



Dorothy McElhinney Middle School

35125 Briggs Road • Murrieta, CA 92563 • (951) 304-1885 • Grades 6-8

Tom Patane, Principal
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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Murrieta Valley Unified School District

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District Governing Board

Ken Dickson
Robin Crist
Paul Diffley
Linda Lunn
Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

Dorothy McElhinney Middle School serves students in grades six through eight. Students attend an academically challenging six-subject school day. The curriculum focuses on the core areas of language arts, math, social studies, and science. Regular classes, advanced classes in the core subjects, and intervention classes to improve basic skills are enhanced by PE and exploratory courses. All courses are designed to improve our students' opportunities for success in high school and beyond.

We want to develop each student's skills to meet life's challenges with honesty, integrity, courage, and the desire to reach for intellectual and personal excellence for the betterment of the community, the nation, and the world. Dorothy McElhinney Middle School also focuses on the arts. We provide singular experiences in each of the arts (music, theater, computer art, visual art, and dance), and as much as possible we incorporate the arts in the core subjects to support learning in the regular curriculum. Our arts teachers have created programs that inspire students to think creatively and build self-esteem.

Tom Patane, Principal

Highlights & Achievements

- In the third year of the California Assessment of Student Performance and Progress (CASSPP) assessments our school was one of the highest-scoring middle schools in Riverside County. 67% of our students met or exceeded standards in language arts, and 53% of our students met or exceeded standards in math.
- We offer intramural athletic competitions in several sports which help motivate students and create a high level of school spirit.
- As a school with an arts focus, we strive to meet the needs of our students academically and creatively. Over the years we have expanded opportunities for students to enroll in advanced elective classes in the 7th and 8th grade. These classes include Advanced Dance, Advanced Drama, Advanced Choir, Advanced Computers, and Advanced Band. Teachers build classes based on student auditions and portfolios. Throughout the school year the students in the advanced electives participated in several competitive events in our local community.
- We were designated 2017 California Gold Ribbon School

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	433
Grade 7	469
Grade 8	423
Total Enrollment	1,325

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.1
Asian	5.6
Filipino	6.3
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	1.1
White	41.7
Two or More Races	6.8
Socioeconomically Disadvantaged	25.1
English Learners	2.6
Students with Disabilities	12.4
Foster Youth	0.4

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.

Teacher Credentials			
Dorothy McElhinney Middle School	15-16	16-17	17-18
With Full Credential	52	50	53
Without Full Credential	4	5	2
Teaching Outside Subject Area of Competence	4	4	0
Murrieta Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Dorothy McElhinney Middle	15-16	16-17	17-18
Teachers of English Learners	0	1	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 being adopted by the Board of Education.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Literature {Ca} Timeless Voices, Timeless Themes Copper Level (Prentice Hall) Grade 6 Adopted 2003 Literature {Ca} Timeless Voices, Timeless Themes Bronze Level (Prentice Hall) Grade 7 Adopted 2003 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2003 READ 180 Level B (Scholastic) Grades 6-8 Adopted 2006 System 44 (Scholastic) Grades 6-8 Adopted 2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 Algebra 1 {Ca} (Pearson) Adopted 2008 Advanced Mathematics I (mathematics vision project) Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Focus on Earth Science {Ca} (CPO Science) Grade 6 Adopted 2007 Focus on Life Science {Ca} (CPO Science) Grade 7 Adopted 2007 Focus on Physical Science {Ca} (CPO Science) Grade 8 Adopted 2007 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} (Pearson) Grade 8 Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	En Espanol 1, Spanish 1 (McDougal Littell) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Essential Elements for Guitar Guitar 1 and 2 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Dorothy McElhinney Middle School opened in 2009 on 31 acres adjacent to Lisa J. Mails Elementary. The school has 63 classrooms, a multipurpose room, a gym, a computer lab, a library, a kitchen, and administrative offices. We have ample space for the number of students enrolled at the school. The district provides upkeep, maintenance, cleaning and landscaping. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and in working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: June 22, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
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			No apparent problems.
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	65	67	61	61	48	48
Math	51	52	46	46	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	86	85	71	66	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	12.5	25.6	47.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	447	438	98.0	85.4
Male	190	187	98.4	84.5
Female	257	251	97.7	86.1
Black or African American	28	27	96.4	74.1
Asian	18	18	100.0	94.4
Filipino	29	29	100.0	93.1
Hispanic or Latino	146	145	99.3	80.7
White	182	179	98.4	89.9
Two or More Races	40	36	90.0	86.1
Socioeconomically Disadvantaged	114	108	94.7	77.8
Students with Disabilities	59	56	94.9	66.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,348	1,341	99.48	66.67
Male	679	674	99.26	58.46
Female	669	667	99.7	74.96
Black or African American	81	80	98.77	46.25
American Indian or Alaska Native	--	--	--	--
Asian	75	74	98.67	74.32
Filipino	80	80	100	82.5
Hispanic or Latino	432	432	100	57.64
Native Hawaiian or Pacific Islander	14	14	100	42.86
White	560	555	99.11	74.05
Two or More Races	101	101	100	66.34
Socioeconomically Disadvantaged	336	331	98.51	55.89
English Learners	82	82	100	36.59
Students with Disabilities	169	167	98.82	24.55
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,347	1,340	99.48	52.46
Male	679	674	99.26	52.37
Female	668	666	99.7	52.55
Black or African American	81	80	98.77	36.25
American Indian or Alaska Native	--	--	--	--
Asian	75	74	98.67	70.27
Filipino	80	80	100	67.5
Hispanic or Latino	432	432	100	42.59
Native Hawaiian or Pacific Islander	14	14	100	14.29
White	560	555	99.11	58.38
Two or More Races	100	100	100	57
Socioeconomically Disadvantaged	336	331	98.51	36.25
English Learners	82	82	100	31.71
Students with Disabilities	169	167	98.82	14.37
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are welcome at school, and the school staff sincerely appreciates their support and participation. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in October.

