



Murrieta Mesa High School

24801 Monroe Avenue • Murrieta, CA 92562 • (951) 677-0568 • Grades 9-12

Steve Ellis, Principal

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<http://www.murrieta.k12.ca.us/Domain/2117>

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
Barbara Muir
Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

MMHS is a four-year comprehensive high school which is fully accredited by the Western Association of Schools and Colleges and offers students an excellent academic program. Our freshmen and sophomore academies, college and career pathways for juniors and seniors and integrated projects help prepare students for the Senior Culminating Project. Our students are well prepared for the challenges that await them as they enter colleges, universities, community colleges, technical schools, the work force, and the military.

The college and career pathways offered at MMHS are: business, culinary, engineering, liberal studies/education, medical, and visual and performing arts. These pathways allow students to take required coursework for graduation and develop skills and experience in careers that meet their interests so they become equipped to compete in our state and nation's current job market. MMHS has a fully-equipped kitchen that provides our students with opportunities to learn the culinary and hospitality business. Also, MMHS houses a design and print center called Oasis that allows our students to design and print photographs, posters, brochures, and banners.

We believe our students see their education as being more valuable if they are involved in the school. That is why our goal is to have 100% of our students involved in at least one school activity. There are a vast array of opportunities for our students to get involved and connected, including our competitive athletic program, award-winning student activities program, a large number of clubs and service organizations, and our thriving visual and performing arts program.

Steve Ellis, Principal

Highlights & Accomplishments:

- In the third year of the California Assessment of Student Performance and Progress (CAASPP) assessments 73.5% of 11th grade students met or exceeded standards in English Language Arts and 33.6% of 11th grade students met or exceeded standards in Math
- The graduation Rate for the Class of 2017 was 99%
- 54.4% of 2017 graduates completed the A-G sequence of courses
- MMHS became an AVID National Demo School in 2017
- MMHS earned a Model of Academic Excellence Award from Riverside County Office of Ed in 2015 for our Medical Pathway and Collaboration with Shivela Middle School.
- MMHS earned a Model of Excellence Award from Riverside County Office of Education in 2012 for our grade level Integrated Projects
- Eighty percent of our students are involved in a club, activity, or sport.
- In 2016 our Baseball team was the CIF Division 1 Champion and in 2017 our Softball team won the CIF Championship.
- MMHS received the Outstanding Activities Award from California Association of Student Leaders

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 9	613
Grade 10	571
Grade 11	577
Grade 12	509
Ungraded Secondary	20
Total Enrollment	2,290

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6
American Indian or Alaska Native	0.6
Asian	5.8
Filipino	3.1
Hispanic or Latino	36.6
Native Hawaiian or Pacific Islander	0.5
White	41.4
Two or More Races	5.8
Socioeconomically Disadvantaged	30.2
English Learners	3.4
Students with Disabilities	11.9
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			
Murrieta Mesa High School	15-16	16-17	17-18
With Full Credential	90	92	93
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	3	0	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			
Murrieta Mesa High School	15-16	16-17	17-18
Teachers of English Learners	2	2	1
Total Teacher Misassignments	7	7	10
Vacant Teacher Positions	0	0	0.5

