



# Murrieta Canyon Academy

24150 Hayes Ave. • Murrieta, CA 92563 • (951) 696-1409 • Grades K-12  
Martina Beach-Hedges, Principal  
mbeach@murrieta.k12.ca.us  
<http://www.murrieta.k12.ca.us/Page/12573>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Murrieta Valley Unified School District

41870 McAlby Ct.  
Murrieta, CA 92562  
(951) 696-1600  
[www.murrieta.k12.ca.us](http://www.murrieta.k12.ca.us)

#### District Governing Board

Ken Dickson  
Paul Diffley  
Linda Lunn  
Oscar Rivas  
Kris Thomasian

#### District Administration

Patrick Kelley  
**Superintendent**  
Mary Walters  
**Assistant Superintendent of Educational Services**  
Bill Olien  
**Assistant Superintendent of Maintenance**  
Darren Daniel  
**Assistant Superintendent of Human Resources**  
Stacy Coleman  
**Assistant Superintendent of Business Services**

### School Description

Murrieta Canyon Academy is an alternative education school serving approximately 350 students in grades K through 12. The school offers a K-12 independent study program with a tiered attendance program that offers flexibility to students at the elementary, middle and high school level. There is also a daily program for 9th through 12th grade students who need remediation and a smaller classroom environment. Co-enrollment opportunities are also available to students at the district's comprehensive school sites. The academically challenging program is delivered in an environment that is small, personal, creative, and caring for students seeking a flexible, learner-centered, competency driven education within a standards-based program.

Students have the opportunity to co-enroll in rigorous classes including Advanced Placement, Dual Enrollment, International Baccalaureate and Career Training Education (CTE) classes. Students can also participate in the performing arts programs and competitive athletics at the comprehensive high schools. With on-line courses, students with varying levels of readiness are able to work at their own pace. In the 2018 administration of the California Assessment of Student Performance and Progress, 39% percent of our students met or exceeded proficiency in English Language Arts on the and 13% percent of our students met or exceeded proficiency in Math.

Martina Beach-Hedges, Principal

## 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	1
Grade 1	1
Grade 3	1
Grade 4	2
Grade 5	2
Grade 6	2
Grade 7	6
Grade 8	6
Grade 9	14
Grade 10	29
Grade 11	78
Grade 12	108
Ungraded Secondary	2
<b>Total Enrollment</b>	<b>252</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.8
Asian	2.0
Filipino	1.2
Hispanic or Latino	33.7
Native Hawaiian or Pacific Islander	0.4
White	50.8
Socioeconomically Disadvantaged	38.5
English Learners	1.6
Students with Disabilities	14.7
Foster Youth	4.4

## 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 Canyon Academy	16-17	17-18	18-19
With Full Credential	12	16	10
Without Full Credential	3	0	0
Teaching Outside Subject Area of Competence	1	0	7
Murrieta Valley Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	922
Without Full Credential	♦	♦	27
Teaching Outside Subject Area of Competence	♦	♦	50

Teacher Misassignments and Vacant Teacher Positions at this School			
Murrieta Canyon Academy	16-17	17-18	18-19
Teachers of English Learners	1	0	0
<b>Total Teacher Misassignments</b>	<b>0</b>	<b>7</b>	<b>0</b>
<b>Vacant Teacher Positions</b>	<b>0</b>	<b>0</b>	<b>0</b>

\* Note: "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 2018-19)**

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 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	<p>FLVS Global (Online) since 2013:                      Middle School Language I (6th grade)                      Middle School Language II (7th grade)                      Middle School Language III (8th grade)</p> <p>APEX Learning Comprehensive Courses (Online) since 2012:                      English 9 (Common Core)                      English 10 (Common Core)                      English 11 (Common Core)                      English 12 (Common Core)                      Creative Writing</p> <p>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                      Bedford Handbook (Bedford/ St. Martin's) Adopted 2016                      Outliers Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Mathematics</b>	<p>FLVS Global (Online) since 2013:                      Middle School Grade 6 Math                      Middle School Grade 7 Math                      Pre-Algebra                      Geometry</p> <p>APEX Learning Comprehensive Courses (Online) since 2012:                      Algebra I (Common Core)                      Geometry (Common Core)                      Algebra II (Common Core)                      Mathematics I (Common Core)                      Pre-calculus</p> <p>Algebra 1{Ca} (Pearson) Adopted 2009                      MVP Math 1 (mathematics vision project) Adopted 2015                      Geometry: Concepts and Skills {Ca} McDougal Littell Adopted 2009                      MVP Math 2 (mathematics vision project) Adopted 2015                      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                      Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010                      Intermediate Algebra (Pearson) Adopted 2016</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

