

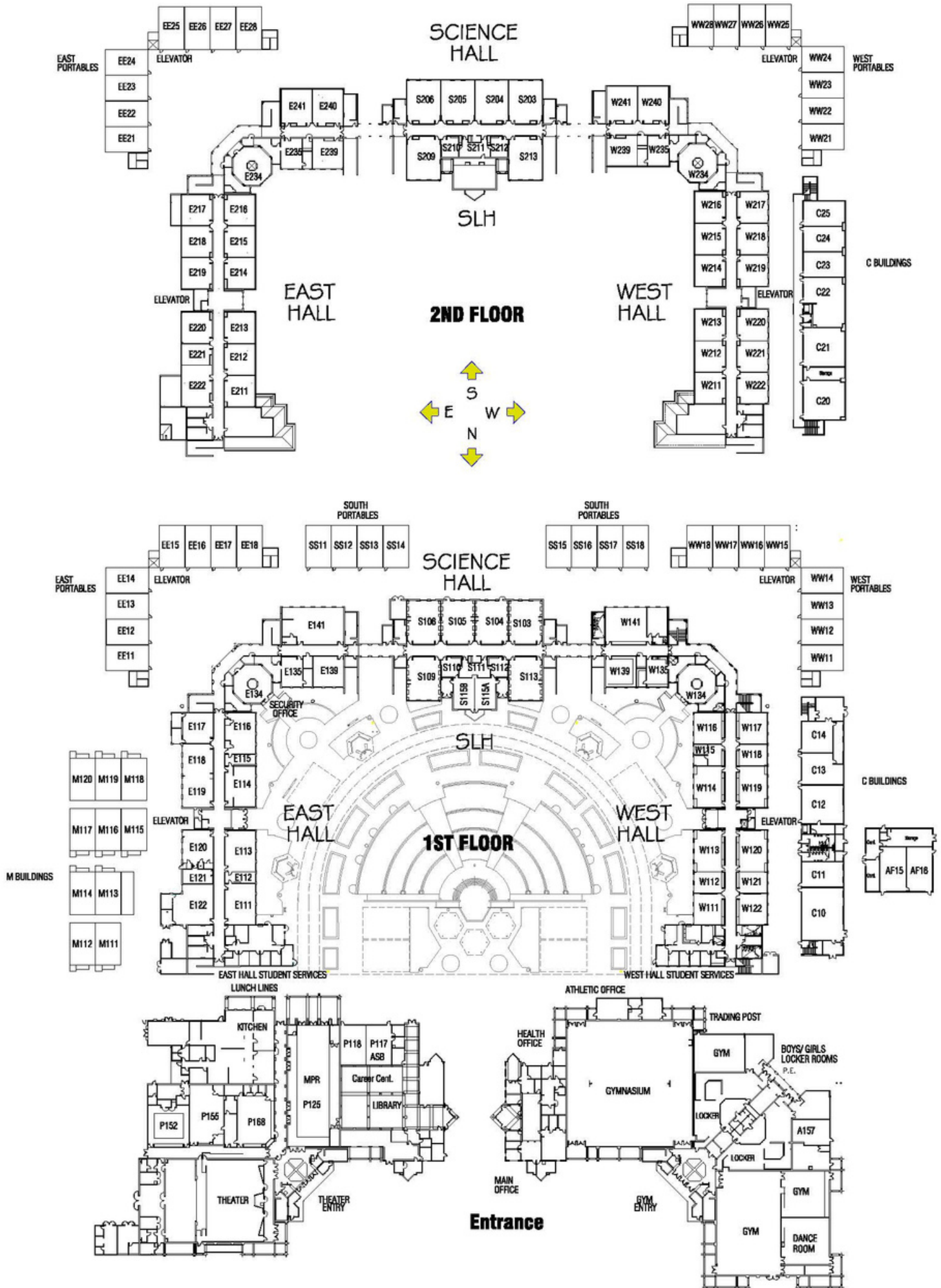
VISTA MURRIETA HIGH SCHOOL



2026/27

STUDENT HANDBOOK

VISTA MURRIETA HIGH SCHOOL



VISTA MURRIETA HIGH SCHOOL

2026 - 27 Bell Schedules

1st Lunch - East Building (E and EE), South Building (S and SS), M Building, P Building

2nd Lunch - West Building (W and WW), C Building, PE, JROTC, SLH

A/B Days - Regular	
Period 1/2	8:30 - 10:13
Break	10:13 - 10:23
Period 3/4	10:28 - 12:19
Lunch 1	12:19 - 12:49
Period 5	12:54 - 1:42
OR	
Period 5	12:24 - 1:12
Lunch 2	1:12 - 1:42
Period 6/7	1:47 - 3:30

A/B with Late Start - Wednesday	
STAFF ONLY	8:30 - 9:25
Period 1/2	9:30 - 10:55
Break	10:55 - 11:05
Period 3/4	11:10 - 12:35
Lunch 1	12:35 - 1:05
Period 5	1:10 - 2:00
OR	
Period 5	12:40 - 1:30
Lunch 2	1:30 - 2:00
Period 6/7	2:05 - 3:30

A/B with Office Hours - Thursday	
Period 1/2	8:30 - 9:55
Break	9:55 - 10:05
Period 3/4	10:10 - 11:35
OFFICE HOURS	11:40 - 12:35
Lunch 1	12:35 - 1:05
Period 5	1:10 - 2:00
OR	
Period 5	12:40 - 1:30
Lunch 2	1:30 - 2:00
Period 6/7	2:05 - 3:30

C Day	
Period 1	8:30 - 9:20
Period 2	9:25 - 10:15
Break	10:15-10:25
Period 3	10:30 - 11:20
Period 4	11:25 - 12:15
Lunch 1	12:15 - 12:45
Period 5	12:50 - 1:40
OR	
Period 5	12:20 - 1:10
Lunch 2	1:10 - 1:40
Period 6	1:45 - 2:35
Period 7	2:40 - 3:30

One Lunch	
Period 1/2	8:30 - 10:05
Break	10:05 - 10:15
Period 3/4	10:20 - 12:05
Period 5	12:10 - 1:05
One Lunch	1:05 - 1:35
PBIS Activity	1:35 - 1:50
Period 6/7	1:55 - 3:30

Rally	
Period 1/2	8:30 - 9:55
Break	9:55 - 10:05
Period 3/4	10:10 - 12:35
Rally Group A	W, WW, C, SLH
Rally 10:20 - 11:10	Class 11:20 - 12:35
Rally Group B	E, EE, S, SS, M, P, PE, JROTC
Class 10:10 - 11:25	Rally 11:35 - 12:25
Lunch 1 12:35 - 1:05	Period 5 1:10 - 2:00
Period 5 12:40 - 1:30	Lunch 2 1:30 - 2:00
Period 6/7	2:05 - 3:30

Finals / Minimum Day Bell Schedules

1st Lunch - East Building (E and EE), South Building (S and SS), M Building, P Building

2nd Lunch - West Building (W and WW), C Building, PE, JROTC, SLH

Minimum Day: 8:30 - 12:55

A/B Minimum Day	
Period 1/2	8:30 - 9:30
Period 3/4	9:35 - 10:35
Break	10:35 - 10:55
Period 5	11:00 - 11:50
Period 6/7	11:55 - 12:55

Modified C Day with Period 5 Final	
Period 5	8:30 - 10:30
Break	10:30 - 10:40
Period 1	10:45 - 11:23
Period 2	11:28 - 12:06
Period 3	12:11 - 12:49
Lunch 1	12:49 - 1:19
Period 4	1:24 - 2:04
OR	
Period 4	12:54 - 1:34
Lunch 2	1:34 - 2:04
Period 6	2:09 - 2:47
Period 7	2:52 - 3:30

Finals Day #1	
Period 1	8:30 - 10:30
Break	10:30 - 10:50
Period 3	10:55 - 12:55

Finals Day #2	
Period 2	8:30 - 10:30
Break	10:30 - 10:50
Period 7	10:55 - 12:55

Finals Day #3	
Period 4	8:30 - 10:30
Break	10:30 - 10:50
Period 6	10:55 - 12:55

VISTA MURRIETA HIGH SCHOOL

2026 - 27 A/B/C Calendar

H = Holiday / No School	P = Staff Preparation Day	LS = Late Start	OL = One Lunch	R = Rally
SS = Saturday or Sunday	PD = Professional Development Day	OH = Office Hours	M/F = Finals / Minimum Day	
A = Odd Periods				
B = Even Periods				

JULY 2026																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
		H	SS	SS						SS	SS						SS	SS						SS	SS						
AUGUST																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
SS	SS				PD	P	SS	SS	C	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	A	B	A	B	SS	SS	A	
											LS	OH						LS	OH					LS	OH	R					
SEPTEMBER																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
B	A	B	A	SS	SS	H	B	A	B	A	SS	SS	B	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	A	B		
		LS	OH							LS	OH	OL				LS	OH						LS	OH	R				LS		
6 Wk 9/18																															
OCTOBER																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
A		SS	SS		B	A	B	A	SS	SS	B	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	A	B	A	B	SS	
OH						LS	OH						LS	OH					LS	OH							LS	OH			
12 Wk 10/30																															
NOVEMBER																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
SS	PD	A	B	A	B	SS	SS	A	B	H	A	B	SS	SS	A	B	A	B	A	SS	SS				H	H	SS	SS	B		
				LS	OH						OH						OH	LS	OH												
DECEMBER																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	C	F	F	F	SS	SS				H	H	H	SS	SS			H	
		LS	OH	R					LS	OH																					
1st Sem 12/18																															
JANUARY 2027																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
H	SS	SS							SS	SS	PD	A	B	A	B	SS	SS	H	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS
												LS	OH						LS	OH							LS	OH			
FEBRUARY																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28				
B	A	B	A	B	SS	SS	A	B	A	B	H	SS	SS	H	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS				
		LS	OH	OL						LS	OH					LS	OH	R	6			M	M	LS	OH						
wk 2/19																															
MARCH																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
B	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	A	B	A	B	SS	SS					H	SS	SS	A	B	A	
		LS	OH	OH						LS	OH					LS	OH	OL										M	M	LS	
APRIL																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
B	A	SS	SS	B	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	A	B	A	B	SS	SS	A	B	A	B	A		
OH						LS	OH						LS	OH	R					LS	OH						LS	OH			
12 Wk 4/16																															
MAY																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
SS	SS	B	A	B	A	B	SS	SS	A	B	A	B	A	SS	SS	B	A	B	A	B	SS	SS	A	B	A	B	C	SS	SS	H	
					LS	OH					LS	OH					LS	OH							LS	R					
JUNE																															
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
C	F	F	F	SS	SS						SS	SS					H	SS	SS						SS	SS					
2nd sem 6/4																															

Updated 5/22/2026



VISTA MURRIETA HIGH SCHOOL STUDENT / PARENT HANDBOOK 2026-2027

28251 Clinton Keith Road • Murrieta, CA 92563 • Phone: (951) 894-5750 • Fax: (951) 304-1832
Website: <https://broncos.murrieta.k12.ca.us/>

Vista Murrieta High School does not discriminate on the basis of race, creed, color, national origin, gender or disability.

6-year Accreditation by the Schools Commission of the Western Association of Schools and Colleges Gold Ribbon School

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

Superintendent - Dr. Ward Andrus

Board of Education:

Board President - Nicolas Pardue

Board Member - Eleanor Briggs

Board Member - Christine Schmidt

Board Member - Nancy Young

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PRINCIPAL'S MESSAGE

Dear Bronco Students and Parents,

Welcome to the 2026-2027 school year at Vista Murrieta High School—Home of the Broncos! As your proud principal, I am thrilled to begin another year of excellence, opportunity, and growth with our outstanding students and supportive families.

This year, our schoolwide theme is It's a Great Day to be a Bronco — an invitation for every Bronco to rise to the occasion, embrace new challenges, and step confidently into their greatness. Whether you're new to campus or returning for another incredible year, we encourage you to take responsibility for your learning, build meaningful relationships, and invest in yourself through every opportunity available.

At Vista Murrieta, we believe that every student belongs and every voice matters. Our vibrant campus is filled with experiences created with students, for students. From championship athletics to nationally recognized arts programs, from rigorous academics to over 100 student-led clubs and organizations, there is truly something for everyone. Those who engage fully in campus life often find greater academic and personal success—and have a lot more fun along the way!

As Broncos, we hold ourselves to the high standards of CLASS—Character, Leadership, Attitude, Scholarship, and Service. These values are the foundation of who we are and how we show up for ourselves and each other. I encourage each of you to set meaningful goals, challenge yourselves, and cultivate the habits that will serve you well beyond high school.

To our returning Broncos: Thank you for leading with heart and purpose. Continue to model what it means to be a Bronco by stepping up, showing up, and helping others level up, too. Push yourselves in the classroom, take initiative, and keep striving for excellence in all you do.

On behalf of our entire staff, welcome to the 2026-2027 school year. We are honored to partner with you in your journey, and we look forward to a year of connection, growth, and achievement—together.

Let's make it a great year—and let all you do be done with CLASS.

Sincerely,

Mrs. Scallion

Mrs. Celeste Scallion
Principal
Vista Murrieta High School

MISSION STATEMENT

MISSION

Vista Murrieta High School inspires every student to think, to learn, to achieve, to care and live through C.L.A.S.S. - ***Character, Leadership, Attitude, Scholarship, and Service.***

VISION

Vista Murrieta High School is dedicated to fostering an inclusive and supportive environment where every student can thrive.

We believe all students can succeed and we are committed to preparing them to be academically ready, life ready, workplace ready, and civic-minded.

Our goals are accomplished through programs that connect and engage the entire school community, by empowering students to grow intellectually, socially, and personally, while ensuring they graduate ready to make meaningful contributions to society.

VMHS ALMA MATER

Vista Murrieta
Broncos true,
We pledge our
hearts and minds
to you.

Pursuing victory
with class,
Our pride in you
will forever last.
As we raise our
colors blue and
gold,
We'll help our
history to unfold.
As we gaze across
our valley wide,
We'll blaze through
life with Bronco
pride.



C.L.A.S.S.

What does it mean to be a Vista Murrieta High School Bronco?
It starts with the way that we do business every day, in every classroom, at every school activity –
and, in the way we interact with each other – doing everything with C.L.A.S.S.

CHARACTER

C = CHARACTER BY...

- Showing respect and compassion
- Acting with personal and academic integrity
- Following school behavioral expectations
- Pursuing success with honor

LEADERSHIP

L = LEADERSHIP BY...

- Modeling positive behavior within the school community
- Contributing to a culture of positive risk-taking
- Engaging in collaborative learning experiences
- Participating in extracurricular opportunities

ATTITUDE

A = ATTITUDE BY...

- Displaying motivation for academic excellence
- Accepting rigorous challenges
- Contributing to a positive school culture
- Welcoming feedback
- Embracing the culture of life-long learning

SCHOLARSHIP

S = SCHOLARSHIP BY...

