

# Vista Murrieta High School

28251 Clinton Keith Rd. • Murrieta, CA 92563 • (951) 894-5750 • Grades 9-12

Mick Wager, Principal

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



### Murrieta Valley Unified School District

41870 McAlby Ct.  
Murrieta, CA 92562  
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#### 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

Vista Murrieta High School (VMHS) is a four-year comprehensive high school fully accredited by the Western Association of Schools and Colleges. Vista Murrieta is a California Distinguished School, MAX Preps Most Spirited High School in the Nation for two consecutive years, Varsity Brands America's Most Spirited School, and a CIF Champion School of Character. We offer an excellent and diverse academic program, award-winning student activities program, outstanding interscholastic athletic and performing arts programs as well as many other social and academic enrichment opportunities.

Our school motto of CLASS (Character, Leadership, Attitude, Scholarship, and Service) is important to ensuring the success of all students. This motto permeates classrooms, extracurricular activities, athletic competitions, and the interaction among students, staff, and community. We believe every student can and should be prepared to continue on to higher education and become a productive member of the community upon graduation. We expect this attitude of success from staff, students, and parents alike.

Vista Murrieta offers 13 Dual Enrollment courses in the areas of English, Math, Social Science, Science, World Language, and Arts and Humanities. Students can complete a multitude of college credits with Dual Enrollment (in addition to credit via Advance Placement tests) by taking up to two courses per semester in their Junior and Senior year. We have increased the number of Advanced Placement courses and online courses as well since the advent of Dual Enrollment. We also have an Academic Seminar Program to support our incoming ninth grade students in a addition to subject-specific intervention classes in Math, English, Science, and Social Studies courses. Many more students take advantage of the VMHS "Broncotutorials," which are Saturday tutorial sessions, and our after school tutoring provided in the library and science and math classrooms

Mick Wager, Principal

### Highlights & Accomplishments:

- Our graduation rate for the Class of 2017 was 97.8%.
- Our Average Daily Attendance is consistently meets the district's goal of 95.8%, and our Chronic Absenteeism rate is consistently well below the district's goal of 6.9%.
- 65% of students completed the A-G sequence of courses.
- VMHS was named by U. S. News & World Report as one of "2018 America's Best High Schools" in the country.
- The percentage of graduates in the Class of 2018 who planned to attend a four-year college or university was 47%. An additional 41% percent of graduates in the Class of 2018 went to community colleges, 5% were planning to enter the military, and 3 percent were planning for a vocational education.
- Our Associated Student Body won the state recognition from CADA/CASL for our outstanding student activity program for 14th consecutive year.
- VMHS varsity athletics remain very competitive in the Southwestern League and continues its winning tradition.

- Vista Murrieta’s award-winning Golden Alliance marching band and color guard was recognized by the prestigious Sudler Shield Award in addition to winning the Al Castronovo Esprit de Corps Award at the national Bands of America competition (for the second time). These honors are in addition to the marching band being ranked national in 2017-2018 in the top 40th in the nation. Our Winter Guard won the Winter Guard International Western Championship, and it was the first year our Winter Drum Line competed in the World Class Division, one of only 35 schools nationwide. Our choirs receive superior rankings at every festival in which they participated. Our students in our drama productions won numerous Youth Arts and Macy awards for their performances.
- Our Air Force JROTC was recognized with the Distinguished Unit Award for sixth year in a row.

### 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
Grade 9	853
Grade 10	880
Grade 11	890
Grade 12	824
Ungraded Secondary	29
<b>Total Enrollment</b>	<b>3,476</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	8.0
American Indian or Alaska Native	0.2
Asian	6.0
Filipino	6.7
Hispanic or Latino	34.1
Native Hawaiian or Pacific Islander	0.8
White	36.9
Socioeconomically Disadvantaged	30.5
English Learners	2.5
Students with Disabilities	12.3
Foster Youth	0.1

