VISTA MURRIETA HIGH SCHOOL
ACS WASC/CDE MID-CYCLE VISIT
SCHOOL PROGRESS REPORT

28251 CLINTON KEITH ROAD
MURRIETA, CA. 92563
MURRIETA VALLEY UNIFIED SCHOOL DISTRICT

February 15, 2022

Accrediting Commission for Schools
Western Association of Schools and Colleges

CONTENTS

I: Student/Community Profile Data

Vista Murrieta High School opened its doors to a freshman and sophomore class in 2003 and in its 19 - year history has earned numerous accolades and a reputation for outstanding Academics, Athletics, Activities, and Arts. Vista Murrieta was named a 2017 Gold Ribbon School, 2009 California Distinguished School, selected three times as the Most Spirited High School in the Nation, and is a CIF Champion School of Character among other awards. We offer a diverse academic program, award-winning student activities program, outstanding interscholastic athletic and performing arts programs, as well as many other social and academic enrichment opportunities. Vista Murrieta is one of three comprehensive high schools in the Murrieta Valley Unified School District, which was named in 2018 as a California Exemplary District, one of only 22 in the state and the only district in Riverside County.

Vista Murrieta is located approximately 60 miles from San Diego, Orange County, and Los Angeles. The city of Murrieta is a middle-class suburb, which officially became a city on July 1, 1991, with a population of 24,000 residents. By 2021, the population had boomed to over 103,000 making it one of the fastest growing cities in the state. The population is currently over 119,239 and has become increasingly more diverse. Largely residential in character, Murrieta, in Riverside County, is mostly a commuter-town, with many of its residents commuting to jobs in San Diego and Orange counties, and to the more commercialized neighboring city of Temecula to the south, and Camp Pendleton Marine Base in Oceanside. Our district of approximately 23,000 students is the largest employer in the city.

The student-centered educational program emphasizes a standards-based curriculum and a commitment to the academic success of each student. With one of the highest graduation rates of high schools of over 1000 students in the state, few suspensions, and excellent average daily attendance, students show their connection to the school and commitment to learning and success. Our highly qualified teachers and staff are dedicated to serving students and encouraging active parent and community involvement, placing Vista Murrieta in the upper echelon of high schools. Vista Murrieta High School consists of 148 teachers, 14 administrators (one principal, six assistant principals, seven counselors), 100 classified staff members, two school resource officers, one school nurse, one school psychologist, one mental health counselor, one speech therapist, and one athletic trainer. Four of our teachers are National Board Certified.

VMHS has formed an excellent relationship with Mt. San Jacinto College. This partnership has allowed us to create over time one of the largest Dual Enrollment programs in the state. This program allows students to earn an array of college credits along with what they can already earn via Advanced Placement courses. We have dual enrollment courses with MSJC in English, math, science, social science, ASL, and music which allows students to meet college prerequisite coursework before graduating high school. To further bridge the gap between high school and college, an MSJC College Transition Counselor visits our campus once per week to speak to Vista Murrieta students about attending MSJC and help with the application and assessment process.

VMHS strongly values the participation of parents and community members in all academic and extracurricular programs. Parents are highly active in school support groups such as PTSA, Band Boosters, and Athletics. Furthermore, parents demonstrate involvement through strong attendance at evening educational events such as Dual Enrollment Night, College and College-Bound Athlete Presentations, Back to School Night, Sports Information Nights, and Financial Aid Information Nights. Parents also show school spirit by their attendance and assistance at numerous student activities, such

as athletic events, performances, and family-oriented activities. For many families, our outstanding staff, programs, and reputation make Vista Murrieta a school of choice as evidenced by the 17% of our student body who have chosen to be Broncos by transferring from within and from outside our district.

For almost two years, our educational system has experienced a monumental setback as a result of the COVID-19 pandemic, which also earmarked a significant shift in Vista Murrieta High School's climate, culture, and student involvement. In March 2020, an unsurpassed educational program had to close its doors to a place where almost 4000 students and staff were proud to call home.

When we slowly reopened to hybrid learning last spring, we realized that the fabric of Vista Murrieta High School had changed, and we had a long road ahead.

As we opened our doors again in last Fall, we resolved to Reset, Reopen and Rebuild. Slowly, we are beginning to re-define the motto of CLASS--Character, Leadership, Attitude, Scholarship, and Service, in hopes of regaining a sense of normalcy.

With hard work and due diligence, Vista Murrieta High School will emerge from the COVID-19 Pandemic as a place where CLASS permeates the classrooms, extracurricular activities, athletic competitions, and interaction among students, staff, and community.

Data Snapshot since your last visit:

ENROLLMENT & RACE/ETHNICITY BREAKDOWNS

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2020-21	3,672	7.6%	0.4%	5.6%	6.2%	37.1%	0.7%	33.6%	8.2%	0.6%
2019-20	3,574	7.3%	0.3%	5.7%	6.2%	37.3%	0.8%	34.0%	7.8%	0.5%
2018-19	3,554	7.6%	0.1%	5.8%	6.4%	35.7%	0.7%	35.9%	7.5%	0.3%

Our enrollment continues to grow, and we are currently bigger than we have been in the past. Transfer requests are up, and students and families continue to desire to be a part of what we are building on our campus.
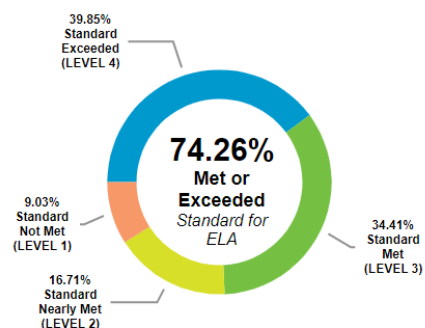
A-G RATES

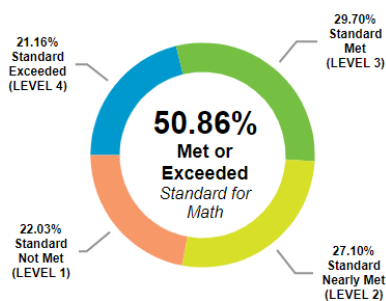| 2017	2018	2019	2020	2021
61%	65%	66%	71%	64%

Increased efforts each year to raise A-G rates showed positive results, but as anticipated with the shutdown and loss of learning, A-G compliance rates dropped in 2021 and we are unfortunately expecting an even bigger decline this year.