- Demonstrating effective work habits
- Taking ownership of individual learning experiences
- Aspiring to perform at personal best
- Using communication, information, and technology to enhance learning
- Implementing and completing a four-year academic and career development plan

SERVICE

S = SERVICE BY...

- Contributing to the well-being of global society
- Exercising positive citizenship
- Participating in a variety of community service opportunities
- Contributing to a clean, safe, and orderly school environment

ADMINISTRATION & SUPPORT STAFF

Administrative Staff

Celeste Scallion, Principal	Desiree Zadrozny, Site Secretary x6798
Rosa Velardez, Assistant Principal	Kristin Fuller, Secretary x6676
Lloyd Dunn, Assistant Principal/Student Support	Shanita Ridley, Secretary x6678
David Save, Assistant Principal/Athletic Director	Mellanie Harter, Secretary x6781
Tamara Waddleton, Assistant Principal	Pam Hill, Secretary x6689
Carl Galloway, Assistant Principal	Maxine Robinson, Secretary x6778
Brianna Burow, Assistant Principal	Rachel Lazo, Secretary x6777
Shannon Kush, Activities/ASB Director	Chris Pasciuto, Secretary x6720

Counseling Staff

Silvia Osorio	x6687
Dione Tyler	x6718
Aurora Padilla	x6776
Karen Candaele	x6775
Claudia Malloy	x6685
Lynda Ponce	x6789
Sandie Ammen.....	x6772

Support Staff

Guidance Technician A – K	Jackie Moran x6684
Guidance Technician L – Z	Bless Guevara x6774
School Resource Officer/SRO	Officer Cuny x6753
Activities-ASB/Secretary & Trading Post	Chris Pasciuto x6720
Bookkeeper	Esmeralda Vazquez x6784
Assistant Bookkeeper	Michelle Rico x6795
Sub Desk	Kim Navarro x6790
School Psychologist	William Bennett x6574
Attendance Clerk – Grades 9/10	Maria Salgado-Adams x6783
Attendance Clerk – Grades 11/12	Myra Phung x6773
Attendance Clerk – Student Window Check In/Out	Leah Buyson x6677
School Nurse	Amanda Darien x6796
Health Technician	Kendra Grasso x6793
Library Technician II	Tammie Hino-Quan x6759
Library Technician I	Melissa Davis x6759
Receptionist	Delia Cook x0 or x6797
Parent Liaison	Niki Bradley x6590
Theater Technician	Michael Ruiz x6627
Locker Room Attendant – Boys'	Gerald Rodriguez x 6709
Locker Room Attendant – Girls'	Jenny Bland x6714
Campus Security:	
Harold Green, Carol Lang, Chad McDonald, Ana Mendoza, & Ernesto Martinez.....	x6583
Kitchen Lead	Cindy Everett x6581
Lead Custodian	Mike Soza x6740

MVUSD BOARD POLICIES & BYLAWS



Uniform Complaint Procedures

When a student, parent/guardian, or community member has a complaint alleging that a specific action, policy, procedure, or practice is discriminatory, or wishes to file a formal complaint in another area of concern, the district and VMHS follow the uniform complaint code. Complaints are made in writing and submitted to an administrator or to the district support center. All parties involved in the complaint shall be notified of the complaint. The usual procedure includes a meeting/hearing and notification of the decision to all involved. The complainant is notified of his/her right to appeal the decision.

Pathways

The college and career pathways provide our students with the opportunity to pursue areas of interest in the following fields: Health Science, Hospitality, Tourism and Recreation, Arts, Media and Entertainment, Engineering and Architecture, Information and Communication Technologies, and Public Services. In addition to taking required courses for graduation and college entrance, students can pursue a relevant and meaningful education by enrolling in online/hybrid Career Technical Education (CTE) and college courses. Students can earn graduation regalia within the pathways if they complete the requirements for the pathway pin by the end of their senior year.

Non-Discriminatory Statement

The Murrieta Valley Unified School District is committed to equal opportunity for all individuals in education and in employment and does not discriminate on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, race or ethnicity, religion, sex, sexual orientation, pregnancy, parental/marital or family status, primary language, medical condition, genetic information, or association with a person or group with one or more of these actual or perceived characteristics. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the protected characteristics named above.

(MVUSD AR/BP 1312.3, AR/BP 4030, AR 4031, AR/BP 5145.3, BP5146, BP5131.2)

For any concerns or questions regarding discrimination, Equity or Title IX, please contact:

Tom Patane, Director
Student Support
(951) 696-1600 x1155
tpatane@murrieta.k12.ca.us

For any allegations under Section 504 of the Rehabilitation Act of 1973, please contact:

Ryan Tukua, Executive Director
Student Support Services
(951) 696-1600 x1037
rtukua@murrieta.k12.ca.us

Students have the right to a free public education, regardless of immigration status or religious beliefs. More information about these rights is available from the California Attorney General, Know Your Rights.

IMPORTANT INFORMATION AT A GLANCE

Messages & Deliveries

Students should be responsible for remembering their own work, lunches, clothing, sports equipment, or other necessities; therefore, we **do not** accept any items for drop-off or from delivery services such as Door Dash and UberEATS to students. Students should be encouraged to accept the consequences if they neglect these responsibilities. We appreciate your assistance in helping us to reserve this function for true emergencies.

Closed Campus

VMHS is a closed campus, and students are to remain on campus during lunch and break periods, unless a parent/guardian provides a written request through the VMHS Attendance Office. Students are not permitted to be at the neighboring shopping center during school hours. Any student who violates the closed campus policy will be assigned Saturday School and possibly receive a truancy citation from MPD. VMHS deeply values the relationships with our local businesses. As such, Business leaders, MPD, and VMHS administration work in tandem to ensure that our students exhibit the tenets of C.L.A.S.S. while patronizing those establishments.

School Visitations

In order to maintain a safe and orderly learning environment, students' friends, visitors, or alumni without specific school business, ARE NOT allowed on campus at any time between 8:30am and 3:30pm. Prior to entering campus, all visitors must show a current photo ID and be checked in through the Raptor system at the reception desk to receive a visitor's badge. We highly guard student learning time; therefore, it is important not to disturb teachers and students during instruction. If your desire is to meet with an administrator, please call ahead for an appointment, as most drop-in requests are difficult to accommodate.

Parent/Teacher Communication

Parents can contact a teacher via telephone or email. Every teacher has a telephone with voicemail and an email address. Contact information can be found in the online [Staff Directory](#). We make every effort to communicate accurately and timely, but students must check their 9-digit student emails regularly. Families must ensure their contact information provided to the school is accurate and updated in Aeries. If you are unable to modify your contact information in your Aeries Parent Portal, please contact our guidance technicians for assistance.

Communications

With the many changes that can happen during a school year, there may be additions or deletions to this handbook. It is extremely important that all students and parents look for timely communications from the school via student and parent emails, Canvas portal, Aeries/Parent Square Communications, and the school's website. Teachers, counselors, school administration and MVUSD utilize digital communication tools to keep our families informed. The Pony Express is the weekly newsletter emailed to parents, students, staff, and community members. This is a terrific way to find out about current and upcoming school activities, testing dates, important events, sports schedules, community service opportunities, and breaking news. While most families have internet access, other forms of communications which are utilized include: the Daily Bulletin, which is broadcast on BNN (Bronco News Network) to students in all classrooms, a school-to-home automated telephone system for attendance and notifications pertaining to important information and emergency issues, Aeries communications, and Canvas messaging. Please ensure your communication settings are on. You may always call the reception desk at 951-894-5750 x0 to have questions answered.

School Safety & Security

There are staff protocols and systems in place to ensure a safe environment for all students and staff. VMHS is a closed campus. All visitors must check in at the reception desk with a picture ID to get a visitor's badge. Specially trained campus security staff and administrators supervise all areas of campus and meet regularly with the local police department. A Murrieta Police Department Officer (School Resource Officer - SRO) is also assigned to campus during school hours. Students and vehicles parked on school property are subject to search based upon reasonable suspicion and safety issues. **Administration reserves the right to determine the basis for reasonable cause for search. All property is subject to search and seizure while on campus.** VMHS has an extensive video-surveillance system and 24-hour security patrol to deter crime. The district provides regular canine visitations to search for illegal substances. All students, staff and community members are encouraged to utilize www.wetip.com.

Hear Something, See Something, Say Something.

Purchases

Purchases may be made with a bookkeeper between the hours of 8am - 4pm or via the Student Webstore, which allows students/parents to easily purchase items and pay for student activities securely through the internet. Students will only be allowed to make purchases with a bookkeeper before or after school and during break or lunch. Throughout the year, many types of transactions may be necessary including the purchase of PE clothes, yearbooks, event tickets, and much more. VMHS only accepts cash, credit card, or Apple Pay. To buy online, visit the [Student Webstore](#), and follow the steps to register for an account. You must have the student's 9-digit student ID number.



Late Start & Early Release

Some senior and junior students may have the privilege of a late start or early release schedule. Late start students should not enter campus before break and early release students should be off campus before the start of last period. Please note that a student's late start or early release is subject to being revoked at any point in the academic year if the contract is not abided by. Students are required to have their 5 Star Digital or physical ID to leave campus early. If you have difficulty securing regular transportation, a full schedule will be provided.

Student Parking

Students must obtain a parking permit from a bookkeeper before they can park any mode of transportation, including E-Bicycles and E-Scooters, in the student lot. At that time, they will receive parking regulations that require a parent signature. Students who do not follow parking regulations will be ticketed, fined, or ultimately, denied parking privileges. Students may park on campus in the student lot on the west side of campus near athletic fields or in any space that is not designated staff, reserved, or visitor. The senior reserved parking spaces require a Senior Reserved Parking Pass. Students may not loiter in parking lots at any time (before, during, or after school). MVUSD is not liable for any loss, damage, or theft in parking lots. Students with excessive tardies and or trancies may have their parking permit revoked with no refund, as parking on campus is a privilege. **Vehicles parked on MVUSD property are subject to search by Administration to ensure student safety.**

SCHOOLWIDE RULES & REGULATIONS

The goal of VMHS is to provide a safe and comfortable learning environment. Every effort has been made to ensure the accuracy in the handbook for the 2026/27 school year. VMHS rules are based on a few simple considerations: appropriateness, courtesy, and safety. Students should review the rules listed below, as they will be held responsible for knowing and following them at school and school events.

Progressive discipline consequences will be assigned to students who repeatedly fail to follow these established rules, which could lead to suspension from school and ultimately expulsion from the district. Progressive Discipline and Restorative Practices will focus on intervention and support when appropriate. Other means of corrections, such as counseling, detention, Saturday School, On-Campus Intervention (OCI), and loss of privileges, will be considered in lieu of suspension when appropriate.

1. Students are to always exhibit acceptable standards of behavior on campus and during school activities. Lunch detention may be assigned to students who do not follow classroom or school rules. Failure to serve lunch detention may result in Saturday School.
2. **Students MUST have their 5 Star Digital ID or a physical student ID with photo during school hours and when attending school-related activities, including games and dances.** Students with early release/late start must have their release period displayed on their virtual or physical student ID.
3. Students **MUST** have a school-issued virtual 5 Star Digital or physical hall pass when out of class during class time.
4. Cell phones are allowed on campus, and it is acceptable for students to use them during lunch or break. While in class, students must adhere to the individual teacher's cell phone policy, or cell phones should remain turned off and put away. Cameras or recording devices are **NOT** allowed on campus without prior permission. Indecent pictures or language, electronic bullying, or threats sent via cell phone will not be tolerated.
5. Meta glasses, or smart glasses, are not allowed.

If you bring a cell phone or any other electronic device on campus, you do so at your own risk. The school is not responsible for loss or theft of any electronic devices. Loss or theft should be reported to the Student Support Office. Confiscated items may be picked up at the Student Support Office after school with a valid student ID.

Consequences for Cell Phone or Electronic Device Violation

1st Offense - The cell phone or electronic device is taken away by a staff member and placed in a secure location in the classroom. The student may pick up the device at the end of the day.

2nd Offense - The cell phone or electronic device is taken away by a staff member and taken to Student Support. The student may pick up the device at the end of the day.

3rd Offense - The cell phone or electronic device is taken away by a staff member and taken to Student Support. The student's parent or guardian must pick up the cell phone or electronic device. The student will also receive detention.

Continued violations may result in Saturday School. Teachers reserve the right to enact their own cell phone policies in their classroom. Students need to adhere to the policy their teacher enacts for the class.

6. Skateboards, rollerblades, scooters, and bicycles are not to be ridden on campus at any time, day or night. These items may be locked in the bicycle rack near East Hall during school hours. If confiscated, these items may be picked up at the Student Support Office with a valid student ID. **VMHS is not responsible for the loss or theft of these items.**
7. Publications, posters, and announcements may only be distributed with prior administrative approval and only in designated posting areas.
8. Due to safety concerns, students are **NOT** allowed in hallways during lunches or after school.
9. Lost and found or any unclaimed confiscated items will be stored in the Student Support Office. Items not claimed within 30 days will be donated to charity.
10. All fundraising must receive prior ASB and administrative approval before selling begins. **No individual sales permitted on campus.**
11. Filming, recording, and photographing is never allowed in our restrooms. The restroom stalls are always limited to one person per stall.
12. Students on the "No-Go List" cannot participate in any co-curricular or extracurricular activities. Students may be placed on the "No-Go List" for discipline, fines, attendance, not completing, and passing the Grade Level Projects, and/or grades.

Academic Dishonesty Policy

Students must take personal responsibility for their academic performance and demonstrate academic integrity. Academic dishonesty includes, but is not limited to, cheating or the attempt to copy assignments from other sources (another person or online), using notes without permission, turning in work that's done by someone else or by an AI tool when prohibited, forging, altering, and/or duplicating school documents or signatures, plagiarism, sending text messages of answers, and using photography to capture / reference assessment data, assignment answers, or other information. Any alleged violation of this policy will be investigated, and appropriate disciplinary measures will be taken. Depending on the severity of the offense, discipline may include:

Consequences for Academic Dishonesty

First Offense

1. Teacher notifies parent or guardian.
2. Loss of credit on the assignment or test.
3. Detention – 1 Day.
4. Possible conference with student, parent, teacher and administrator.

Second Offense

1. Teacher notifies parent or guardian.
2. Loss of credit on the assignment or test.
3. Detention – 2 Days.
4. Conference with student, parent, teacher and administrator.

Third Offense

1. Teacher notifies parent or guardian.
2. Loss of credit on the assignment or test.
3. Saturday School or Reset Room.
4. Conference with student, parent, teacher and administrator.
5. If it's the third offense in the same class, student will receive an F and be dropped from the class (High School Only).

