



# Murrieta Elementary School

24725 Adams Ave. • Murrieta, CA 92562 • (951) 696-1401 • Grades K-5

Rob Lurkins, Principal

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<https://www.murrieta.k12.ca.us/murrieta>

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Murrieta Valley Unified School District

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

#### District Governing Board

Ken Dickson  
Board Member

Paul Diffley  
Board Member

Linda Lunn  
Board President

Oscar Rivas  
Clerk of the Board

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 Elementary School serves students in transitional kindergarten through grade five. The values and traditions of Murrieta Elementary focus on meeting the changing needs of our diverse student population.

Murrieta Elementary School is committed to providing each student with a high-quality education that reflects student achievement while emphasizing responsibility, life skills, and lifelong learning. We believe our primary purpose is to provide the opportunity for each student to learn to the best of his or her ability. Murrieta Elementary School was named a California Distinguished School Award in 2014. Our staff provides a caring and safe environment with strong, positive connections between students, staff and families. Consistent programs will provide depth in curriculum, using a wide variety of learning strategies to ensure success for all students.

We want to develop each student's skills to meet life's challenges with honesty, integrity, courage, and the desire to reach for intellectual and personal excellence for the betterment of the community, the nation, and the world. We invite parents and community members to join us as we continue to set high expectations and assist our students in "stalking success." Parents are considered to be an important part of the school experience. We value parents as participants. Parental support and enrichment help children view school as vital and relevant to their lives. Educating our youth must be a partnership. Together we can prepare today's students to succeed in tomorrow's world.

Robert Lurkins, Principal

### Highlights & Achievements:

- In 2020, the CAASPP was canceled due to the COVID-19 Pandemic. 2018-2019 was the fifth year of the California Assessment of Student Performance and Progress (CASSPP) testing, 66% of Murrieta Elementary School's 3rd-5th grade students met or exceeded standards in English Language Arts and 59% of 3rd-5th grade students met or exceeded standards in Math. That is a 4% growth in ELA and a 3% growth in Math from the previous year.
- Murrieta Elementary was selected by the Campaign for Business and Education Excellence Honor Roll School for raising student achievement and closing achievement gaps from 2015 - 2019
- Our in-school interventions help our students improve their understanding of concepts and fill in missing skills.
- In addition to our virtual academics, we are also running our Character Counts Virtual Karate Club and our virtual Chess Club. We are continuing to have our Stalking Success Awards and our monthly lunch with the principal. Our English Language Learners have participated in a re-classification ceremony where they were honored for being fluent in the English language. Every Friday we have our Friday Book Club where a special guest or student is reading a story from their favorite book. We have continued to have VAPA programs and extracurricular activities like art, cartooning, symphony orchestra, and our 5th grade band. Our teachers have created engagement by continuing to have virtual field trips to places of interest and have done virtual ride along with police officers and firefighters. We have had our virtual Red Ribbon Week and we have had spirit days where students participate in challenges and activities to build school spirit and culture.

Our counseling and engagement team have been working with families to remove barriers from virtual learning. We have made home visits, delivered technology, books, and supplies for families that were not able to make it to pick up days, we have supported families with social and emotional support and provided information and services for those in need.

Implemented in-person cohorts of students that need to have social interaction as well as cohorts of students that need help with connectivity and engagement when virtual school is challenging in their homes.

### 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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level      | Number of Students |
|------------------|--------------------|
| Kindergarten     | 148                |
| Grade 1          | 159                |
| Grade 2          | 172                |
| Grade 3          | 141                |
| Grade 4          | 149                |
| Grade 5          | 147                |
| Total Enrollment | 916                |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 4.6                         |
| American Indian or Alaska Native    | 0.3                         |
| Asian                               | 2.3                         |
| Filipino                            | 0.8                         |
| Hispanic or Latino                  | 42.1                        |
| Native Hawaiian or Pacific Islander | 0.4                         |
| White                               | 40.5                        |
| Two or More Races                   | 8.1                         |
| Socioeconomically Disadvantaged     | 46.8                        |
| English Learners                    | 12.3                        |
| Students with Disabilities          | 10.3                        |
| Foster Youth                        | 0.4                         |
| Homeless                            | 2.2                         |

