipline problems arise.</p>	<p>Classroom Rules Class Syllabi and Observations Random Interviews</p>
<p>A schoolwide Dress Code has been established through the collaboration of administration, staff, parents, and students. The Dress Code is enforced with the intent of ensuring the safety of students. The regulations outlined in the Dress Code are discussed in each classroom at the beginning of the year and posted in the classrooms as well. Learning Directors visit each English room to discuss the rules and consequences with the students to ensure they receive a clear and unified message.</p>	<p>Board/District Policy DSC Student Services MV Guide(Dress Code) Registration Materials California Ed. Code Class Presentations Grade Level Teams</p>
<p>There is a concerted collaborative effort to identify the strategies and processes, which must be implemented to help students achieve the ESLRs and academic standards. Time and resources for these collaborative efforts are systematically planned for and provided. For example, MVHS instituted the forty-hour community service requirement to encourage students to contribute to the betterment of their community as well as to achieve in school. Community service is underscored in one of our ESLRs, “Worthy Citizens,” where the focus is to help students:</p> <ul style="list-style-type: none"> • <i>understand the role and responsibilities of a productive citizen</i> • <i>demonstrate positive and ethical behavior for the betterment of their school, community, state, nation and world</i> • <i>appreciate cultural diversity by demonstrating respect for the contributions of all races, religions, genders ages and abilities</i> • <i>build the “Developmental Assets” of self and others.</i> 	<p>Board/District Policy Developmental Assets Vertical Alignment ESLR Standards Grad. Requirements <i>Aiming High</i> Transcripts (community service hours) DSC Student Services MV Guide (rules/regulations) Registration Materials California Ed. Code Class Presentations Grade Level Teams</p>
<p>Students engage in a myriad of community service activities. For example, in a continuing effort to create a drug-free school. MVHS stakeholders volunteer numerous community service. Friday Night Live members serve as role models for elementary school students in drug prevention activities. Student teams (of student leaders, PLUS Program, PALS and athletes) “reach out” to younger students to send a strong anti-drug message. Students throughout the district work with local law enforcement in the Drug Alcohol Resistance Education (DARE) program. The Murrieta Police and Fire Departments, local agencies, parents and students present “Every 15 Minutes,” a powerful and very moving anti-drinking and driving simulation. We have funding for Tobacco Use Prevention Education (TUPE). Under TUPE, staff members to present at least one lesson incorporating tobacco prevention strategies. Learning Directors are working with School Resource Officers on a smoking cessation program.</p>	<p>Board/District Policy DSC Student Services California Ed. Code Class Presentations Grade Level Teams ESLR Standards DARE Police and Fire Depts. FNL ASB Student Senate Athletics PLUS PALS TUPE Smoking Cessation</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Our award-winning student leaders in ASB and Student Senate exemplify the ideals of school and community service. Our ASB sponsors academic awards events, student orientation and supports student-chartered organizations on campus. Student leaders conduct community outreach activities through food drives, hosting a dance for senior citizens, charity organizations, Red Ribbon Program and community appreciation nights.</p>	<p>ASB/Student Senate District/Board Policy Vertical Alignment Community Outreach ESLR/Standards Red Ribbon Week School Clubs Food Bank</p>
<p>Our Peer Leaders Uniting Students (PLUS) Program is a district-wide program, which originated at MVHS and spread to district middle and elementary schools. In support of “Developmental Assets” movement, the PLUS team members provide support for students, bring about positive changes in behavior and open up communication lines to reduce conflict. Link Crew connects freshmen to upper level students for ongoing support, friendship, and contact to maximize incoming students’ sense of belonging on our campus. This group coordinates an extensive orientation program at the beginning of the year where policies, positive attitudes and school traditions are shared to help 9th graders adoption of the school values and feel ownership towards MVHS. The PLUS Program has been instrumental in efforts to promote an appreciation of diversity among students. Racial tension has been addressed through awareness brought about by monthly unity forums. Organized and implemented by students, unity forums bring students together from various backgrounds and interests during a day of activities to discuss important concerns such as peer relationships.</p>	<p>Board/District Policy Developmental Assets Vertical Alignment ESLR Standards <i>Aiming High</i> Educational Research Transcripts (community service hours) DSC Student Services Registration Materials Freshmen Orientation Unity Forum Intervention Strategies Counseling Logs Grade Level Teams Peer Observations</p>
<p>As with students, our staff members receive both support and encouragement in their efforts to increase their effectiveness in helping our students reach the academic standards and achieve our ESLRs. A formal system is utilized to assist staff members actively seek opportunities to increase their knowledge of subject and new teaching strategies and strengthen their working relationships with students and their families. These include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Teachers have participated in the district-sponsored <i>Elements of Instruction</i> (design and implementation of effective instructional strategies and various staff development activities designed to assist with instruction, assessment and student support). • The District Support Center continues to provide workshops to help administrators reinforce their leadership skills and learn additional strategies to strengthen working relationships with staff, parents and students. 	<p>Board/District Policy Developmental Assets Vertical Alignment ESLR/Standards <i>Aiming High</i> Educational Research DSC Student Services DSC Human Resources DSC Workshops DHS COIN PART BTSA/PAR Workshops/Conference Staff Development</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The following are additional examples of staff development activities:</p> <ul style="list-style-type: none"> • Computer training has been made available for classified and certificated staffs as part of our Digital High School certification. Many teachers have taken the initiative by creating classroom web pages that offer students and parents access to information about classroom procedures, homework assignments and teacher profiles. • Campus supervisors and instructional aides have attended Professional Assault Response Training (<i>PART</i>). • Plans are underway for cultural sensitivity training for staff • New and veteran teachers are also supported by peers. Through Beginning Teacher Support and Assessment (BTSA) and Peer Assistance and Review (PAR) teachers receive non-evaluative support to succeed in the classroom. • Staff members are taking classes, attending workshops and conferences or various activities to improve their skills. 	<p>Board/District Policy Developmental Assets Vertical Alignment ESLR/Standards <i>Aiming High</i> Educational Research DSC Student Services DSC Human Resources DSC Workshops DHS COIN PART BTSA/PAR Workshops Conferences Staff Development</p>
<p>Staff expertise is valued and research and innovations are regularly shared in formal and informal ways. Staff members not only attend, but also present at conferences, programs and staff development workshops in their content areas both at the site and district levels, at colleges and at state and national conferences. The departmental process of reviewing student performance data and making modifications to curricular and assessment practices based on that data helped focus our certificated staff on school improvement. Staff meetings also reflect a great concern for state test outcomes and for implementation of methodologies that support optimum student achievement and development of their personal potentials. Teachers and administrators identify and solve problems related to student learning. Teachers work collaboratively on specific projects (e.g. attendance, classroom management , curriculum content) and meet routinely in department/cluster groups to deal with logistical/budget issues.</p>	<p>Board/District Policy Developmental Assets Vertical Alignment ESLR/Standards <i>Aiming High</i> Educational Research DSC Student Services DSC Human Resources DSC Workshops BTSA/PAR Workshops Conferences Department Meetings Class Syllabi and Observations Student Perf. Data Staff Development</p>
<p>Teachers update each other on current practices acquired from conferences and training. Formal and informal collaborative meetings with other departments and feeder schools have been initiated informally by our teachers. The collaborative discussions have enabled teachers to learn and employ innovative strategies, such as interdisciplinary projects, cooperative learning, experiments and student-self-assessment techniques and other approaches that typify the trend towards teachers as learning facilitators, instead of merely content area-experts.</p>	<p>Department Meetings Class Syllabi and Observations Student Perf. Data Articulation Meetings Workshop/Conferences Standards/ESLR Educational Research <i>Aiming High</i> Staff Development</p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
Our school's administration and staff members continually strive to find positive new ways to honor student and staff achievement and show appreciation for singular efforts of distinction. Individual administrators and teachers promote a climate of caring and nurturing to enhance student learning. Some outstanding examples are Staff Breakfasts and Staff BBQ, <i>Give a Feather</i> , <i>Wind Beneath My Wings</i> , <i>Nighthawk Awards</i> and <i>Soar to Success</i> .	Board/District Policy Vertical Alignment Awards/Recognition Programs School Climate Culture Focus Group Meeting Notes Staff Breakfasts/BBQ <i>Give a Feather</i> <i>Wind Beneath My Wings</i> <i>Nighthawk Awards</i> <i>Soar to Success</i>

