

# Avaxat Elementary School and Family Services

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aal/c/](http://www.cde.ca.gov/fg/aal/c/)

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Avaxat Elementary School and Family Services
<b>Street</b>	24300 Las Brisas
<b>City, State, Zip</b>	Murrieta, CA , 92562
<b>Phone Number</b>	(951)696-1402
<b>Principal</b>	Ocean Walker
<b>Email Address</b>	owalker@murrieta.k12.ca.us
<b>School Website</b>	<a href="https://www.murrieta.k12.ca.us/avaxat">https://www.murrieta.k12.ca.us/avaxat</a>
<b>County-District-School (CDS) Code</b>	33-75200-6106868

## 2021-22 District Contact Information

<b>District Name</b>	Murrieta Valley Unified School District
<b>Phone Number</b>	(951) 696-1600
<b>Superintendent</b>	Patrick Kelley
<b>Email Address</b>	pkelley@murrieta.k12.ca.us
<b>District Website Address</b>	www.murrieta.k12.ca.us

## 2021-22 School Overview

Avaxat provides an extraordinary education that cultivates each student's academic, emotional, and social potential and prepares children to live up to their dreams. Students benefit from our strong standards-based curriculum which promotes critical thinking and academic success for all students. Staff believes in teaching the "whole" child, which includes addressing students' emotional needs. An enriched learning environment leads to enthusiasm for learning and attending school daily. We encourage students to self-reflect and make positive choices. "Through our gates pass the greatest students in our world" is a belief that resonates throughout Avaxat. We continue to promote positive classrooms and digital environments through Positive Behavior Interventions and Supports (PBIS) education. We expect all students and staff to communicate effectively, and we teach students that they can develop lasting relationships by having a mutual respect for others and the environment. - Ocean Walker, Principal

### Highlights & Achievements

- Avaxat students continues to show growth in both ELA and Mathematics through the i-Ready assessments.
- We are in our sixth year of implementing the AVID program which includes Transitional Kindergarten-Fifth grade.
- PTA is actively involved in Red Ribbon Week, Reflections, virtual book fairs, virtual Reading Nights, virtual Science Nights, as well as reward and incentive programs and virtual assemblies to enhance school and community spirit.
- Students are recognized for displaying good character and citizenship and for academic achievement throughout the year, both at formal assemblies and within the classroom.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	121
Grade 1	136
Grade 2	127
Grade 3	117
Grade 4	137
Grade 5	118
Total Enrollment	756

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.9
American Indian or Alaska Native	0.5
Asian	2.5
Black or African American	4.8
Filipino	2.6
Hispanic or Latino	54
Native Hawaiian or Pacific Islander	0.4
Two or More Races	7.4
White	26.2
English Learners	7.8
Foster Youth	0.4
Homeless	1.2
Socioeconomically Disadvantaged	54.2
Students with Disabilities	19.2

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 Board of Education adoption at a public meeting.

Year and month in which the data were collected

September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Big Day for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2013 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 Universal stage A (Houghton Mifflin) Grades 4-5 2016 System 44 (Houghton Mifflin) Grades 3-5 2010	Yes	0
<b>Mathematics</b>	Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014 Math 180 Grade 5 (Houghton Mifflin) Adopted in 2013	Yes	0
<b>Science</b>	California Science (Macmillan) Grades K-5 Adopted in 2008	No	0
<b>History-Social Science</b>	Scott Foresman History Social Science for California (Pearson) Grades K-1 Adopted in 2007 Reflections Social Studies (Harcourt) Grades 2-5 Adopted in 2007	No	0

## School Facility Conditions and Planned Improvements

Avaxat opened in 1987 and moved into its current facilities in 1993. The school has 40 classrooms, one multipurpose room, a library, three computer labs, administrative offices, a cafeteria, a staff lounge, and two play areas, one for kindergarten students and one designated for students in grades one through five. Childcare facilities for students in grades kindergarten through five 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's Facilities/Operational Services Departments provide upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff maintains 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.

Year and month of the most recent FIT report

July 14, 2021

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	197	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	20	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	207	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	35	NT	NT	NT	NT
White	91	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	215	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	376	NT	NT	NT	NT
Female	197	NT	NT	NT	NT
Male	179	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	20	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	207	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	35	NT	NT	NT	NT
White	91	NT	NT	NT	NT
English Learners	34	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	14	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	215	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	89	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	339	325	95.87	4.13	55.69
Female	183	177	96.72	3.28	58.19
Male	156	148	94.87	5.13	52.70
American Indian or Alaska Native	15	14	93.33	6.67	28.57
Asian	21	21	100	0	71.43