CAASPP TEST RESULTS 2018-2019

ELA

Percent of students within each achievement level

39.85% Standard Exceeded (LEVEL 4)

9.03% Standard Not Met (LEVEL 1)

16.71% Standard Nearly Met (LEVEL 2)

74.26% Met or **Exceeded** *Standard for ELA*

34.41% Standard Met (LEVEL 3)

Mathematics

Percent of students within each achievement level

21.16% Standard Exceeded (LEVEL 4)

29.70% Standard Met (LEVEL 3)

22.03% Standard Not Met (LEVEL 1)

27.10% Standard Nearly Met (LEVEL 2)

50.86% Met or **Exceeded** *Standard for Math*

***CAASPP has been suspended since the shutdown in 2020. We will administer starting again in Spring 2022.

II: Significant Changes and Developments

Change #1: On March 13, 2020, VMHS shut down in response to the global COVID-19 pandemic. We transitioned to a distance learning format and complied with the district's "hold harmless" directive regarding student learning for the remainder of the 2019-2020 school year.

Impact: The school shutdown presented extensive challenges to student learning that began with equipping teachers and students with the required technology and training all stakeholders to use that technology for instructional purposes. The "hold harmless" directive designed to consider the difficulties many students faced with the sudden need to access instructional materials online and maintain a learning environment at home often resulted in a decrease or even complete lack of attendance and engagement in learning, which ultimately led to significant learning loss. As students were able to finish the year with their grade earned in class at the time instruction halted in March, the additional impact was grade inflation.

Change #2: In the spring of 2020, VMHS was the subject of allegations of racism and the abuse of power with staff involvement or knowledge thereof and efforts to cover up incidents that reflected poorly on the school.

Impact: The initial allegations were made by a prior student and invited current and other former students to give voice to experiences and concerns in line with the 2020 accusations, all of which led to widespread feelings of shock, distrust, and hurt by staff and students, as well as a formal investigation of the allegations by the district from an outside agency. Official findings released in Fall 2020 were not substantiated; however, our already fractured staff morale and buy-in suffered and will be incorporated and explored more in our next self-study.

Change #3: Virtual learning was implemented in the 2020-2021 school year, with a schoolwide transition to the Canvas Learning Management System. Special populations of cohorts were allowed to return to campus in a socially distanced environment in January, hybrid learning began in April, and a modified athletics participation program was implemented.

Impact: The virtual learning model posed significant challenges to engagement for many students. The result was declining academic performance as evidenced by credit deficiencies, the need for modified

grad plans, a reduction in grad requirements, and multiple credit recovery sections added in January 2021 for the 2020-2021 school year. The cohort groups returning to campus, the hybrid learning option, and the modified athletics program allowed many students to regain some degree of normalcy and begin the rebuilding of their connection to campus and staff.

Change #4: VMHS has had a nearly entire change in administration and administration duties between June 2020 and December 2021. Of the five administrators staffed in June 2020, one was promoted to Principal for the 2021-2022 school year, and only one currently holds her same position. One AP was added in August 2020 and was subsequently promoted to another position in the district. Three other APs have been added to the staff since August 2020 with the most recent being January 2022. Two of the seven guidance counselors on staff departed with one replacement in November 2021 and the second to start near end January 2022.

Impact: As with any change in admin and key staff, there were adjustments schoolwide, but these changes occurring mostly within the virtual learning year and several of them mid-year have had a significant impact on the continuity of learning, professional duties and relationships, and delivery of services, especially relating to the return to campus and new challenges faced addressed in Change #5.

Change #5: Our full return to campus after almost two years away for most students included gaps in academic and social learning and relationship-building with staff that presented almost immediately with the rapid and significant incidences of violence, vandalism, drug and alcohol use, disrespect, and mental health concerns.

Impact: The loss of learning impact of the extended time away from the traditional school model was evident by the decrease in enrollment in AP and Dual Enrollment courses and opting out of challenging courses not needed for graduation, such as academic electives, the decrease in successful completion rates of special programs, and lower A-G compliance rates. Additional evidence presented as larger class sizes in general courses, lower AP test pass rates, the creation of additional sections of credit recovery, and the enhancement of the APEX credit recovery program to include an A-G non-compliant track courses offering. Social adjustment has been difficult and particularly challenging for 9th and 10th grade students who had not been on campus for 18 months, and referrals to our staff mental health specialist multiplied since the shutdown. The increased need for connectivity and social and emotional learning for all students (not only those transitioning from middle school to high school as noted in Chapters 4 and 5 of the progress report), have the additional impact of becoming priority findings as we move into the next self-study. Frequent and serious behavior issues on and off campus unfamiliar to VMHS meant additional student support duties were assigned to admin staff as well as classroom supervision needed due to an ongoing substitute teacher shortage. A second SRO has been added to staff in Fall 2021. Despite best efforts to stabilize and reinforce and prioritize CLASS as our schoolwide learner outcomes, behavior issues have made it difficult to reacquire the previously strong VMHS culture noted in 2019 WASC Self-Study.

III: Engagement of Stakeholders in Ongoing School Improvement

VMHS has involved all stakeholders in the development of the schoolwide action plan through focused discussion and activities in the various FOL groups, home groups (department), Staff Meetings, Site Leadership Team meetings, School Site Council meetings, Professional Study Group meetings, Coffee with the Principal, student leadership groups, and PLUS, LCAP, and staff surveys. Attention was given to concerns and discussions raised through our WASC Self-Study process, at our PTSA meetings, the Principal's Advisory of VMHS students, LCAP Student Advisory, and the district's African American Parent Advisory and Latino Parent Advisory Committees.

Through the identification of common language in VMHS's Critical Areas for Follow-up (now called Growth Areas) and the 2019 Visiting Committee's recommended growth areas, the WASC Leadership team created the Action Plan document that consolidated the eleven combined points into eight areas that connected directly to the self-study.
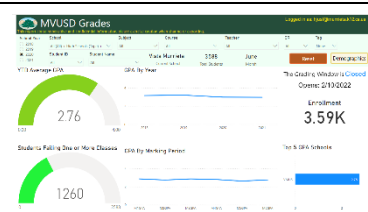
The Action Plan then became the reference for prioritizing time and energy to actionable steps in the growth areas over time. Focus shifted suddenly in March 2020 to implementing a learning paradigm of asynchronous instruction followed by a year of virtual learning with both synchronous and asynchronous instruction and assessment and ensuring a new level of safety for students and staff with the return of cohort groups and the hybrid learning model.