**WASC STANDARDS-BASED STUDENT LEARNING:
CULTURE
2003-04**

SUMMARY OF GROUP COLLABORATION

The School Culture Focus Group leaders began meeting in spring 2001 for initial planning sessions. Focus Group members began regular monthly meetings in the 2002-03 school year with early start and late start section. Each group had a focus leader to facilitate group discussions and actions and two administrators to assist in providing background information. The early start focus leader was Bob Wright and the administrators were Learning Director Chona Killeen, who had oversight responsibilities for preparation of this WASC Report, and Learning Coordinator Tom Petrich who attended every meeting and gave invaluable insight. The late start group focus leaders were History Department Lead Teacher Joe Trainer and science teacher Steve Chitaroff who were assisted by Athletic Director Dave Zirkle and WASC Report Coordinator Jared Rogers. The focus group members came from a wide-ranging cross-section of certificated and classified personnel. However, our meetings would have been more productive initially if the classified members had been available to share their concerns and insights early on in the proceedings.

Using the WASC *Focus on Learning* rubrics, each group discussed and assessed the validity of the data and findings as we collected and compiled them. The underlying process of our actions was to determine to what extent our school was a safe, clean, and orderly place that nurtures learning. The process we followed was to have the early start group consider the task at hand for each meeting, with each member making notations on their individual copies of the material under consideration, and having English teacher Christine Hexter make a written account of what was discussed and agreed upon. All of the accumulated data, suggestions and recommendations were then turned over to Joe

Trainer for the Late Start group to consider. They followed a similar process, and then the focus group leaders compiled a summary of the findings of the two groups which was then submitted to Chona Killeen.

At the end of the 2002-03 school year, we began working on the action plan. Many of our findings and recommendations began to be implemented last spring. The School Culture Action Plan was completed in the fall of the 2003-04 school year and results are now beginning to be noticed. Through this entire process we have learned that there is a great deal we can claim with pride. Vigilance, however, is a never-ending process.

Culture

Areas of Strength

MVHS stakeholders have multiple opportunities to make a significant impact on the development of a positive school culture. Many stakeholders have volunteered substantial hours to create a positive culture through campus organizations, academic programs, parent/booster organization, community involvement and district-wide activities.

We are proud of our outstanding student organizations and advisors for numerous contributions to the betterment of their school and community. Some examples include:

- Our award-winning ASB and Student Senate leaders have instituted morale building activities for staff and for students (energy-boosting pep rallies and lunch activities, Give a Feather, Wind Beneath My Wings, staff breakfasts and luncheons)
- PLUS Program/PALS continue to reduce friction between students and raise student awareness about cultural differences and interests.
- The Earth Club, with staff support, successfully initiated a schoolwide campus recycling and improved awareness and the need to reduce waste.

Staff expertise is valued. There is extensive sharing, both formally and informally, of research and innovations with colleagues. This collaboration has resulted in the implementation of several highly regarded courses, strategies and programs which include, but are not limited to, the following: Advanced Placement and Advanced Classes (approved by CSU/UC); AVID, Digital High School certification, Mock Trial, Academic Decathlon, journalism program as well as award-winning visual and performing arts programs.

Areas for Improvement

(We have addressed and incorporated the following recommendations into our Action Plans.)

All school rules, guidelines, codes and policies must be enforced in a "fair, firm, and consistent" manner. To facilitate enforcement of rules and regulations, MVHS needs to consider implementation of a "Clean Sweep" citation program.

We need to hire additional security personnel and to improve and increase the utilization of surveillance cameras. It is necessary to provide an increased level of support from administration, students, and teachers for security personnel. In this regard, increased teacher visibility on campus and in the hallways during passing periods would be beneficial.

We need to further expand support networks and programs for our students in areas of need such as anger and conflict management, smoking cessation, and crisis intervention/loss of loved ones. Our campus will benefit from greater interpersonal communication.