### 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			
Vista Murrieta High School	16-17	17-18	18-19
With Full Credential	139	135	122
Without Full Credential	2	1	5
Teaching Outside Subject Area of Competence	3	0	14
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			
Vista Murrieta High School	16-17	17-18	18-19
Teachers of English Learners	3	3	0
<b>Total Teacher Misassignments</b>	<b>7</b>	<b>8</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>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- World Masterpieces (Prentice Hall) Adopted 2007                      The King James Bible with Apocrypha (Oxford) Adopted 2007                      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                      Arguing About Literature: A Guide and Reader (Bedford) Adopted 2017                      Everything's an Argument with Readings (Bedford) Adopted 2017                      READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018                      EDGE Fundamentals Reading and Language Text (National Geographic) Adopted 2016                      EDGE Fundamentals Grammar and Writing Book (National Geographic) Adopted 2016                      Arguing About Literature (Bedford) Adopted 2017                      Everything's an Argument (Bedford) Adopted 2017</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>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                      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                      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                      Meeting the California Challenge (Pearson) Adopted 2009                      College Algebra (Brooks/Cole) Adopted 2004                      Is There an Engineer Inside of You (Bonamy) Adopted 2000                      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>Biology (McDougal Littell) Adopted 2008                      Campbell Biology AP Edition (Prentice Hall) Adopted 2018                      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                      Essential Biology (Pearson) Adopted 2013                      Introductory Chemistry (Pearson) Adopted 2014                      Human Heredity Principles and Issues (Brooks Cole) 2018</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>Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006                      A History of Western Society (Houghton Mifflin) 2006                      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 and 2016                      Introduction to Psychology (Thompson) Adopted 2006                      Psychology (Worth) Adopted 2006                      Myers Psychology for the AP (Worth Publishing) 2018                      AP Human Geography: People Place and Culture (John Wiley and Sons) Adopted 2013                      Scriptures of the World’s Religions (Mc Graw Hill) Adopted 2007                      Experiencing the World’s Religions (Mc Graw Hill) Adopted 2007                      World History (AGS) Adopted 2006                      United States History (AGS) Adopted 2006                      United States Government (AGS) Adopted 2006                      Economics (AGS) Adopted 2006                      Visualizing Psychology (J Wiley and Sons) Adopted 2012                      The American Promise A History of the United States Volume 1 to 1877 (Bedford/ St Martins) Adopted 2015                      The American Promise A History of the United States Volume 1 to 1877 (Bedford/ St Martins) Adopted 2015                      The Philosophical Journey (McGraw Hill) Adopted 2007</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>Foreign Language</b>	<p>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 Ambliando 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 &amp; Winston) Adopted 2000            Allez Viens! 2 (Holt, Rinehart &amp; Winston) Adopted 2000            Allez Viens! 3 (Holt, Rinehart &amp; Winston) Adopted 2000            Bravo (Heinle and Heinle) Adopted 2000            Learning American Sign Language (Allyn &amp; 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</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>Lifetime Health (Holt Reinhart, and Winston) Adopted 2004</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>Discovering Art History ( Davis Publications) Adopted 2011            Beginning Sculpture (Davis Publications) Adopted 2005            How to Draw Animation (Watson Guptill) Adopted 2011            Maya 8.0 (Peach Pit Press) Adopted 2011            Listening to Music (MSJC) Adopted 2011            Tonal Harmony (MSJC) Adopted 2011            Essential Elements for Guitar, Guitar 1 and 2</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)

The Vista Murrieta campus consists of 68 acres overlooking Murrieta and the school opened in August 2003. All facilities are in excellent condition. There are more than 130 classrooms as well as computer and technology labs; a library; college/career center; state-of-the-art science facilities; a lecture hall; specialized classrooms for special education, ceramics, art, fashion, photography, and foods; a performing arts center that includes: band, choir, and drama classrooms, a multipurpose room with capacity for 335 and a theater with seating for 500; an ASB office; student store; workrooms for teachers; and offices for school administrators, staff, and the school nurse.

Athletic facilities include administrative offices; main and practice gymnasiums; an aquatics facility; an athletic stadium with an all-weather running surface; three competition baseball and softball diamonds; two full-size soccer fields; PE fields and courts; a weight room with state-of-the-art equipment; a fully equipped fitness lab and classrooms for health, wrestling, dance and aerobics. Other facilities include a fitness lab, kitchen facilities, and a staff lounge. We have a newly built Career and Technical Education building, which houses many of our CTE Pathway programs such as Engineering, Computer Programming, Audio/Tech, Sports Medicine, and Law Enforcement.