***The administration retains sole discretion to make the final determination whether academic dishonesty occurred and what consequences will be administered.**

MVUSD DRESS CODE AR 5132 (A)

The Governing Board believes that the responsibility for the dress and grooming of a student rest primarily with the student and his or her parents or guardians and that appropriate dress and grooming contribute to a productive learning environment. Therefore, the Board expects students to give proper attention to personal cleanliness, and to wear clothes that are suitable for the school activities they participate in. School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time. Administration and enforcement of the dress code shall be gender neutral and consistent. This policy applies to all individual schools. Schools may not enact more restrictive or less restrictive dress and grooming codes.

Dress Code Enforcement

The administration retains the sole discretion to make the final determination whether clothing, jewelry, accessories and/or appearance meet acceptable standards. Certificated and classified personnel shall be responsible for reporting violations of this dress code. When a dress code violation occurs, the student will be required to change into proper attire, and when necessary, contact will be made seeking parental cooperation and assistance. Continued violations of the dress code will be considered defiance and will be referred to administration for disciplinary action. **Administration reserves the right to determine appropriate dress code as fashion trends change. Students must abide by the VMHS student dress code on school spirit days.**

Minimum Safe Attire

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

1. Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts), and shoes.
2. When the body is standing straight, clothing must cover the chest, back, torso, stomach, and lower extremities from armpit to mid-thigh. At no time may any part of a student's buttocks be exposed. Tops must have straps.
3. Clothing must cover all undergarments. No underwear or undergarments may be visible at any time. Clothing may not be seen through.
4. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, shop classes, field trips, and other activities where unique hazards or specialized attire or safety gear is required. Bare feet are not permitted at any time.

Gang- Related Apparel: At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code 32282) Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received. As necessary, the school shall collaborate with law enforcement agencies to update definitions of gang-related apparel.

Definition of Bullying

Bullying is exposing a person to abusive actions repeatedly over time and becomes a concern when hurtful or aggressive behavior toward an individual or group is unprovoked, intentional, and, usually, repeated.

- Bullying is a form of violence which involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating relationships, extorting, intimidating).
- Bullying can include any severe or pervasive physical or verbal act or conduct, including: communications made in writing or by means of an electronic act directed toward one or more students that has, or can reasonably be predicted to have, the effect of placing a student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school.
- Bullying also includes one or more acts by a student or group of students directed against another student that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment. This applies to acts that are committed personally or by means of an electronic act that has any of the effects described above on a reasonable student.
- Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, image, or post on social media, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A social media post shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above.
- Reasonable student means a student, including, but not limited to, a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability.

Sexual Harassment

WHAT IS SEXUAL HARASSMENT?

- Any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature.
- Uninvited behavior that makes being in the school offensive, negative, unfriendly and/or intimidating and leads to a hostile environment that makes learning difficult.
- "This for That/Something for Something Else" is another form of harassment.

Examples: The manager at the fast-food place in which you work says that you will be fired if you do not engage in certain behaviors with him/her; someone blocking the door and refusing to let you through unless you agree to certain behaviors.

FLIRTING	VS.	SEXUAL HARASSMENT
Welcome behavior		Unwelcome behavior
Positive feeling		Negative feeling
Respectful		Disrespectful
Fun		Not fun
Flattering		Unpleasant
Enjoyable		Illegal

What Can Be Done? Take Action!

BE ASSERTIVE: Tell the harasser to stop the behavior. Tell him or her aloud or in writing what behaviors you find offensive.

CALL FOR HELP: Ask for the help of someone you trust – your friends, parents, or a person in authority. Tell them of your problem. Enlist friends as witnesses.

TAKE NOTES: Keep a detailed, written record of what was said and done to share with the investigator of your complaint.

INFORM AUTHORITIES: Report offensive behaviors to Student Support. Give details and provide witnesses.

FILE A REPORT/COMPLAINT: File a complaint against the person who is harassing you.

NEVER GIVE IN: If you are not satisfied with the results of your complaint, continue to take action and get help.

Sexual harassment is based on impact to the victim, not the intentions of the perpetrator. If a student has been proven to have caused sexual harassment, he/she will be suspended and possibly recommended for expulsion.

LIBRARY INFORMATION

The library is open **7:30am - 4pm, Monday through Friday**. The library is open before and after school, during breaks and lunches, and during scheduled class time for students with passes. **A valid 5 Star Digital ID or physical student ID is required to check out any books or devices.** Library books, other than textbooks, are checked out for a 4-week period. Overdue notices are sent out as a courtesy to make students and parents aware. If you receive a notice, please visit the library to return or renew your checked out library book. We offer desktop computers on the library floor for students with printing for a fee. All students log in using their school-issued Microsoft 365 account. Textbooks, devices, and calculators are also checked out through the VMHS Library. A technology agreement must be signed prior to device checkout. Students are issued a copy of their core textbooks to be kept at home. Students who have reliable internet access and a personal device may choose to access the textbook online in lieu of checking out a print book, but a textbook opt out form must be completed by the parent and returned to the library to opt out of checking out the print textbook. **Additional textbooks are available for use in class and in the library. All books and devices must be returned or paid for at the end of the school year.**

MVUSD Textbook Policy

Textbooks become the student's responsibility from the moment that the student checks the book out until the moment he/she checks it back into the library. Giving a textbook to a teacher or friend does not constitute turning in a textbook. Textbooks must be returned in person to the library before the end of the school year. Students have two weeks to look over the textbooks they are initially issued and to notify the library staff if there is damage. Leaving textbooks in classrooms or outside is not recommended. If the book is stolen or damaged, the student is responsible for the loss or damage. It is the student's responsibility to protect textbooks from rain, moisture, and from damage by siblings or pets. Students will be fined if their textbook is returned with torn pages, underlining, or writing in or on the book. Per Board Policy 6161.2 and Ed Code 48904.3, if a textbook is damaged beyond use or lost, a full replacement fee that equals the current price of the text will be charged. For a damaged, but repairable textbook, a partial replacement cost will be charged. If students do not return their textbooks at the end of the school year or upon withdrawal from VMHS, they will be billed for the replacement price of the textbooks, and their failure to pay for lost or damaged instructional materials may result in attendance to extracurricular activities being denied, or grades, transcripts, or diploma being withheld. Arrangements can be made for other restitution if the student is unable to pay for lost or damaged textbooks. Parents and students can view checked out library items through their Aeries portal.

TWO-HOME FAMILIES:

Additional text sets will not be issued before September 1st. Parents wishing for a second set must contact administration with details of extenuating circumstances for approval, but only if extra books are available. If the textbooks are available through the library, the student may check out a second set. If the need arises, the student must return the second set of texts if requested by the library. The student is responsible for both sets that are checked out.

WILLIAMS DECISION:

Per the Williams Decision, all students are entitled to textbooks for basic core subjects to access at home.

A Health Technician and Nurse is staffed in the Health Office during school hours to care for students. The Health Office can treat injuries that occur at school and illnesses requiring a student to be sent home such as vomiting, fevers, etc. The Health Technician is unlicensed personnel who has CPR and First Aid Training. The Credentialed School Nurse is a Registered Nurse with a bachelor's degree and post graduate credential in school nursing.

IMMUNIZATIONS

A student enrolling in a California school must show proof of immunizations. For information regarding immunizations required, go to www.shotsforschool.org/k-12/ For further questions regarding immunizations, contact the VMHS Health Office or the Riverside County Immunization Hotline at 888-246-1215.

HEALTH CONCERNS

If a student has any health concerns that we need to be aware of, such as arthritis, scoliosis, hearing loss, heart problems, diabetes, allergies etc., please notify the School Nurse, so we can work together to make necessary adjustments to ensure the student's success at VMHS.

ACCIDENT INSURANCE

Injuries frequently occur with students and medical insurance may not cover all the costs. A low-cost accident insurance policy is available for parents to purchase to help offset those costs. If your family has the need, please review your medical coverage, and consider accident insurance. This information is available in the VMHS Front Office.

Please keep this information current.

It is the only way to locate parents in case of an emergency or if a student is ill. Students are not dismissed from school due to illness unless a parent, guardian, or designated person is notified. Call 951-894-5750 x6793 to update emergency contact names and phone numbers. Parents should have at least two local phone numbers that can be called in an emergency. When registering online, please make sure to complete the medication information section with any health concerns or medications for your student that we or emergency personnel should know. This information should be updated annually with an updated Emergency Card or with online registration.

Medication

California Education Code 49423 states: **Any student taking medication during school hours must fill out a special form in the health office and the form must be signed by the doctor and parent.** Please contact the Health Office if your student needs to take medication at school. Medication must be brought by the parent/guardian to school in the original prescription container. **Medications CANNOT be brought to school and kept by the student.** This also pertains to any over-the-counter medications such as Tylenol, Advil, etc. State law does allow students with asthma to carry inhalers and students with severe allergies to carry epi-pens if the student's parents and doctor give permission, which must be on file in the Health Office. Forms are available in our Health Office or on the Parents/Health Services page on MVUSD website.

Expected Behavior

ATTENDANCE POLICIES

Good attendance is a priority and a key to academic success at VMHS. Students are expected to be on time and prepared for each class. Parental assistance is important to ensure this occurs by following check-in/out procedures properly and promptly reporting any absences.

Off-Campus Student Drivers

To assure your student's safety and to eliminate forged notes, please call 951-894-5750, press 1 for attendance and wait for the prompt, then press the number based on your student's grade level to speak to an attendance clerk. **Please call at least one hour PRIOR to the time the student is required to leave. You may also call the attendance line the previous day to leave the departure information.** If you send a note with your student, you will be contacted by the Attendance Office for verification. If we are not able to contact you, the student will not be allowed to leave campus. Students are not allowed to leave with other student drivers during school hours unless parents of both students call the attendance line to give authorization.

Attendance Line: 951-894-5750 x1

Absences & Re-admittance

Parents should call the attendance line on or before the day their student is absent. If a parent has not called, students should return to school after an absence with a signed note from a parent or guardian, or a doctor's/clinic's note, that includes the reason and date(s) of the absence. Students are considered truant if the parent has not called the attendance line or sent a note to school at the time of the student's re-admission. **It is important to promptly clear absences as the California Education Code states that teachers do not have to give makeup work for unexcused absences. Parents, please contact your student's grade level Assistant Principal if your student will miss five or more days due to serious illness, hospitalization, or injury.**

Parents will receive a text or an email whenever the student is tardy or absent from class. To clear or excuse the tardy or absence, you may reply to the text or email by clicking the **SEND RESPONSE** button that is sent in the message. This is a new feature that will be available, but only within 24 hours after you have received the message.

To report an absence, please call the attendance line at 951-894-5750. Press 1 for attendance; wait for the prompt then press 1 to report an absence. This is a 24-hour number with full voicemail capacity. Please contact us on or before the day of your student's absence and leave the following information: a) the student's name (spell the last name), b) date(s) of absence, c) reason for absence, d) your name and relationship to student, and e) a contact phone number.

Checking Out Early

Please come to the attendance window, just outside the Front Office, with a valid ID to sign for an Off-Campus Pass. Students will not be released to an individual not listed as an Emergency Contact unless you make prior arrangements with the Attendance Office. Students will not be called out of class prior to the parent's arrival. **Once the attendance window closes at 3pm, students will not be called out of class to leave campus.** If you plan to check your student out during their PE class, please call with a minimum of one hour notice, otherwise students will be called when the parent or guardian arrives, and this may take an extended amount of time.

During minimum days or finals, attendance window closes half an hour before the end of the school day. No more early release after that.

Attendance Line: 951-894-5750 x1

Truancy

A student is considered truant if they are off campus or out of class more than 30 minutes or absent for more than three consecutive days without a valid excuse. Consequences of truancy are OCI, Saturday School, parent meeting, referral to SRO and/or referral to School Attendance Review Board (SARB). **Any students whose attendance rate drops below 95% for the fall semester or 90% for the year, may lose the opportunity to attend school sponsored events.**

Tardiness

Timeliness to class is an essential aspect of academic success. Students who are not in class when the bell rings are deemed tardy. Please provide a written excuse or a doctor's/clinic note, or call the Attendance Office prior to your student's arrival with the reason for the late arrival. **Traffic is not an excuse for tardiness.**

Breakdown of discipline:

- Students are allowed three cleared tardy infractions for personal or emergency reasons per semester. This allows for unforeseen circumstances that prevent students from arriving at school on time periodically. **This will not apply to students that are habitually late.**
- On the third tardy infraction, student will receive a lunch detention. Unserved or duplicate lunch detentions will become Wednesday morning detention. Unserved or duplicate Wednesday morning detentions will result in Saturday School. Failure to attend Saturday School will result in student being placed on the No-Go List for upcoming extra-curricular activities. Continued concerns with tardiness will result in a parent meeting.

Illness During the School Day

Students who become ill during the school day may go to the Health Office during class time with a pass from the teacher, or anytime during break or lunch. If the student needs to go home, the School Nurse will call the parent/guardian for early pick up.

Personal Business/Family Trips

Students who miss school for pre-planned family trips or other personal business must notify the office before the absence starts. They must also **notify each teacher in writing five school days in advance** if they want to request work for the period of time they will be absent. These absences are unexcused according to state guidelines. It is the student's responsibility to turn in makeup work on the day the student returns to school. Please note that makeup work completed during personal business/family trips may not coincide with class work and academic progress may be adversely impacted. **We strongly recommend personal business/family trips be scheduled during breaks. Final exams will not be given early due to vacations or family trips.** Students must arrange with the teacher to take the exam when they return. To not compromise common examinations, early finals will only be given in extreme situations. See Final Policies for more information.

SCHOLASTIC INFORMATION

Office Hours

Office Hours are on Thursdays. The intent of this time is for students to receive tutoring, additional assistance, and clarifications, and/or completing homework assignments.

Students will have the opportunity to self-select in 5-Star on Tuesday for where they will spend their Office Hours session on Thursday.

ADVANTAGES

- Students will have time within the school day to receive additional assistance, **complete their work**, and make up tests and quizzes.
- Students may have access to computers who may not have access at home.
- This is a definitive step taken toward improving GPAs and test scores.

