Murrieta Mesa High School
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/
	For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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/ 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

School Name	Murrieta Mesa High School
Street	24801 Monroe Avenue
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 677-0568
Principal	Scott Richards Jr
Email Address	srichards@murrieta.k12.ca.us
School Website	https://www.murrieta.k12.ca.us/mmhs
County-District-School (CDS) Code	3375200 - 118794

2021-22 District Contact Information

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

2021-22 School Overview

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

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

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

Highlights & Accomplishments:
- MMHS is an AVID National Demo School
- Mesa is a State and National Unified Champion school through Special Olympics for our unified programs
- Mesa, in collaboration with other Southwestern League schools, has started a Unified Sports Program
- JROTC was named Distinguished Unit with Honors which places Mesa in the top 6% of all Navy JROTC programs in the nation
- MMHS earned a Model of Academic Excellence Award from Riverside County Office of Ed in 2015 for our Medical Pathway and Collaboration with Shivela Middle School
- Mesa has recently added two new CTE pathways: Engineering and Logistics
- Eighty percent of our students are involved in a club, activity, or sport
- MMHS received the Outstanding Activities Award from California Association of Student Leaders multiple years in a row

2021-22 School Overview

- MMHS has developed a Mesa Men mentoring group - a powerful and influential class that mentors some of our young male students and include guest speakers for Parent meetings

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	650
Grade 10	568
Grade 11	604
Grade 12	629
Total Enrollment	2,451

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.3
American Indian or Alaska Native	0.3
Asian	3.8
Black or African American	6.5
Filipino	3.2
Hispanic or Latino	42.6
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.9
White	35.9
English Learners	3.1
Foster Youth	0.1
Homeless	1.7
Socioeconomically Disadvantaged	36.4
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic

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

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

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

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

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

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (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
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 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019	Yes	0
Mathematics	enVision Integrated Mathematics I (Pearson Adopted 2019 enVision Integrated Mathematics II (Pearson Adopted 2019 enVision Integrated Mathematics III (Pearson Adopted 2019 Pre-calculus (Houghton Mifflin) Adopted 2011 Calculus Early Transcendentals, Single Variable (Wiley) 2009 A Survey of Mathematics with Applications (Addison Wesley) Adopted 2009 The Practice of Statistics (W.H. Freeman) Adopted 2019 Basic Practice of Statistics (Freeman) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009 Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009 Mathematics Pathway (AGS) Adopted 2009 Mathematical Reasoning with Connections (CSU) Adopted 2018	Yes	0
Science	Biology (McDougall Littell) Adopted 2008 Campbell Biology AP Edition (Prentice Hall) Adopted 2018 Chemistry, Matter and Change (Glencoe) Adopted 2008 Chemistry the Central Science (Pearson) Adopted 2014	Yes	0

	Essentials of Human Anatomy and Physiology (Prentice Hall) Adopted 2008 Introduction to Medical Terminology (Thompson) Adopted 2008 Physics Principles and Problems (Glencoe) Adopted 2008 Physics Principles with applications (Prentice Hall) Adopted 2008 Environmental Science for AP (Bedford/ St. Martins) Adopted 2015 Energy for Sustainability (ISLPR) Adopted 2011 Living in the Environment (Thompson) Adopted 2008 Earth Science {Ca} (Pearson Adopted 2005 Life Science (Glencoe) Adopted 2008 Life on an Ocean Planet (Current) Adopted 2008 Earth Science (AGS) Adopted 2008 Physical Science (AGS) Adopted 2008 Biology: Cycles of Life (AGS) Adopted 2008 Diversified Health Occupations (ITP) Adopted 2009 Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009 Human Heredity Principles and Issues (Brooks Cole) 2018		
History-Social Science	Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 Worlds Together, Worlds Apart Adopted 2016 America's Journey: Continuity and Change in the 20th Century {Ca} (Prentice Hall) Adopted 2006 A People and a Nation (Houghton Mifflin) Adopted 2006 Magruder's American Government {Ca} (Prentice Hall) Adopted 2006 American Government (Houghton Mifflin) 2006 Economics: Principles in Action {Ca} (Prentice Hall) Adopted 2006 Economics: Principles, Problems and Policies (Adopted 2013 and 2016) Introduction to Psychology (Thompson) Adopted 2006 Myers Psychology for the AP (Worth Publishing) 2018 AP Human Geography: People Place and Culture (John Wiley and Sons) Adopted 2013 World History (AGS) Adopted 2006 United States History (AGS) Adopted 2006 United States Government (AGS) Adopted 2006 Economics (AGS) Adopted 2006	Yes	0
Foreign Language	En Espanol 1 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal Littell) Adopted 2000 Nuestro Mundo (Mc Dougal Littell) Adopted 2000 Abriendo Puertas Ambliuando Perspectivas (Houghton Mifflin) Adopted 2016 Triangulo Appilcaciones Practicas de la Lengua Espanol (Wayside) Adopted 2000 Graded Spanish Reader Segunda Etapa (Heath) Adopted 2002 Spanish Three Years (Amsco) Adopted 2002 Tu Mundo Mc Dougal Littell) Adopted 2000 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Bravo (Heinle and Heinle) Adopted 2000	Yes	0