Daily and nightly cleaning by custodial staff ensures a clean school. Rest rooms are cleaned and monitored during the day by custodians and campus security, respectively, as to prevent vandalism. We document and remove graffiti as soon as it is discovered. Regular corrective and preventative maintenance is conducted on a routine basis to keep the school in good condition. Work order requests for facilities and technology are assigned through computerized systems to ensure that emergency repairs receive the highest priority. The district provides two full-time maintenance and technology persons on site who oversee maintenance and technology work order requests.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: June 22, 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	76.0	61.0	61.0	60.0	48.0	50.0
Math	36.0	39.0	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
9	16.9	26.0	36.8

\* 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>	868	856	98.62	61.10
<b>Male</b>	425	419	98.59	51.07
<b>Female</b>	443	437	98.65	70.71
<b>Black or African American</b>	71	71	100.00	56.34
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	49	49	100.00	73.47
<b>Filipino</b>	57	57	100.00	68.42
<b>Hispanic or Latino</b>	293	287	97.95	54.70
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	326	321	98.47	63.86
<b>Two or More Races</b>	62	61	98.39	63.93
<b>Socioeconomically Disadvantaged</b>	256	254	99.22	53.94
<b>English Learners</b>	34	33	97.06	24.24
<b>Students with Disabilities</b>	94	91	96.81	18.68
<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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	870	858	98.62	39.09
Male	427	424	99.3	36.64
Female	443	434	97.97	41.47
Black or African American	72	71	98.61	32.39
American Indian or Alaska Native	--	--	--	--
Asian	49	49	100	63.27
Filipino	57	57	100	57.89
Hispanic or Latino	294	292	99.32	31.62
Native Hawaiian or Pacific Islander	--	--	--	--
White	326	320	98.16	38.75
Two or More Races	62	60	96.77	48.33
Socioeconomically Disadvantaged	258	254	98.45	28.74
English Learners	34	33	97.06	21.21
Students with Disabilities	94	90	95.74	5.56
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)

Our school has significant support from parents. We encourage parent and community involvement through our PTSA, which actively supports programs, activities and provides scholarships to seniors. The PTSA also encourages senior citizens from the community to get involved in school functions, bringing a high level of community support. The School Site Council, consisting of parents, students, and staff members, meets regularly to evaluate the effectiveness of school programs, review curriculum, and approve specific funding for the budget. A Principal's Advisory committee consisting of students from a wide variety of backgrounds and grade levels meets monthly with the school principal and administration to discuss any site concerns from the student's perspective and offer suggestions for improvements.

Parent booster programs support large extracurricular organizations such as performing arts and athletics. Parent fundraising underwrites the purchase of specialized equipment, field trips for competitions, and offers financial support for those families in need. We also encourage parents to participate in ELAC, PTSA, African American and Latino Parent Advisory Committees, and the Dollars for Scholars Scholarship Foundation. Many activities support parent involvement and the dissemination of information, such as Parent Information Nights for incoming ninth grade students, AP and Dual Enrollment students, college-bound students, and athletes.

Parents assist with various school events including dances and field trips. Performing arts and athletic events are always well supported and attended by parents. Back-to-School Night, and various informational parent nights are well attended every year. Parents are encouraged to support the many organizations and athletic teams at functions on and off campus. To find out how you can volunteer at our school, please contact Shanitra Ridley, PTSA President, at [vmhs.ptsa@yahoo.com](mailto:vmhs.ptsa@yahoo.com).

Lastly, 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.

**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. Campus security guards, administrators, and counselors, monitor the campus before, during, and after school as well as during breaks and lunches, supervise students, and ensure a safe learning environment. There is also a School Resource Officer on campus during school hours. This uniformed police officer provides support for administration and discipline issues and is a positive presence on campus. Vista Murrieta is a closed campus that is fully fenced, and students are not allowed to leave campus during the day without the consent of a parent or guardian. A campus supervisor monitors all visitors who enter the campus parking lot. Visitors must produce a photo ID, scan it through our 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, and they wear a photo visitor sticker while on campus. All visitors must have specific school business to remain on campus.

