

# Dorothy McElhinney Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



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

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Dorothy McElhinney Middle School
<b>Street</b>	35125 Briggs Road
<b>City, State, Zip</b>	Murrieta, CA 92563
<b>Phone Number</b>	(951) 304-1885
<b>Principal</b>	Tom Patane
<b>Email Address</b>	tpatane@murrieta.k12.ca.us
<b>School Website</b>	<a href="https://www.murrieta.k12.ca.us/dmms">https://www.murrieta.k12.ca.us/dmms</a>
<b>County-District-School (CDS) Code</b>	33-75200-01178408

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Dorothy McElhinney Middle School (DMMS) serves students in grades six through eight. Students attend an academically challenging six-subject school day. The curriculum focuses on the core areas of language arts, math, social studies, and science. Regular classes, advanced classes in the core subjects, and intervention classes to improve basic skills are enhanced by PE and exploratory courses. All courses are designed to improve our students' opportunities for success in high school and beyond. DMMS strives to develop each student's skills to meet life's challenges with honesty, integrity, courage, and the desire to reach for intellectual and personal excellence for the betterment of the community, the nation, and the world. Dorothy McElhinney Middle School is a Visual and Performing Arts middle school. We provide singular experiences in each of the arts (music, theater, computer art, visual art, and dance), and as much as possible we incorporate the arts in the core subjects to support learning in the regular curriculum. Our arts teachers have created programs that inspire students to think creatively and build self-esteem.

### Highlights & Achievements

- 2021 California Distinguished School
- Student Engagement, such as spirit days, intramural sports, clubs, dances, and WEB Events. We also have several dance, choir, drama, and band performances throughout the year.
- Parent Engagement, such as the African American Parent Advisory Committee, Parent Teacher Student Alliance, and several Parent/Teacher opportunities.
-

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	424
Grade 7	432
Grade 8	460
Total Enrollment	1,316

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.4
Male	48.5
American Indian or Alaska Native	0.4
Asian	5.2
Black or African American	6.2
Filipino	4.2
Hispanic or Latino	38.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.5
White	34.9
English Learners	3.3
Foster Youth	0.2
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	30.2
Students with Disabilities	16.1

## 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.00	91.98	787.00	86.36	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.40	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.10	3.87	10.80	1.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.80	1.44	28.00	3.08	12115.80	4.41
<b>Unknown</b>	1.50	2.70	81.80	8.98	18854.30	6.86
<b>Total Teaching Positions</b>	55.50	100.00	911.30	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	51.70	91.84	825.80	88.25	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	4.00	0.43	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	0.89	9.10	0.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	25.40	2.72	11953.10	4.28
<b>Unknown</b>	4.00	7.26	71.20	7.62	15831.90	5.67
<b>Total Teaching Positions</b>	56.30	100.00	935.80	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.10	0.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.10</b>	<b>0.50</b>

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.80	0.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	<b>0.80</b>	<b>0.00</b>

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.20	1.30
<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)	0.00	0.00

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

## 2022-23 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 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	myPerspectives Grade 6 (Pearson) Adopted 2019 myPerspectives Grade 7 (Pearson) Adopted 2019 myPerspectives Grade 8 (Pearson) Adopted 2020 READ 180 Universal Stage B (Houghton Mifflin) Grades 6-8 2018	Yes	0

	System 44 Next Generation (Houghton Mifflin) Grades 6-8 2010 English 3D Course B (Houghton Mifflin) Adopted 2019 v		
<b>Mathematics</b>	Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 enVision Integrated Mathematics I (Pearson) Adopted 2019	Yes	0
<b>Science</b>	STEMSCOPES Science Grade 6 by Accelerated Learning Adopted 2021 STEMSCOPES Science Grade 7 by Accelerated Learning Adopted 2021 STEMSCOPES Science Grade 8 by Accelerated Learning Adopted 2021 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007	Yes	0
<b>History-Social Science</b>	World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} (Pearson) Grade 8 Adopted 2006	No	0
<b>Foreign Language</b>	En Espanol 1, Spanish 1 (McDougal Littell)	Yes	0
<b>Visual and Performing Arts</b>	Essential Elements for Guitar Guitar 1 and 2	Yes	0

### School Facility Conditions and Planned Improvements

Dorothy McElhinney Middle School opened in 2009 on 31 acres adjacent to Lisa J. Mails Elementary. The school has 63 classrooms, a multipurpose room, a gym, a computer lab, a library, a kitchen, and administrative offices. We have ample space for the number of students enrolled at the school. The district provides upkeep, maintenance, cleaning and landscaping. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and in 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 27, 2022

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			No apparent problems.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
<b>Electrical</b>	X			No apparent problems

### School Facility Conditions and Planned Improvements

<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Minor repairs completed under work order system.
<b>Structural:</b> Structural Damage, Roofs	X		No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		No apparent problems.

### Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **College and Career Ready**  
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.

#### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	66	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	41	N/A	41	N/A	33

## 2021-22 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.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	1337	1322	98.88	1.12	66.11
<b>Female</b>	678	670	98.82	1.18	70.90
<b>Male</b>	658	651	98.94	1.06	61.14
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	69	68	98.55	1.45	83.82
<b>Black or African American</b>	85	83	97.65	2.35	43.37
<b>Filipino</b>	56	56	100.00	0.00	76.79
<b>Hispanic or Latino</b>	526	524	99.62	0.38	62.98
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	135	134	99.26	0.74	67.16
<b>White</b>	457	449	98.25	1.75	69.71
<b>English Learners</b>	49	48	97.96	2.04	35.42
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	15	88.24	11.76	40.00
<b>Military</b>	90	88	97.78	2.22	67.05
<b>Socioeconomically Disadvantaged</b>	404	396	98.02	1.98	57.58
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	232	225	96.98	3.02	28.00

## 2021-22 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.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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>	1337	1321	98.80	1.20	41.11
<b>Female</b>	678	670	98.82	1.18	39.25
<b>Male</b>	658	650	98.78	1.22	42.92
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	69	68	98.55	1.45	55.88
<b>Black or African American</b>	85	83	97.65	2.35	20.48
<b>Filipino</b>	56	56	100.00	0.00	69.64
<b>Hispanic or Latino</b>	526	524	99.62	0.38	34.54
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	135	134	99.26	0.74	46.27
<b>White</b>	457	448	98.03	1.97	45.76
<b>English Learners</b>	49	48	97.96	2.04	10.42
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	17	15	88.24	11.76	26.67
<b>Military</b>	90	88	97.78	2.22	39.77
<b>Socioeconomically Disadvantaged</b>	404	396	98.02	1.98	31.06
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	232	225	96.98	3.02	14.67

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	41.24	NT	36.01	28.5	29.47

## 2021-22 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	459	451	98.26	1.74	41.24
<b>Female</b>	234	230	98.29	1.71	39.13
<b>Male</b>	224	220	98.21	1.79	43.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	30	30	100	0	53.33
<b>Black or African American</b>	26	25	96.15	3.85	24
<b>Filipino</b>	19	19	100	0	68.42
<b>Hispanic or Latino</b>	178	176	98.88	1.12	29.55
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	40	39	97.5	2.5	43.59
<b>White</b>	164	160	97.56	2.44	50.63
<b>English Learners</b>	18	17	94.44	5.56	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	26	26	100	0	50
<b>Socioeconomically Disadvantaged</b>	132	128	96.97	3.03	25.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	90	87	96.67	3.33	8.05

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98	98	97	99	99

## 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.

#### 2022-23 Opportunities for Parental Involvement

MVUSD is intentional in our efforts to partner with families to obtain authentic engagement and feedback regarding the academic journey, behavioral health needs, and connections within our school site. At the district level, opportunities for parent involvement include the following: 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 district level parent advisory groups have transitioned to a hybrid meeting format (in-person and virtual). This maximizes family/parent accessibility and participation. In addition to these district advisory groups, each school site implements in-person site specific opportunities for parent involvement. At DMMS these opportunities include but are not limited to, School Site Council (SSC), principal meetups, PTA/PTSA, English Learner Advisory Councils (ELAC), and daily volunteer programs such as, Watch DOGs (Dads of Great Students), activity boosters, class and office volunteers and activity specific volunteer programs. Lastly, DMMS hosts several events and academic assemblies throughout the year, where all families are encouraged to attend and participate such as the Turkey Trot, Robotics Competitions, band, cheer, drama, choir performances and more.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1398	1378	355	25.8
Female	710	701	180	25.7
Male	687	676	175	25.9
American Indian or Alaska Native	6	6	4	66.7
Asian	72	70	9	12.9
Black or African American	89	87	19	21.8
Filipino	57	57	7	12.3
Hispanic or Latino	545	535	138	25.8
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	136	133	38	28.6
White	480	477	136	28.5
English Learners	60	60	11	18.3
Foster Youth	9	8	6	75.0
Homeless	17	17	6	35.3
Socioeconomically Disadvantaged	444	435	126	29.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	250	244	96	39.3

