

## Vista Murrieta High School Student/Community Profile: *Overall Summary of Analysis*

### Overview

The analysis of the data presented in the Student/Community Profile began in the spring of 2012. Staff members met in home groups on two separate occasions to review the profile data. WASC leadership team representatives within each home group led this review process from the perspective of “What is the data telling us about VMHS?” A template indicating *Positive Trends* and *Negative Trends* was utilized to document findings of significant implications. Once the profile was reviewed in full by all home groups, the findings were merged into one document and synthesized by the leadership team.

This process proved to be valuable to staff members and to the collaborative culture of the school. Furthermore, the feedback gained from the staff as a whole allowed the leadership team to develop a profile that was truly enhanced by each individual on campus.

In the fall of 2012, the leadership team updated the profile as new and current data became available. This led to a final analysis of the profile by school leadership. As a result of this in-depth analysis, VMHS was able to take a close look at its strengths and needs and developed a thoughtful set of critical academic needs. These reflected the input of the entire staff and were shaped by the leadership team. The final step included a review by the focus groups in order to gain input from all stakeholders.

### Profile Analysis: Data Implications

The following explanations identify the implications from the data analysis by staff. These implications were used to prompt discussion in order to identify the most significant critical academic needs and guided the development of our school-wide action plan.

#### Academic Performance Status

AYP continues to be a struggle as the base-line proficiency rate continues to move upward based upon mandated criteria. Currently, the base-line proficiency rate is set at 77.8% in ELA and 77.4% in Math, and in 2011 the base-line rate was 66.7% in ELA and 66.1% in Math. While VMHS is working to improve upon the school’s percentage of students who score proficient or higher, VMHS students are presently at 67.1% for proficient or higher in ELA and 67% for proficient or higher in Math. While the trend appears that VMHS students are performing less stellar on the 10<sup>th</sup> grade CAHSEE test,

students' performance results are difficult to compare due to the base-line proficiency rate not remaining at a consistent level. VMHS continues to meet AYP in the area of graduation rates. Graduation rates are set with a 90% goal, and VMHS continues to exceed that 90% with 94.67% in 2012, 94.18% in 2011, and 93.29% in 2010.

### **Enrollment**

Our district has been committed to allowing our families choice and although boundaries exist, our district has adopted an open-enrollment philosophy. As a result, Vista Murrieta has experienced a high rate of inter and intra-district transfers. Transfers to Vista Murrieta High School make up approximately 20% of our student population. One out of every five students is on a transfer; higher than both district high schools. The transfer interest in Vista Murrieta continues to provide our school with exciting challenges. We believe that VMHS is a destination of choice and families seek out Vista Murrieta because of its campus culture, academic success and the equal billing that is given to academics, arts, athletics and activities. We are very strong in all four facets of student life.

### **Student Discipline**

Over the past six years since the inception of our Dean of Discipline position, we have made concerted efforts to be more consistent with student discipline. The discipline matrix has allowed the dean and security personnel to hone in on particular infractions such as dress code violations and defiance issues with an objective approach. This consistency has resulted in an overall heightened student awareness of behavioral expectations. Although these efforts by the security team have created inconsistent numbers in our data, such as the increase in student suspensions in the 2010 – 2011 school year where the total number of suspensions more than doubled in comparison to the previous year and the following year, the overall result has led to a better student understanding of what is expected of them on a daily basis and the consequences involved in the event they choose to engage in discipline infractions.

Although student behavior has improved greatly over the past six years, we continue to struggle with certain infractions such as alcohol/drug possession and usage, as well as defiance. These are issues that are a constant focus for the VMHS security team in trying to develop interventions and awareness for students.

### **School Facilities**

Vista Murrieta continues to be creative in making space for specialized programs in our attempt to meet the needs for the 21st century learner. Since our last WASC visit in 2007, the college career center has been a protected investment that is vital to our student services here at VMHS. Over the past couple years we have stretched ourselves to advance technology. In 2011 most teachers received new classroom computers. We opened up one new computer lab in 2012 for math intervention and teacher check out. In addition, we just completed a Wi-Fi upgrade that will handle 8000 devices. Coming soon, we will begin to advertise and run a BYOD (bring your own device) policy to promote the use of mobile technology on our campus.

For the past 4 years our maintenance and operations department at the district has lost important staffing, so routines and expectations have changed. We as a school continue to find creative ways to find progress, however work orders are prioritized and aesthetics improvement have been put on the back burner. We now have one grounds worker who manages all 60 plus acres, one morning custodian and one swing shift custodian as well as a shrinking night crew.

The quad continues to be the focal point of our campus and last year we used donated money and student help to refurbish several of the planters. Our aim is to attempt to complete the quad and repair the grass in the future as money is raised.