The district holds quarterly safety meetings and our SSC works on our safety plan throughout the year. We have adopted a Comprehensive School Safety Plan, and is reviewed every school year. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues and student expectations. 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 may occur on campus during the school day or after school hours, making our school safer and more secure.

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.

As a preventive measure, the district uses trained canines to provide unannounced canine searches of all areas of campus to find any illegal substances such as drugs, alcohol, and weapons. The district has also staffed after hours security personnel to monitor the campus when school is not in session. Along with daily monitoring, our administration screens student discipline data and reviews and adjusts policies as necessary. Regularly throughout the year, we conduct emergency drills including fire, earthquake, and lock-down/active shooter. In addition, our school has an Emergency and Disaster Preparedness Plan. This plan is in accordance with federal NIMS emergency system and specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. In the event of an emergency or urgent situation, our school uses a computerized calling system, Blackboard Connect, to immediately notify all families of an emergency via email, phone call, text and app alerts.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.4	0.2	0.6
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	7.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.75
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	8.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	505

\* 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	27.0	29.0	28.0	23	16	25	95	82	84	21	35	25
Mathematics	29.0	28.0	29.0	13	17	13	77	78	77	33	26	30
Science	29.0	26.0	28.0	9	25	14	78	64	77	27	39	26
Social Science	30.0	30.0	29.0	10	7	10	60	63	66	33	31	24

\* 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.

The district provides an elementary counselor to our school approximately one day a week to support academic success. 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.

Homework clubs, tutoring programs, Saturday tutorial sessions (Broncotutorials), 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)			
Vista Murrieta High School	2014-15	2015-16	2016-17
Dropout Rate	2.6	2.5	0.0
Graduation Rate	96.0	96.9	98.2
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	357
% of pupils completing a CTE program and earning a high school diploma	99
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6846	1174	5672	90283
District	♦	♦	7309	\$85,797
State	♦	♦	\$7,125	\$80,764
Percent Difference: School Site/District			-25.2	5.1
Percent Difference: School Site/ State			-22.7	11.1

\* 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.

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	97.9
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	60.8

\* 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	6	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	7	♦
Science	5	♦
Social Science	27	♦
All courses	48	26.7

## Completion of High School Graduation Requirements

Group	Graduating Class of 2017		
	School	District	State
All Students	96.4	95.1	88.7
Black or African American	97.1	95.4	82.2
American Indian or Alaska Native	50.0	92.3	82.8
Asian	100.0	96.9	94.9
Filipino	96.2	94.2	93.5
Hispanic or Latino	96.5	95.1	86.5
Native Hawaiian/Pacific Islander	100.0	100.0	88.6
White	95.6	95.1	92.1
Two or More Races	96.8	94.6	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	70.0	69.4	56.7
Students with Disabilities	81.0	77.2	67.1
Foster Youth	0.0	40.0	74.1

### Career Technical Education Programs

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, which teaches them the importance of volunteer work and provides them with insight into different career paths. Students learn how to research potential employers, answer interview questions, and write business letters and resumes as part of their English classes. We encourage students to take the Armed Services Vocational Aptitude Battery (ASVAB) to help them evaluate their strengths, skills, and interests as part of their post-high school planning.

All students are enrolled in the California Colleges Guidance Initiative system; the program provides students with extensive career-related assessments and resources to explore the world of work in addition to including milestones at each grade level to help students stay on track to meet their college and career goals. All students are required to complete a Senior Culminating Project (SCP) 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 SCP. Each senior student must successfully complete the SCP which is presented 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.

Our high school offers courses intended to help students prepare for the world of work. The Riverside County of Educations' Career Technical Education (CTE) program provides students with a variety of technical courses such as TV and Video production, interactive media design, audio technology, culinary arts, law enforcement, forensic science and CSI, stagecraft, sports medicine. These courses let students explore career interests and post-high school career opportunities. Students sign up for classes through our site CTE representative. Courses are offered on and off campus. Off campus classes are offered at neighboring high schools and include programs such as automotive, medical front office, and cosmetology. Students taking courses off campus must be approved for early dismissal and provide their own transportation. Through a partnership with Mt. San Jacinto College, students who successfully complete approved high school CTE courses with a grade of B or better, qualify for college credit for the course after completion of 12 units with the college. Matriculation services are provided to students including online application and assessment process.

### 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.