The progress report was prepared largely by the WASC Leadership Team and with the input of key personnel, all using a collaborative approach and drawing from our notes and reflections on the growth areas as discussed in stakeholder meetings.

IV: Progress on the Implementation of the Schoolwide Action Plan/SPSA

VMHS Growth Area #1: The need for organized valid, and timely student academic and behavioral data to be used by PLCs, departments, and administration to guide decisions. Stakeholders will use data to inform decisions concerning academic and social-emotional support.

*Action Plan Critical Area for Follow-up #1, Student Achievement

Action	Evidence	Impact
We continued to hold ongoing meetings with the Data Standards Learning Intervention Specialists (DSLIs formerly DASSes) before and after the COVID-19 shutdown and have added teachers to the DSLI team to include each core curricular area: Math, Science, English, Social Science. The team has a common prep in the master schedule for collaboration.	DSLI Job Description DSLI District Direction January 2022 Calendared meetings between August 2019 and November 2021 DSLI Notes 8 20 19 DSLI Notes 10 23 19 DSLI Notes 1 21 20 DISLI Notes 8 26 21	The ongoing collaboration with our DSLIs has helped to streamline many schoolwide and department-based assessment procedures such as CAASPP, IABs, RI, TTM, and other common assessments. The DSLIs have become a resource for their departments and encourage effective implementation and consistency. This leads to support for our PLCs as they complete cycles of inquiry to support our students.
The district ended their contract with Schoolzilla and built our own internal student hub to house data called Power BI. It has just recently been completed and has been tested for accuracy. Training is in the early stages with counselors beginning in early January 2022 and admin to follow.		We have struggled for years to access accurate data easily and be able to disaggregate it to fit our needs. This new data hub can be filtered by grade level, student group, subject, course, teacher name, counselor name, and various other helpful demographics. It houses data concerning grades, GPA, CAASPP, attendance, and discipline, all of which is more beneficial than Schoolzilla. Since Power BI was built internally, it can be changed and updated as needed and looks to be a promising new tool to address student learning needs.

Action	Evidence	Impact
With the return of students to campus in August 2021, we began rebuilding data and information on students' strengths, concern areas, and ability levels. As a response to the grade data in particular, students were placed into intervention courses and math and writing labs were created. Based on the D/F data from our virtual year, we added additional sections of APEX credit recovery. Data is continually being measured.

We also utilized the new California legislation AB104 to perform grade changes to Pass/ No Pass and award retention when supported by data and deemed to be a benefit for students. | AB 104 Explanation | Since the shutdown in March 2020, we had little to no accurate data as state testing was canceled and other assessments (TTM/IM, RI) taken virtually lacked validity. Assessments and data collected with the start of the 2021-2022 school year essentially establishes a new baseline. |
| Our English department administered RI (Reading Inventory) at all grade levels Fall 2021 and will be administering again at the end of January/beginning February 2022. | Secondary Reading Inventory Support Document | This data will be used to inform placement and additional support for students, especially given the possibility that prior RI scores do not accurately reflect reading comprehension. |
| Individual English and Math teachers used a district driven stats sheet to help students reflect and set goals concerning their RI & IM proficiency levels.

At the beginning of the 2019-2020 school year as part of the opening activities, the students were walked through a goal setting activity. We developed and were ready to implement a school wide goal setting/data sheet, but that didn't occur due to the shutdown. |

9th grade RI goal setting sheet

VMHS Goal Setting Sheet Updated | Because we shut down after the first attempt at goal setting with students and before we could implement the sheet for goal achievement and progress monitoring, we did not see the impact we desired. We will incorporate this with the opening of the 2022 school year. |

VMHS Growth Area #2: The need to revisit and redefine our school mission, vision, purpose, staff agreements and clarify annual school goals.

* **Action Plan Critical Area for Follow-up #7, Climate & Culture**

Action	Evidence	Impact
In September 2019, we began discussion at a schoolwide staff meeting to examine our prior essential staff agreement. In small groups the staff deleted outdated or redundant items, added new pertinent items, and worked to come to a consensus. In January 2020, we moved away from the idea of a staff agreement and moved towards The Bronco Way which would list our non-negotiables as agreed upon by the staff. Each department identified their non-negotiables, and the next step was to bring those together for a schoolwide agreement, but the shutdown prevented this.	[Work on Essential Agreement](#) [The Bronco Way](#)	We made nice progress in creating The Bronco Way as an inclusive and transparent process and document. However, with progress halted and the major changes that have occurred in our school and community since March 2020, we will need to have a fresh approach to revisiting and redefining our school mission, vision, purpose, and staff agreement or The Bronco Way. We will then align our goals to the non-negotiables agreed upon in the Bronco Way document.

VMHS Growth Area #3: The need to rework the schoolwide Student Learner Outcomes to be more measurable and then effectively communicate SLOs to students, parents, staff, and community members.

* **Action Plan Critical Area for Follow-up #2, Student Achievement**

Action	Evidence	Impact
We began discussion and idea sharing about implementation strategies, measurement tools, and communication. Early in 2021-2022 school year, we began implementing and testing the waters on the new PBIS framework, Software 4 Schools program, Aeries for documentation and communication, and the Five Star program. In Fall 2021 staff participated in		Our progress in this growth area is in its infancy largely due to COVID-19 and the shutdown. While limited data exists at this point, initial steps such as using Aeries to document and communicate behavior interventions are showing potential in the goal to create measurable SLOs.

training on how to document behavior intervention efforts in Aeries.		

VMHS Growth Area #4: Continue to work on aligning curriculum and practices across content areas, departments, and PLCs to include standards-based planning, grading, instructing, and assessing.