In order to instill an attitude of respect and caring by all, we must create strategies to improve student *ownership* in the campus. By encouraging seniors to make a greater *buy-in* for their final year of high school education, we can also minimize student absenteeism in the senior year.

To further meet the academic needs of our students, we should articulate a plan/program that focuses on identification and assistance for our "At Risk" students; increase the time available for "enrichment" instruction; and provide a larger number of non-college preparatory electives to encourage students to invest in their education, vocations, careers and to have a better attitude about the value of school.

MVHS needs to improve communication between all stakeholders.

Leadership and Staff

E11. Excerpts

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the expected schoolwide learning results and academic standards.

<i>FINDINGS</i>	<i>EVIDENCE</i>
At MVHS, there have been a variety of administrators over the past several years. However, even with the continual change in leadership, faculty members continue to function at a high level, offering needed assistance to new staff, to ensure that students are achieving our Expected Schoolwide learning Results and academic standards.	Faculty Collaboration Staff Development
A positive working relationship exists between administration and staff. Decision-making is not simply top down but rather a collaborative process. Staff members are given the opportunity for input and participate in the decisions that are made. Staff members frequently make the recommendations or raise the issues, which serve as the catalysts for positive changes made at MVHS.	Faculty/Staff Collaboration Staff Development Positive School Climate
To strengthen the climate for high achievement, MVHS has increased the required number of units for graduation from 230 to 250 units. The administration and the MVUSD Board of Education have adopted the policy. Beginning with the Class of 2007, an added year of science and math will be required for the MVHS diploma. This reflects the district's emphasis on meeting and exceeding the UC "a-g" requirements.	Board/District Policy Course Outlines MV Guide Master Schedule A-G Requirements
The processes administering the STAR Testing Program and the California High School Exit Exam (CAHSEE) have been developed in a collegial manner. Teachers and administrators sought to make the testing process student-centered. Based on research that showed students to be more successful test-takers during the morning hours, a modified schedule was discussed and designed with both administration and faculty input. Planning for the 2003-04 testing schedule is currently in progress and input has once again been solicited from the faculty.	Staff Collaboration Testing Schedule Bell schedule Newsletter MVHS web site <i>Aiming High</i> Educational Research
Based on the evaluation of the needs of students relative to the	Course Catalog

<p>CAHSEE, time was provided to in-service English and math departments about the scope and nature of the test. HSEE Math has been added to the curriculum to assist those students who needed additional help. Moreover, classes and tutorial sessions were provided to enhance our students test-taking skills.</p> <p style="text-align: center;">FINDINGS</p>	<p>Student Perf. Data Department Meetings Staff Meetings Master Schedule Study Skills</p> <p style="text-align: center;">EVIDENCE</p>
<p>Efforts have also been made to provide greater opportunity for advanced students. There are increased Advanced Placement (AP) courses being offered, including those in English, mathematics, lab sciences, and visual and performing arts electives. In all, we offer 15 Advanced Placement classes and 15 advanced classes here at MVHS. These changes have provided more students the opportunity to take the most rigorous academic schedule possible.</p>	<p>Course Catalog Student Perf. Data Department Meetings Staff Meetings Master Schedule Study Skills</p>
<p>Based on the data from SAT 9 testing, it was apparent that Murrieta Valley High School students needed some assistance to boost their reading skills. Staff members volunteered to meet and devise a program to address this need. The use of departmental rubrics and the <i>Writing Across the Curriculum</i> strategies have benefited our students in this regard, which is reflected in our test scores. Each department has been given numerous strategies to discuss and determine which will work most effectively in their subject matter. Each department is to make the teaching of reading an infused part of their curriculum. The rationale is that reading occurs in every department and should be a highlighted activity. In each of the above cases, the suggestions, discussions, and decisions have come from the teachers and were supported by administration.</p>	<p>Staff Collaboration Student Perf. Data</p>
<p>To serve our English Learners, we have an English Language Development (ELD) teacher who possesses a CLAD credential in conjunction with a TESOL Certificate. Students are mainstreamed for their other classes. These teachers typically hold a CLAD credential as well. Currently, MVHS is in the process of hiring bilingual teaching assistants who can offer additional assistance for these students.</p> <p>We have a bilingual Learning Coordinator who is able to communicate with parents regarding their child's academic successes and struggles in addition to notifying parents about school programs and opportunities.</p> <p>Teachers have developed study skills classes for the English Language Learners so that they can have additional assistance with the curriculum.</p>	<p>Board/District Policy Master Schedule ELD Teacher/Coordinator ELD Program Bilingual Learning Coordinator Study Skills CLAD/SDAIE TESOL</p>
<p>Teachers are available for informal tutoring before and after school and during break and both lunches. Tutoring in English and math is available four days a week, after school from 2:45 to 3:45 during the entire school year.</p>	<p>Tutoring Program</p>
<p>Many teachers sponsor academic activities and support students in academic and co-curricular competitions. These events include GATE Student Support (GSS), California Scholarship Federation (CSF), CSF Tutoring, Mock Trial, Academic Competitions, AP Club, AVID, Model United Nations Club, Mathletes, Drama Club, Odyssey of the Mind (OM), Academic Decathlon and the annual Renaissance Fair. The Renaissance Fair is held in the spring and is attended by students from MVUSD elementary and junior high schools.</p>	<p>Board/District Policy School Clubs Renaissance Fair</p>