* "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 Course 4 {Ca} (Glencoe) Grade 9 Adopted 2002 Literature Course 5 {Ca} (Glencoe) Grade 10 Adopted 2002 Literature: American Literature {Ca} (Glencoe) Grade 11 Adopted 2002 Literature: British Literature {Ca} (Glencoe) Grade 12 Adopted 2002 The Bedford Reader (Bedford/St. Martins) Adopted 2005 Literature: Introduction into Fiction (Pearson) Adopted 2005 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 READ 180 Stage C (Houghton Mifflin) Adopted 2010 EDGE Fundamentals Reading and Language Text Adopted 2016 EDGE Fundamentals Grammar and Writing Book Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra 1{Ca} (Pearson) Adopted 2009 MVP Math 1 (mathematics vision project) Adopted 2015 MVP Advanced Math 1 (mathematics vision project) Adopted 2015 MVP Advanced Math II (mathematics vision project) Adopted 2016 Geometry: Concepts and Skills {Ca} (McDougal Littell) Adopted 2009 MVP Math II (mathematics vision project) Adopted 2016 MVP Advanced Math II (mathematics vision project) Adopted 2016 Algebra 2 {Ca} (Prentice Hall) Adopted 2009 MVP Math III (mathematics vision project) Adopted 2016 MVP Advanced Math III (mathematics vision project) Adopted 2016 Pre-calculus (Houghton Mifflin) Adopted 2011 Calculus Early Transcendentals, Single Variable (Wiley) 2009 A Survey of Mathematics with Applications (Addison Wesley) Adopted 2009 The Practice of Statistics (W.H. Freeman) Adopted 2011 Basic Practice of Statistics (Freeman) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009 Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009 Mathematics Pathway (AGS) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology (McDougal Littell) Adopted 2008 Biology (Addison Wesley) Adopted 2008 Chemistry, Matter and Change (Glencoe) Adopted 2008 Chemistry the Central Science (Pearson) Adopted 2014 Essentials of Human Anatomy and Physiology (Prentice Hall) Adopted 2008 Introduction to Medical Terminology (Thompson) Adopted 2008 Physics Principles and Problems (Glencoe) Adopted 2008 Physics Principles with applications (Prentice Hall) Adopted 2008 Environmental Science for AP (Bedford/ St. Martins) Adopted 2015 Energy for Sustainability (ISLPR) Adopted 2011 Living in the Environment (Thompson) Adopted 2008 Earth Science {Ca} (Pearson) Adopted 2005 Life Science (Glencoe) Adopted 2008 Life on an Ocean Planet (Current) Adopted 2008 Earth Science (AGS) Adopted 2008 Physical Science (AGS) Adopted 2008 Biology: Cycles of Life (AGS) Adopted 2008 Diversified Health Occupations (ITP) Adopted 2009 Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 A History of Western Society (Houghton Mifflin) Adopted 2006 Worlds Together, Worlds Apart (W. W. Norton) Adopted 2016 America's Journey: Continuity and Change in the 20th Century {Ca} (Prentice Hall) Adopted 2006 A People and a Nation (Houghton Mifflin) Adopted 2006 Magruder's American Government {Ca} (Prentice Hall) Adopted 2006 American Government (Houghton Mifflin) 2006 Economics: Principles in Action {Ca} (Prentice Hall) Adopted 2006 Economics: Principles, Problems and Policies Adopted 2013 Introduction to Psychology (Thompson) Adopted 2006 Psychology (Worth) Adopted 2006 AP Human Geography: People Place and Culture (John Wiley and Sons) Adopted 2013 World History (AGS) Adopted 2006 United States History (AGS) Adopted 2006 United States Government (AGS) Adopted 2006 Economics (AGS) 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 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal Littell) Adopted 2000 Nuestro Mundo (Mc Dougal Littell) Adopted 2000 Abriendo Puertas Ambliuando Perspectivas (Houghton Mifflin) Adopted 2016 Triangulo Appilcaciones Practicas de la Lengua Espanol (Wayside) Adopted 2000 Graded Spanish Reader Segunda Etapa (Heath) Adopted 2002 Spanish Three Years (Amsco) Adopted 2002 Tu Mundo Mc Dougal Littell) Adopted 2000 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Bravo (Heinle and Heinle) Adopted 2000 Learning American Sign Language (Allyn & Bacon) Adopted 2000 Signing Naturally Level 1 (Dawn Sign Press) Adopted 2001 Signing Naturally Level 2 (Dawn Sign Press) Adopted 2002 Signing Naturally Level 3 (Dawn Sign Press) Adopted 2006 Deaf in America, Voices from Culture (Harvard University Press) Adopted 2006 Integrated Chinese Level 1 Part 1 (Cheng & Tsui) Adopted 2009 Integrated Chinese Level 1 Part 2 (Cheng & Tsui) Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health (Holt, Reinhart, and Winston) Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	Discovering Art History (Davis Publications) Adopted 2011 Visual Experience (Davis Publications) Adopted 2011 Beginning Sculpture (Davis Publications) Adopted 2005 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)