* **Action Plan Critical Area for Follow-up #3, Student Achievement**

Action	Evidence	Impact
Our PLCs under the leadership of our lead teachers and DSLIs have been working diligently to align sequencing, pacing, assessment, and grading practices. The English, math, science, and social science departments have aligned their essential standards, pacing, assessments, and grading policies. They have also created common finals for both the fall and spring semester. Math and science collect, disaggregate, and distribute final exam data for analysis. Our PLCs across departments continually look at grade data to adjust the pacing and content as necessary.	Shared PLC Notebook

Common Anatomy Final Grade Data | We have come quite a way in our efforts to achieve more curricular alignment across all core content areas and grade levels. The impact of increased alignment is the teachers are encouraged to work collaboratively and the students are having a more consistent experience across teachers. Alignment breeds clarity and helps students, parents, and teachers understand what is expected of them and how they can demonstrate effective mastery of the content. |
| Site staff and administration worked with district level administrators to align the APEX credit recovery courses consistently across all comprehensive school sites in the district. | MVUSD APEX Courses 2021

APEX Credit Recovery Meetings, 2021 | Prior to this alignment work, all three comprehensive high schools and the district alternative education high school organized and implemented APEX in a different manner. We did not have aligned expectations, pacing, course numbers, or grading practices and this led to significant confusion if students transitioned between sites. There were also concerns of validity with A-G and NCAA credits being given through our credit recovery programs. The program is now streamlined, and we look forward to working |

Action	Evidence	Impact
		collaboratively with other school sites and the district office to ensure students have the opportunity for credit recovery and get back on track for graduating on time and/or meeting requirements for A-G compliance.
We adopted new standards-based and multi-cultural focused English textbook for grades 9-11.	Pearson textbook with standards-based consumables for students. The curriculum is aligned to essential questions and provides activities for student self-assessment.	Adopting the English textbook has allowed the PLCs time to focus collaboration on assessment and disaggregating data from common assessments. The organization of content in the new textbook has a clear delineation of standards addressed with each task making it easier for teachers to track and monitor standards introduced and practiced. The focus on multi-cultural content develops greater connections between our students and their learning.
The English 92 team created a shared PLC Canvas course where all curricular content is created and housed by members of the team. Teachers align curriculum, learning objectives, assessments, and even instructional strategies. They maintain and update a course-specific scope and sequence document.	English 92 PLC Canvas course 2021-22 English 92 PLC 2021-22 English 92 PLC	English 92 teachers find the PLC Canvas course and shared scope and sequence document excellent ways to plan, collaborate, and produce simultaneously. The content in the PLC Canvas page is stored indefinitely and accessed for making refinements to learning outcomes and specific tasks much easier. Content is easily imported into their individual Canvas courses for student access.

VMHS Growth Area #5: The need for on-going professional development in the areas of understanding literacy standards, differentiation, and the use of technology in instruction.

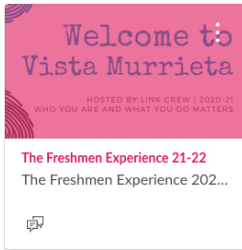* **Action Plan Critical Area for Follow-up #6, Professional Development**

Action	Evidence	Impact
Following the COVID-19 shut down and the move to 100% virtual learning, our professional development plan shifted in first part to address the needs of applying and using technology for a virtual learning environment, such as web cameras, streaming technology, Teams, Zoom, and Canvas. Our ITL (Instructional Technology Lead Teacher) had teachers complete multiple surveys to gauge their PD tech needs which then drove training to address those areas. The Canvas training included elements for differentiation, such as how to build an assessment with extra time permitted for students whose IEPs granted it. Our ITL followed up training with reminder emails and an open-door policy for troubleshooting and support as needed.	Tech PD needs survey results The BIG Canvas set up email	The training on technology with a virtual-learning emphasis had a significant impact on how teachers approached distance learning with greater degrees of confidence in managing students and protecting the learning environment. In short time we managed to eliminate the "Zoom bombers" and settle into successful teaching and learning.
In response to accusations of racism and the formal investigation that ensued, our professional development plan shifted focus in second part to equity and cultural proficiency. During Fall 2020 staff completed a Cultural Proficiency Survey contracted with Progression Partners and went through the equity institute. Administrators attended an admin specific	UPDATED Equity Workshop Staff Schedule Cultural Competence Self - Assessment Results	The shift in PD content focus was critical to reexamining our culture and climate. The disruption to what had long been regarded as a strong trait of VMHS became a priority and an essential task to begin planning for PD in the areas of literacy standards, differentiation, and any technology that wasn't geared toward assisting staff with the online learning platform.

Action	Evidence	Impact
cohort, and the Social Science department received extra instruction focused on their content and standards. Staff completed a post equity institute survey, as well. In addition to the equity institute, all staff completed an equity educational history walk and interactive follow up equity training.		

VMHS Growth Area #6: Continue to focus on the academic and emotional supports required for a successful transition from middle school to high school.
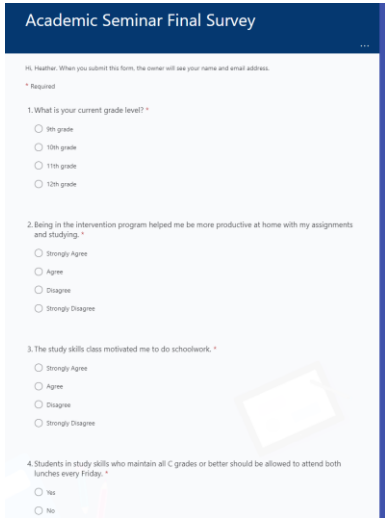
* **Action Plan Critical Area for Follow-up #5, Intervention/Acceleration**

Action	Evidence	Impact
During the pandemic, a lot of our efforts focused on making sure our 9th grade students were acclimated and supported. We completed home visits, mental health checks with counselors, held virtual meetings, and worked to help each student to connect to our school community.	Admin & counselor calendars	Students and parents responded favorably to the intervention efforts and expressed their gratitude for taking the extra steps.
We held individual transition meetings for every incoming 9th grader who had an active IEP. These meetings were attended by the middle school case carrier, high school case carrier, high school administrator, parents, and the student. We continued to hold transition meetings virtually during the shutdown.	SPED Transition Spreadsheet 2021	Middle school to high school transition meetings help parents and students understand the course selection options and ways to get connected and involved at the high school level. The team also agrees upon the needed IEP support and answers any questions that the family may have. These meetings ease anxiety towards the transition and get students excited to start their high school career.
We compile an annual "Gems of the Valley" list in conjunction with our feeder middle school	Gems List	This list helps high school counselors and administrators identify incoming 9th graders

