



Murrieta Mesa High School

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

Steve Ellis, Principal

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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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District Governing Board

Ken Dickson
Board Member

Paul Diffley
Clerk of the Board

Linda Lunn
Board President

Oscar Rivas
Board Member

Kris Thomasian
Board Member

District Administration

Patrick Kelley
Superintendent

Bill Olien
Deputy Superintendent of Business and Operations

Darren Daniel
Assistant Superintendent of Human Resources

Mary Walters
Assistant Superintendent of Educational Services

School Description

Murrieta Mesa High School (MMHS) is a four-year comprehensive high school which is fully accredited by the Western Association of Schools and Colleges and offers students an excellent academic program. Our students are well prepared for the challenges that await them as they enter universities, community colleges, technical schools, the work force, and the military.

The college and career pathways offered at MMHS are: business, culinary, engineering, liberal studies/education, medical, and visual and performing arts. More recently we have added a Computer Science pathway. These pathways allow students to take required coursework for graduation and develop skills and experience in careers that meet their interests so they become equipped to compete in our state and nation's current job market. We work closely with our district to ensure we have CTE Pathways that will culminate in a capstone class in order to ensure our students are college and career ready.

MMHS has a fully-equipped kitchen that provides our students with opportunities to learn the culinary and hospitality business.

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

Steve Ellis, Principal

Highlights & Accomplishments:

- In the fourth year of the California Assessment of Student Performance and Progress (CAASPP) assessments 64.4% of 11th grade students met or exceeded standards in English Language Arts and 33.2% of 11th grade students met or exceeded standards in Math
- The graduation Rate for the Class of 2019 was 98.2%
- 54.4% of 2017 graduates completed the A-G sequence of courses
- MMHS became an AVID National Demo School in 2017
- MMHS earned a Model of Academic Excellence Award from Riverside County Office of Ed in 2015 for our Medical Pathway and Collaboration with Shivela Middle School.
- MMHS Culinary students competed in a national competition in Orlando, FL. Our students won the entree portion of the competition and won 2nd place overall.
- Eighty percent of our students are involved in a club, activity, or sport.
- In 2016 our Baseball team was the CIF Division 1 Champion and in 2017 our Softball team won the CIF Championship. In 2018 our Boys Track and Field Team won a CIF championship as well as the CA State Championship.
- MMHS received the Outstanding Activities Award from California Association of Student Leaders

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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 9	641
Grade 10	656
Grade 11	595
Grade 12	574
Total Enrollment	2,466

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.3
Asian	4.9
Filipino	3.1
Hispanic or Latino	39.2
Native Hawaiian or Pacific Islander	0.5
White	39.6
Two or More Races	6.3
Socioeconomically Disadvantaged	37.1
English Learners	2.9
Students with Disabilities	13.8
Foster Youth	0.2
Homeless	2.5

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 Mesa High	17-18	18-19	19-20
With Full Credential	93	79	86
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	15	10