**Textbooks and Instructional Materials**  
**Year and month in which data were collected: September 2018**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Science</b>	<p>FLVS Global (Online) since 2013:            Middle School Comprehensive Science I            Middle School Comprehensive Science II            Middle School Comprehensive Science III</p> <p>APEX Learning Comprehensive Courses (Online) since 2012:            Earth Science            Biology            Psychology</p> <p>Earth Science {Ca} (Pearson) Adopted 2005            Life Science (Glencoe) Adopted 2008            Life on an Ocean Planet (Current) Adopted 2008            Living in the Environment (Thompson) Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>History-Social Science</b>	<p>FLVS Global (Online) since 2013:            Middle School Social Studies (Civics)            Middle School Social Studies (World History)            Middle School Social Studies (U.S. History)</p> <p>APEX Learning Comprehensive Courses (Online) since 2012:            World History            U.S. History            U.S. Government and Politics</p> <p>Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006            America's Journey: Continuity and Change in the 20th Century {Ca} (Prentice Hall) Adopted 2006            Magruder's American Government {Ca} (Prentice Hall) Adopted 2006            Economics: Principles in Action {Ca} (Prentice Hall) Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Foreign Language</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012:            Spanish I            Spanish II            Spanish III</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Health</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012:            Skills for Health            Physical Education</p> <p>FLVS Global (Online) since 2013:            Middle School PE 6/7            Middle School PE 7/8</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>
<b>Visual and Performing Arts</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012:            Art Appreciation</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes  <b>Percent of students lacking their own assigned textbook:</b> 0</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Murrieta Canyon Academy originally opened in 1997 as Creekside High School and the school name was changed in July, 2016. The campus has 21 classrooms, a computer lab, basketball courts, a library, administrative offices, and a staff lounge. There is ample space on campus for the number of students enrolled in the program.

The district provides upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff 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 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 19, 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
<b>Interior:</b> Interior Surfaces	Good	No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
<b>Electrical:</b> Electrical	Good	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	Good	No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	44.0	39.0	61.0	60.0	48.0	50.0
Math	9.0	13.0	46.0	48.0	37.0	38.0

Note: 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.

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

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	**	**	**
9	25.0	25.0	33.3

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	139	100	71.94	39.00
<b>Male</b>	59	38	64.41	31.58
<b>Female</b>	80	62	77.50	43.55
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	44	36	81.82	36.11
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	71	50	70.42	42.00
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	61	45	73.77	35.56
<b>English Learners</b>	--	--	--	--
<b>Students with Disabilities</b>	19	10	52.63	20.00
<b>Foster Youth</b>	--	--	--	--

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 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	140	99	70.71	13.27
Male	60	38	63.33	10.81
Female	80	61	76.25	14.75
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	35	81.4	8.57
Native Hawaiian or Pacific Islander	--	--	--	--
White	72	50	69.44	14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	61	45	73.77	11.11
English Learners	--	--	--	--
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 school site

#### Opportunities for Parental Involvement (School Year 2018-19)

Murrieta Valley Unified School District is committed to collaborating with parents and providing opportunities for engagement. Parents are welcome at school, and the school staff sincerely appreciates their support and participation. There are several parent focused groups through the district which are open to all parents. Some of these committees are; the African-American Parent Advisory Group (AAPAC), Latino Parent Advisory Council (LPAC), District English Language Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC) and Measure BB Oversight Committee. Each group is comprised of dedicated parents who are steadfast in promoting strategic efforts to support student learning and college/career readiness. In 2018, the AAPAC and LPAC hosted a the second annual 'Step Up to Success' parent event. This event focused on providing information about educational mandates and supports such as; A-G requirements, behavioral/social supports, college financial aid, and educational technology to improve student achievement. Each AAPAC, LPAC, DELAC and SEPAC meetings are regularly scheduled, noticed in advanced, provide childcare and interactive opportunities for parents to provide feedback.

Parent involvement is encouraged through the School Site Council and participation in the WASC accreditation process. Teachers reach out to parents on a regular basis via phone, e-mail, or in person. Because Murrieta Canyon Academy is a smaller academic community, parents have access to teachers, counselor and administrator on a regular basis to discuss their child's academic progress, health concerns, post-high school plans and any other concerns or issues.

#### 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 and is ensured by a program of clearly delineated rules and procedures for all students. The school's Comprehensive Safety Plan is reviewed annually in the fall. Fire, duck and cover, and lockdown drills are practiced each semester. Teachers make connections with students and develop relationships to motivate them. After the gates are locked at 7:35 am, the only access to school grounds is through the front office and visitors must check in prior to being allowed 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.

