Murrieta Valley High School

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

Murrieta Valley Unified School District
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District Governing Board

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Board Member

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Board Member

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Board President

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Superintendent

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Deputy Superintendent of Business and Operations

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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 inspire academic excellence, to create a caring and respectful community and to foster integrity and character in our students.

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:

- 61% of students completed the A-G sequence of courses in the Class of 2020.
- National Gold Council Activity 2019-20
- IB Diploma candidates earn their diploma at a high rate: 90%
- CADA CASL Outstanding Activity Award 2020-21
- 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, fire science and auto. Working to prepare for an eighth pathway next year.
- Significant increases in students accessing AP/IB courses and exams
- Currently offer 21 sports. In 2018-19 MVHS teams won five Southwestern League championships. The girls volleyball team were CIF runner-up and competed in the state tournament. MVHS has continued their string of boys and girls water polo league championships for the past two decades. MVHS has a nationally acclaimed cheerleading program.
- Twenty-one student athletes signed athletic scholarships to 4 year colleges in 2019-20.
- We are in our third year of hosting the Mount San Jacinto Community College Annex on our campus

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
Grade 9	653
Grade 10	572
Grade 11	532
Grade 12	545
Total Enrollment	2,302

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.7
American Indian or Alaska Native	0.4
Asian	3.1
Filipino	2
Hispanic or Latino	32.8
Native Hawaiian or Pacific Islander	0.6
White	51.5
Two or More Races	5.6
Socioeconomically Disadvantaged	30.5
English Learners	2
Students with Disabilities	11.3
Foster Youth	0.3
Homeless	0.5

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 Valley High	18-19	19-20	20-21
With Full Credential	90	86	93
Without Full Credential	1	2	4
Teaching Outside Subject Area of Competence	7	8	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 Valley High 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	myPerspectives Grade 9 (Pearson) Adopted 2020 myPerspectives Grade 10 (Pearson) Adopted 2020 myPerspectives Grade 11 (Pearson) Adopted 2020 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 2019 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 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Science	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 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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	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 **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
Foreign Language	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 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	Lifetime Health (Holt Reinhart, and Winston) Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Visual and Performing Arts	Guide to IB Drawing (ITP) Adopted 2010 Music an Appreciation (Mc-Graw Hill) Adopted 2010 Thinking Musically (Oxford) Adopted 2010 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)
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)
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 18, 2020

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
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	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	**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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	74	N/A	64	N/A	50	N/A
Math	46	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	40	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)
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. The PTSA actively supports programs and activities and provides scholarships to seniors. There has been an increase in PTSA memberships in the last several years. The number of PTSA memberships is the highest of any school in our district. 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. 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 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.

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 Year 2020-2021)
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. Our number of school suspensions have decreased over the past five years.

The district holds monthly virtual 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. 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.

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.

The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. In addition, our school has an Emergency and Disaster Preparedness Plan that aligns with the federal NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. In the event of an emergency or urgent situation, our school uses a computerized calling system through Aeries Communication, to immediately notify all families of an emergency via email, phone call, text and app alerts.

Suspensions and Expulsions
(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	1.7	1.6	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	1.16	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*	460.4

*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)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

*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	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
English	27	17	55	16	26	25	41	21	28	15	44	25
Mathematics	28	16	46	22	26	23	36	24	27	20	35	27
Science	29	8	46	23	29	8	45	19	28	17	28	28
Social Science	27	15	42	19	27	15	37	16	27	17	41	13

*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 (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	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/.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$8,376	$1,497	$6,879	$92,532
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	-14.1	4.2
School Site/ State	-11.9	10.8

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

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.

State Priority: Pupil Engagement
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

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

Rate for Murrieta Valley High School	2016-17	2017-18	2018-19
Dropout Rate	0	0.2	0.2
Graduation Rate	96.1	98.6	98.7

Rate for Murrieta Valley Unified School	2016-17	2017-18	2018-19
Dropout Rate	0.3	0.9	0.7
Graduation Rate	96.2	97	96.4

Rate for California	2016-17	2017-18	2018-19
Dropout Rate	9.1	9.6	9
Graduation Rate	82.7	83	84.5

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	1017
% of pupils completing a CTE program and earning a high school diploma	41.5
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	22.7

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	98.26
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	65.23

2019-20 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts		N/A
Foreign Language	4	N/A
Mathematics	5	N/A
Science	4	N/A
Social Science	12	N/A
All courses	31	23.7

*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 business, engineering, photography, foods, fire science, 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).

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.