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 Mesa High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	0
Total Teacher Misassignments*	10	2	0
Vacant Teacher Positions	0.5	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	Literature Course 4 {Ca} (Glencoe) Grade 9 Adopted 2002 Literature Course 5 {Ca} (Glencoe) Grade 10 Adopted 2002 Literature: American Literature {Ca} (Glencoe) Grade 11 Adopted 2002 Literature: British Literature {Ca} (Glencoe) Grade 12 Adopted 2002 The Bedford Reader (Bedford/St. Martins) Adopted 2005 Literature: Introduction into Fiction (Pearson) Adopted 2005 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	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 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 2019 Basic Practice of Statistics (Freeman) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009 Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009 Mathematics Pathway (AGS) Adopted 2009 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
Science	Biology (McDougall 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 Diversified Health Occupations (ITP) Adopted 2009 Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009 Human Heredity Principles and Issues (Brooks Cole) 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
History-Social Science	<p>Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 Worlds Together, Worlds Apart Adopted 2016 America’s Journey: Continuity and Change in the 20th Century {Ca} (Prentice Hall) Adopted 2006 A People and a Nation (Houghton Mifflin) Adopted 2006 Magruder’s American Government {Ca} (Prentice Hall) Adopted 2006 American Government (Houghton Mifflin) 2006 Economics: Principles in Action {Ca} (Prentice Hall) Adopted 2006 Economics: Principles, Problems and Policies (Adopted 2013 and 2016) Introduction to Psychology (Thompson) Adopted 2006 Myers Psychology for the AP (Worth Publishing) 2018 AP Human Geography: People Place and Culture (John Wiley and Sons) Adopted 2013 World History (AGS) Adopted 2006 United States History (AGS) Adopted 2006 United States Government (AGS) Adopted 2006 Economics (AGS) Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Foreign Language	<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 Ambliuando Perspectivas (Houghton Mifflin) Adopted 2016 Triangulo Appilcaciones Practicas de la Lengua Espanol (Wayside) Adopted 2000 Graded Spanish Reader Segunda Etapa (Heath) Adopted 2002 Spanish Three Years (Amsco) Adopted 2002 Tu Mundo Mc Dougal Littell) Adopted 2000 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Bravo (Heinle and Heinle) Adopted 2000 Learning American Sign Language (Allyn & Bacon) Adopted 2000 Signing Naturally Level 1 (Dawn Sign Press) Adopted 2001 Signing Naturally Level 2 (Dawn Sign Press) Adopted 2002 Signing Naturally Level 3 (Dawn Sign Press) Adopted 2006 Deaf in America, Voices from Culture (Harvard University Press) Adopted 2006 Integrated Chinese Level 1 Part 1 (Cheng & Tsui) Adopted 2009 Integrated Chinese Level 1 Part 2 (Cheng & Tsui) Adopted 2011</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Health	<p>Lifetime Health (Holt, Reinhart, and Winston) Adopted 2004</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Discovering Art History (Davis Publications) Adopted 2011 Visual Experience (Davis Publications) Adopted 2011 Beginning Sculpture (Davis Publications) Adopted 2005 The Enjoyment of Music (Norton Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Murrieta Mesa High School opened in 2009 on 62 acres. The school has 82 classrooms, a multipurpose room, a library, and athletic facilities, including a stadium, pool complex, varsity and junior varsity baseball and softball fields, tennis courts, basketball courts, and sand volleyball courts. Over 1/2 of our core academic classrooms have mobile technology devices for student use. The school also has a 750-seat Performing Arts Center and administrative offices. The school houses a professional kitchen and cafeteria/lounge that allows the culinary students to prepare and serve for a variety of events on campus and in the community. Murrieta Mesa has ample space for the number of students enrolled at the school.

The students take pride in their school by keeping the campus clean daily. The district provides upkeep, maintenance, and cleaning of district schools. Classrooms, offices, and rest rooms are regularly cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff maintains landscaping. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 19, 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	Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	Minor repairs completed under work order system
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	Minor repairs completed under work order system
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
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	64	72	60	64	50	50
Math	33	38	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	13.9	18.4	55.8

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	574	565	98.43	71.68
Male	284	280	98.59	66.07
Female	290	285	98.28	77.19
Black or African American	29	28	96.55	67.86
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96.00	79.17
Filipino	17	17	100.00	82.35
Hispanic or Latino	216	213	98.61	64.32
Native Hawaiian or Pacific Islander	--	--	--	--
White	235	233	99.15	75.97
Two or More Races	42	42	100.00	78.57
Socioeconomically Disadvantaged	213	207	97.18	64.73
English Learners	33	29	87.88	41.38
Students with Disabilities	70	67	95.71	16.42
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

