



Murrieta Valley High School

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

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

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

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

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

Dr. Mark Pettengill, Principal

Highlights & Accomplishments:

- In the 2018-19 California Assessment of Student Performance and Progress (CAASPP) tests, 74% of our 11th grade students met or exceeded the English Language Arts standards and 46% met or exceeded the math standards.
- 70% of students completed the A-G sequence of courses in the Class of 2018.
- National Gold Council Activity 2015-2018
- IB Diploma candidates earn their diploma at a high rate: 90%
- CADA CASL Outstanding Activity Award 2015-2018
- Award winning Visual and Performing Arts programs
- Highly competitive Virtual Enterprise, Robotics and Mock Trial Teams
- Currently have seven career pathways including foods, business, photography, criminal justice, engineering, computer programming and auto. Working to prepare for an eighth pathway next year. Introducing fire science.
- Significant increases in students accessing AP/IB courses and exams
- Currently offer 21 sports. In 2017-18 MVHS teams won five Southwestern League championships. The boys volleyball team were CIF runner-ups and competed in the state tournament. MVHS had their first-ever girls wrestling competitor compete in the state tournament.
- Twenty-eight student athletes signed athletic scholarships to 4 year institutions 2016-2017 and twenty-one in 2017-18.
- Started competitive cheer for the 2018-19 year.
- Intervention programs- Began SMART Saturdays in 2017-18, allowing for students to come in one Saturday each month to work with teachers. Began in school intervention program, "Office Hours" during 2018-19 school year. Have seen a rise in student academic performances.

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	566
Grade 10	566
Grade 11	551
Grade 12	572
Total Enrollment	2,255

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
American Indian or Alaska Native	0.4
Asian	4.1
Filipino	1.9
Hispanic or Latino	30.9
Native Hawaiian or Pacific Islander	0.7
White	53.2
Two or More Races	5.4
Socioeconomically Disadvantaged	28.3
English Learners	2.1
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Murrieta Valley High School	17-18	18-19	19-20
With Full Credential	97	90	86
Without Full Credential	0	1	2
Teaching Outside Subject Area of Competence	0	7	8