WHAT OFFICE HOURS IS NOT

- extra break time
- time to socialize or play games
- teacher prep time

Schedule Change Policy

To support academic success, our goal is to have all students in appropriate classes as quickly as possible. **Schedule changes are considered for the following criteria:**

- an incomplete schedule
- course already completed
- a duplicate class
- prerequisite not met - includes level changes based upon prior academic performance
- movement of Early Release or Late Start period
- missing graduation requirement
- course level placement issue

Fall semester requests for schedule changes will not be accepted after the 5th day of the semester and must be submitted to the appropriate counselor on the **CLASS CHANGE REQUEST FORM no later than Friday, August 14, 2026. Midyear requests for schedule changes are not accepted after the 5th day of the semester** and must be submitted to the appropriate counselor on the **CLASS CHANGE REQUEST FORM no later than Tuesday, January 19, 2027.**

It is the school's expectation that students complete the A-G College and Career Readiness Path at VMHS. If you are experiencing challenges in your coursework and are considering a schedule change, be advised the following steps need to be completed to level change or drop an A-G Course:

1. Meet with your counselor to to:
 - address accurate placement
 - review academic indicators for success
 - review Gradebook Summary in particular class
 - get counselor recommendation for next steps
2. parent and counselor communication with completion of A-G opt out form
3. participate in Intervention such as **tutoring and Bronctorials**
4. Assistant Principal approval for course change

Withdrawal from Class

A student who drops a course during the first six weeks of the semester may do so without any entry on his/her permanent record. Students have the first full week of the semester to turn in the add/drop form to their counselor for evaluation of the course change. The student must continue to be enrolled in required courses for graduation and the required number of instructional minutes per day. **A student who drops a course after the first six weeks of the semester shall receive a W/F grade on his/her permanent record, unless otherwise decided by the principal or designee because of extenuating circumstances.**

Request for Teacher Change

VMHS believes it is in the best interest of the student to work through any difficulties that may arise in the teacher-student relationship. We realize that the rigor of high school coursework places additional demands upon our students and that they may become frustrated or despondent regarding their classroom performance. In most cases, a schedule change is not an option; however, in unique situations administration reserves the right to make changes that are in the best interest of the student and/or teacher. In all cases, students and parents should follow these guidelines:

1st: Contact the teacher in question and work through the situation.

2nd: If the problem persists, contact the student's counselor and subject specific administrator to help mediate.

No-Go Policy

Students are placed on the No-Go List for the following:

- failing one or more classes
- four or more tardies and any trancies or unverified absences
- major discipline issues
- outstanding library books or outstanding debt
- not completing and passing the Grade Level Projects

Seniors not on track for graduation and who have not completed credit recovery courses by April 2027 will be included on the No-Go List.

Grading System

Most courses at VMHS are taught on a semester basis and are worth five credits per class per semester. Grades are computed on a four-point scale where:

A = 4 pts. B = 3 pts. C = 2 pts. D = 1 pt. F = 0 pts.

The Advanced Placement classes use a five-point grading scale where:

A = 5 pts. B = 4 pts. C = 3 pts. D = 1 pt. F = 0 pts.

Dual Enrollment classes are weighted on a five-point grading scale. Three and four unit courses earn 10 high school credits on a five-point scale. Five unit courses earn 15 high school credits on a five-point scale. Six-week, twelve-week and semester grades are available on student and parent Aeries portals approximately one week after grades are submitted. Refer to the ABC Bell Schedule in this handbook for grading periods. Students without computer access can request a printed grade report in East Hall and West Hall Counseling Offices. Weekly and daily progress report forms are available for students in East and West Hall Counseling Offices.

Broncotorials

The Broncotorial event is an opportunity to make up assignments for credit. **Teacher approval is needed.** Permission slips and forms will need to be turned in in order to attend. Students with grades D or F in academic core classes may be recommended to attend Broncotorials on allocated Saturdays throughout the school year from 7:30am until 12pm, to meet with teachers and academic tutors.

HOMEWORK & FINALS POLICIES

Homework

Homework philosophy is relevant and directly related to course objectives. The purpose of homework is:

- Introductory** An assignment that introduces a new concept of information to be used later in class.
- Learning** An assignment that adds to a student's knowledge base that can be done independently.
- Reinforcing** An assignment that strengthens a student's knowledge base.
- Assessment** An assignment to be graded that then helps guide instruction.
- Performance** An assignment designed to allow the student an opportunity to demonstrate understanding and learning.

MAKE-UP HOMEWORK

When a student is absent, it is his/her responsibility to contact teachers upon returning to school regarding make-up work. Teachers may be contacted via email or telephone. In most cases, students can review a teacher's Canvas page prior to returning to school to get homework assignments. The time allotted for making up missed work will vary depending on the circumstances surrounding the absence, the actual time out of school, and the teacher's classroom policy. Students should arrange with their teachers for turning in this work. If a student is absent for three days or more, the parent should call and request the work. In these types of situations, teachers should be provided with 24-hour notice to prepare make-up work.

The make-up policy for missing assignments when a student is not absent is at the discretion of the individual teacher. **Please read individual teacher guidelines for their specific homework policy.** Not all, but some teachers accept late work, which may be turned in during the unit/chapter of study or within a specific period with a penalty, such as a reduced grade based upon the lateness of the assignment. Assignments may be corrected/resubmitted at the discretion of the teacher. Students are encouraged to correct/resubmit assignments when the opportunity arises.

Finals

Each semester ends with a final exam or culminating activity in each subject area. These exams are usually scheduled for the last three to four days of the semester. In many classes, final exam grades are a vital component of the semester grade. **Make-up exams are permitted for excused absences only.** Final exams are to be taken on the scheduled day as indicated on the school calendar. VMHS believes in maintaining the fidelity of the end of course final; therefore, no finals are administered prior to the first day of finals for that semester. On the rare occasion that a final exam needs to be taken early, i.e., the student is moving to another state or due to acute medical conditions, it must have the approval of the administration. The expectation is that all students take their final exams on the dates scheduled by district/school administration.

ALTERNATIVE CREDITS

Alternative Credits

Students may earn alternative credits toward graduation via non-Dual Enrollment college credits while still attending high school (Ed. Code 48800). The following four criteria must be met to earn these credits:

- The course subject is included in the high school course of study or is approved by the high school counselor.
- The student must be in good academic standing at the high school with a minimum 3.0 GPA for academic courses, and a minimum 2.0 GPA for trade/vocational courses.
- The student applies in writing for the credit. The student must complete the community college's Concurrent Enrollment Form and turn it in for their counselor's review and the principal's approval/signature.
- District Board Policy limits the number of alternative credits a student may earn.

Out-of-District Instruction

MVUSD recognizes that students may desire to augment or accelerate their high school education to reach various individual educational goals. As a result, the district has established procedures for students who wish to take courses in designated accredited educational institutions, local public community colleges or public universities. The following procedures apply to the acceptance of credits students who complete coursework in other designated accredited educational institutions while enrolled in MVUSD. These procedures apply only to outside coursework completed to be posted on the high school transcript, while a student is enrolled in a MVUSD school.

- For credit recovery, students can earn 10 high school credits per year from a designated accredited educational institution, local public community college, or public university. Students can repeat courses required for high school graduation if the original grade is a D or F, and they receive prior approval from their counselor. Ten high school credits per school year, with a maximum of 40 credits towards graduation, will be accepted from a student who takes courses in other designated accredited educational institutions while enrolled in a MVUSD school. The Superintendent or designee may approve an additional 10 credits per year from a designated accredited educational institution, local public community college or public university.
- For acceleration, high school students are allowed to earn 10 high school credits per year from a designated accredited educational institution, local public community college or public university to fulfill high school graduation requirements in the following areas: Visual and Performing Arts, second year of Physical Education and Electives. Incoming ninth grade students (the summer before the student enters high school) are allowed to earn 10 high school credits, which must be approved by the assigned high school counselor, from a designated accredited educational institution, local public community college or public university to fulfill high school graduation requirements in the area of Visual and Performing Arts only. The Visual and Performing Arts course must meet UC/CSU A-G entrance requirements. Ten high school credits per school year, with a maximum of 40 credits towards graduation, will be accepted from a student who takes courses in other designated accredited educational institutions while enrolled in a MVUSD school. The Superintendent or designee may approve an additional 10 credits per year from a designated accredited educational institution, local public community college or public university.

POST HIGH SCHOOL PLANNING

The VMHS Counseling Team offers a comprehensive guidance program addressing academic and career planning components. In conjunction with our College and Career Center and Guidance Technicians, we have developed a purposeful agenda throughout the school year for each grade level. Systematically, students meet with their counselors at least twice each year to develop their academic plan with a view towards post-secondary ambitions and pathways. Our counseling section on the school website and the VMHS Counseling Canvas page addresses tasks and resources to assist students in post high school planning. This guidance process includes each student taking an Information Communication Technology (ICT) course their freshman year. We seek to amplify their pathway vision by providing a variety of presentations, fairs, workshops, post-secondary planning, and counselor facilitated labs. Students are given tools which offer select web links and resources encouraging our students to investigate college majors, AA/AS degree programs, career certificate programs, college and community college searches, vocational school, art institutes, apprenticeships, and the military.

Aligned with the national career development organizations and the nation's top university models, we assist and encourage our students to learn about themselves and their developing strengths and values through career assessments to expand their ability to explore the world of work by investigating career pathways in depth, matching education to career, and formulating career plans. There are many methods available to investigate occupations, their trends, and related industries with the latest versions of software, and a multitude of resourceful websites. Our calendar of activities for each grade level includes those listed below. Keep up to date on parent and student events, which will provide you with essential information regarding post high school planning and important dates, by checking the VMHS website and VMHS Counseling Canvas page, watching for AERIES communications, listening to announcements on BNN, and reviewing school emails and newsletters.

FRESHMEN

9th/10th Grade Parent Night (Oct.)
Course Selection for sophomore year (Spring)
AP Exam Administration (May)
California Colleges Guidance Initiative -
College/Career Planning (CCGI) 9th grade milestone

SOPHOMORES

9th/10th Grade Parent Night (Oct.)
Career Planning, Pathways and program of study
Course Selection for junior year (Spring)
Career Education Fair (Spring)
Registering for AP Tests (Aug. - Oct.)
AP Exam Administration (May)
California Colleges Guidance Initiative -
College/Career Planning (CCGI) 10th grade milestone

JUNIORS

Junior/Senior Night (September)
Grade Level Expectations & Transcript Review (early Fall)
PSAT, ACT, & SAT (Fall & Spring)
Dual Enrollment Applications
Course Selection for senior year (Spring)
ASVAB Assessment (Fall & Spring)
Career Education Fair (Spring)
Registering for AP Tests (Oct. - Nov.)
AP Exam Administration (May)
California Colleges Guidance Initiative - College/Career
Planning (CCGI) 11th grade milestone

SENIORS

Senior/Junior Night (Fall)
College Placement Exams - SAT, ACT (Fall)
Transcript & Senior Timeline Reviews (Fall)
College Application Workshops (Oct. - Nov.)
Financial Aid Support (Oct - March)
California Colleges Guidance Initiative - College/Career
Planning (CCGI)
FAFSA Line by Line Lab (Jan. - Feb.)
ASVAB assessment (Fall & Spring)
Cal Grant Applications - Inclusive with FAFSA online
application (School submits GPA)
Registering for AP Exams (Oct.- Nov.)
AP Exam Administration (May)
Murrieta Dollars for Scholars Scholarship Application
(Jan. - Feb.)
MSJC Applications (Fall & Spring)

MURRIETA VALLEY UNIFIED SCHOOL DISTRICT'S *Profile of a Graduate*



Academically Ready

- » Reads, writes, thinks critically and creatively
- » Seeks and applies knowledge
- » Engages in appropriately challenging courses
- » Practices digital literacy
- » Meets state academic standards
- » Displays creativity and innovation

Life Ready

- » Exhibits perseverance and adaptability
- » Manages time and prioritizes responsibilities
- » Practices self-care
- » Demonstrates financial literacy
- » Creates short and long-term goals
- » Regulates emotions and resolves conflicts appropriately

Workplace Ready

- » Takes initiative and solves problems
- » Embodies integrity and work ethic
- » Collaborates and communicates effectively
- » Follows directions and accepts feedback
- » Explores careers and exhibits employability skills

Civic Minded

- » Contributes to the local community
- » Keeps informed of global events
- » Exercises personal accountability
- » Participates in the democratic process
- » Interacts respectfully and shows empathy for others of all backgrounds



Conceptual art credit: MVHS student Brandon V.

READY FOR LIFE

Inspiring Every Student to Think, to Learn, to Achieve and to Care

MURRIETA VALLEY
UNIFIED SCHOOL DISTRICT

ACADEMICALLY READY	LIFE READY	CIVIC-MINDED	WORKPLACE READY
Reads, writes, and thinks critically and creatively <i>I can see how different factors affect a situation and use creative thinking to find solutions that fit the overall picture.</i> Circle one: 1 2 3	Exhibits perseverance and adaptability <i>I can be flexible and adapt my plans based on what I learn from different situations while staying committed to my long-term goals.</i> Circle one: 1 2 3	Contributes to the local community <i>I can get involved in activities and projects that help make my community a better place.</i> Circle one: 1 2 3	Takes initiative and solves problems <i>I can analyze complex issues, use what I know to reflect on possible solutions, and put those solutions into action.</i> Circle one: 1 2 3
Seeks and applies knowledge <i>I can actively look for chances to learn and grow, and I enjoy discovering new knowledge and ideas.</i> Circle one: 1 2 3	Manages time and prioritizes responsibilities <i>I can be responsible for my tasks and follow through on promises and commitments.</i> Circle one: 1 2 3	Keeps informed of global events <i>I can appreciate diversity, support different perspectives, and take actions that help improve global situations.</i> Circle one: 1 2 3	Embodies integrity and a strong work ethic <i>I can demonstrate a strong work ethic by being dependable and putting in effort to complete my tasks with integrity.</i> Circle one: 1 2 3
Engages in appropriately challenging academic courses <i>I can take on challenging classes that help me learn new things and improve my skills and knowledge.</i> Circle one: 1 2 3	Regulates emotions and resolves conflicts appropriately <i>I can manage my feelings, communicate them effectively, and find fair solutions to conflicts with others.</i> Circle one: 1 2 3	Exercises personal accountability <i>I can serve others and lead with integrity, contributing to a better and more caring world.</i> Circle one: 1 2 3	Collaborates and communicates productively <i>I can collaborate effectively with others and solve problems by negotiating and managing conflicts.</i> Circle one: 1 2 3
Practices digital literacy <i>I can take on challenging classes that help me learn new things and improve my skills and knowledge.</i> Circle one: 1 2 3	Practices self care <i>I can manage my feelings, communicate them effectively, and find fair solutions to conflicts with others.</i> Circle one: 1 2 3	Participates in the democratic process <i>I can serve others and lead with integrity, contributing to a better and more caring world.</i> Circle one: 1 2 3	Follows direction and accepts feedback <i>I can collaborate effectively with others and solve problems by negotiating and managing conflicts.</i> Circle one: 1 2 3
Meets state academic standards <i>I can understand and use key ideas and facts from different subjects to solve problems and answer questions accurately.</i> Circle one: 1 2 3	Demonstrates financial literacy <i>I can learn how to save, spend, and invest money wisely.</i> Circle one: 1 2 3	Interacts respectfully and shows empathy for others of all backgrounds <i>I can build positive relationships by being considerate and empathetic towards others and appreciating their unique perspectives and backgrounds.</i> Circle one: 1 2 3	Explores careers and exhibits employability skills <i>I can use my aptitudes and interests when researching different careers and developing skills that employers look for.</i> Circle one: 1 2 3
Displays creativity and innovation <i>I can use my creativity to explore different solutions and approaches to challenges.</i> Circle one: 1 2 3	Creates short- and long-term goals <i>I can set and achieve my goals by making a detailed plan that connects my education with my future career.</i> Circle one: 1 2 3	LEGEND 3 - Yes 2 - Somewhat 1 - No	

Career Readiness Planning

9TH GRADE

Explore programs of study: Apprenticeship, College, Military, Trade School

Find your Interests: Complete YouScience Aptitude assessment and create your 10 year plan

Research different career and college options to start narrowing down potential career options

Meet with your counselor to plan coursework: Select challenging courses that align with your interests and future career goals. Explore JROTC, CTE, AP/IB, and Dual Enrollment programs

Volunteer: 40 hours community service is required for graduation

Create a basic resume to document academic achievements, extracurricular activities, and volunteer work

Develop good study habits and time management skills to manage coursework and extracurricular activities

11TH GRADE

Review your program of study - apprenticeships, military careers, trade schools, and traditional college options

Persist in sequence courses: JROTC, CTE, AP/IB, Dual Enrollment

Standardized Testing: Take PSAT/NMSQT, SAT/ACT if you're aiming for college, or explore the ASVAB (Armed Services Vocational Aptitude Battery) if considering military careers.

