Murrieta Valley High School

42200 Nighthawk Way • Murrieta, CA 92562 • (951) 696-1408 • Grades 9-12
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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

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District Administration

Patrick Kelley
Superintendent

Assistant Superintendent
Darren Daniels

Assistant Superintendent
Pam Wilson

Assistant Superintendent
Stacy Coleman

Assistant Superintendent
Bill Olien

Director of Educational Services
Mary Walters

Director of Student Support
Howard Dimler

Director of Human Resources
Leigh Lockwood

School Description

Murrieta Valley High School is four-year comprehensive high school fully accredited by the Western Association of Schools and Colleges. MVHS offers a rigorous academic program, award-winning student activities program, outstanding interscholastic athletic and visual and performing arts programs as well as many other social and academic enrichment opportunities including the opportunity to compete in Robotics, Mock Trial, Science Olympiad and Virtual Enterprise.

MVHS holds the distinction of being an International Baccalaureate (IB) World School and students have the opportunity to enroll in the IB Diploma Program or take stand-alone IB course offerings for acceleration and college credit. In addition to the IB Program, an International Exchange Program, Advanced Placement and AVID (Advancement Via Individual Determination) prepare students for their future pursuits and college.

The mission of Murrieta Valley High School is to educate students by creating and promoting an environment of academic excellence. We strive to inspire and empower all students to grow academically, emotionally, and socially so they will become productive citizens who serve others and meet the challenges of the 21st century.

At MVHS the staff and students do it the RITE Way, the Nighthawk Way: with Respect, Integrity, Teamwork, and Excellence. This commitment creates a positive school atmosphere, culture and a climate of respect for all students.

Dr. Mark Pettengill, Principal

Highlights & Accomplishments:

In the third year of the California Assessment of Student Performance and Progress (CAASPP) tests, 79% of our 11th grade students met or exceeded the English Language Arts standards and 36% met or exceeded the math standards.

- Top A-G Completion Rate in District 2015-2017.56% of students completed the A-G sequence of courses.
- National Gold Council Activity 2015-2017
- IB Diploma candidates earn their diploma at a high rate: 90% from 2015-2017
- CADA CASL Outstanding Activity Award 2015-2017
- Award winning Visual and Performing Arts programs
- Highly competitive Virtual Enterprise, Robotics and Mock Trial Teams
- Established CTE career pathways in Law Enforcement, Photography, and Automotive Repair
- Significant increases in students accessing AP courses and exams
- 2014-2015 7 Southwestern League Championships, 1 CIF Championship and 1 CIF Runner Up; 2015-2016 7 Southwestern League Championships, 2 CIF Championships, 1 CIF Runner Up; 2016-2017 6 Southwestern League Championships, 2 CIF Runner Up
- Scholarships for athletes including 37 student athletes signed athletic scholarships to 4 year institutions in 2014-2015; 31 student athletes signed athletic scholarships to 4 year institutions in 2015-2016; and 28 student athletes signed athletic scholarships to 4 year institutions 2016-2017
- Started Boys and Girls Lacrosse programs as well as Boys Volleyball and Girls Wrestling

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	676
Grade 10	608
Grade 11	614
Grade 12	560
Ungraded Secondary	23
Total Enrollment	2,481

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	3.3
American Indian or Alaska Native	0.3
Asian	4.8
Filipino	2.1
Hispanic or Latino	30.1
Native Hawaiian or Pacific Islander	0.7
White	54.4
Two or More Races	4.2
Socioeconomically Disadvantaged	21
English Learners	2.4
Students with Disabilities	9.8
Foster Youth	0.3

