Rail Ranch Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Rail Ranch Elementary School
Street	25030 Via Santee Rd.
City, State, Zip	Murrieta, CA 92563
Phone Number	(951) 696-1404
Principal	Lynn Nord
Email Address	lnord@murrieta.k12.ca.us
School Website	www.murrieta.k12.ca.us/domain/44
County-District-School (CDS) Code	33-75200-6108153

2023-24 District Contact Information

District Name	Murrieta Valley Unified School District
Phone Number	(951) 696-1600
Superintendent	Dr. Ward Andrus
Email Address	wandrus@murrieta.k12.ca.us
District Website	www.murrieta.k12.ca.us

2023-24 School Description and Mission Statement

At Rail Ranch Elementary we believe in providing a safe, nurturing environment for all and in promoting good manners, honesty, responsibility, and self-esteem in our students as we model those behaviors. We also believe in every child's potential to learn, and parents, community, and teachers share in that responsibility. We believe in open and honest communication and in respectfully meeting individual needs of the diverse population while recognizing other perspectives. All students participate in an instructional program that fosters individual growth, academic progress, cultural literacy, good citizenship, and character education. We use academic standards, current research in education, district and state curricula, and student assessments to maintain a strong educational program. Parent and community involvement and strong positive school leadership provide significant and necessary support for excellence in education.

Highlights & Achievements:
- Rail Ranch strives to embrace rigorous academic standards, providing excellence and creativity in teaching, and for creating a positive school climate.
- Rail Ranch has two onsite parent groups that meet in-person and virtually to maximize parent participation. We have our African American Parent Advisory Council and our Latin Parent Advisory Council where information is shared, and parent input is gathered on learning.
- All teachers provide office hours for parents to discuss any concerns.
- We welcomed a new Assistant Principal

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	104
Grade 2	92
Grade 3	102
Grade 4	108
Grade 5	129
Total Enrollment	642

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.9%
Male	55.1%
American Indian or Alaska Native	0.3%
Asian	4%
Black or African American	6.5%
Filipino	3%
Hispanic or Latino	47.4%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	10.6%
White	25.7%
English Learners	10.1%
Foster Youth	0.3%
Socioeconomically Disadvantaged	54.2%
Students with Disabilities	17.8%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.00	92.00	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	28.00	3.08	12115.80	4.41
Unknown	2.00	8.00	81.80	8.98	18854.30	6.86
Total Teaching Positions	25.00	100.00	911.30	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	94.00	825.80	88.25	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.43	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.10	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.40	2.72	11953.10	4.28
Unknown	1.50	6.00	71.20	7.62	15831.90	5.67
Total Teaching Positions	25.00	100.00	935.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students, and reviewed by administrators, teachers, and parents before Board of Education adoption at a public meeting.

Year and month in which the data were collected	September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	On My Way for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2022 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 Universal stage A (Houghton Mifflin) Grades 4-5 2016 System 44 (Houghton Mifflin) Grades 3-5 2010	Yes	0
Mathematics	Go Math California (Houghton Mifflin) Grades K-5 Adopted in 2014 Math 180 ('Houghton Mifflin) Adopted in 2013	Yes	0
Science	Twig Science (Imagine Learning) Grades K-5 Adopted in 2022	Yes	0
History-Social Science	Studies Weekly- California edition (Studies Weekly) Grades K-5 Adopted in 2023	Yes	0

School Facility Conditions and Planned Improvements

Rail Ranch Elementary School opened in 1989 as the third elementary school in the Murrieta Valley Unified School District. Rail Ranch Elementary has 39 classrooms, a library, a multipurpose room, administrative offices, two play areas, and a childcare room. We have ample space for the number of students enrolled at the school. When the school reaches capacity, new students may be assigned to other schools in the district where classroom space exists.

Upkeep, maintenance, and cleaning of district schools are provided by the district. Schools and rest rooms are cleaned daily. District maintenance staff maintains the landscaping. Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

Year and month of the most recent FIT report	August 1, 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces		X		Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.