Attend career and college Fairs and research Scholarship opportunities and requirements for financial aid.

Maintain involvement in extracurricular activities leadership roles, community service, and work-based learning opportunities relevant to your chosen career.

Ask teachers, counselors, or mentors for personalized letters of recommendation that align with your chosen career path.

Update 10 year plan and resume with any new accomplishments, activities, or awards.

Complete Junior Reflection Task (Grade Level Project 11)

10TH GRADE

Continue Exploring Career Interests in California Colleges

Build Relationships with teachers, counselors, and mentors who can provide guidance and support.

Take the ASVAB aptitude exam to explore career options

Take the PSAT/NMSQT as practice to prepare for SAT

Persist in sequence courses: JROTC, CTE, AP/IB, Dual Enrollment

Attend College Fairs and research Scholarship opportunities and requirements for financial aid

Continue working on community service and participate in work-based learning experiences

Update 10 year plan and resume with any new accomplishments, activities, or awards

Look into summer programs or internships related to your interests or potential career field

Complete Elevator Speech (Grade Level Project 10)

12TH GRADE

Solidify your post-high school plans, whether they involve apprenticeships, military service, trade school, or traditional college.

Complete sequence courses JROTC, CTE, AP/IB, Dual Enrollment

Complete FAFSA/CADAA application, CA graduation requirement

Continue researching scholarship opportunities

Update 10 year plan and resume with any new accomplishments, activities, or awards.

Request letter of recommendation

Complete Senior Culminating Project (Grade Level Project 12)

Complete and submit college applications

Complete Community service requirement, 40 hours and participate in work-based learning experiences

Apprenticeship

Earn while you learn! An apprenticeship offers students opportunities to advance in a career while they continue their education. Students receive paid on-the-job training and low cost or tuition-free education that directly supports their development in their profession. Plus, the classes you take might even count as college credits.

Local Apprenticeships:

- Automotive Service Technician
- Culinary-Chefs and Head Cooks
- Early Childhood Education
- Healthcare
- Industrial Engineering Technician
- IT/Cybersecurity
- Masonry

Priority Careers in Riverside County:

- Electricians
- Firefighter
- Plumbing
- Welding
- Culinary
- Masonry
- Carpentry

CTE High School Courses I can take to prepare:

Health Careers
Automotive
Networking
Engineering

Resources:

- Riverside County Office of Education
- [LAUNCH](#)
- [Build California](#)
- MSJC
- RCC - Riverside Community College
- ABC - Associated Builders and Contractors
- AGC - Association of General Contractors
- Southwest Carpenters Union
- Norco Community College

Digital Career/College Planning Programs :

YouScience
My10YearPlan
CCGI: CA Colleges

High School Plan of Study

9th	10th	11th	12th
English I	English II	English III	English IV
Math I	Math II	Math III	Math - 4 years recommended
Biology	Chemistry	3rd Science	Gov/Econ
PE/JROTC	Modern World History	US History	CTE Pathway/Elective
Visual or Performing Art	PE/JROTC	CTE Pathway/Elective	Elective
Health/ICT	CTE Pathway/Elective	Elective	Elective
World Language	World Language/Elective	Elective	Elective

College

A 2-year college, often called a community college or junior college, typically offers programs that lead to an associate degree. These degrees generally take around two years to complete and provide foundational knowledge in various fields. They often offer a more affordable option for starting higher education, allowing students to either enter the workforce directly or transfer to a 4-year college to continue their education.

A 4-year college or university usually grants bachelor's degrees, which typically take four years to complete. They offer a broader range of undergraduate programs, allowing students to specialize in specific fields of study. These institutions often provide a more comprehensive educational experience, including a wider array of courses, extracurricular activities, and research opportunities. Many students attend 4-year colleges for a more in-depth education and to obtain a bachelor's degree as a prerequisite for certain careers or further studies like master's or doctoral programs.

Entrance Requirements:

2 year - High School Diploma or GED
4 year - High School Diploma or GED and meet A-G requirements, SAT/ACT tests may be optional

High School Courses I can take to prepare:

AP/IB Courses
CTE Courses
Articulation Courses
Dual Enrollment Courses

Local Programs:

Mt San Jacinto College, MSJC
CSU San Marcos Alliance, CSUSM 2+2
Pathway programs - Business, Software Engineering
UC Riverside

Digital Career/College Planning Programs:

YouScience
CCGI: CA Colleges

High School Plan of Study

9th	10th	11th	12th
English I or Adv	English II or Adv, *AP	English III or Expo, AP/IB	English IV or Expo, AP/IB, DE
Math I or Adv	Math II or Adv, *DE	Math III or Adv, AP, DE	Math - 4 years recommended
Biology	Chemistry	3rd Science (Physics)	Gov/Econ or AP/IB, DE
PE/JROTC	Modern World History, or AP, DE	US History or AP/IB, DE	CTE Pathway/Elective
Visual or Performing Art	PE/JROTC	CTE Pathway/Elective	Elective
Health/ICT	CTE Pathway/Elective	Elective	Elective
World Language	World Language/Elective	Elective (Foreign Language)	Elective

Military

The military is a structured organization that protects a country and its citizens. It's made up of individuals who undergo training to defend their nation against threats, whether from other countries, natural disasters, or other emergencies. Different branches like the Army, Navy, Air Force, and Marines each have specific roles, but they all work together to maintain national security. Joining the military can involve various responsibilities, from serving on the frontlines to supporting operations through specialized skills like engineering, medical care, or logistics.

Military Entrance Requirements:

- Age, 17-39 years old
- US Citizen or resident
- High School Diploma or GED
- Physical Fitness Exam
- Medical Exam
- Background Check
- ASVAB

Military Branches:

- Army
- Air Force
- Coast Guard
- Marines
- Navy
- Space Force
- Reserves

High School Courses I can take to prepare:

JROTC, Math, Science, History, Foreign Language and PE

Digital Career/College Planning Programs:

YouScience
CCGI: CA Colleges

Prepare for the ASVAB:

March 2 Success
<https://www.march2success.com/>

High School Plan of Study

9th	10th	11th	12th
English I	English II	English III	English IV
Math I	Math II	Math III	Math - 4 years recommended
Biology	Chemistry	3rd Science	Gov/Econ
PE/JROTC	Modern World History	US History	CTE Pathway/Elective
Visual or Performing Art	PE/JROTC	JROTC	JROTC
Health/ICT	CTE Pathway/Elective	CTE Pathway/Elective	Elective
World Language	World Language/Elective	Elective	Elective 32

Work at Murrieta Valley USD

Jumpstart your career with Murrieta Valley Unified School District! We provide a range of job opportunities for high school graduates eager to start their professional journey. Whether you're interested in working directly with students in the classroom or supporting vital services like technology, facilities, clerical work, business and finance, or nutrition services, we have a place for you. Our district offers a variety of roles that help ensure our schools operate smoothly while offering valuable experience and opportunities for career advancement. Join our team and make a meaningful impact in your community!

Post High School Education needed:

- High School Diploma or GED

Preparation/Training High School Pathways

- AVID
- CTE Computer Programming
- CTE Criminal Justice
- CTE Culinary Arts
- CTE Education
- CTE Marketing/Entrepreneurship
- CTE Multimedia
- CTE Sports Medicine

Digital Career/College Planning Programs:

YouScience

My10

CCGI: CA Colleges

Apply on **Edjoin** for entry level positions

Starting pay \$20 per hour

Access to benefits

District Jobs:

- Account Clerks
- Athletic Coaches
- AVID Tutors
- Crossing Guards
- Custodians
- DIS Aide
- Nutrition Services
- School Bus Aide
- SEED Worker/Family Services
- Substitutes - Library Tech, Health Tech, Warehouse etc.
- Technology Positions
- Visual Arts/Performing Arts Coaches

High School Plan of Study

9th	10th	11th	12th
English I	English II	English III	English IV
Math I	Math II	Math III	Math - 4 years recommended
Biology	Chemistry	3rd Science	Gov/Econ
PE/JROTC	Modern World History	US History	CTE Pathway/Elective
Visual or Performing Art	PE/JROTC	CTE Pathway/Elective	Elective
Health/Careers	CTE Pathway/Elective	Elective	Elective
World Language	World Language/Elective	Elective	Elective

Trade School

Trade or vocation refers to learning specific skills or crafts that prepare you for a particular job or career. Instead of focusing solely on traditional classroom learning, trade or vocational education often involves hands-on training in fields like carpentry, plumbing, electrical work, automotive repair, culinary arts, healthcare, and more. It's like learning a set of practical skills that directly apply to a specific job or profession. These skills can often lead to immediate employment after completing specialized training, making trade or vocational education a great pathway for starting a career right after high school.

Post High School Education needed:

- High School Diploma or GED

Preparation/Training High School Pathways- talk to your school counselor about available pathways.

- CTE Construction Pathway
- CTE Fire Science/EMT Pathway
- CTE Culinary Pathway
- CTE Law Enforcement/Criminal Justice Pathway
- CTE Automotive Pathway
- CTE Entrepreneurship Pathway
- CTE Arts, Media, & Entertainment
- CTE Health Science
- Math and Science

Trades such as:

- Construction
- Welding
- Viticulture

Digital Career/College Planning Programs:

YouScience

CCGI: CA Colleges

Sample Careers:

- Law Enforcement/Criminal Justice
- Cosmetology
- Firefighter/EMT/Paramedic
- Welding
- Realtor
- Medical Assisting

Local programs:

- San Joaquin Valley College (SJVC)
- CA Welding Programs
- Universal Technical Institute (UTI)
- Paul Mitchell Academy
- Mt. San Jacinto College (MSJC)
- Job Corp
- Southwest Carpenters Unions
- Ben Clark Training Center
- Moreno Valley College (MVC)

High School Plan of Study

9th	10th	11th	12th
English I	English II	English III	English IV
Math I	Math II	Math III	Math - 4 years recommended
Biology	Chemistry	3rd Science	Gov/Econ
PE/JROTC	Modern World History	US History	CTE Pathway/Elective
Visual or Performing Art	PE/JROTC	CTE Pathway/Elective	Elective
Health/ICT	CTE Pathway/Elective	Elective	Elective
World Language	World Language/Elective	Elective	Elective

ACADEMIC ORGANIZATIONS

California Scholarship Federation

The California Scholarship Federation (CSF) is a prestigious academic organization exclusive to California. Its purpose is to foster high standards of scholarship, leadership, service, and citizenship. The basic requirements for student members are to maintain a 3.5 academic GPA and at least a satisfactory citizenship grade. Students apply semesterly, completing the required membership form update evaluating coursework and grades to determine eligibility. The peer tutoring program, community-based service projects, and fundraising events are the focus of each semester's program. Beginning with the second semester of the 9th grade, a student with a 3.5 academic GPA or higher may apply for membership in CSF. Once an application has been approved, the student is expected to attend regular meetings and participate in scheduled service/fundraising projects. Active members who maintain membership for four of five potential semesters are considered "life members" and are provided with a CSF pin and an embossed CSF golden seal on their diploma. There is eligibility for regional scholarships provided specifically for CSF members. Each year the VMHS chapter of CSF provides a scholarship for eligible CSF seniors who exemplify the best in the four areas of scholarship, leadership, service, and citizenship.

National Honor Society

The National Honor Society (NHS) is the nation's premiere and prestigious organization established to recognize outstanding students. More than just an honor roll, NHS honors those who have demonstrated excellence in scholarship, leadership, service, and character. Membership in the NHS also challenges students to further develop skills through active involvement in school activities, and community service. 10th and 11th grade students with an academic GPA of 3.85 or higher will be invited once a year, in the fall, to complete an NHS application for membership consideration. Surveys are then read and evaluated to determine if the student meets the rigorous criteria in the areas of scholarship, leadership, service, and character. Once a member, students are required to maintain a minimum academic GPA of 3.85, attend all meetings, to provide evidence of individual community service and whole group community service, engage in fundraising, complete 40 hours of campus tutoring each year, and pay annual membership fees. Mandatory meetings are held every Friday from 8am-8:25am (subject to change). NHS members can earn graduation Commitment Cords if they have maintained all program expectations throughout their 10th-12th grades. All graduating members who have maintained program requirements will earn an official NHS pin and will have the official NHS seal added to their diplomas.

Tutoring

FREE tutoring is offered throughout the school year to support students in any academic subject. There are academic tutors to support as well as subject specific teachers. Tutoring schedules are updated on the website.

Community Service Graduation Requirement

A component of the high school graduation requirements adopted by the Murrieta Valley Unified School District is that every graduate completes 40 hours of community service. Community service must be for nonprofit organizations [501(c)3 tax status] - no babysitting or lawn mowing allowed. Current local opportunities are listed in newsletters, in the College & Career Center, and announced on BNN. If you have questions regarding community service hours, please contact your counselor or visit the College & Career Center. Log sheets, which are available in the East and West Hall Counseling Offices and at the Front Office, must be signed for all hours completed. A log sheet can also be downloaded from the school website from the College Career Center page, under forms.

ACTIVITIES & CLUBS

Welcome to the Most Spirited High School in America...Vista Murrieta! Whether you are a member of the award-winning Golden Alliance Band, a leader in one of our highly acclaimed programs such as ASB, Senate, Link Crew, Bronco Nation Association (BNA), Bronco Bleacher Creatures (BBC), and AFJROTC, or an athlete out on our highly competitive playing fields, there is something for everyone here at VMHS! We encourage each student to get involved and make the most of their experience at Vista. **C.I.A.S.S.** is our motto and we strive to aim high in each of these core principles: **C**haracter, **L**eadership, **A**ttitude, **S**cholarship and **S**ervice. We encourage you to not just be a student at VMHS, but to join our Bronco family!

Our elected officers and student senators are a group of leaders whose goal is to connect all students to our campus by providing them with the best quality service and genuine hospitality. Each student event is planned with care and compassion, as well as with the academic and social needs of our student body in mind. We would love to hear your input and ideas! Visit the Activities Office (P117) to find out about clubs, organizations, and upcoming events. Be sure to visit the Trading Post (A140), our student store located outside the main gym, to purchase Bronco spirit wear, supplies, and snacks.