FINDINGS	EVIDENCE
<p>To help improve student learning, teachers brought forth a block schedule. Our Modified 3 X 3 + 1 Block Schedule accommodates our increasing enrollment, while allowing for a variety of additional electives, longer science labs and peer collaboration in the classroom. This schedule allows students to take a number of college preparatory classes while exploring additional interests and career options.</p>	<p>Master Schedule Block Schedule Enrollment</p>
<p>We support our special education students with through following positions/services:</p> <ul style="list-style-type: none"> • 1 Speech/Language Pathologist • 1 full-time Psychologist • 1.5 Adaptive Physical Education (APE) Teacher • Grade-level 504 coordinators • Individualized Education Plan • RSP Teachers and Aides 	<p>Board/District Policy SELPA DSC Student Services Special Education IEP DSC Human Resources Staff Master Schedule</p>
<p>Grade-level teams ensure that all students receive both educational and emotional support necessary to successfully reach their academic and personal goals. Each team is comprised of a Learning Director, two Learning Coordinators, a secretary and instructional and support staff. Teachers maintain communication with the grade-level team regarding students.</p>	<p>Board/District Policy Vertical Alignment Grade Level Teams Student Study Teams IEP</p>
<p>Teachers meet and collaborate on a regular basis to discuss specific projects and issues that concern our students (i.e. attendance, discipline, curriculum, cross-curriculum projects, class management). Teachers update each other on current practices and methodologies after attending conferences and training.</p>	<p>Department Meetings Staff Development Conferences Workshops</p>
<p>Teachers nominate students for a variety of awards and award ceremonies:</p> <ul style="list-style-type: none"> • Student of the Month (monthly) • Academic Assemblies (spring semester) • Soar to Success Awards programs • Nighthawk Awards (spring semester) • Senior Nighthawk Awards (spring semester) • Governor's Awards • "Soar to Success" awards program 	<p>Awards Events</p>

E12. Excerpts

A qualified staff facilitates achievement of the academic standards and the expected school-wide learning results through a system of preparation, induction, and ongoing professional development.

FINDINGS	EVIDENCE
<p>At Murrieta Valley High School, we strive to create a community of learners and collaborative thinkers who provide both support and assistance to one another. MVHS places a high value on the sharing of knowledge, skills, and experience, with a primary focus on the California State Standards. This philosophy is modeled not only in the classroom, but in all areas of the campus. The acronym is HAWKS, developed through a collaborative process between students and staff, stands for the following:</p> <ul style="list-style-type: none"> • H – Hardworking Learners • A – Analytical Thinkers • W – Worthy Citizens • K – Knowledgeable Communicators • S – Skilled Users of Technology <p>The curriculum at MVHS is designed to support both the California State Standards as well as the Expected School-wide Learning Results (ESLRs).</p>	<p>District/Board Policy DSC Educational Services Standards ESLR <i>Aiming High</i> Educational Research Staff Meetings ESLR Ballots Course Catalog Classroom Displays Teacher-Designed Web Sites</p>
<p>During the 2002-03 school year, we had multiple opportunities for certificated staff development:</p> <ul style="list-style-type: none"> • We had 15 minimum days, in which teachers met within their departments to collaborate, align the curriculum to meet the California State Standards and our ESLRs, create department finals, and work on and contribute to the WASC report. • We had three buy-back days, in which the entire MVHS staff met to review district procedures, policies, and guidelines regarding sexual harassment, special education, 504 plans, IDEA, and the Mission Statement and ESLRs. • Newly hired teachers completed a one-day basic technology training. This consisted of training in Microsoft Word, Microsoft Outlook, and GradeQuick (our school’s automated grading software). 	<p>Board/District Policy School Calendar Staff Development Administrative Memos Agendas/Meeting Minutes Staff Rosters Training Sessions ESLR <i>Aiming High</i> Educational Research DSC Ed. Services DSC Student Services</p>
<p>During the 2000-01 and 2001-02 school years, MVHS was a recipient of the Digital High School (DHS) grant. This enabled administrators and faculty to participate in two stages, which included beginning and advanced levels of training. These weeklong sessions were taught at MVHS by DHS grant-trained members of our staff. Due to budget cuts, the program is no longer in place, yet MVHS reaps the benefits of the training. Teachers utilize the school’s web site to create homepages and post supplemental information to support the curriculum and the California State Standards.</p>	<p>Digital High School Teacher-Designed Web Sites</p>
FINDINGS	EVIDENCE
<p>Our staff is highly qualified. Over 99% of our 157-member faculty are fully credentialed. Only one teacher is on an emergency credential. Eighty staff members have Master's Degrees, while a number of staff members have doctorates. Additional staff members are currently working towards completion of their Master's and Doctorate Degrees. During the 2002-2003 school year, two of our teachers had their</p>	<p>CBEDS Staff Survey DSC Human Resources Staffing Staff Survey</p>

<p>National Certification. Both teachers have since left MVHS. One transferred to another school in the district and the other teacher was promoted to a position at the District Support Center.</p>	
<p>New and veteran teachers receive both support and encouragement in their efforts to increase their effectiveness when assisting students to meet their academic standards and achieve the schoolwide ESLRs.</p> <ul style="list-style-type: none"> • <i>Elements of Effective Instruction</i> for all new and newly-hired teachers (offered at the District Support Center) • Computer Training • Campus supervisors and instructional aides have attended Professional Assault Response Training (PART) • New and veteran teachers are supported by peers through the Beginning Teacher Support and Assessment (BTSA) and Peer Assistance and Review (PAR) programs • Plans to implement cultural sensitivity to MVHS are currently in the works • Staff members take and attend a variety of classes and workshops to improve their skills. 	<p>Board/District Policy DSC Workshops Elements of Effective Instruction PART BTSA PAR Staff Survey Staff Development Staff Meetings</p>
<p>New teachers attend a class entitled <i>Elements of Effective Instruction</i> for five days in August. This institute provides new teachers with extensive training in teaching methodology, classroom management, and equitable instruction for all. The institute also provides new teachers with district goals, philosophy, standards, and expectations. New teachers participate in Beginning Teachers Support and Assessment (BTSA), the Pre-Intern, or Intern programs. BTSA is a two-year induction program for teachers to increase their preparation for the classroom. BTSA participating teachers are paired with a support provider who has been trained in the BTSA process. Murrieta Valley High School has been able to encourage veteran faculty members to become trained and act as support providers for every participating BTSA teacher on our staff.</p>	<p>Board/District Policy DSC Workshops Elements of Effective Instruction PART BTSA PAR Staff Survey Staff Development Staff Meetings</p>
<p>Over 83% of the staff indicate they have attended one or more conferences, classes, or other training to improve their professional preparation in subject matter or teaching technique. One-half of our staff belongs to a professional association related to their discipline, and the majority of staff members indicate that they stay abreast of trends in teaching and their subject matter by reading professional journals.</p>	<p>Board/District Policy DSC Workshops Staff Development CBEDS Staff surveys <i>Aiming High</i> Educ. Research/Journals</p>
<p>FINDINGS</p>	<p>EVIDENCE</p>
<p>With the Digital High School Grant, all teachers during the 98-99 and 99- 00 school years went through 24 hours of technology training. The Microsoft Office suite of applications, including Word, Excel and PowerPoint, was the focus of the training. Approximately 1/3 of the staff did an additional day of training to move them to the next level of technology proficiency. Additional training was offered on a department basis by technology mentors. Training included incorporating computers into instruction, developing lessons, and building individual teacher web pages. Unfortunately, with the reduction of Digital High School funds, training for new staff has not been as extensive.</p>	<p>Board/District Policy DSC Workshops DHS Teacher-Designed Web Sites Staff Development Technology</p>