### **Staff**

Over the past four years our classified and certificated staffing has seen tremendous cuts for a variety of reasons. The opening of Murrieta Mesa High School, the elimination of class size reduction in math and English, and the increase in class sizes as a result of the economy have all impacted our staffing over the past years. Although our class sizes are better than most surrounding districts, we have attempted to mitigate class size with some creative programming to protect student achievement. We realize that our people are our greatest asset, and although class size has increased and support staff has been limited, our culture has remained stable.

### **Professional Development**

Due to budgetary constraints, the primary means of staff development occurs within the structured PLC time rather than on an individual basis. Our entire teaching staff takes part in campus-wide collaboration time each Monday where essential learning outcomes are discussed, assessed and monitored. However, as a site, we have struggled with the intervention component of the PLC model where re-teaching and differentiation are to take place. Due to the standards-based curriculum that we follow, we have found it difficult to incorporate time for intervening when students are struggling. We recognize that this component of the PLC process may require a shift in the structure of the regular school day, and we look forward to investigating options for including a school-wide intervention time segment into the school day.

### **District Financial Support**

Our school district, like most in the state of California, has endured difficult financial times. During these times our district has been tightly focused on keeping teachers employed and keeping student opportunities alive. In addition to district per pupil cuts, our site budget has been cut. In 2007 we had a discretionary budget of \$503,990 with a host of supporting categorical funds. In 2008 the district cut our site funding by 50% and all but one categorical was swept. In 2012 our budget was configured to be \$257,040 (\$60 dollars per pupil) with only one categorical program. This money is used to cover school operating costs which include all materials, supplies, athletics, arts, transportation, and stipends.

Through these tough fiscal times, our district has been very creative to raise dollars. An example would be the addition of the solar car ports built with restricted dollars. In just a half of a year this project has already put over \$600,000 dollars back into the general fund in cost savings.

### **Student Performance (API, CSTs, CAHSEE)**

Since VMHS's 3-year update in the spring of 2010, VMHS has continued to make great strides in steadily improving upon its state API score. 2009's API score of 805 jumped 14 points in 2010 to 819, 6 points in 2011 to 825, and 12 points in 2012 to 837. Despite VMHS's discontinuation of the *Rock the Test* incentive program due to budgetary shortfalls which rewarded students for attendance on state testing dates, VMHS continues to provide individual students with incentives for scoring proficient or higher on individual CST subject tests.

When comparing VMHS with other high schools across the state, VMHS's percentage of students scoring proficient or higher in ELA, Geometry, U.S. History, Biology, and 10<sup>th</sup> grade Life Science exceeded the state average in 2009 and 2010. VMHS continued to surpass the state average in 2011 and 2012, with the exception of students' performance in Geometry. While the goal of increasing school-wide CST proficiency rates in all performance categories has not been realized, consistent growth in specific core subjects and in specific grades continue to be evident. For example, VMHS's CST scores for the past three years have consistently made gains in average scale scores in the areas of Biology (grade 9), ELA (all grades), Earth Science (grade 10), Algebra 1 (grade 10), Geometry (grade 10), Chemistry (grade 11), and Algebra 2 (grade 11).

CAHSEE passing rates at VMHS continue to surpass state averages in all subgroups. For 2012, both ELA and Math passing rates exceeded 90%, with ELA at 93% and Math at 91%. While both core subjects maintain a 90% passing rate, each department has the goal of increasing the passing rate by 1%. Furthermore, departments are also examining proficiency rates of the CAHSEE and are seeking to improve upon current instructional practices to improve upon proficiency rates.

### **CELDT**

Since our last WASC accreditation, the ELL program has undergone a tremendous re-development. The program now includes an ELL coordinator that is able to assess our ELL students on campus, as well as monitor and mentor these students as they progress through the program with the ultimate goal of being re-designated (RFEP) out of the program. The data indicates that although we have not seen a high number of students gaining RFEP status over the course of the years, the numbers moving through the program from the beginning levels to the advanced levels are strong. This can possibly be attributed to the fact that on average, we do not tend to keep our ELL students for all four years of their high school experience. There is a high mobility rate with this particular sub-group due to the nature of their home status as immigrants into the state. Therefore, the data is difficult to use as a source of assessment for the program since the numbers remain inconsistent from year to year.

However, the program is still seeing growth and is working to build closer relationships with the regular teachers in terms of offering support for the ELL students. Although differentiation is still inconsistent within the regular classrooms, the ELL coordinator continues to encourage and offer support for teachers so that they are able to provide the best instruction possible to the ELL students. Incorporating differentiation into daily instruction is something that we would like to work on as a school-wide goal and will be a focus of our action plan.

### **Report Card Analysis**

Analysis of the Report Card data reveals that the high percentage of D's and F's among our freshmen correlates strongly with student performance on the CST's in the areas of Math and English. 9th grade students are less prepared upon entering high school and this lines up nicely with the Action Plan goal of articulating more systematically with the feeder middle schools. A higher D and F percentage for sophomores, in the core areas, also indicates the need for an intervention program servicing struggling 10<sup>th</sup> graders. Refining the PLC process to include a focus on meeting the individual needs of each student will have significant effect on the percentage of students who currently earn D's and F's.