ASB Cards

ASB Cards are the main source of income for our campus activities, recognition programs and athletic events. When a student purchases an ASB Card, the ASB cardholder distinction is reflected on the student's 5 Star Digital ID. ASB cardholders have access to many benefits and financial discounts both on campus and throughout the community, such as:

- Free admission to all home athletic events (CIF Playoffs and tournaments are excluded) – up to a \$150 value.
- A discount at social events, dances, and cultural events – up to a \$20 value.
- A discount on your yearbook and/or video yearbook when purchased at registration – up to a \$10 value.
- A community discount card offering a variety of deals at local businesses – discounts are redeemable multiple times throughout the year.

The ASB Card is priced at \$45. Activities supported by ASB Cards are social events, academic recognition programs, athletic recognition programs, cultural programs, assemblies, publications such as the yearbook, and academic clubs and organizations.

School-Sponsored Events

1. Administrators and faculty members have full authority to admit, refuse admission, or dismiss any student/guest from any event.
2. All VMHS students bringing a guest to VMHS events are responsible for their guest's conduct.
3. Participants at events are to be courteous, friendly, and polite. School regulations apply to students and visitors during the event.
4. All events will be scheduled at the discretion of the Principal, Activities Director, and Student Government.
5. At all events, all students will be asked to present their 5 Star Digital Student ID to enter.
6. Guests of VMHS students will be required to obtain a guest pass before the dance, present a photo ID at the door, and arrive with the VMHS student they are a guest of. Guest passes are due with payment to the bookkeeper's office by 4p.m. the Wednesday before the scheduled event. Guest passes will not be issued at the dance.
7. Students are not to loiter on or near campus after school events. While at events at other sites, the same rule applies.
8. Students or guests who do not display appropriate behavior at a school event will be required to leave. Parents or guardians will be contacted and must pick up their student immediately. The student or guest will remain with the administrator in charge until the parent or guardian arrives.
9. Any student placed on home or in-school suspension by an administrator may not attend or participate in school events for the duration of the suspension.
10. Any student removed from an event due to poor behavior will not receive a refund for a ticket purchased.
11. Students are responsible for keeping their academic and behavioral records in good order. If a student has *any* of the conditions listed below, he/she will be put on the No-Go List for six weeks and is unable to attend school dances, assemblies, and other school events:
 - outstanding fines/fees due (clubs, library, athletics, parking)
 - overdue library books or textbooks
 - attendance issues (cuts, tardies, truancies, unverified absences)
 - inappropriate dancing = No-Go List for next dance
 - SENIORS ONLY:
 - Community Service Hours not completed by 4/9/27 must be cleared by counselor
 - Any class with a D or F must be cleared by a counselor and administrator
 - Any Senior Contract violation
 - FRESHMEN, SOPHOMORE, & JUNIOR STUDENTS ONLY:
 - D or F in any course needed for graduation must be cleared by a counselor and administrator
 - no-show to detention or Saturday School
 - discipline issues
 - GPA below 2.0

Academic Eligibility

All students involved in co-curricular activities must pass a minimum of four classes and earn a 2.0 minimum GPA (C-average) or he/she is ineligible to participate. Some groups may have a higher GPA requirement, which will be stated on the application. Student grades leaving 8th grade determine initial eligibility and eligibility is determined every six weeks thereafter.

Performance Groups

- Marching Band • Jazz Band • Wind Ensemble
- Drumline • Color Guard • Drama • Dance Team & Dance Crew • Concert Choir • Advanced Chorale
- Chamber Choir • Synchronize Vocal Jazz • Cheerleading

Bronco Dances

VMHS hosts various dances throughout the year, including Back-to-School Luau, Homecoming Dance, and Junior/Senior Prom. Students must have their 5 Star Digital ID to attend any school dance. Students must attend school on the day they attend a dance. The cost of a dance varies and, in most cases, ASB cardholders are entitled to a discount. Guests of VMHS students must obtain a guest pass for approval/signature from an administrator. Shoes must be worn at all times. No student shall attend a dance if he/she is on the No-Go List.

All Vista Murrieta High School students are responsible for the actions and behavior of their guests. All guests must be a high school student or under the age of 21. A student who leaves the dance may not return. VMHS ADMINISTRATION has the right to refuse any guest pass.

The Bronco Dance Policy positively impacts student behavior and addresses safety issues at school and district-wide dances by clearly describing dance rules/regulations and the consequences for rule violation. This policy ensures consistency across MVUSD for the handling of consequences for inappropriate dance behavior and reduces disruption of dance activities due to the actions of some students. To prevent inappropriate dancing and ensure student safety, students are expected to understand the dance rules and are required to sign the Dance Policy portion of the Acceptable Use Contract during registration each year. Please review and familiarize yourself with the following dance policy.

Clubs & Organizations

VMHS offers a large variety of clubs on campus – over 80! Club Rush is held at the beginning of the first and second semester of each year in the Quad where you can meet members and sign up. New clubs can be formed during this time if they meet school and district guidelines. Contact the Activities Secretary if you wish to start a new club. Clubs must have a staff advisor as the sponsor and meet during lunches or before/after school. For details about currently active clubs, view details on the VMHS website or in the Bronco Life tile on Canvas.

Bronco Dance Policy & Behavior Rules

VIOLATIONS WILL RESULT IN REMOVAL FROM THE DANCE FLOOR OR EVENT

Must be Standing Up

- no lying on the floor
- both feet must be on the ground

No Groping or Inappropriate Touching

- no touching someone below the waist

No Bending Over

- no hands on the floor; no head below the waist

No Hurting Others

- no jumping on other people
- no “mosh pits” (intentional pushing, crowding, or smashing other dancers)

STUDENTS WHO USE ALCOHOL, ANY ILLEGAL SUBSTANCE, DOES NOT MEET DRESS CODE REQUIREMENTS, OR VIOLATES THE ABOVE RULES, WILL BE ASKED TO LEAVE THE EVENT. IF A STUDENT IS ASKED TO LEAVE FOR INAPPROPRIATE BEHAVIOR, REFUNDS WILL NOT BE GIVEN, AND ATTENDANCE AT FUTURE DANCES MAY BE PROHIBITED.

Student Informational Assemblies/Activities will occur at the beginning of each school year to ensure that all students understand the dance rules and consequences and the process required to participate in school-sponsored dances.

ASB Cards may be used for discounts for advanced purchase of dance tickets.

Violation of Dance Rules will result in student removal from the dance and notification to the parent. Repeat violations, which is considered defiance, may result in the loss of privilege to attend school-sponsored dances for the remainder of the school year.

Regular Reviews of Dance Rules/Regulations by administration will occur through meetings during the school year with input from students, staff, and/or the community.

STUDENT LEADERSHIP

STUDENT LEADERSHIP 2026-27
OUTSTANDING ACTIVITIES PROGRAM AWARDS 2005-2026

ASB President	Noah Battle-Simpson
ASB Vice President	Brooklyn Hodge
ASB Secretary	Nathan Burgess
ASB Treasurer	Audrey Winberg
Speaker of Senate	Myleen Webster
Senate Parliamentarian	Natalia Reynoso
Secretary of Senate	Delaney O'Coyné
Senate Social Ambassador	Danyella Gonzales

CLASS OF 2027 ~ SENIOR CLASS OFFICERS
Advisor: Julee Heckermann

President	Devin Weaver
Vice President	Maizy Mercer
Secretary/Treasurer	Hunter Souza

CLASS OF 2028 ~ Junior CLASS OFFICERS
Advisor: Tara Thielen

President	Aiden Skiles
Vice President	Shaun Watts
Secretary/Treasurer	Mason White

CLASS OF 2029 ~ SOPHOMORE CLASS OFFICERS
Advisor: Alexis Gandara

President	Jose Alvarez Valdez
Vice President	Malia Alo
Secretary/Treasurer	Jade Renteria

CLASS OF 2030 ~ FRESHMAN CLASS OFFICERS
Advisor: Jacobie Bluhm

PHYSICAL EDUCATION

Physical Education/Athletics

Physical Education uniforms may be purchased from bookkeepers at break and lunches or on the Student Webstore.

PHYSICAL EDUCATION CLOTHING

Success for a physical education (PE) student begins with attendance and preparation for class. All students are expected to "dress out" for each class meeting in appropriate clothing. For hygienic and movement purposes, the clothing utilized must be different than that worn to a classroom. A student's choice in a PE uniform must consider the environmental conditions and the lesson for the day. PE specific clothing includes a grey t-shirt (\$21) and navy gym shorts (\$21) that may be purchased from the school bookkeeper and then picked up from PE staff. Appropriate student footwear includes shoes - that must be closed toed, non-marring, laced, rubber-soled athletic type shoes - and socks. UGG boots, Crocs, or work type boots are not athletic shoes. Dress or casual pants, jeans, jackets, and flannels are not allowed. Nonsuited students may be sent to the Student Support for appropriate discipline, including Saturday School assignment, and/or face academic consequences in the PE class. On inclement weather days, students may wear VMHS navy blue sweatpants (\$25) and hooded matching sweatshirts (\$30) that may be purchased through the school bookkeeper and then picked up from PE staff. All other sweats must be of a single color, such as navy, grey, or white, may not be cutoffs, or have any lettering or design other than VMHS logos/designs. The PE staff will not accept half-shirts, torn or altered shirts, or inappropriately sized tops. A student's name should be permanently written on all clothing to help prevent theft or loss. Borrowing or sharing uniforms is prohibited. Head wear or hoods are allowed when worn appropriately for sun protection or from extreme cold/wet weather. A limited supply of clean loaner clothes is available on a single period basis for students with a 5 Star Digital ID. Please see your coach for assistance with loaners or any economic concerns regarding PE clothing. All school dress code expectations are applicable in PE.

Locks & Lockers

Each student is responsible for transferring and securing their own belongings. Sharing of locks and lockers is not allowed and students should not give their combination to others for any reason. Larger street lockers are available for a single period only for storage of backpacks and street clothes. These lockers must be cleared out at the end of the period for utilization by the next period classes. Items that will not fit in the lockers, such as band instruments, can be placed in the coaches' office, with permission, for the period. Unfortunately, theft is a reality, and students must use a school provided lock to utilize the larger VMHS lockers. All students are provided a VMHS lock, at no cost to the student, to use in the locker room. PE staff may retrieve items from lockers in case of injury or for security reasons using master keys for these locks. If a student loses their lock, they will have to purchase a replacement for \$10. Assigned lockers are the property of VMHS and are on loan to students. Each student assumes the responsibility for the care and security of his/her assigned locker. The school accepts no liability for lost and/or stolen clothing or belongings. Students are responsible for locking their belongings daily. Taking PE clothing home to be washed is encouraged!

Athletic Program Eligibility Requirements

To participate in competitive athletics at Vista Murrieta High School, a student must:

- Have earned a 2.0 minimum GPA (C-average) on a 4.0 scale (Board Policy 6145 A&B). Incoming freshmen that do not meet this initial eligibility requirement will be allowed one probationary period to participate in interscholastic athletics. The probationary period shall not go beyond the fall progress report period or be allowed for any other time other than the period from the start of the school year to the first 30-day progress report.
- Complete the online athletic clearance process at athleticclearance.com.

Sports Physicals

A physical examination is required by CIF for each student before the school year starts. Any student planning to participate in a sport, including cheer and dance, must have a sports physical. The Athletic Department will notify students and parents in the spring regarding athletic physical clinics held on the Vista Murrieta campus.

Parent Night Sports Meeting Dates

All sports programs will have a pre-season Parent Meeting that will be publicized in advance.

Southwestern League Teams

SOUTHWESTERN LEAGUE TEAMS

Chaparral Pumas at Chaparral High School - 27215 Nicolas Rd, Temecula

Great Oak Wolfpack at Great Oak High School - 32555 Deer Hollow Way, Temecula

Murrieta Mesa Rams at Murrieta Mesa High School - 24801 Monroe Ave, Murrieta

Murrieta Valley Nighthawks at Murrieta Valley High School - 42200 Nighthawk Way, Murrieta

Temecula Valley Bears at Temecula Valley High School - 31555 Rancho Vista Rd, Temecula

FALL

Aug. - Nov.

Football

Girls Volleyball

Co-ed Cross Country

Girls Golf

Girls Tennis

Boys Water Polo

Cheer

WINTER

Nov. - Feb.

Boys Basketball

Girls Basketball

Girls Water Polo

Boys Soccer

Girls Soccer

Boys Wrestling

Girls Wrestling

Cheer

SPRING

Feb. - March

Softball

Baseball

Co-ed Track & Field

Boys Tennis

Boys Golf

Co-ed Swimming

Boys Lacrosse

Girls Lacrosse

Boys Volleyball

Sport Cheer (Stunt)

GRADUATION

Graduation

To earn a high school diploma from Vista Murrieta High School, a student must:

- **successfully complete a minimum of 230 semester credits as described below**
- complete at least 40 hours community service by volunteering in an approved non-profit organization
- successfully complete and pass the 10 Year Plan, Elevator Pitch, Junior Reflective Task and Senior Culminating Project

Minimum Requirements	Duration
English	4 years (40 credits)
Math	3 years (30 credits) / 4 recommended
Science	3 years (30 credits)
Social Science (History)	3 years (30 credits)
World Language	1 year (10 credits) / 2+ years recommended for CSU and UC
Visual / Performing Arts	1 year (10 credits)
Physical Education	2 years (20 credits)
Health / ICT	1 semester each (10 credits)
Electives	50 credits
Total:	230 credits

VAL/SAL POLICY

Each year, Vista Murrieta High School recognizes our top seniors who have challenged themselves and achieved academically at the highest levels. The determination of valedictorian and salutatorian is based on the student's grade point average from only the first seven semesters of high school. Senior spring semester grades or grades earned while in middle school are not included in this calculation.

Note that a student's class rank may not accurately reflect who will be determined to be the valedictorian or salutatorian. This is because a calculation is done where the number of courses between students vying for the top spots is equalized (reduced to the lowest number of courses taken among the potential candidates) so that those who have chosen to involve themselves in non-weighted coursework such as Band, JROTC, CTE pathways, etc., are not penalized with a lower grade point average.

The maximum number of weighted courses (Advanced Placement, Dual Enrollment, Annex, International Baccalaureate) counted per semester in the calculation is seven. Points are awarded in the following manner:

- 5 pts= an A in a weighted class
- 4 pts= an A in a non-weighted class or a B in a weighted class
- 3 pts= a B in a non-weighted class or a C in weighted class
- 2pts= a C in a non-weighted clas

Regalia

Did you know you can earn special cords to wear at graduation?