counseling teams.		who may need extra support or services due to challenges with attendance, academics, health, or mental health. It helps bridge the gap of communication from the middle school to the high school staff, keeps us from starting over at square one, and ensures we can provide continuity of support and take the necessary next steps quickly at the start of their freshmen school year.
Due to the closure, we were not able to hold the incoming freshman parent night 2020. The event was converted to a virtual format in March 2021.	[Incoming Freshman Parent Night Planning Mtg. Notes](#)	Participation in the virtual freshman parent night was very successful with 553 attendees via Zoom. Parents appreciated being able to attend virtually without an unnecessary trip or fighting traffic and parking or having to get day care for younger siblings. The presentation was recorded and placed on our website so that parents who were not able to attend or who wished to access the content again could do so when convenient.
Link Crew continued to mentor our freshman and help them to navigate high school life in the virtual setting throughout 2020-2021 school year. When we brought small groups of hybrid students back to campus, Freshmen came a week before the rest of the student body to get acclimated the new physical environment. Link Crew was integral in this process. Our leadership teachers and students also created a Canvas page called The Freshmen experience to be a hub of information, activities, connection for 9th graders.		The opportunity to explore the campus and navigate the path from one class to another, the restroom and dining areas, etc. helped the freshmen feel more comfortable and less intimidated when the upperclassmen returned the following week.

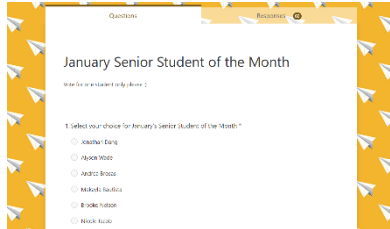|		
Admin and counselors reviewed data for placement into various support classes to include 9th grade intervention, male and female mentoring, English 1 Intensive, transitional math, SPED specific sections, and EL support.	Male mentoring D/F data	The addition of our male and female mentoring sections has helped to ensure that our at-risk students have someone who cares about them and can assist them in dealing with the day-to-day challenges of high school. The program is helping the students to achieve positive outcomes in a variety of personal, academic, and emotional situations that will arise during the school year. It has helped students connect to a mentor teacher that assists in their personal growth and development.
As we returned to campus, our freshmen had increased challenges, behavioral incidents, and mental health concerns. Our counselors have been active in meeting with students, identifying mental health concerns, referring to our mental health counselor, and referring parents to community resources if needed. Student support had a behavior assembly to help develop school norms and positive culture.	Mental Health Therapist 9th grade data Discipline referrals to Student Support per grade level: 9th grade- 532 10th Grade- 435 11th Grade- 180 12th Grade- 72 Freshman were responsible for 42% of all behavior incidents on campus. Additionally, freshman accounted for 38% of all suspensions.	Upon the start of the 2021-2022 school year, our 9th and 10th grade students have struggled to transition back to traditional school. The escalated discipline concerns were disrupting the learning environment and the culture and climate on campus, which affected staff morale. The grief, anxiety, and depression our students have experienced during the pandemic has impacted the classrooms and hallways, resulting in disruptive behavior and increased violence and bullying among our students. The social emotional well-being of our students has increased the need for more mental health support compared to any years prior to the pandemic. Our freshmen in particular have been impacted greatly because they appear to have forgotten how to socialize and follow school rules. Our teachers are struggling with implementing classroom expectations that

		looked very different in the virtual classroom causing anxiety and stress for many.
We added a freshmen specific intervention study skills class in Fall 2022. The teacher helps the students complete weekly grade reflections, goal setting activities, attendance clearing, and transcript & graduation requirements review. Our 9th grade AVID, EL, Read 180, and special education study skills classes also teach organization, study methods, time management, and other skills students need to be successful.	9th grade AVID reflection & goal setting 	Freshman in Intervention Study Skills are beginning to see and act upon their ownership for learning. In a survey given at the conclusion of the first semester, 77% of 9th grade respondents indicated that they completed work in the study skills class that they would never have done at home, and 100% of freshman respondents would recommend the study skills class to other students struggling academically. We recognize the potential for growth and success of this intervention effort.
We offer many summer athletic camps that are available to all incoming freshmen.	VMHS Incoming 9th Grade Summer Athletics Program	The summer athletic camps allow incoming students an opportunity to meet Coach/Teachers and other students prior to the start of academic instruction. Some coaches even use their camps as an opportunity to give campus tours to help students become more familiar and comfortable with the new environment.
Vista Murrieta offers weekly social emotional lessons to support mental health and teach coping skills. Students and staff are given Panorama surveys twice a year to help track specific needs. Our counseling team also publishes a social emotional health newsletter and links mental health resources into our monthly counseling newsletter.	Counseling Canvas Page SEL weekly themes Counseling Newsletter	This promotes healthy conversation regarding mental health and an effort to be proactive regarding social emotional support.

	Social Emotional Health Newsletters Managing stress part 1 Managing stress part 2 Anxiety Mindfulness Positive mindset Grief and loss Self-care Resilience Newsletter for events happening around the US	
Project 99 visits all Health & Career classes to cover suicide prevention and counseling resources on campus. Presentations are made mid-week.	**8/30/21 -- A Day--** **8/31/2021 -- B Day --** **Per 1, 7:30-9:13** **Per 2, 7:30-9:13** 1. Arizola 1. Arizola 2. Caldwell 2. Ruiz **Per 3, 9:28-11:19** **Per 4, 9:28-11:19** 1. Candaele 1. Candaele 2. Tyler 2. Tyler **Per 5** **Per 5, 11:24-12:12** Counseling Mtg 1. Aurora 2. HIll **Per 7, 12:47-2:30** **Per 6, 12:47-2:30** 1. Caldwell 1. Hill 2. Ruiz 2. Bennett	The classroom visits to share the mental health resources helps us ensure that all freshmen receive a personal reassurance that support for their mental well-being is a priority for our school community. The decision to conduct the information sessions in the middle of the week as opposed to the end of the week is a response to one year's increase in mental health distress incidents that seemed to follow with increased awareness. Now counseling staff are available for additional support sooner than a 3-day period.