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 Valley High School	**15-16**	**16-17**	**17-18**
With Full Credential	97	101	97
Without Full Credential	2	1	0
Teaching Outside Subject Area of Competence	3	1	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 Valley High School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	1	2	2
Total Teacher Misassignments	6	5	5
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 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 (Bedfortd/St. Martins) Adopted 2005 Literature: Introduction into Fiction (Pearson) Adopted 2005 Mc Graw Hill Reader: Issues Across the Disciplines Adopted 2010 English A Literature Course Companion (Oxford) Adopted 2010 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 Math II (mathematics vision project) Adopted 2016 MVP Advanced Math II (mathematics vision project) Adopted 2016 Explorations in Core Math Algebra (Houghton Mifflin) Adopted 2015 Geometry: Concepts and Skills {Ca} (McDougal Littell) Adopted 2009 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 Financial Algebra (Cengage) Adopted 2015 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 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 Mathematics for the International Student, Mathematics SL (Haese) Adopted 2010 Mathematics for the International Student, Mathematics HL (Haese) Adopted 2010 Mathematics for the Trades (Prentice Hall) Adopted 2004 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Science	Biology (McDougall 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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Textbooks and Instructional Materials **Year and month in which data were collected: September 2017**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Physical Science (AGS) Adopted 2008 Biology: Cycles of Life (AGS) Adopted 2008 Biology Course Companion (Oxford) Adopted 2010 Biology Higher Level Baccalaureate for the IB Diploma (Prentice Hall) Adopted 2010 Chemistry SL (Prentice Hall) Adopted 2010 Chemistry (Houghton Mifflin) Adopted 2010 Physics Course Companion (Oxford) Adopted 2010 Physics (Prentice Hall) Adopted 2010 Environmental Science: Toward a Sustainable Future (Pearson) Adopted 2010 IB Environmental Systems and Societies (Oxford) Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 A History of Western Society (Houghton Mifflin) 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 IB Psychology Course Companion (Oxford) Adopted 2010 IB Theory of Knowledge Course Companion (Oxford) Adopted 2010 History of the Americas 1880-1891 (Oxford University Press) Adopted 2017 History: The Move to Global War (Pearson) Adopted 2017 Authoritarian States (Pearson) Adopted 2017 The Cold War: Superpower Tensions and Rivalries (Pearson) Adopted 2017 History of the Canadian People (Oxford) Adopted 2010 Modern Latin America (Oxford) Adopted 2010 **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 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 (McDougal Littell) Adopted 2000 Nuestro Mundo (McDougal Littell) Adopted 2000 Spanish B Course Companion and Workbook (Oxford) Adopted 2010 Spanish B IB Skills and Practice (Oxford) Adopted 2010 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Deutsch in Einstatz (Advanced Materials LTD) Adopted 2015 Bravo (Heinle and Heinle) Adopted 2000 Images Deux (Holt McDougal) Adopted 2010 Images Trois (Hold McDougal) Adopted 2010 French B for the IB Diploma: IB Skills and Practice (Oxford) Adopted 2010 French B Course Companion (Oxford) Adopted 2010 Graded French Reader: Premiere Etape (ITP) Adopted 2010 Learning American Sign Language (Allyn & Bacon) Adopted 2000 Signing Naturally Level 1 (Dawn Sign Press) Adopted 2001

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption

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

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption	
	Signing Naturally Level 2 (Dawn Sign Press) Adopted 2002 Signing Naturally Level 3 (Dawn Sign Press) Adopted 2006	
	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	Guide to IB Drawing (ITP) Adopted 2010 Music an Appreciation (Mc-Graw Hill) Adopted 2010 Thinking Musically (Oxford) Adopted 2010	
	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)

The MVHS campus is housed on 52 acres and has 152 classrooms, computer labs, technology labs, photo labs, a video-production studio, automotive shop, classrooms for ceramics, food and clothing classes, science labs, and a performing arts center. Athletic facilities include dance, wrestling, and weight lifting rooms, a swimming pool, gymnasium, football stadium, soccer fields, a running track, softball fields, tennis courts, and basketball courts. The school also has a library, cafeteria, administrative offices, and a staff lounge. The campus received a $2.3 million renovation in 2011 which included a redesigned quad area with seating areas, shade structures, landscaping and a stage in the center of the quad. New monuments, an LED-display board, and signs direct students and visitors to the correct buildings and entrances. Flooring was replaced in the PE hallway, new air-conditioning was installed in the gym, air-conditioning units in classrooms were replaced.   The campus has sufficient classroom space and adequate facilities for the students enrolled at the school.