### 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 Elementary | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | 38    | 40    | 40    |
| Without Full Credential                     | 1     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Murrieta Valley     | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | ◆     | ◆     | 977   |
| Without Full Credential                     | ◆     | ◆     | 16    |
| Teaching Outside Subject Area of Competence | ◆     | ◆     | 0     |

#### Teacher Misassignments and Vacant Teacher Positions at Murrieta Elementary School

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 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 2020-21)

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 2020

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013<br>Wonders (McGraw Hill) Grades K-1 Adopted in 2017<br>Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017<br>READ 180 Universal stage A (Houghton Mifflin) Grades 4-5 2016<br>System 44 (Houghton Mifflin) Grades 3-5 2010<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| Mathematics            | Go Math California (Houghton Mifflin) Grades K-5 Adopted in 2014<br>Math 180 (Scholastic) Adopted in 2013<br><br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0  |
| Science                | California Science (Macmillan) Grades K-5 Adopted in 2008<br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0   |
| History-Social Science | Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007<br>Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007<br><br><b>The textbooks listed are from most recent adoption:</b> No<br><b>Percent of students lacking their own assigned textbook:</b> 0   |

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

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

Murrieta Elementary School opened in 1958 as the first school in what would later become the Murrieta Valley Unified School District. Over the years classrooms, offices, and a cafeteria were added. A comprehensive modernization program was completed in 2002. The school has 44 classrooms, a multipurpose room, a cafeteria, a library, two computer lab, administrative offices, a staff lounge, and two play areas—one for kindergarten students and one for first through fifth graders. Childcare facilities for all grades are located on campus in a separate room.

We have ample space for the number of students enrolled at the school. At certain times during the school year the school may be at or near capacity. When that occurs, new students may be assigned to an overflow school in the district where classroom space exists. The district provides upkeep, maintenance, and cleaning. Schools and rest rooms 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 members pick up litter and maintain landscaping on a regular weekly schedule.

Corrective and preventative maintenance are 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: July 16, 2020**

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### 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 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 66           | N/A          | 64             | N/A            | 50          | N/A         |
| Math    | 59           | N/A          | 52             | N/A            | 39          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 High School

##### Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 42           | N/A          | 39             | N/A            | 30          | N/A         |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

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, 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) transitioned to virtual. Additionally, our school sites implemented virtual student and parent groups including: School Site Council (SSC), English Learner Advisory Council (ELAC), principal/student advisory groups, virtual PTA/PTSA/PTO and staff leadership team meetings and virtual school activities such as Friday Flag, and school counseling guidance lessons and appointments.

The contact person for parent involvement is our principal, Rob Lurkins. He can be reached at (951) 696-1401.

**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 Year 2020-2021)**

School safety is a high priority at Murrieta Elementary. 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. Murrieta Elementary 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 holds monthly virtual safety meetings, and our School Site Council (SSC) works on our Safety Plan throughout the year. We adopted a Comprehensive School Safety Plan that we review annually; our last review took place in November 2020. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues. 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.

In a traditional school year, all MVUSD schools prepare for emergencies, through regular evacuation drills including 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**

(data collected between July through June, each full school year respectively)

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.4            | 0.1            | 1.7              | 1.5              | 3.5           | 3.5           |
| Expulsions  | 0.0            | 0.0            | 0.0              | 0.0              | 0.1           | 0.1           |

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | 0.1            | 1.27             | 2.5           |
| Expulsions  | 0.0            | .02              | 0.1           |

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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 Pupils to Academic Counselor (School Year 2019-2020)**

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 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 2019-2020)**

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) |                                      |
| Library Media Teacher (Librarian)                   |                                      |
| Library Media Services Staff (Paraprofessional)     |                                      |
| Psychologist  | 0.4                                  |
| Social Worker                                       | 1                                    |
| Nurse   |                                      |
| Speech/Language/Hearing Specialist                  | 1                                    |
| Resource Specialist (non-teaching)                  |                                      |
| Other   | 5.5                                  |