E13. Excerpts

Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Staff development is a priority at Murrieta Valley High School. In the past, MVHS was fortunate to have six staff development days throughout the year as well as staff development funds (SB 1882) that enabled us to attend conferences, allowed release time for collaboration and sharing of information and observation of fellow teachers’ best teaching practices. The Staff Development Committee coordinated all staff development activities. This committee allocated staff development funds for conferences, release time for teacher observation and collaboration, and coordinating and setting the agenda for all staff development days. This has changed significantly, due to the elimination of SB 1882 funds.</p> <p>With more limited staff development days due to California budget cuts, the Murrieta Valley High School staff has been working hard to try to be as creative as possible in planning and implementing successful and informational meetings to further enrich the staff. Because our time is so limited, teachers give up their time before school, at lunch, and after school to meet within departments to share material and plan new projects to help the staff grow and develop. The staff also meets before and after school with district administrators to get updates on district news and policies that affect each department or the school.</p>	<p>Staff Development Faculty Collaboration Department Meetings</p>
<p>Aside from our staff development during the school day, the Murrieta Valley High School staff continually takes it upon themselves to enrich their professional growth in many different ways. From a recent survey given to the staff, the following information was compiled:</p> <ul style="list-style-type: none"> • Half of the staff belongs to professional organizations related to their subject area. • The Murrieta Valley High School staff is continually taking additional coursework related to education and subject areas taught and continue to become updated on technology usage and skills. • A majority of staff members read materials other than professional journals to stay abreast of trends in teaching and/or their subject areas. • Teachers attend conferences relating to their subject areas. • Many teachers enrich their teaching experiences by traveling to other countries and states. Our teachers have taken Spanish and French classes to Europe and our choral program performed in Germany with a prominent symphony during a two-week trip to Europe. 	<p>Staff Surveys CBEDS Faculty Collaboration Educational Research Professional Journals Staff Development Department Meetings Staff Meetings Choral Program</p>

FINDINGS	<i>EVIDENCE</i>
<p>Individual requests from teachers for staff development time or money had to be accompanied by a rationale relating to the established staff development goals of the department. The department staff development goals have been based on improved delivery of standards and our ESLRs. During the past two years the school’s focus for staff development has been three main areas: standards, test scores, and the school-based-coordinated plan.</p> <ul style="list-style-type: none"> • Incorporation of standards within curricular areas: Release time was provided for departments to meet individually to review the content standards and implement the standards into the curriculum (including textbook adoption). Recently, the focus has been on developing assessments that measure students’ understanding of content standards. • Improving test scores for all students: Each department has developed strategies to increase test taking skills and boost test scores (e.g., Cornell-style notes and test-taking strategies, etc.). Classes have been created to help students pass the High School Exit Exam, such as the HSEE Math course now offered. 	<p>Staff Development Staff Surveys Course Catalog Master Schedule AVID Study Skills Classes</p>

E14. Excerpts

The school leadership employs a wide range of strategies to encourage parental and community involvement.

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Murrieta Valley High School offers a variety of methodologies that keep parents and community members involved. We have a School Site Council, Parent/Teacher/Student Association (PTSA), Murrieta Valley Scholarship Foundation, English Learners Advisory Committee, booster clubs and other support groups. Although fundraising for support of an individual activity is the goal of each group, the combined and joint efforts of these groups provide ongoing participation by students in performances such as drama and band, field trips to enhance learning, and dances to provide safe social interaction. Our ROP and Grad Night programs are notable examples of community and parent involvement on a grand scale. The ROP program is supported by community businesses with time and opportunities for students. The Grad Night program provides a safe place for seniors to celebrate their graduation. This group not only fundraises and solicits donations, but also builds entire sets to create a themed-based atmosphere for grad night.</p>	<p>Parent and Community groups ROP PTSA MVSF ELAC SSC Grad Night</p>
<p>Parents also have the opportunity to be on campus and involved through Back-to-School Night, Open House, the Tenth Grade Counseling Program, College Fair, and student performances. Back-to-School Night is set up so parents may meet with each of their student’s teachers for ten-minute presentations of the year’s agenda in each class. The night is usually just before the first progress reports are mailed in the fall so parents have an increased desire to attend. Open House occurs in the spring, and parents visit classrooms and view the work students have successfully achieved.</p>	<p>Back-to-School Night Open House 10th grade counseling Presentations Progress Reports Counseling Logs College Fair</p>
<p>A combined effort of Gifted and Talented Education (GATE), Advanced Placement (AP), and the ROP program have made possible free monthly workshops for parents to raise awareness about college attendance. The topics have included completing college applications, financial aid, preparing your student for early college admission, assistance with the Free Application for Federal Student Assistance (FAFSA), and dealing with your student’s stress. Materials about these workshops and workshops for students are mailed to every student’s home. Attendance varies from a few families to over 150 for the FAFSA workshop. The Career and College Center staff and the AP/CPPP office are available to parents to assist in any way with questions about college admission requirements, SAT’s, financial aid, or any other college related issues.</p>	<p>Newsletter ROP AVID AP Program FAFSA Guidance Presentations GATE Career Center</p>
<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Communication with parents takes many forms. The Attendance Office provides every family the MV Guide (student handbook) containing information and policies regarding attendance and Murrieta Valley High School. Several newsletters and bulletins are generated by students, administration, and/or PTSA, including the Talon (the student newspaper).</p>	<p>MV Guide Newsletters/Bulletins <i>The Talon</i> School Web-site Teacher web sites</p>