Visiting Committee Growth Area #1: Increase transparency including/involving all key stakeholders in critical input and/or decision-making groups and/or committees.
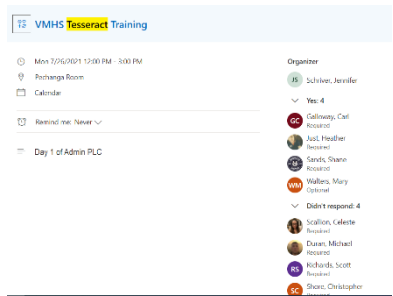
* **Action Plan Critical Area for Follow-up #8, Student Achievement**

Action	Evidence	Impact
Site calendar team represented VMHS at district meetings for common calendar and daily schedule among all high schools	Meeting agendas Calendar input survey Pros/Cons list email to all staff New Bell Schedule 21 22	The calendar team of teachers from different departments created a unified VMHS voice that kept our school's unique student and staff concerns as a priority in district conversations and decisions about the calendar and common daily schedule, which led to increased confidence from VMHS staff that our contributions and requests are valued and honored.
Admin created and distributed a survey to all staff to obtain their thoughts and feedback pertaining to the office hours options. Staff were given designated meeting time to meet as a department, discuss the various office hours options, and provide feedback to the administrative team prior to any decisions being made about how to move forward.	CTE ICT Feedback Summary Office Hours	Staff participation in the decision-making for the roll out of office hours and suggestions for improvement increased confidence in their role as valued members of the VMHS team.
We hold ongoing group meetings to increase transparency and involve all stakeholders in decision-making. Examples include SSC, PTSA, Site Leadership, Principal's Advisory, MEA, LCAP Student Advisory, department meetings, etc.	Site Leadership Meeting Agenda 10 13 21 Principal's Advisory Notes 11 20 20 MEA mtg. 9 24 20 LCAP meeting 12.3.21	With increasing demands of time and attention to additional and often new areas that can interrupt the flow of information, the process for gathering and sharing information in a variety of ways ensures that staff do not miss being included in decisions and informed of outcomes. It's not uncommon to hear the same piece of information numerous times based on one's participation in various committees or groups.

Action	Evidence	Impact
Principal publishes the Friday Ranch Report (formerly Bronco Bits).	Bronco Bits 11 20 20 The Ranch Report 12 17 21	This information tool shares celebratory information as well as details of upcoming events affecting all stakeholders. It serves to create greater connections to people featured in the issue and the school at large.
The principal hosted a weekly Round-Up meeting on Zoom Wednesday afternoons to update staff on any changes, answer questions, and stay connected while we were all working from home during the 2020-2021 school year.	Wednesday Round up notes 10 21 20	As opposed to the required staff meetings and less personal email messages, these voluntary weekly meetings included a more relaxed atmosphere and often led to discussions that supported and encouraged mental and emotional wellness for staff through virtual, but face-to-face conversation.
Admin invites teacher recommendations for Student of the Month and selection is made by staff vote via a Microsoft Forms ballot.	Student of the Month Nomination List Student of the Month Selection Ballot- 	The processes of nominating and selecting the student of the month staff-wide are inclusive and transparent.

Visiting Committee Growth Area #2: Continue to provide collaborative support for all PLCs across the curriculum
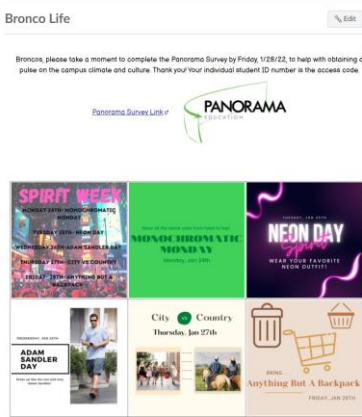
*__Action Plan Critical Area for Follow-up #1, Student Achievement__

Action	Evidence	Impact
Admin team attended PLC training for two days before schoolyear 2021-2022 started.		This training helped to provide clarity for our new administrative team concerning what is needed for a productive schoolwide PLC process and how we can support our teachers' work in this area.
Teachers completed the required virtual PLC training between the summer and end October 2021.	2021 Professional Development C... 2021 PD	The teacher training dove-tailed and reinforced the content and learning in the administrative training. These two training courses together ensured that we were all on the same page and committed to improving and moving our PLC process forward.
DSLIs received 3 hours of training on Illuminate which is our new testing & data system. DSLIs work with each department and conduct mini tutorials on what they need to know about the program to create, implement, and score common assessments.	Illuminate training & log in instructions	The student achievement results central data system training increases the efficiency of data discussion within PLCs to impact instructional decisions.
PLCs continue to use shared notebook for PLC meeting notes. Admin attends PLCs and reads the notebook weekly to address any needs or follow-up questions each PLC group may have.	PLC shared notebook	The shared notebook not only holds each PLC accountable for attendance and action but also gives the administrators an opportunity to respond, answer questions, and provide any support the PLC groups may need.

Visiting Committee Growth Area #3: Continue to implement technology in classroom instruction.

* **Action Plan Critical Area for Follow-up #4, Student Achievement**

Action	Evidence	Impact
Staff attended regular training sessions by District and Site Techs on Zoom or Teams and/or viewed recorded sessions to learn processes for utilizing technology as the means for direct and indirect instruction, assessment, communication, etc.	District Canvas Student Boot Camp District Trainings Site ITC training and library of recorded sessions	Staff were able to host classroom meetings and see students virtually and began rebuilding student-staff connections that were weakened by the school shutdown.
We greatly increased our technology inventory and continue to do so. Admin worked together to bring students on campus in a safe, socially distanced way to check out Chromebooks and even ethernet cables as needed. Tech admin worked with district to provide tech support or hot spots for home use. Multiple clerical support staff members were available via phone for technology related troubleshooting for students, parents, and teachers.	[Clerical tech support contact list 20 21](#)	Providing every student with a school network personal device and tech support to participate in virtual learning created opportunities for engagement that would not have existed for many of our students who do not have a device at home, use parents' devices when available, or share devices with siblings. A return to campus with the continued policy and practice of a device for each student continues to enhance engagement in the learning process as many of the instructional materials, learning tasks, and assessments accessed online during virtual learning are available in the same format with the full return. Additionally, students who must quarantine or who do become ill and miss instruction are more connected to the learning environment.
Site provided all classrooms and offices with monitor-mounted cameras to meet virtual learning expectations.	Tech Inventory & roll out plan	Student learning was enhanced with the ability to engage visually in the virtual learning environment. Though not anything like the classroom environment affords in the traditional model, staff and

Action	Evidence	Impact
		students were able to develop greater connections with cameras in use. They created opportunities for staff to redirect students to learning tasks as well.
Site financed a teacher to be available during one period of his schedule to help train, support, and troubleshoot any issues with Canvas during the virtual learning school year.	Master schedule	Having a teacher be able to respond in a timely, sometimes immediate, manner meant fewer interruptions to the learning environment and a more effective teaching and learning experience.
In Fall 2020 the district switched to the Canvas Learning Management System. Training and support were provided and accessed before, during, and after the integration.	ITL provided training sessions and reminder emails	The Canvas LMS offered teachers far more than the older Haiku LMS in terms of tools for instruction, assessment, and communication both in quantity and quality. Teachers had time to transfer content or files from Haiku or create from scratch. Moreover, the content importing options were time and energy savers for teachers preparing for a virtual learning environment and even made accessing common assessments much easier.