School Facility Conditions and Planned Improvements

Electrical	X		No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X		Minor repairs completed under work order system
Safety: Fire Safety, Hazardous Materials	X		No apparent problems
Structural: Structural Damage, Roofs	X		No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Minor repairs completed under work order system

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	49	45	58	57	47	46
Mathematics (grades 3-8 and 11)	45	38	41	43	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	348	344	98.85	1.15	44.77
Female	162	159	98.15	1.85	52.20
Male	186	185	99.46	0.54	38.38
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	33.33
Black or African American	21	21	100.00	0.00	28.57
Filipino	13	12	92.31	7.69	41.67
Hispanic or Latino	167	164	98.20	1.80	37.80
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	50.00
White	88	88	100.00	0.00	62.50
English Learners	40	36	90.00	10.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	47.06
Socioeconomically Disadvantaged	207	204	98.55	1.45	41.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	77	98.72	1.28	19.48

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	348	344	98.85	1.15	38.08
Female	162	160	98.77	1.23	38.13
Male	186	184	98.92	1.08	38.04
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	40.00
Black or African American	21	21	100.00	0.00	28.57
Filipino	13	13	100.00	0.00	38.46
Hispanic or Latino	167	164	98.20	1.80	32.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	40	40	100.00	0.00	35.00
White	88	87	98.86	1.14	52.87
English Learners	40	38	95.00	5.00	21.05
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	17	17	100.00	0.00	52.94
Socioeconomically Disadvantaged	207	206	99.52	0.48	36.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	78	75	96.15	3.85	13.33

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.17	32.06	36.01	40.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	131	131	100.00	0.00	32.06
Female	61	61	100.00	0.00	36.07
Male	70	70	100.00	0.00	28.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	47.37
White	35	35	100.00	0.00	45.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	76	76	100.00	0.00	31.58
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	28	28	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99.24%	100%	100%	100%	100%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Rail Ranch is purposeful in partnering with families for authentic engagement and feedback regarding the academic opportunities, behavioral health supports, enrichment activities and connections within our schools. At the district level, opportunities for parent engagement abound! This includes open participation in several parent advisory groups (African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC), Special Education Parent Advisory Council (SEPAC), Career Technical and Education (CTE) Advisory Board, and Superintendent Advisory Councils. All district level parent advisory groups are held in a hybrid meeting format (in-person and virtual). This maximizes family/parent accessibility and participation. In addition to these district advisory groups, each school site implements in-person site specific opportunities for parent involvement. These opportunities include but are not limited to, School Site Council (SSC), PTA/PTSA/PTO, English Learner Advisory Councils (ELAC), and daily volunteer programs such as, Watch DOGs (Dads of Great Students), activity boosters, class and office volunteers and activity specific volunteer programs. At the elementary level, parents are encouraged to participate in as many on-site special events and schoolwide Friday Flag ceremonies.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	692	679	195	28.7
Female	319	309	83	26.9
Male	373	370	112	30.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	28	28	3	10.7
Black or African American	45	42	12	28.6
Filipino	21	20	8	40.0
Hispanic or Latino	331	325	102	31.4
Native Hawaiian or Pacific Islander	4	4	0	0.0
Two or More Races	74	72	12	16.7
White	174	173	53	30.6
English Learners	79	76	17	22.4
Foster Youth	3	3	1	33.3
Homeless	4	3	0	0.0
Socioeconomically Disadvantaged	412	402	134	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	152	150	53	35.3

C. Engagement	State Priority: School Climate
	The SARC provides the following information relevant to the State priority: School Climate (Priority 6): • Pupil suspension rates; • Pupil expulsion rates; and • Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.43	2.02	0.06	2.53	2.88	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.02	0
Female	0.63	0
Male	3.22	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	11.11	0
Filipino	0	0
Hispanic or Latino	1.21	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.35	0
White	1.72	0
English Learners	1.27	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.18	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.26	0

2023-24 School Safety Plan

School safety is a high priority at our school. Administrators, teachers, and aides monitor the campus, supervise the students, and ensure a safe learning environment. School resource officers are available to respond to the school if assistance is needed. Rail Ranch is a closed campus that is fully fenced. The district holds regular safety meetings with our law enforcements partners, mental health providers, security personnel and administrators. Furthermore, our School Site Council (SSC) works on our Safety Plan throughout the year. We adopted a Comprehensive School Safety Plan that we review annually; our last review took place in February 2023, the Board of Education approved the plan on March 9, 2023. The plan is presented to all staff and parents. Additionally, on November 2, 2022, Rail Ranch staff attended an Active Shooter Training by District Staff where safety plans and emergency procedures were discussed. Throughout the school year, student assemblies and drills are held to address safety issues with students and staff.

