

# Murrieta Canyon Academy

## 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>	Murrieta Canyon Academy
<b>Street</b>	24150 Hayes Ave.
<b>City, State, Zip</b>	Murrieta, CA 92562
<b>Phone Number</b>	(951) 696-1409
<b>Principal</b>	Matthew Bean
<b>Email Address</b>	mbean@murrieta.k12.ca.us
<b>School Website</b>	<a href="https://www.murrieta.k12.ca.us/mca">https://www.murrieta.k12.ca.us/mca</a>
<b>County-District-School (CDS) Code</b>	3375200-0102079

## 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

Murrieta Canyon Academy provides standards based education for approximately 400 students in grades 9-12. Educational programs at MCA are delivered in an environment that is small, personal, creative, and caring for students seeking a flexible, learner-centered, competency-driven education. MCA offers a daily academic program to high school students seeking an alternative educational environment. The daily program meets on campus daily and features a face-to-face instructional model. Within the daily program, students are provided smaller learning environments and increased opportunities for remediation and intervention. In addition to the daily program, MCA also offers a rigorous and comprehensive independent study program which provides increased flexibility to students seeking a different educational approach. Students within the online independent study program, meet regularly with their assigned subject specific teachers for guidance and assessment support. Co-enrollment opportunities are also available to students at the district's comprehensive school sites. Students have the opportunity to co-enroll in rigorous classes including Advanced Placement, Dual Enrollment, International Baccalaureate and Career Training Education (CTE) classes. Students can also participate in the performing arts programs and competitive athletics at the comprehensive high schools. With online courses, students are paced for optimum success following a semester based calendar; however, the online platform provides increased opportunities for course acceleration and completion.

### Highlights & Achievements

Implemented a new CTE pathway, Building and Construction Trades.

Built-in intervention into the daily school program in the form of credit recovery, teacher office hours and Guidance/Seminar Period.

Enhanced counseling and mental health resources, social-emotional learning and home visits to support student learning.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	40
Grade 1	39
Grade 2	46
Grade 3	49
Grade 4	72
Grade 5	45
Grade 6	45
Grade 7	45
Grade 8	37
Grade 9	16
Grade 10	32
Grade 11	72
Grade 12	94
Total Enrollment	632

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.2
Male	53.5
American Indian or Alaska Native	0.3
Asian	5.7
Black or African American	5.9
Filipino	7.6
Hispanic or Latino	43.5
Native Hawaiian or Pacific Islander	1.1
Two or More Races	8.7
White	26.3
English Learners	5.9
Foster Youth	0.0
Homeless	2.1
Migrant	0.0
Socioeconomically Disadvantaged	37.8
Students with Disabilities	18.0

## 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>	11.60	66.72	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>	0.00	0.00	10.80	1.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.70	33.22	28.00	3.08	12115.80	4.41
<b>Unknown</b>	0.00	0.06	81.80	8.98	18854.30	6.86
<b>Total Teaching Positions</b>	17.40	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
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						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	0.00	
Local Assignment Options	5.70	
<b>Total Out-of-Field Teachers</b>	5.70	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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)	0.00	
<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)	0.60	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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
<b>Reading/Language Arts</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012:                      English 9 (Common Core)                      English 10 (Common Core)                      English 11 (Common Core)                      English 12 (Common Core)                      Creative Writing</p> <p>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                      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</p>	Yes	0
<b>Mathematics</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012:                      Algebra I (Common Core)                      Geometry (Common Core)                      Algebra II (Common Core)                      Mathematics I (Common Core)                      Mathematics II (Common Core)</p>	Yes	0