Teacher Credentials for Murrieta Valley Unified School District	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 Valley High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	2	0	0
Total Teacher Misassignments*	5	0	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	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 McGraw Hill Reader: Issues Across the Disciplines Adopted 2010 English A Literature Course Companion (Oxford) Adopted 2010 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 English (A): A Literature Course Companion {IB} (Oxford) 2011 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 Financial Algebra (Cengage) Adopted 2015 Calculus Early Transcendentals, Single Variable (Wiley) 2009 A Survey of Mathematics with Applications (Addison Wesley) Adopted 2009 The Practice of Statistics (W.H. Freeman) Adopted 2019 Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009 Mathematics Pathway (AGS) Adopted 2009 Mathematics for the International Student, Mathematics SL (Haese) Adopted 2010 Mathematics for the International Student, Mathematics HL (Haese) Adopted 2010 Mathematics for the Trades (Prentice Hall) Adopted 2004 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 Mathematical Reasoning with Connections (CSU) Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<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 Biology Course Companion (Oxford) Adopted 2010 Biology Higher Level Baccalaureate for the IB Diploma (Prentice Hall) Adopted 2010 Chemistry SL (Prentice Hall) Adopted 2010 Chemistry (Houghton Mifflin) Adopted 2010 Physics Course Companion (Oxford) Adopted 2010 Physics (Prentice Hall) Adopted 2010 Environmental Science: Toward a Sustainable Future (Pearson) Adopted 2010 IB Environmental Systems and Societies (Oxford) Adopted 2015</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
History-Social Science	<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 World History (AGS) Adopted 2006 United States History (AGS) Adopted 2006 United States Government (AGS) Adopted 2006 Economics (AGS) Adopted 2006 History of the Canadian People (Oxford) Adopted 2010 Modern Latin America (Oxford) Adopted 2010 IB Psychology Course Companion (Oxford) Adopted 2018 IB Theory of Knowledge Course Companion (Oxford) Adopted 2010 History of the Americas 1880-1891 (Oxford University Press) Adopted 2017 History: The Move to Global War (Pearson) Adopted 2017 Authoritarian States (Pearson) Adopted 2017 The Cold War: Superpower Tensions and Rivalries (Pearson) Adopted 2017</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	<p>The textbooks listed are from most recent adoption: Yes</p> <p>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 Abriendo Puertas Ambliuando Perspectivas (Houghton Mifflin) Adopted 2016 Triangulo Appilcaciones Practicas de la Lengua Espanol (Wayside) Adopted 2000 Graded Spanish Reader Segunda Etapa (Heath) Adopted 2002 Spanish Three Years (Amsco) Adopted 2002 Tu Mundo (McDougal Littell) Adopted 2000 Nuestro Mundo (McDougal Littell) Adopted 2000 Spanish B Course Companion and Workbook (Oxford) Adopted 2019 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Deutsch im Einsatz (Advanced Materials LTD) Adopted 2019 Bravo (Heinle and Heinle) Adopted 2000 Images Deux (Holt McDougal) Adopted 2010 Images Trois (Hold McDougal) Adopted 2010 French B Course Companion (Oxford) Adopted 2019 Graded French Reader: Premiere Etape (ITP) Adopted 2010 Learning American Sign Language (Allyn & Bacon) Adopted 2000 Signing Naturally Level 1 (Dawn Sign Press) Adopted 2001 Signing Naturally Level 2 (Dawn Sign Press) Adopted 2002 Signing Naturally Level 3 (Dawn Sign Press) Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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</p> <p>Percent of students lacking their own assigned textbook: 0</p>
Visual and Performing Arts	<p>Guide to IB Drawing (ITP) Adopted 2010 Music an Appreciation (Mc-Graw Hill) Adopted 2010 Thinking Musically (Oxford) Adopted 2010</p> <p>The textbooks listed are from most recent adoption: Yes</p> <p>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)

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

Upkeep, maintenance, and cleaning are provided by the district. Schools and restrooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and maintains landscaping on a regular weekly schedule. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 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	Fair	Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Minor repairs completed under work order system
Electrical: Electrical	Good	Minor repairs completed under work order system
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Minor repairs completed under work order system
Safety: Fire Safety, Hazardous Materials	Good	Minor repairs completed under work order system
Structural: Structural Damage, Roofs	Good	Minor repairs completed under work order system
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Minor repairs completed under work order system
Overall Rating	Good	

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	66	74	60	64	50	50
Math	37	46	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	16.2	24.2	49.2

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	521	514	98.66	73.58
Male	267	261	97.75	66.80
Female	254	253	99.61	80.56
Black or African American	23	23	100.00	43.48
Asian	23	22	95.65	86.36
Filipino	--	--	--	--
Hispanic or Latino	180	178	98.89	68.18
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	254	98.83	79.05
Two or More Races	25	25	100.00	76.00
Socioeconomically Disadvantaged	158	157	99.37	67.74
English Learners	21	20	95.24	26.32
Students with Disabilities	65	61	93.85	35.59
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	521	506	97.12	45.94
Male	267	257	96.25	43.97
Female	254	249	98.03	47.98
Black or African American	23	22	95.65	22.73
Asian	23	22	95.65	86.36
Filipino	--	--	--	--
Hispanic or Latino	180	173	96.11	39.53
Native Hawaiian or Pacific Islander	--	--	--	--
White	257	252	98.05	47.22
Two or More Races	25	25	100.00	64.00
Socioeconomically Disadvantaged	158	154	97.47	39.61
English Learners	21	20	95.24	25.00
Students with Disabilities	65	59	90.77	10.17
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)