### **Graduation Requirements**

Beginning with the class of 2013, a Senior Exit Interview will be required for graduation status. This graduation component was a district-mandated requirement that was piloted and refined over the course of the past few years. Key teachers on each high school campus received training so that they could then lead the implementation process with their perspective high school. As with most changes and additions, many teachers are still working to understand and buy-in to the interview process and the responsibilities that it presents within the curriculum and high school program. Our goal is to provide support and training for teachers that will be involved in the process, as well as to embed this process into the four-year high school plan.

### **Perception Data**

Based upon results from the student survey, most VMHS students feel welcome, safe and excited to be on our campus. In addition, they feel that they are well supported by their teachers, counselors and support staff and that they are provided what they need in order to achieve success. However, a significant amount of students responded by stating that their teachers do not use a variety of instructional strategies or create learning experiences that interest them.

## **Profile Analysis: Critical Academic Needs**

### **Critical Academic Need #1:**

Refine the PLC process to incorporate all components of the PLC model, including establishing essential learning outcomes, engaging in collaboration, developing and using common formative/summative assessments, incorporating data analysis, re-teaching, and creating interventions for struggling students.

### **Evidence Supporting Need**

- API scores
- CST scores
- CAHSEE scores
- AYP proficiency
- CELDT scores
- PLC formative/summative scores
- Student grades

### **Explanation of Need**

Student performance data, discussions, and observations indicate that while PLC's are progressing, the focus needs to prioritize systematic analysis of data and find opportunities for re-teaching and interventions to improve student performance.

### **Questions Raised Regarding this Need**

- How is this systematic approach built into the existing schedule?
- How do we remain focused on response to students who don't learn?

### **Correlated CLASSLR's**

- Contributing to a positive culture within the school community
- Engaging in collaborative learning experiences
- Taking ownership of individual learning experiences

## Profile Analysis: Critical Academic Needs

### Critical Academic Need #2:

Increase school-wide use of instructional practices to include differentiation, 21<sup>st</sup> Century Technology, and cross-curricular methodologies.

### Evidence Supporting Need

- Student survey results
- Staff survey results
- Classroom observations
- Learning Snapshots
- CELDT scores
- API subgroup scores
- CST subgroup scores
- CAHSEE subgroup scores

### Explanation of Need

Over the last few years, campus-wide Professional Development opportunities have diminished due to the economic down-turn. There is an overwhelming need to invest in Professional Development in the areas of instructional strategies, technology, and the implementation of the Common Core Standards.

### Questions Raised Regarding this Need

- Where will time and resources come from when the school calendar becomes more limited?
- Is there a District-wide Technology Plan to address strategies to improve teaching, learning, and assessment?

### Correlated CLASSLR's

- Using communication, information and technology to enhance learning.

## Profile Analysis: Critical Academic Needs

### Critical Academic Need #3:

Strengthen school-wide curricular program to include the upcoming Common Core standards, articulation with feeder middle schools, the Senior Exit Interview process, and 21st Century Technology.

### Evidence Supporting Need

- Student grades
- Academic Seminar data
- Student survey results
- Teacher survey results
- Senior Exit survey results
- PLC data
- California State Standards
- Classroom observations
- Learning Snapshots

### Explanation of Need

A system needs to be developed school-wide to address Common Core Standards, “Smarter Balanced” Assessments and local level issues such as feeder school articulation, exit interviews, and reflective essay graduation requirements.

### Questions Raised Regarding this Need

- What is the timeline for implementation of the Common Core Standards?
- Is there a plan to address the campus-wide technology need?
- How can we systematically incorporate the new graduation requirements campus-wide?
- How will we build an articulated system with our feeder schools to assure curriculum alignments and student placement across all content areas?

### Correlated CLASSLR's

- Engaging in collaborative learning experiences
- Displaying motivation for academic excellence
- Embracing the culture of life-long learning
- Using communication, information and technology to enhance learning

## **Profile Analysis: Critical Academic Needs**

### **Critical Academic Need #4:**

Develop systematic middle school transition process that offers support for student connectedness and academic placement for incoming freshmen.

### **Evidence Supporting Need**

- Student survey results
- Parent survey results
- Teacher survey results
- Academic Seminar data
- Student grades
- Discipline data
- Student participation data

### **Explanation of Need**

Develop a systematic approach to student transition to high school to insure each student's needs are being met. This includes academic placement, social-emotional needs, and opportunities for connecting to our unique culture and climate.

### **Questions Raised Regarding this Need**

- How do counselors ensure that student back-ground data is shared prior to entering our school?
- What middle school data is being used to place students? (ie, academic, programmatic, and behavior interventions)
- What resources do we have in place to ensure student connectedness?

### **Correlated CLASSLR's**

- Following school behavior expectations
- Pursuing success with honor
- Contributing to a culture of positive risk-taking
- Contributing to a positive culture within the school community
- Exercising positive citizenship
- Aspiring to perform at personal best