### 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.99	1.50	2.45
Expulsions	0.00	0.01	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	3.00	0.06	2.53	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.00	0.00
Female	1.27	0.00
Male	4.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.78	0.00
Black or African American	7.87	0.00
Filipino	1.75	0.00
Hispanic or Latino	2.57	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.94	0.00
White	2.50	0.00
English Learners	1.67	0.00
Foster Youth	0.00	0.00
Homeless	5.88	0.00
Socioeconomically Disadvantaged	4.73	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.40	0.00

## 2022-23 School Safety Plan

School safety is a high priority at Dorothy McElhinney Middle School. 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. Our school is a closed campus that is fully fenced. We hold as well as the district host quarterly safety meetings with our first responders, mental health providers, security personnel and administrators. Furthermore, our School Site Council (SSC) works together on our Safety Plan throughout the year, which is adopted by the Board of Education. The Comprehensive School Safety Plan is reviewed annually; our last review took place in November 2022. In 2022, our school site was trained on what to do in an active shooter situation. As a school, we hold numerous student assemblies that include addressing issues related to safety. Our schools prepares for emergencies, throughout the year using regular drills for earthquakes, evacuations, dangerous persons, and fire. Our Emergency and Disaster Preparedness Plan 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 mass communication alert system known as Parent Square, to immediately alert families, and staff of an emergency via email, phone, text, and app notifications. 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. Safety posters and banners are also placed throughout campus and the district manages a 24/7 anonymous tip line to report suspicious, hazardous or safety concerns and tips. 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. Our school strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

## 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	23	16	26	4
Mathematics	25	13	22	5
Science	31	1	19	11
Social Science	30		26	4

## 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	23	14	29	2
Mathematics	23	17	19	5
Science	36		17	13
Social Science	28	1	27	2



## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	21	24	
Mathematics	21	20	23	
Science	28	2	27	1
Social Science	25	9	21	

## 2021-22 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	438.67

## 2021-22 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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$7,182	\$2,342	\$4,840	\$92,422
District	N/A	N/A	\$7,550	\$92,613
Percent Difference - School Site and District	N/A	N/A	-43.7	-0.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-30.7	7.9

## 2021-22 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 a health technician, a school nurse, attendance clerk, aides, special education staff and a mental health team including a psychologist who are available to meet with students and their families virtually and in-person. Each school has a full-time counselor 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. Continued this school year are tutoring and office hour sessions to address learning loss and academic intervention needs.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$51,081
Mid-Range Teacher Salary	\$81,929	\$77,514
Highest Teacher Salary	\$115,072	\$105,764
Average Principal Salary (Elementary)	\$136,895	\$133,421
Average Principal Salary (Middle)	\$142,924	\$138,594
Average Principal Salary (High)	\$161,608	\$153,392
Superintendent Salary	\$258,454	\$298,377
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

Murrieta Valley USD implements professional development opportunities for all employees. Teachers participate in monthly staff meetings to provide training, community building, and communication at the site level. Additionally, each school year, two days are allocated toward professional development. These days are a combination of site-based and district-developed training opportunities focused on current initiatives. Classified staff are included in staff meetings and professional development days as much as possible. New teachers continue to have the opportunity to clear their credential through the district's Induction Program. This program takes them through a rigorous and reflective learning process with the support of an MVUSD mentor teacher. All teachers who are new to the district also receive training to learn about our key focus areas, as well as district expectations and procedures. Teachers receive training on new curriculum that is adopted for the grade level and/or subject area they teach. Elementary teachers receive grade level coaching throughout the school year, and special education staff receive ongoing training in expectations related to IEP's and instructional practices specific to students with disabilities. Additionally, voluntary learning opportunities are offered to all teachers throughout the school year on a variety of topics including instruction, technology, and classroom management.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	2