Action	Evidence	Impact
Moved all traditional activities to web-based platforms- Back to school night, graduation, SOM, Principal's advisory, parent meetings, leadership activities, staff/ lead teacher/ admin./ counseling meetings, IEP/SST/504 meetings. Created a counseling Canvas page, Bronco Life Canvas page, and updated our website so everyone could stay connected and informed although we were not on campus.	Virtual Back to School Night Virtual graduation 2020 School Website	The simple act of building, installing, and learning all the new technology took substantial time, effort, and resources. There was a steep learning curve and many other school improvement initiatives got delayed to simply "get up and running" as quickly and efficiently as possible. To put it in perspective, the school closure due to COVID-19 occurred on March 13th, 2020, which left us less than three months to orchestrate a virtual graduation for over 900 students.

Visiting Committee Growth Area #4: Continue to better utilize data and feedback to improve all student programs

* **Action Plan Critical Area for Follow-up #1, Student Achievement**
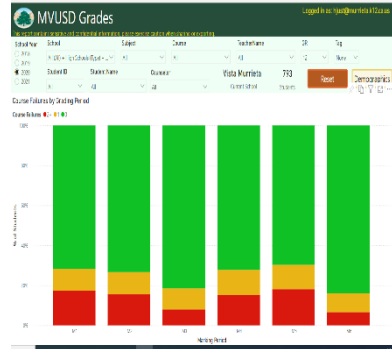
Action	Evidence	Impact
The counselors and administrators run reports and engage in regular tracking of D/F data, A-G completion, credit acquisition, intervention statistics, and the college/career indicator. We disaggregate and discuss internally.	Copy of Sem 1 D-F List 1.7.22.xlsx	The academic data from the period we were shut down and this first semester we have been back on campus is alarming. At the 12-week mark over 50% of our students had 2 or more Ds or Fs. At semester that decreased to 30%. Post COVID A-G compliance and credit acquisition have significantly decreased and the need for intervention has increased. The CCI and the use of the CA Dashboard have been paused due to COVID. Pathway completion, JROTC, AP, and Dual Enrollment participation rates have decreased, so CCI will be negatively impacted. CCI depends on CAASPP scores for

		which we now have no current data.
Our new Assistant Principal overseeing discipline has been disaggregating and sharing discipline data with our staff on a regular basis. We held a staff meeting Nov 2021 to discuss the increased behavioral challenges on campus, share statistics, and discuss a school wide plan moving forward.	Discipline Data Fall 2021 11.30.2021 Staff Meeting.pptx	Analyzing this data helped us realize that our freshmen and sophomores were most responsible for disciplinary incidents on our campus, and we followed up with targeted specific behavioral assemblies for these students. The honest and transparent sharing of data has had an overall positive effect on our staff morale and climate. We have had many challenges bringing the students back to campus and it has helped us to be open about it and involve all stakeholders in being part of the solution. Many staff members have expressed appreciation in receiving regular discipline updates. We did see a decrease in the underclassmen's behavioral data after the behavioral assemblies though they still had more incidences than our upperclassmen.
During the shutdown period each grade level administrator monitored our attendance data through the RAWEE system and followed up as needed. Administrators and counselors flagged students who were disengaged, reached out via phone/email, scheduled zoom SST meetings, and completed home visits to ensure students were safe and healthy and to provide any needed academic, technology, or mental health supports.	RAWEE attendance monitoring 12th	We discovered that some parents were not aware of the fact that their students were disengaged from school and did not know students could safely return to school in the hybrid model as of April 2020. Many parents were not regularly reading emails or responding to phone calls, but we saw that personal calls or home visits to provide direct outreach about the hybrid option was a more successful way to reengage these students and get them to come to school in-person. That

		personal connection was the key to building trust with our families and ensuring accountability.
Our guidance technician and lead counselor pull grade data at the 6-week, 12 week, and semester mark. This date is shared with administrators, counselors, and intervention team. After analyzing the data, we contact families of students with multiple Ds & Fs and offer academic supports, such as office hours & Paper.co-online tutoring (*contract with Paper.co was not renewed for the 2021-2022 school year) and invite them back to campus to attend Hybrid Spring 2020.	Mark analysis Mark 3 2021 D F dialer phone message Invite to hybrid phone message	Many disengaged students improved attendance, accessed resources/support, increased their grades, and returned to hybrid learning based on our consistent communication with the families. We saw a definite trend that once students returned to campus in the hybrid model, they engaged in a more meaningful way and their grades significantly improved.
Our counseling team uses grade data to initiate parent meetings, update 504s/IEPs, execute level changes in the student's schedule, build in credit recovery/summer school, propose a modified grad plan, and refer to mental health support.	Credit Recovery Spreadsheet	These meetings often generated ideal outcomes for student learning. Our district offered increased sections of summer school to meet the demand from students who worked with their counselors to get back on track academically.
AERIES grade data was used to identify and target English Learners to offer after school tutoring Monday-Thursday by a certificated staff and supported by AVID tutors. Bus transportation was offered and provided to encourage tutoring participation effective late January 2022.	EL Tutoring Flyer	These personally directed efforts to reach a special population of students demonstrated a level of care and commitment by VMHS staff and helped build confidence in a successful high school experience. No data yet exists to report on the impact of transportation provided to students accessing tutoring services.
During the 2019-2020 school	Grade data by counselor	This led to a reflection on teaching practices, alignment,