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	574	565	98.43	38.41
Male	284	280	98.59	40.71
Female	290	285	98.28	36.14
Black or African American	29	28	96.55	17.86
American Indian or Alaska Native	--	--	--	--
Asian	25	24	96.00	54.17
Filipino	17	17	100.00	58.82
Hispanic or Latino	216	213	98.61	30.99
Native Hawaiian or Pacific Islander	--	--	--	--
White	235	233	99.15	42.06
Two or More Races	42	42	100.00	47.62
Socioeconomically Disadvantaged	213	207	97.18	30.92
English Learners	33	29	87.88	6.90
Students with Disabilities	70	67	95.71	2.99
Foster Youth	--	--	--	--
Homeless	11	11	100.00	0.00

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)

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. Parents are invited to attend Back-to-School Night in the fall, Open House in the spring, and a variety of parent information nights regarding graduation, college applications and financial aid. Parent and community involvement are encouraged through PTSA and School Site Council. PTSA is very active at Murrieta Mesa providing daily assistance on campus in the office, classrooms, and library, and with school activities such as tutoring, chaperoning dances, Red Ribbon Week, Reflections, assemblies, and activities to enhance school spirit and Ram PRIDE. PTSA also helps MMHS provide student recognition for academic success.

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

The contact person for parent involvement and PTSA is Mesa's PTSA president Elsa Cruz. Anyone who is interested in assisting with PTSA activities can email, PTSA_MMHS@murrieta.k12.ca.us

Lastly, 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. At the district level, there are many opportunities for parents' involvement in groups such as; 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 of student and parent groups including: School Site Council (SSC), English Learner Advisory Council (ELAC), principal/student advisory groups, Coffee with the Principal, PTA/PTSA/PTO and staff leadership teams.

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 Mesa. Campus supervisors, administrators, counselors, and a school resource officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment.

The district holds monthly safety meetings and our School Safety Staff works on our Safety Plan throughout the year. MMHS has adopted a Comprehensive School Safety Plan that was updated in October 2019. The plan is presented to all staff and parents, and we conduct student assemblies to address safety issues. In December of 2019 our School Site Council voted to accept the Safety Plan.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure.

Murrieta Mesa is a closed campus that is fully fenced and secured. Visitors must go through the school office for permission to be on campus. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

The school contracts to provide unannounced canine searches of the campus for drugs, alcohol, and weapons. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, the school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the federal NIMS emergency system. In the event of an emergency or urgent situation, our school uses a computerized calling system, Aeries Communications, 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	3.6	3.1	2.4
Expulsions Rate	0.1	0.0	0.1

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*	493.2

* 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)	5.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
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	29	17	24	40	29	15	26	45	28	15	37	38
Mathematics	27	19	35	25	29	15	29	39	28	18	39	31
Science	29	9	26	39	28	13	40	27	27	18	40	26
Social Science	31	6	17	40	31	10	19	36	28	15	21	37

* 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. Lastly, the district has created: Data, Standards, Learning, and Instruction Specialist (DSLIs) at all

secondary school sites. The DSLIs are unique to each school site and develop site specific professional development for teachers in the areas on math, language arts and science.

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/.

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 a full-time counselors to our school to support social-emotional and academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief, and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as-needed basis (e.g. BreakThrough).

Homework clubs, before and after-school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

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

Rate for Murrieta Mesa High School	2015-16	2016-17	2017-18
Dropout Rate	1.2	0	0.4
Graduation Rate	97.3	98.8	98.2

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/>.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,191	\$1,059	\$6,132	\$92,272
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	-21.7	5.3
School Site/ State	-20.2	11.3

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.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1400
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	75

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	98.58
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	61.78

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	9	N/A
Fine and Performing Arts	2	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	4	N/A
Social Science	18	N/A
All courses	45	26.8

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

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

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

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

CTE programs provide students 14 or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. Through a partnership with Mt. San Jacinto College (MSJC), students who successfully complete approved high school and CTE courses with a grade of B or better qualify for college credit for the course taken.

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

A highlight for the 2017/2018 school year was our Culinary CTE students participating in a competition at Disney World in Orlando, FL. They took first place in entree division and second place overall out of 50 teams.

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.