Murrieta Mesa High School opened in 2009 on 62 acres. The school has 82 classrooms, a multipurpose room, nine mobile computer/netbook labs, a library, and athletic facilities, including a stadium, pool complex, varsity and junior varsity baseball and softball fields, tennis courts, basketball courts, and sand volleyball courts. The school also has a 750-seat Performing Arts Center and administrative offices. The school houses a professional kitchen and cafeteria/lounge that allows the culinary students to prepare and serve for a variety of events on campus and in the community. Murrieta Mesa has ample space for the number of students enrolled at the school.

The students take pride in their school by keeping the campus clean daily. The district provides upkeep, maintenance, and cleaning of district schools. Classrooms, offices, and rest rooms are regularly cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff maintains landscaping. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and 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 23, 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			No apparent problems.
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	76	73	61	61	48	48
Math	39	33	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	59	55	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
9	17.7	23.8	43.5

* 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	590	560	94.9	54.8
Male	323	306	94.7	54.3
Female	267	254	95.1	55.5
Black or African American	43	40	93.0	40.0
Asian	29	24	82.8	75.0
Filipino	15	15	100.0	66.7
Hispanic or Latino	230	215	93.5	43.3
White	234	229	97.9	66.8
Two or More Races	33	32	97.0	46.9
Socioeconomically Disadvantaged	194	179	92.3	46.9
English Learners	21	18	85.7	11.1
Students with Disabilities	68	63	92.7	30.2

* 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	579	570	98.45	72.98
Male	330	327	99.09	68.2
Female	249	243	97.59	79.42
Black or African American	40	39	97.5	61.54
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	92
Filipino	17	17	100	76.47
Hispanic or Latino	222	219	98.65	67.12
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	229	98.71	77.29
Two or More Races	35	34	97.14	82.35
Socioeconomically Disadvantaged	184	181	98.37	62.43
English Learners	22	22	100	36.36
Students with Disabilities	64	63	98.44	22.22
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	578	563	97.4	33.39
Male	329	323	98.18	30.65
Female	249	240	96.39	37.08
Black or African American	40	39	97.5	23.08
American Indian or Alaska Native	--	--	--	--
Asian	25	25	100	56
Filipino	17	17	100	41.18
Hispanic or Latino	221	216	97.74	22.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	232	227	97.84	42.29
Two or More Races	35	33	94.29	36.36
Socioeconomically Disadvantaged	183	178	97.27	24.16
English Learners	21	21	100	19.05
Students with Disabilities	64	63	98.44	7.94
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 a variety of parent information nights regarding graduation, college applications and financial aid. Parent and community involvement are encouraged through PTSA and School Site Council. PTSA is very active at Murrieta Mesa providing daily assistance on campus in the office, classrooms, and library, and with school activities such as tutoring, chaperoning dances, Red Ribbon Week, Reflections, assemblies, and activities to enhance school spirit and Ram PRIDE. PTSA also helps MMHS provide student recognition for academic success.

Parents are involved in supporting band, choir, drama, and athletic teams. Mesa parents assist with fund-raising and student support during rehearsals, programs, games, and other group activities. Mesa parents and students involved in our School Site Council help the school provide a quality education program that includes our academies and pathways to help all of our students reach their dreams and goals.

The contact person for parent involvement and PTSA is Mesa's PTSA president Gabby Saldana. Anyone who is interested in assisting with PTSA activities can leave a message for Alicia at Murrieta Mesa High School at (951) 677-0568.

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, counselors, and a school resource officer 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.