\*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 (Elementary)**

| Grade Level | 2017-18            | 2017-18                 | 2017-18                  | 2017-18                | 2018-19            | 2018-19                 | 2018-19                  | 2018-19                | 2019-20            | 2019-20                 | 2019-20                  | 2019-20                |
|-------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|--------------------|-------------------------|--------------------------|------------------------|
|             | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ | Average Class Size | # of Classes* Size 1-20 | # of Classes* Size 21-32 | # of Classes* Size 33+ |
| K           | 27                 |                         | 6                        |                        | 23                 | 2                       | 4                        |                        | 14                 | 10                      |                          |                        |
| 1           | 25                 |                         | 5                        |                        | 26                 |                         | 6                        |                        | 25                 |                         | 6                        |                        |
| 2           | 25                 |                         | 5                        |                        | 24                 |                         | 5                        |                        | 27                 |                         | 6                        |                        |
| 3           | 32                 |                         | 4                        |                        | 22                 | 1                       | 5                        |                        | 27                 |                         | 5                        |                        |
| 4           | 30                 |                         | 5                        |                        | 33                 |                         | 2                        | 2                      | 32                 |                         | 4                        |                        |
| 5           | 29                 | 1                       | 4                        | 1                      | 27                 | 1                       | 5                        |                        | 31                 |                         | 4                        |                        |
| Other**     | 15                 | 1                       |                          |                        |                    |                         |                          |                        | 18                 | 3                       | 1                        |                        |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Professional Development (Most Recent Three Years)**

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 2       | 2       | 5       |

During the 2019-2020 school year, Murrieta Valley USD continued to provide professional development to support teachers and staff in delivering high quality learning for our students. During the spring closure for schools, district employees were offered a week-long professional development series focused on virtual learning skills and resources. All trainings centered around engagement strategies and 21st Century digital skills necessary to instruct students virtually. In addition, ongoing asynchronous and weekly live trainings were offered throughout the year to all staff.

As MVUSD prepared to strengthen teachers' online instructional pedagogy for the 2020-21 school year, teachers and administrators were provided access to the Leading-Edge Certification program, which is a 30-hour online course in robust virtual learning skills and strategies. During the summer, MVUSD provided opportunities for teachers to prepare for the upcoming school year focused on providing quality virtual instruction and mitigating learning loss for students in a virtual environment. Additionally, the student calendar was adjusted to move two professional development days to the beginning of the school year for intensive training on the implementation of our new learning management system (Canvas). All teachers take part in monthly virtual staff meetings that are used for training, community building, and communication.

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.

### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$47,792        | \$50,029                                     |
| Mid-Range Teacher Salary      | \$79,140        | \$77,680                                     |
| Highest Teacher Salary        | \$111,153       | \$102,143                                    |
| Average Principal Salary (ES) | \$129,656       | \$128,526                                    |
| Average Principal Salary (MS) | \$135,343       | \$133,574                                    |
| Average Principal Salary (HS) | \$152,791       | \$147,006                                    |
| Superintendent Salary         | \$246,000       | \$284,736                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 40.0            | 33.0   |
| Administrative Salaries    | 5.0             | 5.0  |

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

### Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students and their families virtually and by appointment in-person.

The district provides a full-time counselor 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. During distance learning, our counselors have provided virtual "Counseling Corner", videos and office hours to assist students, families, and staff in need.

24/7 tutoring was implemented through Paper.co for all students in grades 4-12. This online 24/7 service is free to students, in lieu of in-person homework clubs, and before/after-school tutoring programs. Extended learning opportunities during the summer break continues to provide additional support for students who need assistance with basic curriculum.

### 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).

### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | \$7,694 | \$1,460    | \$6,235      | \$90,992               |
| District    | N/A     | N/A        | \$7,921      | \$88,700               |
| State       | N/A     | N/A        | \$7,750      | \$83,052               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -23.8        | 2.6                    |
| School Site/ State   | -21.7        | 9.1                    |

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