A campus security staff member assists the administrator and staff in supervising the students and ensuring a safe learning environment. A School Resource Officer from Murrieta Police Department is assigned to the school.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, or other illegal activities that might occur on campus.

The District's Emergency and Disaster Preparedness Plan specifies procedures for dealing with fire, flood, earthquakes, acts of violence, hazardous materials, disasters, and student accountability following a disaster. We have a computerized calling system, Blackboard Connect, to inform all families immediately via text, email, phone call and web alerts, if an emergency arises.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	5.2	5.0
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	1.8	1.5	1.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	2.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.20
Social Worker	0.0
Nurse	0.33
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	0.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	150:1

\* 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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	6.0	9.0	4.0	18	27	65			1			
Mathematics	3.0	8.0	4.0	22	23	42		3	1			
Science	6.0	10.0	4.0	11	18	44		1	1			
Social Science	5.0	9.0	5.0	27	30	61		2	1			

\* 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 who are new to the district also receive three days of training to learn about key focus areas, as well as district expectations and procedures.

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). This learning time is 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, in both online and in-person capacities. The district has also added a digital, gamified approach to learning through a program entitled Alludo.

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, and TTM math. 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.

Staff development in 2018 – 2019 will focus on the following priorities: instructional shifts aligned with state standards for math, ELA, and NGSS; supporting English Learners through integrated and designated support; differentiation to meet the needs of all learners; equity and equitable practices; PLC's; and social emotional support for students.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,903
Mid-Range Teacher Salary	\$77,198	\$74,481
Highest Teacher Salary	\$108,426	\$98,269
Average Principal Salary (ES)	\$124,964	\$123,495
Average Principal Salary (MS)	\$128,840	\$129,482
Average Principal Salary (HS)	\$140,555	\$142,414
Superintendent Salary	\$226,161	\$271,429
Percent of District Budget		
Teacher Salaries	42.0	35.0
Administrative Salaries	5.0	5.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### 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, military support. They also provide individual responsive services, interventions and referrals on an as needed basis. Students are afforded extended learning opportunities during the summer break to provide additional support for students who need assistance with credit recovery and acceleration.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	10432	1057	9375	86925
District	◆	◆	7309	\$85,797
State	◆	◆	\$7,125	\$80,764
Percent Difference: School Site/District			24.8	1.3
Percent Difference: School Site/ State			27.3	7.3

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
Murrieta Canyon Academy	2014-15	2015-16	2016-17
Dropout Rate	48.1	10.3	4.8
Graduation Rate	50.0	84.5	75.8
Murrieta Valley Unified School District	2014-15	2015-16	2016-17
Dropout Rate	5.1	3.3	0.3
Graduation Rate	92.5	95.2	96.2
California	2014-15	2015-16	2016-17
Dropout Rate	10.7	9.7	9.1
Graduation Rate	82.3	83.8	82.7

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	39
% of pupils completing a CTE program and earning a high school diploma	91
% 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
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	74.3
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	10.0

\* Where there are student course enrollments.

2017-18 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	♦
English	0	♦
Fine and Performing Arts	0	♦
Foreign Language	0	♦
Mathematics	0	♦
Science	0	♦
Social Science	0	♦
All courses	0	.0

Completion of High School Graduation Requirements			
Group	Graduating Class of 2017		
	School	District	State
All Students	90.9	95.1	88.7
Black or African American	100.0	95.4	82.2
American Indian or Alaska Native	0.0	92.3	82.8
Asian	100.0	96.9	94.9
Filipino	0.0	94.2	93.5
Hispanic or Latino	85.4	95.1	86.5
Native Hawaiian/Pacific Islander	0.0	100.0	88.6
White	98.2	95.1	92.1
Two or More Races	66.7	94.6	91.2
Socioeconomically Disadvantaged	90.9	100.0	88.6
English Learners	66.7	69.4	56.7
Students with Disabilities	58.3	77.2	67.1
Foster Youth	50.0	40.0	74.1

### Career Technical Education Programs

Our graduates are prepared to enter the workforce based on their completion of a rigorous curriculum of core academic subjects along with 40 hours of community service. Community service teaches students the importance of volunteer work and provides them opportunity to explore different career paths. Through the comprehensive high schools in our district, Career Training Education (CTE) offers programs to train students to enter the work force as a skilled worker. These course credits go towards graduation requirements in the appropriate subject area. The flexibility of our program allows Murrieta Canyon Academy students to easily access these CTE courses at the various times they are offered at the district comprehensive high schools.

All students are required to complete a senior culminating project during their senior year. This process starts with a career inventory in ninth grade and in tenth grade students continue 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 presentation. 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 allows students 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 <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### 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.