<b>Black or African American</b>	41	38	92.68	7.32	63.16
<b>Filipino</b>	21	18	85.71	14.29	50.00
<b>Hispanic or Latino</b>	125	122	97.60	2.40	50.82
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	66.67
<b>Two or More Races</b>	45	42	93.33	6.67	52.38
<b>White</b>	85	81	95.29	4.71	60.49
<b>English Learners</b>	31	29	93.55	6.45	24.14
<b>Foster Youth</b>	3	3	100	0	0
<b>Homeless</b>	5	5	100	0	60.00
<b>Military</b>	10	9	90.00	10.00	44.44
<b>Socioeconomically Disadvantaged</b>	189	182	96.30	3.70	50.55
<b>Students Receiving Migrant Education Services</b>	0	0	NA	NA	NA
<b>Students with Disabilities</b>	81	72	88.89	11.11	33.33

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	339	321	94.69	5.31	43.93
<b>Female</b>	183	173	94.54	5.46	36.99
<b>Male</b>	156	148	94.87	5.13	52.03
<b>American Indian or Alaska Native</b>	15	14	93.33	6.67	28.57
<b>Asian</b>	21	19	90.48	9.52	52.63
<b>Black or African American</b>	41	38	92.68	7.32	39.47
<b>Filipino</b>	21	17	80.95	19.05	47.06
<b>Hispanic or Latino</b>	125	120	96.00	4.00	44.17
<b>Native Hawaiian or Pacific Islander</b>	3	3	100	0	66.67
<b>Two or More Races</b>	45	41	91.11	8.89	36.59
<b>White</b>	85	82	96.47	3.53	50.00
<b>English Learners</b>	31	28	90.32	9.68	17.86
<b>Foster Youth</b>	3	3	100	0	33.33
<b>Homeless</b>	5	5	100	0	20.00
<b>Military</b>	10	9	90.00	10.00	33.33
<b>Socioeconomically Disadvantaged</b>	189	179	94.71	5.29	40.78
<b>Students Receiving Migrant Education Services</b>	0	0	NA	NA	NA

<b>Students with Disabilities</b>	81	72	88.89	11.11	27.78
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	119	NT	NT	NT	NT
<b>Female</b>	66	NT	NT	NT	NT
<b>Male</b>	53	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	69	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	27	NT	NT	NT	NT
<b>English Learners</b>	11	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	75	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	32	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

MVUSD is a California Distinguished District for many reasons. One of those reasons is our intentional efforts to partner with parents and families to obtain authentic feedback regarding their student's academic journey, social-emotional needs, and connections within their school site. At the district level, there are several opportunities for parent involvement with groups such as African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC), Special Education Parent Advisory Council (SEPAC), Career Technical and Education (CTE) Advisory Board, and Local Control Accountability Program (LCAP) teams. Since 2020, all parent advisory groups have transitioned to virtual evening meetings. This change maximizes accessibility and participation from our parent community. In addition to these district advisory groups, each school site implements site specific opportunities for parent involvement. These opportunities include but are not limited to, School Site Council (SSC), principal coffee's/meetups, virtual PTA/PTSA/PTO, and English Learner Advisory Councils (ELAC).

At Avaxat, administration works hard to involve parents in their child's education. Parents are encouraged to remain active in our school physically and virtually. Some of the opportunities for parent involvement at the school site include parent volunteers in outdoors spaces, attendance to Friday Flag assemblies and special events held outdoors on school campus. We also offer virtual meetings groups such as PTA and SSC which allows more to participate.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	799	788	92	11.7
Female	407	403	38	9.4
Male	392	385	54	14.0
American Indian or Alaska Native	4	4	2	50.0
Asian	19	19	0	0.0
Black or African American	39	39	6	15.4
Filipino	21	21	0	0.0
Hispanic or Latino	427	422	50	11.8
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	66	64	6	9.4
White	210	206	27	13.1
English Learners	82	81	7	8.6
Foster Youth	5	5	1	20.0
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	448	443	66	14.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	185	183	39	21.3

### C. Engagement

#### 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

## Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.66	0.00	1.52	0.06	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.03	1.50	2.45
<b>Expulsions</b>	0.00	0.01	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

School safety is a high priority at Avaxat 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. Avaxat is a closed campus that is fully fenced. The district holds regular safety meetings with our law enforcement partners, mental health providers, security personnel and administrators. Furthermore, 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 September 2021. The plan is presented to all staff and parents. Additionally, we hold numerous student assemblies to address safety issues. All MVUSD schools prepare for emergencies, through regular evacuation drills and our Emergency and Disaster Preparedness Plan which 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 alert system powered by Parent Square, to immediately alert all families of an emergency via email, phone, text and app. Every school has video surveillance cameras strategically placed throughout campus. These surveillance system serves as a deterrent to trespassers, vandalism, and other illegal activities. They also help our School Resource Officers and school 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. All guests and parent volunteers to campus are screened through the Raptor Visitor Management System, which runs the individual's identification through the California's Megan's Law database as well as all 50 states' sex offender databases. Guests without legal identification are not permitted on campus. Avaxat strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

### D. Other SARC Information

### Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	3	5	
1	18	5		
2	23		5	
3	25		4	
4	35			2
5	28	1	3	1
6				
Other	12	1		