	Learning American Sign Language (Allyn & Bacon) Adopted 2000 Signing Naturally Level 1 (Dawn Sign Press) Adopted 2001 Signing Naturally Level 2 (Dawn Sign Press) Adopted 2002 Signing Naturally Level 3 (Dawn Sign Press) Adopted 2006 Deaf in America, Voices from Culture (Harvard University Press) Adopted 2006 Integrated Chinese Level 1 Part 1 (Cheng & Tsui) Adopted 2009 Integrated Chinese Level 1 Part 2 (Cheng & Tsui) Adopted 2011		
Health	Lifetime Health (Holt, Reinhart, and Winston) Adopted 2004	Yes	0
Visual and Performing Arts	Discovering Art History (Davis Publications) Adopted 2011 Visual Experience (Davis Publications) Adopted 2011 Beginning Sculpture (Davis Publications) Adopted 2005 The Enjoyment of Music (Norton Adopted 2018	Yes	0

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	August 16, 2021

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

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/Doors/Gates/Fences				

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (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	595	NT	NT	NT	NT
Female	295	NT	NT	NT	NT
Male	300	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	41	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	257	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	36	NT	NT	NT	NT
Military	15	NT	NT	NT	NT
Socioeconomically Disadvantaged	202	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	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	595	NT	NT	NT	NT
Female	295	NT	NT	NT	NT
Male	300	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	26	NT	NT	NT	NT
Black or African American	41	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	257	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	42	NT	NT	NT	NT
White	213	NT	NT	NT	NT
English Learners	17	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	36	NT	NT	NT	NT
Military	15	NT	NT	NT	NT
Socioeconomically Disadvantaged	202	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	83	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.

Reading Inventory and Imagine Math Student Groups	Reading Inventory and Imagine Math Total Enrollment	Reading Inventory and Imagine Math Number Tested	Reading Inventory and Imagine Math Percent Tested	Reading Inventory and Imagine Math Percent Not Tested	Reading Inventory and Imagine Math Percent At or Above Grade Level
All Students	589	567	96.26	3.74	69.84
Female	296	288	97.30	2.70	67.71
Male	293	279	95.22	4.78	72.04

	20	19	95.00	5.00	68.42
American Indian or Alaska Native	20	19	95.00	5.00	68.42
Asian	37	35	94.59	5.41	82.86
Black or African American	63	59	93.65	6.35	59.32
Filipino	17	17	100	0	94.12
Hispanic or Latino	208	203	97.60	2.40	65.02
Native Hawaiian or Pacific Islander	10	10	100	0	70.00
Two or More Races	55	54	98.18	1.82	75.93
White	213	204	95.77	4.23	74.02
English Learners	16	14	87.50	12.50	7.14
Foster Youth	1	1	100	0	100
Homeless	2	2	100	0	100
Military	14	14	100	0	78.57
Socioeconomically Disadvantaged	198	188	94.95	5.05	64.89
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	82	74	90.24	9.76	36.49

*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.

Reading Inventory and Imagine Math Student Groups	Reading Inventory and Imagine Math Total Enrollment	Reading Inventory and Imagine Math Number Tested	Reading Inventory and Imagine Math Percent Tested	Reading Inventory and Imagine Math Percent Not Tested	Reading Inventory and Imagine Math Percent At or Above Grade Level
All Students	589	495	84.04	15.96	34.55
Female	296	250	84.46	15.54	36.00
Male	293	245	83.62	16.38	33.06
American Indian or Alaska Native	20	17	85.00	15.00	11.76
Asian	37	32	86.49	13.51	65.63
Black or African American	63	52	82.54	17.46	25.00
Filipino	17	14	82.35	17.65	57.14
Hispanic or Latino	208	184	88.46	11.54	28.26
Native Hawaiian or Pacific Islander	10	9	90.00	10.00	55.56
Two or More Races	55	47	85.45	14.55	27.66
White	213	172	80.75	19.25	37.79
English Learners	16	14	87.50	12.50	7.14
Foster Youth	1	1	100	0	0

Homeless	2	2	100	0	50.00
Military	14	11	78.57	21.43	36.36
Socioeconomically Disadvantaged	198	163	82.32	17.68	31.90
Students Receiving Migrant Education Services	0	0	NA	NA	NA
Students with Disabilities	82	62	75.61	24.39	6.45