<p>Murrieta Valley High School has advanced in communication through the use of technology with e-mail, a web site, and an automatic dialer. All staff and faculty have individual email accounts affording parents and students a means to communicate with teachers. Murrieta Valley High School announcements and events are posted www.mvhsnighthawk.net. Individual department web pages have been created to inform parents about department standards, resources, contact information, etc. A number of teachers have their own web pages to convey their expectations, resources, and assignments.</p>	<p>Master Calendar School Web-site</p>
<p>The attendance direct-dialer, or auto dialer, has been in place and operating in English and Spanish for several years. It accesses every student's home and has several uses, including calling the parents when a student is absent. The system also has the capacity to inform and remind specific groups of students and their families of activities of interest and importance to them. The dialer has been used to contact families regarding special awards, scholarship opportunities, regularly scheduled counseling appointments, and community involvement meetings, etc. The dialer is used to contact all families about Back-to-School Night and Open House. The attendance direct dialer is an extremely effective method of reaching the homes of students. Parents have thanked the administration for contacting them and appreciate the service.</p>	<p>Auto Dialer Attendance Office</p>

Leadership and Staff

Areas of Strength

The members of the Leadership and Staff WASC Focus Group believe that we have multiple strengths which enable us to provide a challenging and supportive learning environment for our students.

We believe that MVHS administrators hire and maintain highly qualified professionals who enjoy teaching and learning. Staff members recognize that if we are to continue to provide challenging and rigorous curriculum, then we must continue to challenge ourselves as educators.

To show our students and community members that we value education, success and personal fulfillment, we provide a number of activities and assemblies to celebrate our students' achievements.

Areas of Weakness

We recognize that strengths come from improving upon weaknesses. The members of the Leadership and Staff WASC Focus Group believe that in addition to our strengths, we have some areas of our school that need improvement.

We believe that we have some great programs on campus but that teachers need to be better informed about some of them (i.e. AVID and ROP.)

We would also like to generate methods of raising EL scores on the SAT9 and we recognize that we need to increase support for reclassified students; particularly in the areas of reading and writing.

We value staff development but we recognize that State budget cuts have forced us to make some adjustments. We want to continue to encourage staff members to take courses and workshops so that they can share the information with their peers and students.

LEADERSHIP AND STAFF 2003-04

SUMMARY OF FOCUS GROUP COLLABORATION

The Leadership and Staff focus group was formed in the fall of 2001. Since that time, members have met at least once a month on each of the “WASC Tuesdays”. During the 2001-2002 school year, the group was divided into two sections, due to the split schedule, which created "early start" and "late start" staff. Early start meetings were facilitated by MVHS Attendance Clerk and parent, Lisa Nichols, who has since been promoted to Guidance Technician at Thompson Middle School. Late start meetings were facilitated by English teacher, Michele Robbins. Renate Jefferson, MVHS principal, attended the meetings to hear the staff members' contributions and discussions. The focus group was primarily comprised of both faculty and staff members. Two students attended focus group meetings in the Spring of 2003.

The early start group focused on Criterion E 11 (students' achievement data is used when staff makes decisions) and Criterion E 12 (qualified staff working towards professional development and the Expected Schoolwide Learning Results). The late start group focused on Criterion E 13 (leadership and staff involved in on-going, professional development focusing on student learning needs) and Criterion E 14 (variety of strategies to encourage parental and community development). Two focus group meetings were especially noteworthy. In one meeting, the group activity was to evaluate the “effectiveness” of school programs in thirteen different areas, which included the six focus group areas as well as stakeholder collaboration in the self-study process. It was reassuring to discover that our group easily came to consensus in each of the areas, ranking our programs and collaboration “highly effective” and/or “effective” in all areas. This validates overwhelming stakeholder sentiment that Murrieta Valley High School is a great place for students to learn and achieve. In another meeting, the Leadership and Staff Focus Group worked with the Vision and Purpose Focus Group. Under the leadership of Guy Romero, District Director of Assessment, Research and Categorical Programs, we examined the fifth goal in our *MVHS-Goals-5_*, our updated version of the WASC Critical Academic Needs requirement. Group members shared a lot of vital information regarding the fifth goal, “To Increase Meaningful Participation by 25%”. Although this

is a goal for students, we needed to devise other means of measuring increased participation, beyond the survey responses of a small sample of students. We discussed the systematic implementation of data collection reflecting this goal (e.g. numbers of students participating in activities and athletics; number of students in performing arts etc.). We are also re-writing this goal to determine if students feel that “caring adults” are available on campus to help with academic and personal issues per our “Developmental Assets” emphasis.

During the 2003-2004 school year, the groups joined together to meet, review and discuss the existing findings and to continue communication regarding Leadership and Staff’s strengths, areas for improvement, goals and action plans. New faculty and staff members were introduced to the group and our findings. Upon further discussion, consensus was reached for our findings/evidence reports as well as recommended strategies for the schoolwide action plans. The focus group leaders continually met to discuss and share findings of both sub-groups. Input from stakeholders was collated into several written drafts for review by the focus group members. We submitted the final version of our findings/evidence report in the Fall of 2003.