All MVUSD schools prepare for emergencies, through regular evacuation drills and our Emergency and Disaster Preparedness Plan which aligns with the federal NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. In the event of an emergency or urgent situation, our school uses a computerized alert system powered by Parent Square, to immediately alert all families of an emergency via email, phone, text, and app.

Every school has video surveillance cameras strategically placed throughout campus. These surveillance systems serve as a deterrent to trespassers, vandalism, and other illegal activities and were updated districtwide this school year. The cameras are used by our School Resource Officers and school administrators to assist with investigations and discipline issues that occur on campus during the school day or after school hours. All guests and parent volunteers on campus are screened through the Raptor Visitor Management System, which runs the individual's identification through the California's Megan's Law database as well as all 50 states' sex offender databases. Guests without legal identification are not permitted on campus. Rail Ranch strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

At the time of this publication, several safety enhancements are in the beginning stages of implementation for the 23-24 school year: Parent ID Badges, Expansion of Raptor as an emergency management system and partnership with Murrieta Police on

2023-24 School Safety Plan

an e-bike education course.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	7		
1	29		3	
2	29		3	
3	27		4	
4	31	1		2
5	27	1	3	
Other	18	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	8		
1	23		4	
2	23		4	
3	25		4	
4	30		4	
5	29		4	
Other	16	2		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	7	0	0
1	25	0	4	0
2	25	0	3	0
3	29	0	3	0
4	31	0	3	0
5	26	0	4	0
6	0	0	0	0
Other	18	3	2	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	642

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$10,594	$3,770	$6,824	$92,971
District	N/A	N/A	$6,767	$96,632
Percent Difference - School Site and District	N/A	N/A	0.8	0.4
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	3.4	8.5

Fiscal Year 2022-23 Types of Services Funded

Our district provides services and programs to meet the needs of our diverse student population and their families. We provide individualized core services such as robust academic options and enrichment activities to individual student growth assessments and services geared towards families such as before/after-school programming, athletic competitions, performing arts and mental health supports.
Each school is equipped with high quality teaching and administration staff and a support team comprised of a health technician, a school nurse, attendance clerk, aides, special education experts, nutrition services, and a mental health team including a psychologist who are available to meet with students and their families virtually and/or in-person. Additionally, our school has a full-time counselor focused on social-emotional management. Counselors teach guidance lessons; facilitate small groups on social skills, anger management, grief and loss, teamwork, conflict-resolution, and positive support strategies while in school. Each school also has a military liaison to support military connected family members.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$51,753	$55,550
Mid-Range Teacher Salary	$85,698	$80,703
Highest Teacher Salary	$123,976	$109,418
Average Principal Salary (Elementary)	$145,036	$137,703
Average Principal Salary (Middle)	$152,667	$143,760
Average Principal Salary (High)	$163,307	$159,021
Superintendent Salary	$277,101	$319,443
Percent of Budget for Teacher Salaries	37.72%	30.35%
Percent of Budget for Administrative Salaries	5.02%	4.87%

Professional Development

Murrieta Valley USD implements professional development opportunities for all employees year round. In the 2023-24 school year, a strategic goal of the district was 'Professional Growth' for all employees. To this end was a purposeful effort in expanding and enhancing certificated training related to Professional Learning Communities (PLC), Inclusion and MTSS strategies to maximize student success. Additionally, teachers also participate in monthly staff meetings with a training component, school community building, and robust communication at the school level. During the school year, teachers participate in two full professional development days. These days are a combination of site-based and district-developed training opportunities focused on current initiatives. In this school year, we also expanded our Classified Management leadership training sessions and site leadership training series on topics such as understanding student discipline, investigations, IEPs/504s and SSTs, school budgeting, safety procedures, and essentials for working in early childhood learning environments. New teachers continue to have the opportunity to clear their credentials through the district's Induction Program. This program takes them through a rigorous and reflective learning process with the support of an MVUSD mentor teacher. All teachers who are new to the district also receive training to learn about our key focus areas, as well as district expectations and procedures. Teachers receive training on new curriculum that is adopted for the grade level and/or subject area they teach.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	2	2