Cords are awarded in four areas - Commitment, Service, Academic and Military. The Commitment Cord is for a four-year and or maximum commitment to a program on campus (i.e., Link Crew is two years). The Service Cord is for reaching and documenting 200 or more hours of community service. These hours must be completed outside of the school day and in the community. The Academic Cord is for earning a 4.0 or higher weighted GPA and having completed at least four semesters of Dual Enrollment or AP coursework, which will be confirmed by counselors. The Military Cord is for those committing to the military. Students can submit a copy of their military enlistment to the College and Career Center.

State Seal of Biliteracy

The State Seal of Biliteracy (SSB) is granted to students who demonstrate proficiency in a second language. Typically, students complete four years of a high school course of study in a secondary language with a 3.0 GPA or higher and must pass the SSB exam. Other options include passing a secondary language AP exam with a three or higher or passing the World Language SAT II with a 600 or above. To be eligible to take the SSB exam, a student must:

- pass the CAASPP English portion (junior year) with the standard met
- A minimum of 3.0 GPA in all English classes
- OR pass an AP English Language with a 3 or above

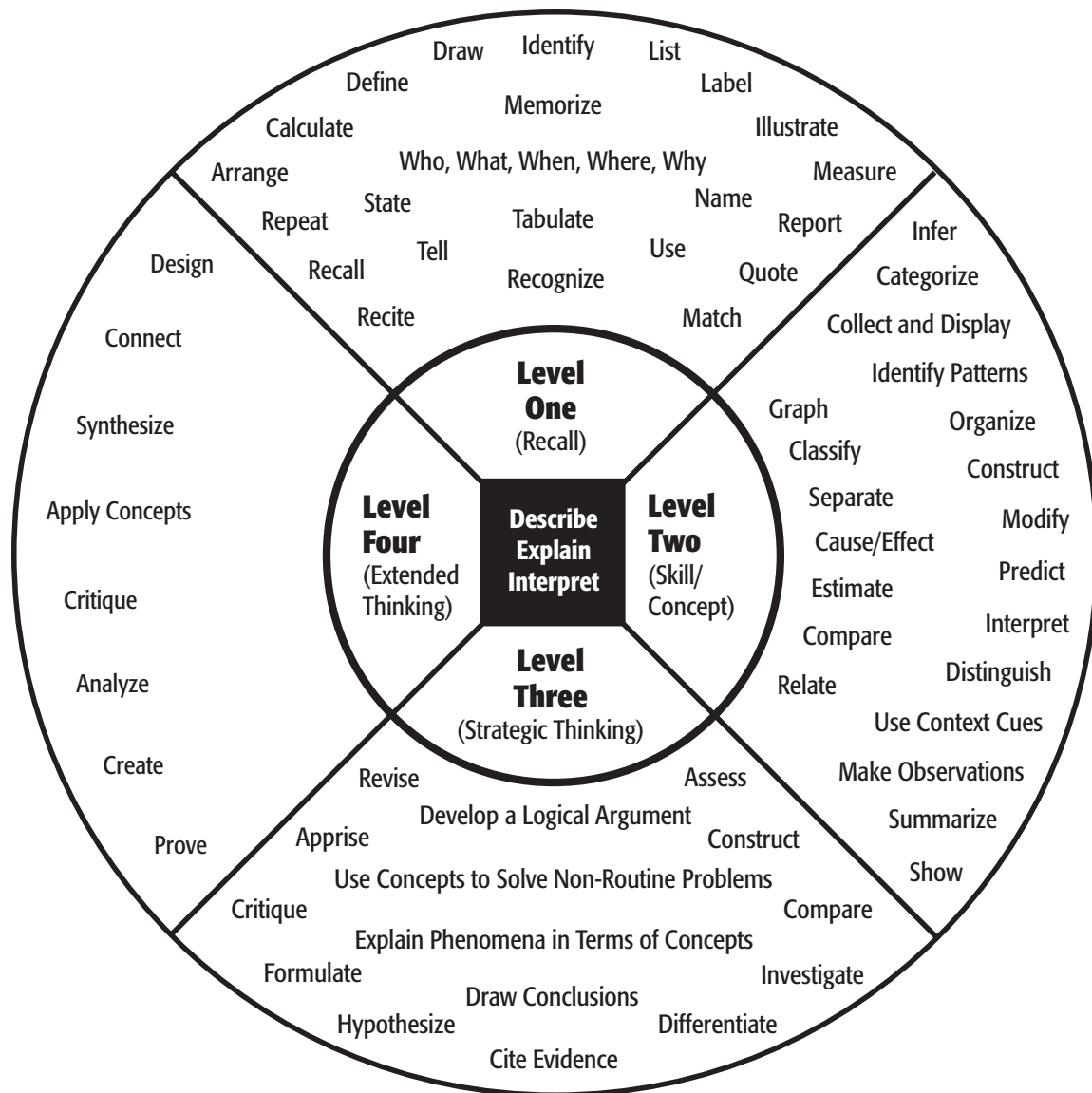


ACADEMIC RESOURCE GUIDE



1	Analyze break down • deconstruct • examine	break something down methodically into its parts
2	Argue claim • persuade • propose	provide reasons or evidence to support or oppose
3	Compare/Contrast delineate • differentiate • distinguish	identify similarities or differences between items
4	Describe illustrate • report • represent	report what one observes or does
5	Determine establish • identify • resolve	consider all possible options, perspectives, results
6	Develop formulate • generate • elaborate	improve the quality or substance of
7	Evaluate assess • figure out • gauge	establish value, amount, importance, or effectiveness
8	Explain clarify • demonstrate • discuss	provide reasons for what happened or for one's actions
9	Imagine anticipate • hypothesize • predict	form a picture in one's mind; speculate or predict
10	Integrate combine • incorporate • synthesize	make whole by combining the different parts into one
11	Interpret conclude • infer • translate	draw from a text or data set some meaning or significance
12	Organize arrange • classify • form	arrange or put in order
13	Summarize outline • paraphrase • report	retell the essential details of what happened
14	Support cite • justify • maintain	offer evidence or data in order to illustrate your point
15	Transform alter • change • convert	change in form, function, or nature to reveal or emphasize

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting. Conduct basic mathematical calculations. Label locations on a map. Represent in words or diagrams a scientific concept or relationship. Perform routine procedures like measuring length or using punctuation marks correctly. Describe the features of a place or people.	Identify and summarize the major events in a narrative. Use context cues to identify the meaning of unfamiliar words. Solve routine multiple-step problems. Describe the cause/effect of a particular event. Identify patterns in events or behavior. Formulate a routine problem given data and conditions. Organize, represent and interpret data.	Support ideas with details and examples. Use voice appropriate to the purpose and audience. Identify research questions and design investigations for a scientific problem. Develop a scientific model for a complex situation. Determine the author's purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions. Apply mathematical model to illuminate a problem or situation. Analyze and synthesize information from multiple sources. Describe and illustrate how common themes are found across texts from different cultures. Design a mathematical model to inform and solve a practical or abstract situation.

Costa's Levels of Inquiry

Inquiry is an important aspect of curriculum. Inquiry-based learning focuses on the student as a learner developing and becoming adept with open-ended questioning skills. Being able to recognize different levels of questions is beneficial for all students and areas of learning. Understanding Costa's Levels of Thinking and Questioning, explored below, is critical for student success.

Level One Questions (Text-Explicit) Readers can point to one correct answer right in the text.	
Question Starters Words found in these questions include: • Define • Observe • Describe • Name • Identify • Recite • Note • List	Example Prompts • Define <i>irony</i>. (English) • Identify the starting date of the American Revolution. (History) • Define <i>tangent</i>. (Math) • Define <i>photosynthesis</i>. (Science)
Level Two Questions (Text-Implicit) Readers infer answers from what the text implicitly states, finding answers in several places in the text.	
Question Starters Words found in these questions include: • Analyze • Group • Synthesize • Compare and Contrast • Infer • Sequence	Example Prompts • Compare and contrast Mr. Frank and Mr. van Daan in <i>Anne Frank: Diary of a Young Girl</i>. (English) • Analyze the causes of the American Revolution. (History) • Analyze the coordinates on the temperature graph. (Math) • Diagram and order the stages of photosynthesis. (Science)
Level Three Questions (Experience-Based) Readers think beyond what the text states. Answers are based on readers' prior knowledge/experiences and will vary.	
Question Starters Words found in these questions include: • Evaluate • Judge • Apply a Principle • Speculate • Imagine • Predict • Hypothesize	Example Prompts • Predict how Charlie Gordon will change after his operation in <i>Flowers for Algernon</i>. (English) • Imagine that you were a soldier fighting in the Civil War. How would you feel? (History) • Apply the Pythagorean theorem as if you were a firefighter trying to reach a window. (Math) • Diagram the stages of photosynthesis and predict how long each one takes. (Science)

The Five Phases of the Focused Note-Taking Process

AVID's focused note-taking process has five phases. It is important to note that while *applying learning* is the last phase of the process, it is essential that it inform the first phase, as the note-taking format should be shaped by the note-taking purpose. When teaching the focused note-taking process, educators need to determine how students will use their notes and set up the format appropriately. It is crucial for educators to model and invite students to engage in this thought process so that note-taking becomes a powerful and portable learning tool students can carry with them throughout their educational experience.

Taking Notes 	Create the notes. Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.
Processing Notes 	Think about the notes. Revise notes—by underlining, highlighting, circling, chunking, questioning, adding, deleting—to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.
Connecting Thinking 	Think beyond the notes. Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.
Summarizing and Reflecting on Learning 	Think about the notes as a whole. Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflects on how the learning helps you meet the note-taking objective.
Applying Learning 	Use the notes. Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

Focused Note-Taking Overview

Phase	Overview																												
Phase 1: Taking Notes (>10 min.) 	- Teacher determines purpose for note-taking. - Teacher selects format for note-taking based on purpose (one pager, CN paper, 3-column notes, graphic organizers, One-Pager, Thinking Maps, etc.) - Students write the Essential Question and take notes on the teacher selected format. - Use the 10-2-2-1 Method to navigate through the phases.																												
Phase 2: Processing (2 min.) 	Students revise notes with a partner by: ✓ underlining ✓ highlighting ✓ circling ✓ metacognitive markers ✓ chunking ✓ questioning ✓ adding ✓ deleting	Note Revision Checklist <table><tr><th>Completion</th><th>Symbol</th><th>Definition</th></tr><tr><td>☐</td><td>123 ABC</td><td>1. Number the notes for each new concept or main idea.</td></tr><tr><td>☐</td><td>ABC</td><td>2. Circle vocabulary key terms.</td></tr><tr><td>☐</td><td>Main idea</td><td>3. Highlight or underline main ideas.</td></tr><tr><td>☐</td><td>^</td><td>4. Put in gaps of missing information and/or non-sequentials in the</td></tr><tr><td>☐</td><td>_____</td><td>5. Identify notes and underline important information by drawing a line through it with a red pen.</td></tr><tr><td>☐</td><td>?</td><td>6. Identify points of confusion to clarify by asking a partner or teacher.</td></tr><tr><td>☐</td><td>*</td><td>7. Identify information to use when on a test, essay, for a skit, etc.</td></tr><tr><td>☐</td><td>Visual Organizer</td><td>8. Create a visual organizer to represent important information to be remembered.</td></tr></table>	Completion	Symbol	Definition	☐	123 ABC	1. Number the notes for each new concept or main idea.	☐	ABC	2. Circle vocabulary key terms.	☐	Main idea	3. Highlight or underline main ideas.	☐	^	4. Put in gaps of missing information and/or non-sequentials in the	☐	_____	5. Identify notes and underline important information by drawing a line through it with a red pen.	☐	?	6. Identify points of confusion to clarify by asking a partner or teacher.	☐	*	7. Identify information to use when on a test, essay, for a skit, etc.	☐	Visual Organizer	8. Create a visual organizer to represent important information to be remembered.
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Phase 3: Connecting Thinking (2 min.) 	- Students analyze and think beyond the notes; they deepen content knowledge by asking wonderment questions and making connections. - Students also identify gaps or points of confusion and indicate those in their notes. Wonderment Questions: ✓ Comprehension ✓ Prediction ✓ Anomaly ✓ Detection ✓ Application ✓ Planning and Strategy ✓ Costa’s Levels of Thinking Make Connections: ✓ What you already know ✓ Content from the course or outside of the course ✓ Your life or the world around you ✓ Your note-taking purpose																												
Phase 4: Summarizing & Reflecting (1 min.) 	- Students pull most important aspects of notes and thinking to create a summary that captures the meaning of the content and reflects the learning. - Students reflect on the learning and importance of the notes and make personal connections.																												
Phase 5: Applying 	- Teacher shares how notes will be utilized by referencing back to the Essential Question and purpose of note-taking - Students will use notes as a learning tool to apply or demonstrate learning. ✓ Socratic Seminar ✓ Philosophical Chairs ✓ World Café ✓ Brainstorm Carousel ✓ One-Pager ✓ Infographic ✓ essay ✓ presentation ✓ test/quiz ✓ project																												

Note: Regardless of format all notes should go through the **5 Phases of FNT**.

SENTENCE STARTERS

Introducing Evidence	To Explain & Justify Evidence	Cause & Effect
- For example,.... - For instance,.... - According to the text,... - The author suggests/asserts/claims that... ... which is supported by... ... as evidenced by...	- It is clear that... - For this reason,... - This evidence suggests ... - Furthermore/In addition... - This is/is not significant because... - This issue focuses on/illustrates... - In doing this action/making this comment, the speaker (purpose) - When examining the whole picture, one can see that... - Although the writer does not explicitly say, one can recognize/infer/conclude that...	- Therefore, ... - As a result, .. - Since _____,... - Accordingly, ... - For this reason,... - Because of _____, ... - If _____, then _____. - This may have caused ... _____ was responsible for ... _____ was brought about by...
Counter-Argument	Compare & Contrast	Concluding Phrases
- The opposition may state that _____. However, (rebuttal) - Although (Source) believes _____, (rebuttal) - Despite the claim that _____, it is evident/more likely that (rebuttal) - Even though (Source)'s claim that _____ deserves some consideration, it should be noted that (rebuttal)	- Similarly, ... - In contrast, ... - This is like/unlike ... ___ is similar to ___ because... - This analogy illustrates ... - The author makes this comparison so that ... (Source) uses a metaphor to convey the idea that ...	- In conclusion, ... - In summary, ... - Undoubtedly, ... - In other words, ... - As demonstrated, ... - Without question, ... - For the reasons mentioned above, ...

SENTENCE TYPES AND EXAMPLES

Compound Sentence	The deer finally ventured into the meadow at dusk, but they cautiously inched forward as they approached the stream. <i>independent clause + conjunction + independent clause</i>
Complex Sentence	Because they wanted cake, Joe and Sue went to the bakery. <i>dependent + independent clause</i>
Renamer	The graduate, a brilliant scholar with many awards, proudly received her degree.
Surround the Noun	A large river boat with a paddle wheel on its side cruised along shore. <i>Adj. + noun + with phrase + describer</i>
Several Action Expanders	When the sun's rays wanned the beach, many sun bathers waded cautiously into the ocean to cool off, although the waves were very rough. <i>when + where + noun + verb + how + why + condition</i>
Mixed Noun & Action Expanders	After the sun peaked over the mountain tops, the brilliantly colored maple trees, with their infinite shades of yellow, orange, red, and crimson, lit up like lanterns in the fields. <i>when + adj. + noun + with phrase + verb + describer [simile] + where</i>

RHETORICAL PRECIS

RJ.8.6: Determine an author's point of view and purpose in a text; analyze how the author responds to conflicting viewpoints.