The district holds monthly safety meetings and our School Safety Staff works on our Safety Plan throughout the year. We have adopted a Comprehensive School Safety Plan that we reviewed and revised in May 2017 and updated again in October 2017. The plan is presented to all staff and parents, and we conduct student assemblies to address safety issues.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. Murrieta Mesa is a closed campus that is fully fenced and secured. 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. The school uses a company that contracts with the district to provide unannounced canine searches of the campus for drugs, alcohol, and weapons. 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.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, the school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the NIMS emergency system. PTSA has provided emergency buckets for disaster preparedness, and the goal is to provide each classroom with a bucket.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	3.1	2.9	3.6
Expulsions Rate	0.0	0.2	0.1
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	5.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.8
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	11.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	440

* 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*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	28	28	29	16	14	17	32	34	24	33	33	40
Mathematics	30	27	27	7	17	19	35	39	35	30	22	25
Science	30	31	29	4	6	9	33	34	26	29	25	39
Social Science	30	31	31	9	6	6	22	24	17	31	31	40

* 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 2016 – 2017 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts.

In the 2017-2018 school year, the entire staff is going through professional development on PLC's and the use of common formative assessments and the use of data to drive instruction.

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	7035	1165	5870	88495
District	♦	♦	6761	\$85,412
State	♦	♦	\$6,574	\$79,228
Percent Difference: School Site/District			-13.2	3.6
Percent Difference: School Site/ State			-10.7	11.7

* 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.

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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Murrieta Mesa High School	2013-14	2014-15	2015-16
Dropout Rate	0.4	1.4	1.2
Graduation Rate	98.81	97.2	97.25
Murrieta Valley Unified School District	2013-14	2014-15	2015-16
Dropout Rate	4.4	5.1	3.3
Graduation Rate	94.03	92.49	95.17
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1400
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.96
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	52.81

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language	4	♦
Mathematics	3	♦
Science	3	♦
Social Science	7	♦
All courses	21	27.1

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.95	96.02	87.11
Black or African American	95.45	96.53	79.19
American Indian or Alaska Native	100	87.5	80.17
Asian	100	96	94.42
Filipino	100	98.94	93.76
Hispanic or Latino	96.15	93.86	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	95.47	97.17	90.99
Two or More Races	95.65	95.7	90.59
Socioeconomically Disadvantaged	98.28	94.27	85.45
English Learners	88.89	74.19	55.44
Students with Disabilities	88	85	63.9
Foster Youth	100	60	68.19

Career Technical Education Programs

Graduates are prepared to enter the workforce based on their completion of a rigorous curriculum of core academic subjects. Students are required to complete 40 hours of community service, which teaches them the importance of volunteer work and provides them with insight into different career pathways.

CTE programs provide students 14 or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. Murrieta Mesa offers CTE courses in culinary and hospitality. The district offers CTE courses in automotive technology, law enforcement, and forensic science, and students have access to CTE courses offered out of the district. Through a partnership with Mt. San Jacinto College (MSJC), students who successfully complete approved high school and CTE courses with a grade of B or better qualify for college credit for the course.

Students take aptitude tests and sign up for the ASVAB for career aptitudes. Murrieta Mesa offers College and Career Pathways in Business and Culinary, Engineering, Liberal Studies and Education, Medical, and Visual and Performing Arts to connect students' learning with actual needs in our state and nation's economy. The pathways allow students to take required coursework for graduation as well as to take coursework in career areas of interest.

Our culinary kitchen allows students to learn culinary and hospitality skills and apply those skills for community and school events on campus. Other classes, such as Multimedia, Graphic Design, TV and Video Production, Accounting, Business Principles and Management, Sports and Entertainment Marketing, Drafting, Engineering, Health Careers, Medical Terminology and Computer Science courses also give students skills for employment.

Seniors complete a Senior Culminating Project . Each senior student must successfully complete the exit interview which is conducted before a select panel of staff and community members. The topic of this presentation style interview will allow for each student to reflect on their high school experience and present their post high school plan.

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.