Upkeep, maintenance, and cleaning are provided by the district. Schools and restrooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and maintains landscaping on a regular weekly schedule. 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		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

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	69	64	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	19.4	21.1	49.7

* 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.

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	68	79	61	61	48	48
Math	42	36	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.

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	647	587	90.7	63.7
Male	334	303	90.7	66.3
Female	313	284	90.7	60.9
Black or African American	21	20	95.2	30.0
Asian	23	21	91.3	81.0
Filipino	13	10	76.9	70.0
Hispanic or Latino	182	159	87.4	53.5
White	367	339	92.4	69.3
Two or More Races	31	29	93.6	65.5
Socioeconomically Disadvantaged	129	118	91.5	43.2
English Learners	12	10	83.3	10.0
Students with Disabilities	39	33	84.6	48.5

* 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	600	568	94.67	78.52
Male	314	295	93.95	73.56
Female	286	273	95.45	83.88
Black or African American	19	18	94.74	72.22
American Indian or Alaska Native	--	--	--	--
Asian	17	15	88.24	86.67
Filipino	12	11	91.67	81.82
Hispanic or Latino	182	176	96.7	70.45
Native Hawaiian or Pacific Islander	--	--	--	--
White	330	311	94.24	82.32
Two or More Races	32	29	90.63	86.21
Socioeconomically Disadvantaged	103	102	99.03	70.59
English Learners	17	17	100	29.41
Students with Disabilities	34	29	85.29	20.69

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	600	563	93.83	36.3
Male	314	292	92.99	34.25
Female	286	271	94.76	38.52
Black or African American	19	18	94.74	16.67
American Indian or Alaska Native	--	--	--	--
Asian	17	14	82.35	53.85
Filipino	12	11	91.67	45.45
Hispanic or Latino	182	174	95.6	24.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	330	309	93.64	42.72
Two or More Races	32	29	90.63	37.93
Socioeconomically Disadvantaged	103	100	97.09	23
English Learners	17	17	100	11.76
Students with Disabilities	34	26	76.47	3.85

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)
We encourage parent and community involvement through our PTSA, School Site Council (SSC), booster organizations, professional study groups (PSG), activities, and athletics. The PTSA actively supports programs and activities and provides scholarships to seniors. The SSC, which includes parents and staff members, meets regularly to evaluate the effectiveness of the school's programs, review curriculum, and approve the school's budget of funds allocated for specific purposes. Parents attend the Back-to-School Night and Open House, and the principal meets with parents once a month to discuss new developments and address concerns through Coffee/Appetizers with the Principal. Period survey are conducted with parents, most recently involving dress code.All stakeholders developed the MVHS Parent Involvement Policy.

We strongly encourage parent volunteers. Moms in Touch is a wonderful parent group that supports the school staff with goodies, praise, and encouragement. Parent and booster clubs provide support for many sports, performing arts groups, and engineering. Band boosters provide assistance for the field shows and raise program funds. Parents are chaperones on field trips for the choir, AVID, dance, and many other groups. In the spring, we hold a rally for all incoming freshmen and their parents to interact with current students and staff in a warm, welcoming environment. More than 95 percent of parents access the on-line grading and attendance system. We use our website, our phone notification system Blackboard Connect, Twitter and Facebook to inform parents of school events.

The Associated Student Body welcomes parent support for the many activities, especially for float building and homecoming activities, dances, and field trips. We honor our parent volunteers at a Community Night at one of our football games and are grateful for their strong support. Please contact our school site secretary, Natalie Riddle, at 696-1408 ext. 5297 for volunteer opportunities.