	<p>Mathematics III (Common Core) Pre-calculus</p> <p>enVision Integrated Mathematics I (Pearson) Adopted 2019 enVision Integrated Mathematics II (Pearson) Adopted 2019 enVision Integrated Mathematics III (Pearson) Adopted 2019 Pre-calculus (Houghton Mifflin) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 Mathematical Reasoning with Connections (CSU) Adopted 2018</p>		
<b>Science</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012: Earth Science Biology Chemistry Psychology</p> <p>Inspire Biology (McGraw Hill) Adopted 2022 Inspire Chemistry (McGraw Hill) Adopted 2022 Inspire Physics (McGraw Hill) Adopted 2022 Environmental Science: Sustaining Your World (Cengage) Adopted 2022 Marine Science (McGraw Hill) Adopted 2022 Earth Science {Ca} (Pearson) Adopted 2005 Life Science (Glencoe) Adopted 2008</p>	Yes	0
<b>History-Social Science</b>	<p>FLVS Global (Online) since 2013: Middle School Social Studies (Civics) Middle School Social Studies (World History) Middle School Social Studies (U.S. History)</p> <p>APEX Learning Comprehensive Courses (Online) since 2012: World History U.S. History U.S. Government and Politics</p> <p>Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 America's Journey: Continuity and Change in the 20th Century {Ca} (Prentice Hall) Adopted 2006 Magruder's American Government {Ca} (Prentice Hall) Adopted 2006 Economics: Principles in Action {Ca} (Prentice Hall) Adopted 2006</p>	Yes	0
<b>Foreign Language</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012: En Espanol 1 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal Littell) Adopted 2000</p>	Yes	0
<b>Health</b>	<p>APEX Learning Comprehensive Courses (Online) since 2012: Skills for Health Physical Education</p>	Yes	0

<b>Visual and Performing Arts</b>	APEX Learning Comprehensive Courses (Online) since 2012: Art Appreciation	Yes	0
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### School Facility Conditions and Planned Improvements

Murrieta Canyon Academy originally opened in 1997 as Creekside High School and the school name was changed in July, 2016. The campus has 14 classrooms, a computer lab, a food lounge, basketball courts, a library, administrative offices, and a staff lounge. There is ample space on campus for the number of students enrolled in the program.

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

<b>Year and month of the most recent FIT report</b>	July 26, 2022
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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.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems.
<b>Structural:</b> Structural Damage, Roofs	X			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	52	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	28	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>	407	337	82.80	17.20	52.38
<b>Female</b>	195	158	81.03	18.97	60.13
<b>Male</b>	211	178	84.36	15.64	45.20
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	19	82.61	17.39	78.95
<b>Black or African American</b>	20	18	90.00	10.00	55.56
<b>Filipino</b>	36	33	91.67	8.33	63.64
<b>Hispanic or Latino</b>	160	136	85.00	15.00	45.93
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	53	43	81.13	18.87	60.47
<b>White</b>	112	86	76.79	23.21	48.84
<b>English Learners</b>	17	16	94.12	5.88	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	147	123	83.67	16.33	43.90
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	87	61	70.11	29.89	23.33

## 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>	404	329	81.44	18.56	27.96
<b>Female</b>	193	155	80.31	19.69	23.87
<b>Male</b>	210	173	82.38	17.62	31.79
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	23	19	82.61	17.39	63.16
<b>Black or African American</b>	20	18	90.00	10.00	27.78
<b>Filipino</b>	36	33	91.67	8.33	42.42
<b>Hispanic or Latino</b>	158	135	85.44	14.56	14.81
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	50	38	76.00	24.00	42.11
<b>White</b>	114	84	73.68	26.32	29.76
<b>English Learners</b>	17	16	94.12	5.88	6.25
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	146	120	82.19	17.81	19.17
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	87	59	67.82	32.18	10.17

## 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	25.5	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>	247	200	80.97	19.03	25.5
<b>Female</b>	135	104	77.04	22.96	22.12
<b>Male</b>	111	95	85.59	14.41	29.47
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	10	76.92	23.08	--
<b>Black or African American</b>	12	11	91.67	8.33	18.18
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	102	88	86.27	13.73	21.59
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	35	26	74.29	25.71	30.77
<b>White</b>	72	54	75	25	24.07
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	96	79	82.29	17.71	16.46
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	26	66.67	33.33	7.69

## 2021-22 Career Technical Education Programs

Murrieta Canyon Academy offers on site CTE pathways in Art, Media, and Entertainment as well as Building and Construction. Additionally, through the comprehensive high schools in our district, Career Training Education (CTE) offers programs to train students to enter college and/or the work force as a skilled worker. These course credits go towards graduation requirements in the appropriate subject area. The flexibility of our program allows Murrieta Canyon Academy students to easily access these CTE courses at the various times they are offered at the district comprehensive high schools. Our graduates are prepared to enter the workforce based on their completion of a rigorous curriculum of core academic subjects along with 10 hours of community service. Community service teaches students the importance of volunteer work and provides them with the opportunity to explore different career paths.

