Murrieta Canyon Academy

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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Murrieta Valley Unified School District
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Assistant Superintendent of Educational 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 2019 administration of the California Assessment of Student Performance and Progress, 47% percent of our students met or exceeded proficiency in English Language Arts on the and 14% 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 4	3
Grade 5	3
Grade 6	3
Grade 7	3
Grade 8	7
Grade 9	14
Grade 10	36
Grade 11	83
Grade 12	135
Total Enrollment	287

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	1.4
Asian	2.8
Filipino	2.1
Hispanic or Latino	31
Native Hawaiian or Pacific Islander	0.7
White	49.5
Two or More Races	5.6
Socioeconomically Disadvantaged	43.2
English Learners	2.1
Students with Disabilities	17.1
Foster Youth	1.7
Homeless	2.1

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 for Murrieta Canyon	17-18	18-19	19-20
With Full Credential	16	10	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	7	0

Teacher Credentials for Murrieta Valley	17-18	18-19	19-20
With Full Credential	♦	♦	919
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at Murrieta Canyon Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	7	0
Vacant Teacher Positions	0	0	0

* 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 2019-20)

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 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Odysseyware (Online) since 2016: Middle School Language I (6th grade) Middle School Language II (7th grade) Middle School Language III (8th grade) 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 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Odysseyware (Online) since 2016: Middle School Grade 6 Math Middle School Grade 7 Math Pre-Algebra Geometry APEX Learning Comprehensive Courses (Online) since 2012: Algebra I (Common Core) Geometry (Common Core) Algebra II (Common Core) Mathematics I (Common Core) Mathematics II (Common Core) Mathematics III (Common Core) Pre-calculus enVision Integrated Mathematics I (Pearson) Adopted 2019 enVision Integrated Mathematics II (Pearson) Adopted 2019 enVision Integrated Mathematics III (Pearson) Adopted 2019 Pre-calculus (Houghton Mifflin) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 Mathematical Reasoning with Connections (CSU) Adopted 2018 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	Odysseyware (Online) since 2016: Middle School Comprehensive Science I Middle School Comprehensive Science II Middle School Comprehensive Science III APEX Learning Comprehensive Courses (Online) since 2012: Earth Science Biology Chemistry Psychology 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 Environmental Science **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	FLVS Global (Online) since 2013: Middle School Social Studies (Civics) Middle School Social Studies (World History) Middle School Social Studies (U.S. History) APEX Learning Comprehensive Courses (Online) since 2012: World History U.S. History U.S. Government and Politics 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	APEX Learning Comprehensive Courses (Online) since 2012: En Espanol 1 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal Littell) Adopted 2000 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	APEX Learning Comprehensive Courses (Online) since 2012: Skills for Health Physical Education Odysseyware (Online) since 2016: Middle School PE 6/7 Middle School PE 7/8 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	APEX Learning Comprehensive Courses (Online) since 2012: Art Appreciation **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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 14 classrooms, a computer lab, a food lounge, 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 17, 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Minor repairs completed under work order system
Overall Rating	**Exemplary**	

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

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	39	45	60	64	50	50
Math	13	14	48	52	38	39

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
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	6.7	20.0	20.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	168	103	61.31	44.66
Male	82	48	58.54	37.50
Female	86	55	63.95	50.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	37	59.68	40.54
White	76	48	63.16	47.92
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	43	62.32	39.53
English Learners	11	9	81.82	11.11
Students with Disabilities	28	12	42.86	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	168	94	55.95	13.83
Male	82	41	50.00	17.07
Female	86	53	61.63	11.32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	62	31	50.00	9.68
White	76	46	60.53	15.22
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	36	52.17	11.11
English Learners	11	9	81.82	0.00
Students with Disabilities	28	11	39.29	0.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2019-20)
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.

MVUSD continues to be deliberate in its efforts to engage parents of diverse backgrounds and to obtain feedback regarding each student's academic journey, emotional supports and engagement within their school site. MVUSD parents are invaluable partners and each parent group is comprised of dedicated parents who are steadfast in promoting strategic efforts to support student learning and college/career readiness. Group opportunities for parents are; Action Team Partnership (ATP), African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC) and Special Education Parent Advisory Council (SEPAC). Additionally, our school sites offer a variety student and parent groups including: School Site Council (SSC), English Learner Advisory Council (ELAC), principal/student advisory groups, PTA/PTSA/PTO and staff leadership teams.

As a result of our parent advisory councils' feedback, MVUSD offered a district-wide event to promote assistance with mathematics, English, technology programs and social emotional supports. In addition, school sites engage parents through a variety of programs and events including: School Site Councils, and parent nights.

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 Canyon Academy. Administrators, teachers, and aides monitor the campus, supervise the students, and ensure a safe learning environment. School resource officers are available to respond to the school if assistance is needed. MCA is a closed campus that is fully fenced. Visitors and volunteers must report to the office for permission to be on campus. We utilize the Raptor Visitor Management System to monitor parent volunteers on campus to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases. 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 with the investigation of any crimes that 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.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. In addition, our school has an Emergency and Disaster Preparedness Plan that aligns with the federal NIMS emergency system. The plan 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 through Aeries Communication, to immediately notify all families of an emergency via email, phone call, text and app alerts.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.2	5.0	8.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.7	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	143.5

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	9	27			4	65	1		4	74	2	1
Mathematics	8	23	3		4	42	1		6	39	2	
Science	10	18	1		4	44	1		5	41	2	
Social Science	9	30	2		5	61	1		6	53	2	2

* 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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

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 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.

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. 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 2019 – 2020 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; PLCs; and social emotional support for students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$47,086	$48,612
Mid-Range Teacher Salary	$77,970	$74,676
Highest Teacher Salary	$109,510	$99,791
Average Principal Salary (ES)	$125,285	$125,830
Average Principal Salary (MS)	$133,343	$131,167
Average Principal Salary (HS)	$145,509	$144,822
Superintendent Salary	$240,000	$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$13,218	$1,445	$11,774	$93,018
District	N/A	N/A	$7,627	$87,542.00
State	N/A	N/A	$7,506.64	$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	42.8	6.1
School Site/ State	44.3	12.1

Note: Cells with N/A values 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.

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, social worker/mental health clinician 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.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Murrieta Canyon Academy	2015-16	2016-17	2017-18
Dropout Rate	10.3	4.8	7.2
Graduation Rate	84.5	75.8	81.2

Rate for Murrieta Valley Unified School	2015-16	2016-17	2017-18
Dropout Rate	3.3	0.3	0.9
Graduation Rate	95.2	96.2	97

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	80
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	17.89

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.