Vision and Purpose

F15. Excerpts

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

<i>FINDINGS</i>	<i>EVIDENCE</i>
In preparation for the initial WASC visitation in 1996, extensive stakeholder collaboration resulted in the creation of the initial MVHS Mission Statement. This was further delineated into specific knowledge and skills through our Expected Schoolwide Learning Results. The collaboration involved much input from all stakeholder groups (e.g. staff, students, parents and community representatives). The team discussed what “ <i>students should know and perform by graduation</i> ” per the WASC motto. After numerous discussions, our stakeholders believed that the Mission Statement developed for the initial WASC visit reflected a coherent vision of high achievement.	Board/District Policy District Themes (<i>K-12 Sequence</i>) 1996 WASC Focus on Learning Report (Narrative of Mission Statement and ESLR Development) Meeting Notes (Staff, WASC Focus Groups, School Site Council, School Board) Original Mission Statement Original ESLR <i>Aiming High</i> <i>No Child Left Behind</i> Legislation <i>SCANS Report</i> <i>MVHS Goals 5_</i>
The MVHS staff revisited the 1996 Mission Statement and 1996 ESLRs to determine their	Board/District Policy WASC Vision and Purpose Group

<p>applicability and relevancy to current educational research and trends as well compliance with federal, state and district mandates. In 2002, the WASC Vision and Purpose Focus Group submitted the following revision:</p> <p><i>“Murrieta Valley High School is committed to engage all students in a standards-based integrated curriculum that promotes academic excellence. Through positive relationships with staff and community MVHS students will be well-rounded and responsible citizens who respect their cultural diverse world.”</i></p>	<p>Meeting Notes 1996 Mission Statement Mission Statement- Revised Proposal</p>
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<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>During the Fall of 2002, the Vision and Purpose Focus Group presented their revision to staff and students. Focus group members cited the “length” as the main issue. Subsequently, their more abbreviated version was submitted in ballot form with the original Mission Statement to facilitate the comparison of both versions.</p>	<p>WASC Staff Meeting Student Leadership Meeting Mission Statement – Revised Proposal</p>
<p>Staff and students voted for their preferences. Only two students of 178 who returned ballots from ASB (Leadership), Student Senate and our PLUS Program, voted for the proposed revision. Similarly, only ten of 143 students voted for the revision. Teachers shared that the revised versions were full of “educator-ese” and not parent and student friendly.</p>	<p>WASC Vision and Purpose Focus Group Meeting Mission Statement Ballots ESLR Ballots</p>

To what extent is the school’s purpose defined further by expected schoolwide learning results and the academic standards and supported by the governing board and the central administration?

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The steadfast adherence to the original 1996 Mission Statement remained in direct contrast to widespread willingness to change the original 1996 ESLRs. The revision of the ESLRs involved numerous discussions. Student leaders suggested that aligning the ESLRs with a mnemonic device would facilitate familiarization and memorization. Teachers added that the original 1996 ESLRs did not address content and performance standards now required statewide nor the district emphasis on the 40 Developmental Assets.</p>	<p>Board/District Policy 1996 ESLRs Focus Group Meeting Notes Staff Meeting Discussions Content/Performance Standards 40 Developmental Assets Interviews <i>Aiming High</i> <i>No Child Left Behind</i> <i>SCANS Report</i> <i>MVHS Goals 5</i></p>
<p>After two separate votes (2 ballot versions), the MVHS stakeholders agreed to the revised ESLRs based on the mnemonic, H-A-W-K-S, our school mascot, introduced by the Social Studies Department. The revised ESLRs facilitated familiarization and memorization for students, but more importantly, reflected a standards-based emphasis and greater congruence with the current educational research and existing instructional and assessment practices. The more “user-friendly” nature of the revised ESLRs is demonstrated in the ease with which students show their familiarity through ESLR drama skits, ESLR poems, class projects and random interviews. Daily announcements continue to emphasize the relevancy of ESLRs to school programs.</p>	<p>Mission Statement Ballots ESLR Ballots ESLR Drama Skits ESLR Poems Class Projects (murals/posters depicting ESLRs) Bulleting Announcements Interviews with students/staff</p>
<p>In 2002, the WASC Student Leadership Committee sponsored the MVHS ESLR Poster Contest. The Committee worked with the Art teachers and ASB to promote the contest. Student David Ragan won the competition and received a medal and certificate along with two other student runners-up. The Art Department helped the students develop an ESLR poster presently displayed throughout the campus (e.g. classrooms, library, offices etc.). The Associated Student Body created larger versions of the Mission Statement and revised ESLRs to place in the Hawk Rock Café and hallways. The Art Department teachers are working with students to create ESLR murals which will be prominently displayed in the Center Quad.</p>	<p>WASC Student Leadership Committee Meetings ESLR Contest Rules Student Posters ESLR Posters Mission Statement Posters ESLR Murals .</p>
<i>FINDINGS</i>	<i>EVIDENCE</i>
To encourage buy-in by all stakeholders, the Mission	Newsletter

<p>Statement and ESLRs were disseminated to various groups. This included presentation to the staff, Student Leadership, (including ASB and Student Senate), the WASC Parent Committee, School Site Council, and MVUSD School Board for their approval. In addition, the revised ESLRs and Mission Statement have been incorporated in various school publications and communiqués. Together with clearly visible posters throughout the campus, other forms of “advertisement” for our revised ESLRs and Mission Statement include the school website, parent newsletters, <i>MV Guide</i> (student handbook), <i>The Talon</i> (school paper), and other publications. The WASC Student Leadership Committee and school administration have verbally reinforced the ESLRs on a daily basis. As a result of continuous stakeholder effort, student knowledge of the ESLRs exceeds 90%.</p>	<p>Bulletin Announcements MVHS web site MVUSD web site MVHS campus murals Powerpoint Presentation to MVHS Stakeholders Random Student Interviews <i>MV Guide</i> <i>The Talon</i> <i>Aiming High</i></p>
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To what extent do the expected schoolwide learning results stress attainment of the academic standards?