Murrieta Valley Unified School District is committed to collaborating with parents and providing opportunities for engagement. Parents and community members are encouraged to be involved through MVHS's; Parent Teacher Student Association (PTSA), School Site Council (SSC), booster organizations, professional study groups (PSG), activities, and athletics. Parents meet monthly with the principal in "Coffee with the Principal" and "Appetizers with the Principal" sessions. The PTSA actively supports programs and activities and provides scholarships to seniors. There has been a 50% increase in PTSA memberships in the last two years. The SSC, which includes parents and staff members, meets regularly to evaluate the effectiveness of the school's programs, review curriculum, and approve the school's budget of funds allocated for specific purposes. Parents attend the Back-to-School Night and Open House, and the principal meets with parents once a month to discuss new developments and address concerns through Coffee/Appetizers with the Principal. Periodic surveys are conducted with parents regarding hot topics, most recently the topic was dress code. All stakeholders developed the MVHS Parent Involvement Policy.

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

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

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 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.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

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

Students have taken an active role in school safety by running a student-led assembly. The Marine JROTC in conjunction with ASB and PTSA raised more than \$10,000 for supplies directed towards student safety.

Video surveillance cameras monitor activity on and around the campus 24 hours a day. Video surveillance cameras are a deterrent to trespassers, vandalism, or other illegal activities that might occur on campus. They also help administrators with discipline issues and help in the investigation of any crimes that might occur on campus during the school day or after school hours, making our school safer and more secure. Parents and students can report problems such as bullying and safety concerns online or on the district's mobile app. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

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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	1.3	1.7	1.6
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*	451.0

* 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)	
Other	1.5

* 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.

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	27	21	47	23	27	17	55	16	26	25	41	21
Mathematics	29	12	35	36	28	16	46	22	26	23	36	24
Science	30	10	37	32	29	8	46	23	29	8	45	19
Social Science	29	11	29	34	27	15	42	19	27	15	37	16

* 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. AVID trainings are made available for all teachers.

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 Valley High School	2015-16	2016-17	2017-18
Dropout Rate	1.2	0	0.2
Graduation Rate	96.8	96.1	98.6

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,823	\$1,252	\$6,571	\$93,161
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	-14.9	6.2
School Site/ State	-13.3	12.3

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.

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	540
% of pupils completing a CTE program and earning a high school diploma	100
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.99
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	68.47

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		N/A
Foreign Language	4	N/A
Mathematics	8	N/A
Science	3	N/A
Social Science	11	N/A
All courses	35	24.8

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. Career Technical Education (CTE) programs provide students 16 years of age or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. MVHS offers CTE courses in automotive technology, law enforcement and forensic science. In addition, students have access to other CTE courses offered out of the district. Through a partnership with Mt. San Jacinto College (MSJC), students who successfully complete approved high school and CTE courses with a grade of B or better qualify for college credit for the course.

Students have opportunities to take aptitude tests and sign up for the ASVAB for military aptitudes. Other classes, such as food, photography, media technology and drafting also give students skills for employment. Through a partnership with MSJC, several courses are articulated and students receive dual enrollment credit for the high school course and college credits on a college transcript. All careers classes and CTE classes invite guests to speak to students about career opportunities. College presentations also offer Career Education/Employment Concentrations and certificate programs.

The MVHS Robotics program partners with the Southwest Community Development Corporation and has received grants for the development of robotics. Robotics students compete on an international level, and the solar club is building a solar powered car.

All students are required to complete a senior culminating project in their senior year. This process starts with a career inventory in ninth grade and in tenth grade each student continues their Individualized Learning Plan through one-on-one sessions with their counselor. In their junior year, each student must write a reflective essay that is scored with a common district rubric. This process culminates with the senior exit interview. Each senior student must successfully complete the exit interview which is conducted before a select panel of staff and community members. The topic of this presentation style interview will allow for each student to reflect on their high school experience and present their post high school plan.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <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.