► STRUCTURE

Sentence 1: Identify the author, genre, title, and date of publication; States the author's claim(s).

Sentence 2: Explain HOW the author develops and supports the claim(s).

Sentence 3: State the author's purpose.

Sentence 4: Describe the intended audience.

► PARAGRAPH FRAME

Who/What?

In the _____ (genre), _____ (Title), _____ (year), _____ (Author's full name) _____ (verb) that _____ (claim).

How?

_____ (Author's full name) supports his/her claim by _____ (verb& explain how).

Why?

The author's purpose is to _____ (purpose verb) readers of _____ (main idea) in order to _____ (explain why).

To Whom?

The author establishes a _____ (adjective) tone for _____ (audience).

Word Bank

Genre	Verbs	Purpose	Adjectives
article, book, editorial, essay, letter, speech	argues, asserts, challenges, claims, explains, exposes, instructs, implies, justifies, suggests, comparing, contrasting, explaining, defining, demonstrating, describing, illustrating, proposing	inform, persuade convince describe	formal, informal, contemptuous, humorous, sarcastic, serious

► EXAMPLE

In the Declaration of Independence (1776), Thomas Jefferson argues that the God-given rights of life, liberty, and the pursuit of happiness entitle the colonists to freedom from the oppressive British government and guarantee them the right to declare independence. He supports his claim by first invoking the fact of our inalienable rights, then he establishes the circumstances under which a people can throw off an oppressive government; he next proceeds to show that these circumstances have been created by King George III whose oppressive rule now forces the colonists to the separation. The purpose of this document is to convince all readers of the necessity to officially declare independence from Great Britain in order to establish a separate independent nation, the United States of America. Jefferson establishes a passionate and challenging tone for a worldwide audience, but particularly the British and King George III.

WRITING WITH EVIDENCE

EMBED THE QUOTE: What does the author say?

3 Ways to include a quote in your writing:

1. Introduce the quotation with a complete sentence and a colon.

- ▶ Out of fear for her sister's life, Katniss makes an important decision: "I volunteer as tribute!" (Collins 22).
- ▶ Before leaving for the capital, Gale gives Katniss important advice: "[Y]ou've got to get your hands on a bow. That's your best chance" (Collins 39).

2. Use an introductory phrase, separated from the quotation with a comma. Stay within the context of the text.

Avoid statements like "On page 24, the author says ..."

- ▶ During the reaping Katniss gasped, "I volunteer as tribute!" (Collins 22).
- ▶ Before leaving for the capital, Gale gives Katniss advice by saying, "Getting a knife should be pretty easy, but you've got to get your hands on a bow. That's your best chance" (Collins 39).

3. Blend the text as if the words were already a natural part of your own sentence.

- ▶ Everyone in the crowd at the reaping was surprised to see that Katniss "volunteer[ed] as tribute!" (22).
- ▶ Gale believed that in order for Katniss to have her "best chance," she should "get" her "hands on a bow" (Collins 39).

ELABORATE: What does It mean? Why does it matter?

1. What is your interpretation of the text? What can you infer from the context?
2. What is the author's purpose? How is the message conveyed? (tone, word choice, literary devices ...)
3. How is the evidence relevant and significant? How does it support the thesis?

QUOTE SANDWICH: Put it together.



Katniss is fiercely protective of her sister, Prim. She refuses Gale when he suggests to her that they could leave District 12, immediately dismissing the idea: "How could I leave Prim, who is the only person in the world I'm certain I love? We can't leave, so why bother talking about it?" (Collins 17-18). Her safeguarding of her sister is made clear during the reaping when Prim is chosen, and Katniss decides to sacrifice herself instead by "volunteer[ing] as tribute" (Collins 22). She will do everything to keep Prim from harm, even put herself in danger. It is this protective nature that sets the novel's conflict in motion as Katniss is sent off to the Hunger Games to fight for her life.

CRITICAL THINKING *strategies*

Marking the Text



Number each paragraph

Makes it easier to locate evidence and reference specific parts of the text.



Circle Key terms

Identify key vocabulary, concepts, people, places, or ideas.



Underline essential info

Underline the main ideas, important details, and evidence that support the reading purpose.



Box new vocab words

Highlight unfamiliar words and write a quick definition or synonym in the margin.

Additional Ways to Mark the Text

Summarize the main idea of each paragraph in one to three words.



Place a Question Mark – Mark information that is confusing or needs clarification.



Use an Exclamation Point – Identify surprising, important, or impactful information.



Check Key Evidence – Mark evidence that answers the reading question or supports a claim.



CIRCLE Signal Words – Identify transition words (however, therefore, for example, because) that show relationships between ideas.

MONDAY	8/10/26	C DAY	HOMEWORK	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
OTHER:				
TUESDAY	8/11/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	8/12/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	8/13/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	8/14/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	8/17/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	8/18/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	8/19/26	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	8/20/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	8/21/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	8/24/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	8/25/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	8/26/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	8/27/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	8/28/26	B DAY	RALLY	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	8/31/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	9/1/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	9/2/26	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	9/3/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	9/4/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	9/7/26	NO SCHOOL - LABOR DAY	
OTHER:			
TUESDAY	9/8/26	B DAY	HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
WEDNESDAY	9/9/26	A DAY	LATE START HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
THURSDAY	9/10/26	B DAY	OFFICE HOURS HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
FRIDAY	9/11/26	A DAY	ONE LUNCH HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			

MONDAY	9/14/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	9/15/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	9/16/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	9/17/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	9/18/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	9/21/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	9/22/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	9/23/26	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	9/24/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	9/25/26	A DAY	RALLY	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	9/28/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	9/29/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	9/30/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	10/1/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	10/2/26	NO SCHOOL		
OTHER:				

MONDAY	10/5/26	NO SCHOOL	
OTHER:			
TUESDAY	10/6/26	B DAY	HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
WEDNESDAY	10/7/26	A DAY	LATE START
			HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
THURSDAY	10/8/26	B DAY	OFFICE HOURS
			HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
FRIDAY	10/9/26	A DAY	HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			

MONDAY	10/12/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	10/13/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	10/14/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	10/15/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	10/16/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	10/19/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	10/20/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	10/21/26	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	10/22/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	10/23/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	10/26/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	10/27/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	10/28/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	10/29/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	10/30/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	11/2/26	NO SCHOOL - PROFESSIONAL DEVELOPMENT DAY	
OTHER:			
TUESDAY	11/3/26	A DAY	HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
WEDNESDAY	11/4/26	B DAY	LATE START
2.			
4.			
5.			
6.			
OTHER:			
THURSDAY	11/5/26	A DAY	OFFICE HOURS
1.			
3.			
5.			
7.			
OTHER:			
FRIDAY	11/6/26	B DAY	HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			

MONDAY	11/9/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	11/10/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	11/11/26	NO SCHOOL - VETERANS DAY		
OTHER:				
THURSDAY	11/12/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	11/13/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	11/16/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	11/17/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	11/18/26	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	11/19/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	11/20/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	11/23/26	NO SCHOOL - FALL BREAK
OTHER:		
TUESDAY	11/24/26	NO SCHOOL - FALL BREAK
OTHER:		
WEDNESDAY	11/25/26	NO SCHOOL - FALL BREAK
OTHER:		
THURSDAY	11/26/26	NO SCHOOL - THANKSGIVING DAY
OTHER:		
FRIDAY	11/27/26	NO SCHOOL - FALL BREAK
OTHER:		

MONDAY	11/30/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	12/1/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	12/2/26	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	12/3/26	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	12/4/26	B DAY	RALLY	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	12/7/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	12/8/26	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	12/9/26	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	12/10/26	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	12/11/26	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	12/14/26	B DAY	HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
TUESDAY	12/15/26	C DAY	PERIOD 5 FINAL
5.			
1.			
2.			
3.			
4.			
6.			
7.			
OTHER:			
WEDNESDAY	12/16/26	F DAY	FINALS - MINIMUM DAY
1.			
3.			
OTHER:			
THURSDAY	12/17/26	F DAY	FINALS - MINIMUM DAY
2.			
6.			
OTHER:			
FRIDAY	12/18/26	F DAY	FINALS - MINIMUM DAY
4.			
7.			
OTHER:			

MONDAY	12/21/26	NO SCHOOL - WINTER BREAK
OTHER:		
TUESDAY	12/22/26	NO SCHOOL - WINTER BREAK
OTHER:		
WEDNESDAY	12/23/26	NO SCHOOL - WINTER BREAK
OTHER:		
THURSDAY	12/24/26	NO SCHOOL - WINTER BREAK
OTHER:		
FRIDAY	12/25/26	NO SCHOOL - CHRISTMAS DAY
OTHER:		

MONDAY	12/28/26	NO SCHOOL - WINTER BREAK
OTHER:		
TUESDAY	12/29/26	NO SCHOOL - WINTER BREAK
OTHER:		
WEDNESDAY	12/30/26	NO SCHOOL - WINTER BREAK
OTHER:		
THURSDAY	12/31/26	NO SCHOOL - WINTER BREAK
OTHER:		
FRIDAY	1/1/27	NO SCHOOL - NEW YEAR'S DAY
OTHER:		

MONDAY	1/4/27	NO SCHOOL - WINTER BREAK
OTHER:		
TUESDAY	1/5/27	NO SCHOOL - WINTER BREAK
OTHER:		
WEDNESDAY	1/6/27	NO SCHOOL - WINTER BREAK
OTHER:		
THURSDAY	1/7/27	NO SCHOOL - WINTER BREAK
OTHER:		
FRIDAY	1/8/27	NO SCHOOL - WINTER BREAK
OTHER:		

MONDAY	1/11/27	NO SCHOOL - PROFESSIONAL DEVELOPMENT DAY	
OTHER:			
TUESDAY	1/12/27	A DAY	HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
WEDNESDAY	1/13/27	B DAY	LATE START
		HOMEWORK	
2.			
4.			
5.			
6.			
OTHER:			
THURSDAY	1/14/27	A DAY	OFFICE HOURS
		HOMEWORK	
1.			
3.			
5.			
7.			
OTHER:			
FRIDAY	1/15/27	B DAY	HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			

MONDAY	1/18/27	NO SCHOOL - MARTIN LUTHER KING JR. DAY	
OTHER:			
TUESDAY	1/19/27	A DAY	OFFICE HOURS HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
WEDNESDAY	1/20/27	B DAY	LATE START HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
THURSDAY	1/21/27	A DAY	OFFICE HOURS HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
FRIDAY	1/22/27	B DAY	HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			

MONDAY	1/25/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	1/26/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	1/27/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	1/28/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	1/29/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	2/1/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	2/2/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	2/3/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	2/4/27	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	2/5/27	B DAY	ONE LUNCH	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	2/8/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	2/9/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	2/10/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	2/11/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	2/12/27	NO SCHOOL - LINCOLN'S BIRTHDAY		
OTHER:				

MONDAY	2/15/27	NO SCHOOL - PRESIDENTS' DAY	
OTHER:			
TUESDAY	2/16/27	A DAY	HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
WEDNESDAY	2/17/27	B DAY	LATE START HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			
THURSDAY	2/18/27	A DAY	OFFICE HOURS HOMEWORK
1.			
3.			
5.			
7.			
OTHER:			
FRIDAY	2/19/27	B DAY	RALLY HOMEWORK
2.			
4.			
5.			
6.			
OTHER:			

MONDAY	2/22/27	A DAY	MINIMUM DAY	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	2/23/27	B DAY	MINIMUM DAY	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	2/24/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	2/25/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	2/26/27	A DAY		HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	3/1/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	3/2/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	3/3/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	3/4/27	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	3/5/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	3/8/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	3/9/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	3/10/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	3/11/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	3/12/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	3/15/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	3/16/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	3/17/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	3/18/27	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	3/19/27	B DAY	ONE LUNCH	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	3/22/27	NO SCHOOL - SPRING BREAK
OTHER:		
TUESDAY	3/23/27	NO SCHOOL - SPRING BREAK
OTHER:		
WEDNESDAY	3/24/27	NO SCHOOL - SPRING BREAK
OTHER:		
THURSDAY	3/25/27	NO SCHOOL - SPRING BREAK
OTHER:		
FRIDAY	3/26/27	NO SCHOOL - SPRING BREAK
OTHER:		

MONDAY	3/29/27	A DAY	MINIMUM DAY	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	3/30/27	B DAY	MINIMUM DAY	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	3/31/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	4/1/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	4/2/27	A DAY		HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	4/5/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	4/6/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	4/7/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	4/8/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	4/9/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	4/12/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	4/13/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	4/14/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	4/15/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	4/16/27	A DAY	RALLY	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	4/19/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	4/20/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	4/21/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	4/22/27	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	4/23/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	4/26/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	4/27/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	4/28/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	4/29/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	4/30/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	5/3/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	5/4/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	5/5/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	5/6/27	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	5/7/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	5/10/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	5/11/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	5/12/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	5/13/27	B DAY	OFFICE HOURS	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	5/14/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				

MONDAY	5/17/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
TUESDAY	5/18/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
WEDNESDAY	5/19/27	B DAY	LATE START	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
THURSDAY	5/20/27	A DAY	OFFICE HOURS	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
FRIDAY	5/21/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				

MONDAY	5/24/27	A DAY	HOMEWORK	
1.				
3.				
5.				
7.				
OTHER:				
TUESDAY	5/25/27	B DAY	HOMEWORK	
2.				
4.				
5.				
6.				
OTHER:				
WEDNESDAY	5/26/27	A DAY	LATE START	HOMEWORK
1.				
3.				
5.				
7.				
OTHER:				
THURSDAY	5/27/27	B DAY	RALLY	HOMEWORK
2.				
4.				
5.				
6.				
OTHER:				
FRIDAY	5/28/27	C DAY	HOMEWORK	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
OTHER:				

MONDAY		5/31/27	NO SCHOOL - MEMORIAL DAY		
OTHER:					
TUESDAY		6/1/27	C DAY	PERIOD 5 FINAL	HOMEWORK
5.					
1.					
2.					
3.					
4.					
6.					
7.					
OTHER:					
WEDNESDAY		6/2/27	F DAY	FINALS - MINIMUM DAY	
1.					
3.					
OTHER:					
THURSDAY		6/3/27	F DAY	FINALS - MINIMUM DAY	
2.					
6.					
OTHER:					
FRIDAY		6/4/27	F DAY	FINALS - MINIMUM DAY	
4.					
7.					
OTHER:					



It's a
great day
to be a

BRONCO

E S T 2 0 0 3