year prior to the shutdown, we held individual grade conversations with teachers to identify areas in which teachers needed support to improve achievement. We also shared grade data with departments without teacher or student names to spur discussion about why grades were low and what we as educators could do to address it.		PLC collaboration, and assessment procedures.
During the Covid shutdown admin, counselors, and district staff met on a regular basis to follow up and implement a plan to support disengaged students. We kept an ongoing monitoring list for documentation and completed many phone conferences, zoom meetings, and home visits to ensure our students were safe and receiving support as needed.	Covid shutdown student monitoring list Copy of VMHS Chronic-Virtual 4.19.21.xlsx	Our home visits proved successful. Many families were experiencing technological challenges with Wi-Fi connectivity; once we were out in the community, we could help them get set up and linked. Families appreciated the personal touch of the home visits and were grateful for the support we could offer. Our sense of community seemed to grow as a result.
Fall 2020 counselors and administrators met to create a plan for tiered levels of support during the shutdown.	VMHS Tiers of Support	The completed tiers of support document helped teachers, counselors, administrators, and support staff understand the academic and social emotional accommodations and support available for our students and how to apply them and in what order.
The intervention study skills classes for gen ed students conducted a survey to solicit feedback for program improvement.	Survey results	Teachers implemented changes in and/or are in collaborative discussions about classroom policies to enhance the learning environment based on student feedback. For example, 60% of respondents in grades 9-12 indicated needing help to keep track of

		assignments, and 27% indicated they were distracted and less productive while other students were talkative.
We have begun and will continue to train counselors to utilize Power BI at 6-week, 12-week, and semester grading periods for academic support services: credit recovery, intervention, level drops, and/or summer school.		The focus on early identification of intervention needs helps prevent additional learning loss.

Visiting Committee Growth Area #5: Continue working on implementing Standards Based Grading practices and creation of common rubrics.

* **Action Plan Critical Area for Follow-up #3, Student Achievement**

Action	Evidence	Impact
Many of our teachers have participated in our district's monthly Standards Based Grading (SBG) collaborative. Post COVID-19, this collaborative no longer exists. Many teachers tried SBG, but there was confusion with students and parents and technical difficulties aligning SBG and accurately reporting standards-based grades using our current grading system of AERIES.	Standards Based Grading FAQs	Our teachers had to pare down curriculum to the "bare bones" for students to show mastery during the pandemic and are just now building students' capacity to do more. The pandemic truly set our plans two years behind. We are not ready to implement SBG post COVID-19 and the initiative has seemed to lose steam at the district level. We anticipate professional development and a new board policy supporting flexibility and grace for students in acquiring standards-based content knowledge.
The English department has created common assessments and utilizes common grading rubrics for all four grade levels.	Sample English Common Rubric	Common assessments and rubrics provide consistency in what students are expected to know and how they are evaluated. It is powerful for a department to work together to form questions, benchmarks,

Action	Evidence	Impact
		question stems, and grading rubrics so that we can ensure curriculum and assessment are aligned with local, state, and national standards.

V: Schoolwide Action Plan Refinements

Action Plan/LCAP/SPSA/WASC Area: <u>Student Achievement</u>

Critical Area for Follow-up #1: We will better utilize academic and behavioral data in PLCs, departments, decision-making groups, and administrative meetings to inform decisions concerning academic and social emotional supports for students as well as school wide programmatic improvement.

Next Steps:

- Collaborative meetings with DSLIs and intervention team
- Regularly collect, disaggregate, and share PBIS, behavioral, social-emotional, academic, and other pertinent data to drive decision making and program improvement.
- We need to do a better job summarizing and communicating data on a regular basis to the staff at large.
- Update our VMHS Tiers of Support document.
- Implement the use of a student data sheet and encourage goal setting.

Critical Area for Follow-up #2: We will rework the schoolwide student learner outcomes to align with the tenets of CLASS and be clearly measurable. We will communicate these SLOs to students, parents, staff, and community members.

Next Steps:

- Work with staff, students, and parents to develop measurable data points for each tenet of CLASS
- Communicate these new student learner outcomes in a variety of ways to all stakeholders

Critical Area for Follow-up #3: We will continue to work to align curriculum and practices across content areas, departments, and PLCs to include standards-based planning, instruction, grading, and assessment.

Next Steps:

- Align curriculum, pacing, and grading within each subject area through work in PLCs.
- Develop, plan, and administer common formative/summative assessments within each subject area.
- Survey staff and disscuss within site leadership to guage the success of our efforts in curricular alignment.

Critical Area for Follow-up #4: We will continue to implement technology into classroom instruction to include acquiring additional equipment, programs, and complete the necessary upgrades and maintenance of the educational technology.

Next Steps:

- Work with site leadership team to identify technology needs and provide necessary resources, training, and support.
- Establish and maintain an accurate technology inventory and make a plan for care and replacement of devices as needed.

Action Plan/LCAP/SPSA/WASC Area: <u>Intervention/Acceleration</u>

Critical Area for Follow-up #5: We will continue to focus on the academic and emotional support required for a successful transition from middle school to high school.

Next Steps:

- Hold first annual high school kick off event Spring 2022.
- Form connections through parent meetings and events to support a successful transition from middle to high school.
- Collaborate with middle schools to examine data and provide necessary interventions, supports and services for incoming 9th graders in need.
- Continue Link Crew activiites and support of our freshman class.
- Add freshman specific curriculum and PLUS forum.
-

Action Plan/LCAP/SPSA/WASC Area: <u>Professional Development</u>

Critical Area for Follow-up #6: We will plan on-going professional development in the areas of understanding literacy standards, differentiation, and the use of technology in instruction.

Next Steps:

- Build in on going dedicated time into the yearly calendar for mandatory professional development for all teachers.
- Plan and impliment professional development that is aligned to schoolwide identified goals and needs.

Action Plan/LCAP/SPSA/WASC Area: <u>Climate & Culture</u>

Critical Area for Follow-up #7: We will revisit and redefine our school mission, vision, purpose, staff agreements and clarify annual school goals.

Next Steps:

- Work collaboratively to revisit, revise, and agree upon the schoolwide mission/vision, staff essential agreement, and annual site goals.
- Once agreed upon push out through all communication venues so that all stakeholders are on the same page.

Critical Area for Follow-up #8: We will increase transparency, communication, and shared decision making. We will include and involve all key stakeholders in critical input and/or decision-making.

Next Steps:

- Continue weekly Ranch Report and sharing minutes from SSC, PTSA, Site Leadership, Principal Advisory, and LCAP Student Advisory.
- Regular conversations with MEA and admin team.
- Create and build capacity with staff Canvas page as a central hub for communication.

[Please see the complete updated action plan with details here](#)