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>Our stakeholders concur that the most enduring strength at MVHS is our rigorous, standards-based curriculum. Our graduation requirements are closely aligned with the University of California “a-g” requirements. In addition, as our Mission Statement and revised ESLRs demonstrate, our stakeholders are also interested in well-rounded, well-adjusted students who will succeed in today’s society. To this end, we offer a wide range of rigorous curricula including college preparatory, Advanced Placement, Advanced classes, AVID and college-level classes as well as opportunities to participate in award-winning academic teams. Our curriculum is enhanced by accessibility to technology as evidenced by computers in every classroom and training in technology use through course offerings for students and staff development. We also offer classes through Regional Occupational Program and other career-oriented/vocational programs such as Work Experience and Workability (for our special needs population).</p>	<p>Board/District Policy Standards ESLRs Mission Statement Graduation Requirements Master Schedule Course Outlines Technology ROP Classes Workability Staff Development “A-G” Requirements <i>Aiming High</i> <i>No Child Left Behind</i> Legislation <i>SCANS Report</i> <i>MVHS Goals 5_</i></p>
<p>As previously indicated, the purpose for revising the ESLRs was to ensure that they reflected current educational research and practices as well as complied with federal, state and district mandates. To achieve this, all departments met monthly (usually once a week) to ensure that our instructional and assessment practices are current. Staff members attended conferences and reviewed educational resources such as <i>Aiming High</i>, <i>No Child Left Behind</i> legislation and <i>Public School Accountability Act</i>, state frameworks and content/performance standards. Departments discuss this information in ongoing department meetings. As a result, departments are continually updating the alignment of their specific content area plans with state standards and educational innovations. The most recent department activities have incorporated the revised ESLRs with standards as well as instructional and assessment practices. Some departments are in the process of developing ESLR and standard rubrics.</p>	<p>Board/District Policy Educational Publications ESLR/Standards Charts Accountability Legislation Department Meetings Staff Development/Conferences <i>Aiming High</i> <i>No Child Left Behind</i> Legislation <i>SCANS Report</i> <i>MVHS Goals 5_</i> <i>PSSA</i></p>

<i>FINDINGS</i>	<i>EVIDENCE</i>
<p>The Vision and Purpose Focus Group teamed up with the Leadership and Staff Focus Group to determine the viability of our MVHS Goals - 5_, our updated version of the Critical Academic Needs. Working with the District’s Director of Assessment, Research and Categorical Programs, and also our District Director of Student Support, the two WASC focus groups were satisfied with the progress made on the first four goals: Academic Performance Index ratings, California High School Exit Exam passage rate, grade point averages (9th and 10th Grade) and Advanced Placement examination scores. However, we ran into difficulty assessing school progress on the fifth goal, <i>“To increase meaningful participation by 25%”</i>. The two WASC Focus groups determined that the sole source (i.e. survey responses of 800 students) of data to measure this goal was inadequate. In addition, the groups were not entirely “clear” on what we were measuring. Was it “meaningful participation” (e.g. academic teams, clubs, student leadership, athletics, etc.) we wanted to measure, or did we really want to measure “opportunities for students to establish connections” with strong adult or peer mentors? The latter better reflects the second of our original Critical Academic Need, <i>“Improve Student Support”</i>. Future WASC meetings will address these issues as well as align this goal more closely with the existing Mission Statement, revised ESLRs, standards, instructional, assessment and practices.</p>	<p>District/Board Policy Student Performance Data Standards MVHS Goals-5_ -Results API CAHSEE Grade Point Averages (9th and 10th grade) Advanced Placement Critical Academic Needs WASC Focus Group Meeting Notes (Vision and Purpose/Leadership and Staff) <i>Aiming High</i></p>

**WASC STANDARDS-BASED STUDENT LEARNING:
CURRICULUM AND INSTRUCTION
2003-04**

SUMMARY OF FOCUS GROUP COLLABORATION

The Vision and Purpose Focus Group met monthly during the 2002-2003 school year. Both early and late start groups of teachers met with focus group leaders and English teacher, Jennifer Kamine, and Learning Director Mick Wager. District administrator, Guy Romero, Director of Assessment, Research and Categorical Programs, was also involved in the focus group in addition to the involvement of two students. The group discussed and answered the following questions: 1) To what extent does the school have clearly stated vision or purpose based on student needs, current educational research and the belief that all students can achieve high levels; 2) To what extent is the school's purpose defined further by expected school-wide learning results and the academic standards and supported by the governing board and the central administration; and 3) To what extent do the expected school-wide learning results stress attainment of the academic standards?

The first question, which has to do with a "clearly stated vision," prompted the group to examine the school's existing Mission Statement. After some discussion, the group decided to write a revision. Following many debates, the new Mission Statement was written. Our review of question #2 led the group to look closely at the school's expected Schoolwide Learning Results, of which a draft had already been written. The group agreed that the new version of the ESLRs was superior to the former version. A ballot was created so that MVHS stakeholders can vote on new and old versions of the ESLRs. The 1996 and 2002 revised versions of the Mission Statement were submitted for a vote as well. The staff overwhelmingly voted for the old mission statement and the new version of the ESLRs. The two documents were also submitted to the entire staff, the PLUS Program, ASB and Student Senate. Although the final tally of votes resulted in the adoption of the ESLRs, we kept the Mission Statement in its original form. Question #3 generated discussion regarding state standards in relation to the ESLRs. The group unanimously agreed that our ESLRs highly stress academics and standards.

The group also discussed and developed areas of growth and improvement. The group agreed that we can improve by developing ESLR and standards rubrics to better assess student progress. This process began through our departments where Standards/ESLR/Practices charts are being created schoolwide. In addition, the group began to define the phrase "increase meaningful participation," one of our MVHS Goals-5_. In this context, the group also decided that "caring adults" is a more appropriate phrase than "meaningful participation" to describe what we are trying to achieve. Finally, using a WASC rubric to assess the schoolwide programs, the consensus of our group was that we are effective or highly effective in all areas regarding Vision and Purpose. The final findings and evidence report was submitted in September 2003.

Vision and Purpose

Areas of Strength

1. Extensive collaboration enabled MVHS stakeholders to develop a well-defined Mission Statement which reflects a clear vision of what our “*students will know and perform*” by graduation.
2. Our revised Expected Schoolwide Learning Results (ESLRs) have incorporated a standards-based emphasis, the 40 Developments Assets, current educational trends and research as well as compliance with federal, state and district mandates. The departmental ESLR/Standards Charts reflect integration of ESLRs and standards in schoolwide instructional and assessment practices.
3. Over 90% of our students demonstrate strong familiarity and understanding of the Mission Statement and Expected Schoolwide Learning Results. This is evident in random interviews and student projects displayed throughout the campus.

Areas of Improvement

(We have addressed and incorporated the following recommendations into our Action Plans.)

1. Rubrics, designed specifically to measure progress on our Expected Schoolwide Learning Results and academic standards, must be developed in all departments.
2. We need to define the “meaningful participation” component of the MVHS Goals – 5_ and delineate measurable criteria to determine school’s progress in the attainment of this goal.