## 2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	12
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## 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
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	81.23
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	12.64

## 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 9	63	61	62	63	61

## 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.

## 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 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.6	4.9		0.5	1.1		8.9	7.8
Graduation Rate		81.3	90.1		96.9	96.3		84.2	87

## 2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 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](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	81	73	90.1
<b>Female</b>	47	43	91.5
<b>Male</b>	34	30	88.2
<b>American Indian or Alaska Native</b>	0	0	0.0
<b>Asian</b>	0	0	0.0
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	35	32	91.4
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.0
<b>Two or More Races</b>	12	11	91.7
<b>White</b>	29	25	86.2
<b>English Learners</b>	--	--	--
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	--	--	--
<b>Socioeconomically Disadvantaged</b>	54	46	85.2
<b>Students Receiving Migrant Education Services</b>	0	0	0.0
<b>Students with Disabilities</b>	--	--	--



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	965	826	325	39.3
Female	485	409	167	40.8
Male	477	414	155	37.4
American Indian or Alaska Native	4	4	3	75.0
Asian	46	43	11	25.6
Black or African American	54	49	16	32.7
Filipino	60	56	7	12.5
Hispanic or Latino	402	345	146	42.3
Native Hawaiian or Pacific Islander	7	7	5	71.4
Two or More Races	97	81	30	37.0
White	281	232	104	44.8
English Learners	61	57	16	28.1
Foster Youth	11	8	6	75.0
Homeless	17	15	8	53.3
Socioeconomically Disadvantaged	407	347	167	48.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	193	152	59	38.8

### 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	3.85	1.50	2.45
Expulsions	0.26	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	1.14	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	1.14	0.00
Female	0.82	0.00
Male	1.47	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	1.49	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.06	0.00
White	0.71	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.47	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.52	0.00

## 2022-23 School Safety Plan

School safety is a high priority at Murrieta Canyon Academy. 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.

## D. Other SARC Information Information Required in the SARC

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

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	1	1		
4	1	1		
5	1	2		
6	1	6		

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

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
1	1	1		
6	2	6		
Other	8	1		

## 2021-22 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	9	3		
1	29		1	
2	16	1	1	
3	39			1
4	29		2	
5	19	1	1	
6	6	46	1	
Other	17	2	2	

## 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	6	46		
Mathematics	7	30	1	
Science	4	40	1	
Social Science	6	39	2	

## 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	7	22	1	
Mathematics	8	17	1	
Science	8	13	1	
Social Science	10	18	1	

## 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	8	32	3	
Mathematics	9	25	4	
Science	9	26	2	
Social Science	9	33	3	

## 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	316

## 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.5

## 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	\$25,026	\$3,967	\$21,058	\$99,519
District	N/A	N/A	\$7,550	\$92,613
Percent Difference - School Site and District	N/A	N/A	94.4	7.2
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	104.6	15.3

## 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
<b>Beginning Teacher Salary</b>	\$49,477	\$51,081
<b>Mid-Range Teacher Salary</b>	\$81,929	\$77,514
<b>Highest Teacher Salary</b>	\$115,072	\$105,764
<b>Average Principal Salary (Elementary)</b>	\$136,895	\$133,421
<b>Average Principal Salary (Middle)</b>	\$142,924	\$138,594
<b>Average Principal Salary (High)</b>	\$161,608	\$153,392
<b>Superintendent Salary</b>	\$258,454	\$298,377
<b>Percent of Budget for Teacher Salaries</b>	39%	32%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

## 2021-22 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	0
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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
<b>Computer Science</b>	0
<b>English</b>	0
<b>Fine and Performing Arts</b>	0
<b>Foreign Language</b>	0
<b>Mathematics</b>	0
<b>Science</b>	0
<b>Social Science</b>	0
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	0

## 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