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	11		
1	23		5	
2	25		4	
3	24		5	
4	35			3
5	30		3	
6				
Other	13	4		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	10		
1	25		5	
2	28		4	
3	23	1	4	
4	34			2
5	33		1	
6				
Other	15	5	1	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	756

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	1
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,497	\$2,489	\$6,008	\$88,818
<b>District</b>	N/A	N/A	\$7,912	\$91,077
<b>Percent Difference - School Site and District</b>	N/A	N/A	-27.4	-2.5
<b>State</b>			\$8,444	\$84,665
<b>Percent Difference - School Site and State</b>	N/A	N/A	-33.7	4.8

## 2020-21 Types of Services Funded

The district provides a variety of programs to meet the needs of our diverse student population. This includes academic, athletic, enrichment, extra-curricular, and social emotional programs to identify and support students and their families. In addition to the teaching and administration staff, each school's support team is comprised of health technician, a school nurse, counselor, and psychologist who are available to meet with students and their families virtually and in-person. Each school counselor is full-time focused on social-emotional and academic success. Counselors teach guidance lessons; facilitate small groups on social skills, anger management, grief, and loss, provide support to military-connected students, assist with conflict-resolution, and ensure there are positive supports on campus. School counselors also provide individual responsive services, interventions, and referrals on an as-needed basis.

Expanded this school year are tutoring and office hour sessions to address learning loss students faced during the pandemic closures.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$49,477	\$50,897
<b>Mid-Range Teacher Salary</b>	\$81,929	\$78,461
<b>Highest Teacher Salary</b>	\$115,072	\$104,322
<b>Average Principal Salary (Elementary)</b>	\$133,091	\$131,863
<b>Average Principal Salary (Middle)</b>	\$139,787	\$137,086
<b>Average Principal Salary (High)</b>	\$158,439	\$151,143
<b>Superintendent Salary</b>	\$252,150	\$297,037
<b>Percent of Budget for Teacher Salaries</b>	38%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## Professional Development

Murrieta Valley USD prides itself on implementing professional development opportunities for all employees. All teachers participate in monthly site staff meetings that are used for training, community building, and communication. Since the pandemic began district employees were offered a variety of professional development opportunities focused on reengaging students to the classroom and addressing learning loss. Continued trainings on engagement strategies and 21st Century digital skills were also offered to ensure teaching staff were equipped at creating synchronous and asynchronous instruction. Educational Services also continued to offer ongoing asynchronous and weekly live trainings to all staff throughout the 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. New teachers continue to be provided with support and the opportunity to clear their credential through the district's Teacher Induction Program. This program takes them through a rigorous and reflective learning process with the help of an MVUSD 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.

Lastly, a summer training series was implemented in the summer of 2021 to provide all personnel the tools needed to support the social emotional and academic needs of our students as they returned to in-person learning. Topics included, brain-based practices for trauma-responsiveness, suicide prevention, reengaging students, adaptive technology, maximizing professional learning communities, and topics within special education. These trainings were required before the beginning of the 2021-22 school year.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	5	5

# Murrieta Valley Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	Murrieta Valley Unified School District
<b>Phone Number</b>	(951) 696-1600
<b>Superintendent</b>	Patrick Kelley
<b>Email Address</b>	pkelley@murrieta.k12.ca.us
<b>District Website Address</b>	www.murrieta.k12.ca.us

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	11984	NT	NT	NT	NT
<b>Female</b>	5901	NT	NT	NT	NT
<b>Male</b>	6081	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	38	NT	NT	NT	NT
<b>Asian</b>	478	NT	NT	NT	NT
<b>Black or African American</b>	643	NT	NT	NT	NT
<b>Filipino</b>	359	NT	NT	NT	NT
<b>Hispanic or Latino</b>	4872	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	75	NT	NT	NT	NT
<b>Two or More Races</b>	1144	NT	NT	NT	NT
<b>White</b>	4375	NT	NT	NT	NT
<b>English Learners</b>	595	NT	NT	NT	NT
<b>Foster Youth</b>	67	NT	NT	NT	NT
<b>Homeless</b>	422	NT	NT	NT	NT
<b>Military</b>	682	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	4406	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	2113	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11984	NT	NT	NT	NT
Female	5901	NT	NT	NT	NT
Male	6081	NT	NT	NT	NT
American Indian or Alaska Native	38	NT	NT	NT	NT
Asian	478	NT	NT	NT	NT
Black or African American	643	NT	NT	NT	NT
Filipino	359	NT	NT	NT	NT
Hispanic or Latino	4872	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	75	NT	NT	NT	NT
Two or More Races	1144	NT	NT	NT	NT
White	4375	NT	NT		NT
English Learners	595	NT	NT	NT	NT
Foster Youth	67	NT	NT	NT	NT
Homeless	422	NT	NT	NT	NT
Military	682	NT	NT	NT	NT
Socioeconomically Disadvantaged	4406	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	2113	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.