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 Murrieta Valley High School. Five campus supervisors, four administrators, five counselors, and a School Resource Officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. We have a closed campus, and a campus supervisor monitors visitors and volunteers who enter the campus. Trained canines provide unannounced canine searches of the campus and parking lot for drugs, alcohol, and weapons.

The district holds monthly safety meetings, and our School Site Council (SSC) works on our Safety Plan throughout the year. We have adopted a Comprehensive School Safety Plan that is reviewed with the staff during an annual school-wide staff meeting. The plan is presented to all staff and parents, and there are numerous student assemblies that address safety issues. We have completely updated our camera system and upgraded the alarm systems to meet the latest safety requirements. Recently a fence was constructed to support safety in the back of the school. There is a plan this school year to move the attendance office to support less parent foot traffic on campus.

Video surveillance cameras monitor activity on and around the campus 24 hours a day. Video surveillance cameras are a deterrent to trespassers, vandalism, or other illegal activities that might occur on campus. They also help administrators with discipline issues and help in the investigation of any crimes that might occur on campus during the school day or after school hours, making our school safer and more secure. Parents and students can report problems such as bullying and safety concerns online or on the district's mobile app. 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 district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

Administrators have been trained for emergency readiness and school safety. Emergency evacuation drills were conducted regularly throughout the school year, including drills to clear 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 it aligns with the NIMS emergency system. Currently teams are trained for Emergency Response and Crisis intervention. All staff members are aware that our highest priority is to keep all students safe.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	2.4	2.3	1.3
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	5.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
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	4.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	475

* 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)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**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	27	14	15	21	40	43	47	34	27	23
Mathematics	29	28	29	12	14	12	36	42	35	34	31	36
Science	30	31	30	10	3	10	28	38	37	38	34	32
Social Science	28	28	29	14	12	11	30	40	29	31	22	34

* 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 2017 – 2018 school year, staff development will continue to emphasize the transition to the new California state standards, including Mathematics,English Language Arts, Avid training, NGSS and Social studies. .

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	7023	1128	5895	90077
District	♦	♦	6761	$85,412
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			-12.8	5.5
Percent Difference: School Site/ State			-10.3	13.7

*	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 Valley High School	2013-14	2014-15	2015-16
Dropout Rate	0.9	0.5	1.2
Graduation Rate	97.34	98.24	96.85
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	540
% 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	97.71
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	66.79

*	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		◆
Foreign Language	2	◆
Mathematics	3	◆
Science	2	◆
Social Science	5	◆
All courses	14	24.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.55	96.02	87.11
Black or African American	95.65	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	94.23	93.86	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	98.78	97.17	90.99
Two or More Races	100	95.7	90.59
Socioeconomically Disadvantaged	98.1	94.27	85.45
English Learners	66.67	74.19	55.44
Students with Disabilities	81.82	85	63.9
Foster Youth	0	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. Career Technical Education (CTE) programs provide students 16 years of age or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. We offer CTE courses in automotive technology, law enforcement and forensic science. In addition, students have access to other 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 have opportunities to take aptitude tests and sign up for the ASVAB for military aptitudes. Other classes, such as food, photography, media technology and drafting also give students skills for employment. Through a partnership with MSJC, several courses are articulated and students receive dual enrollment credit for the high school course and college credits on a college transcript.

Our Robotics program partners with the Southwest Community Development Corporation and has received grants for the development of robotics. Robotics students compete on an international level, and the solar club is building a solar powered car. Our careers classes and CTE classes invite guests to speak to students about career opportunities. Our college and career center offers opportunities to hear from guest speakers. College presentations also offer Career Education/Employment Concentrations and certificate programs.

All students are required to complete a senior culminating project in their senior year. This process starts with a career inventory in ninth grade and in tenth grade each student continues their Individualized Learning Plan through one-on-one sessions with their counselor. In their junior year, each student must write a reflective essay that is scored with a common district rubric. This process culminates with the senior exit interview. 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.