*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
Science (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
All Students	229	NT	NT	NT	NT
Female	116	NT	NT	NT	NT
Male	113	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	11	NT	NT	NT	NT
Black or African American	17	NT	NT	NT	NT
Filipino	12	NT	NT	NT	NT
Hispanic or Latino	91	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	17	NT	NT	NT	NT
White	80	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	73	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

2020-21 Career Technical Education Programs

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

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

Classes, such as Multimedia, Culinary Arts, Graphic Design, TV and Video Production, Accounting, Business Principles and Management, Sports and Entertainment Marketing, Drafting, Engineering, Health Careers, Medical Terminology, Logistics and Computer Science courses also give students skills for employment.

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

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	885
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	51.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	9.5

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.27
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	63.17

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

2021-22 Opportunities for Parental Involvement

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 Murrieta Mesa High School, 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:(ELAC) English Language Advisory Counsel, Parent Booster clubs, Senior and Incoming Freshman Parent Nights, PTSA and College Bootcamp (several nights of parent support), AVID Parent nights, and FAFSA/College Application workshops.

Parent and community involvement are encouraged through PTSA and School Site Council. PTSA is very active at Murrieta Mesa providing both live and virtual support and assistance on campus. PTSA is instrumental in the success of school activities such as tutoring, chaperoning dances, Red Ribbon Week, Reflections, assemblies, and activities to enhance school spirit and Ram PRIDE. PTSA also helps MMHS provide student recognition for academic success. Anyone who is interested in assisting with PTSA activities can email: PTSA_MMHS@murrieta.k12.ca.us. Mesa parents and students involved in our School Site Council help the school provide a quality education program that includes our academies and pathways to help all of our students reach their academic and post secondary goals. Parents are also involved in supporting band, choir, drama, and athletic teams through volunteer work and Boosters. Mesa parents assist with fundraising and student support during rehearsals, programs, games, and other group activities.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.5	0.3	1.4	0.7	0.5	1.2	9.0	8.9	9.4
Graduation Rate	97.8	97.6	97.3	96.4	96.9	96.3	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	625	608	97.3
Female	294	290	98.6

Male	331	318	96.1
American Indian or Alaska Native	--	--	--
Asian	28	27	96.4
Black or African American	38	38	100.0
Filipino	29	29	100.0
Hispanic or Latino	246	238	96.7
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	40	40	100.0
White	238	231	97.1
English Learners	19	18	94.7
Foster Youth	--	--	--
Homeless	33	28	84.8
Socioeconomically Disadvantaged	278	263	94.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	80	76	95.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2519	2492	562	22.6
Female	1224	1214	240	19.8
Male	1295	1278	322	25.2
American Indian or Alaska Native	7	7	1	14.3
Asian	95	93	7	7.5
Black or African American	166	166	43	25.9
Filipino	78	78	8	10.3
Hispanic or Latino	1074	1059	267	25.2
Native Hawaiian or Pacific Islander	10	10	2	20.0
Two or More Races	172	170	39	22.9
White	899	891	189	21.2
English Learners	104	101	34	33.7
Foster Youth	7	7	4	57.1
Homeless	57	56	23	41.1
Socioeconomically Disadvantaged	949	938	304	32.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	371	365	146	40.0

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
Suspensions	2.42	0.08	1.52	0.06	3.47	0.20
Expulsions	0.08	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
Suspensions	2.00	1.50	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.08	0.00
Female	0.00	0.00
Male	0.15	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.09	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.11	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

School safety is a high priority at Murrieta Mesa. 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. MMHS is a closed campus that is fully fenced. The district holds regular safety meetings with our law enforcements 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 November 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. Murrieta Mesa strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	15	37	38
Mathematics	28	18	39	31
Science	27	18	40	26
Social Science	28	15	21	37

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	23	33	36
Mathematics	31	14	38	30
Science	29	9	40	23
Social Science	30	9	23	37

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	16	18	53
Mathematics	29	15	40	26
Science	30	4	39	25
Social Science	32	4	18	42

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	490.2

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
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.1

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
School Site	$8,071	$1,533	$6,539	$96,970
District	N/A	N/A	$7,912	$91,077
Percent Difference - School Site and District	N/A	N/A	-19.0	6.3
State			$8,444	$84,665
Percent Difference - School Site and State	N/A	N/A	-25.4	13.5

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

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	26.0

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	8
Fine and Performing Arts	1
Foreign Language	4
Mathematics	5
Science	4
Social Science	16
Total AP Courses Offered	40

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, addressing learning loss and equitable practices. 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
Number of school days dedicated to Staff Development and Continuous Improvement	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

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