Parent and community involvement are encouraged through the PTSA and School Site Council. The PTSA is actively involved in Red Ribbon Week, assemblies, and activities to enhance school spirit. The School Site Council helps us provide a quality education program for all of our students. Our Watch DOGS program (Dads of Great Students) encourages fathers and father figures to volunteer for a day in their child's classroom and in a supervisory role throughout the day. We also hold several Coffee With the Principal meetings to discuss the latest happenings at DMMS.

The contact person for parent involvement is Assistant Principal Jared Rogers, and he can be reached at 951.304-1885.

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.

School Safety Plan

School safety is a high priority at our school. Campus supervisors, administrators, and counselors are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our computerized calling system, Blackboard Connect, is used to call all families immediately in an emergency. A School Resource Officer from Riverside County Sheriff's Department is available as needed to assist with the investigation of any crimes that may occur on campus during the school day or after school hours, making our school safer and more secure.

The district holds monthly safety meetings. We have adopted a Comprehensive School Safety Plan is revised each year and reviewed by the School Site Council, staff and parents. We hold student assemblies to address safety issues at the start of the school year and again with eighth grade during second semester. To prepare for emergencies, we conduct evacuation drills regularly throughout the school year.

The school has an Emergency and Disaster Preparedness Plan which specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability following a disaster, and it aligns with the NIMS emergency system.

Dorothy McElhinney is a closed campus that is fully fenced. Visitors must go through the school office for permission to be on campus. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases. Trained canines provide unannounced canine searches of the campus for drugs, alcohol, and weapons. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.0	2.7	1.6
Expulsions Rate	0.0	0.1	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	5.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	710

* 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.

Average Class Size and Class Size Distribution (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
	2014-15	2015-16	2016-17	1-22			23-32			33+		
				2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	25	25	25	10	11	14	24	19	16	4	7	9
Mathematics	26	25	23	9	8	15	19	22	21	6	5	3
Science	28	28	28	4	3	3	23	18	26	5	9	2
Social Science	28	27	27	2	3	6	24	19	16	4	7	9

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44, iRead, and Math 180. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

In the 2015 – 2016 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5469	917	4552	80937
District	♦	♦	6761	\$85,412
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-32.7	-5.2
Percent Difference: School Site/ State			-30.8	2.2

* Cells with ♦ do not require data.

Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before- and after school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.