

Murrieta Mesa High 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

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

2022-23 District Contact Information

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

2022-23 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.

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
- 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

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	547
Grade 10	629
Grade 11	541
Grade 12	574
Total Enrollment	2,291

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.5
Male	49.4
American Indian or Alaska Native	0.3
Asian	3.5
Black or African American	7.4
Filipino	2.7
Hispanic or Latino	44.2
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.8
White	33.7
English Learners	3.0
Foster Youth	0.2
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	35.4
Students with Disabilities	15.4

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.60	85.18	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	3.28	28.00	3.08	12115.80	4.41
Unknown	10.90	11.52	81.80	8.98	18854.30	6.86
Total Teaching Positions	94.60	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						
Total Teaching Positions						

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	
Total Teachers Without Credentials and Misassignments	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	3.10	
Total Out-of-Field Teachers	3.10	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	

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
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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	Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009 Biology: Cycles of Life (AGS) Adopted 2008 Campbell Biology AP Edition (Prentice Hall) Adopted 2018 Chemistry AP Edition (Cengage) Adopted 2022 Diversified Health Occupations (ITP) Adopted 2009 Earth Science {Ca} (Pearson) Adopted 2005 Energy for Sustainability (ISLPR) Adopted 2011 Environment: The Science Behind the Stories AP Edition (Pearson) Adopted 2022 Environmental Science: Sustaining Your World (Cengage) Adopted 2022 Essentials of Human Anatomy and Physiology (Pearson) Adopted 2022 Human Heredity Principles and Issues (Brooks Cole) 2018 Inspire Biology (McGraw Hill) Adopted 2022 Inspire Chemistry (McGraw Hill) Adopted 2022 Inspire Physics (McGraw Hill) Adopted 2022 Introduction to Medical Terminology (Thompson) Adopted 2008 Life Science (Glencoe) Adopted 2008 Marine Science (McGraw Hill) Adopted 2022 Physics: Principles with Applications AP Edition (Pearson) Adopted 2022 Physical Science (AGS) Adopted 2008	Yes	0

History-Social Science	<p>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</p>	Yes	0
Foreign Language	<p>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 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</p>	Yes	0
Health	<p>Lifetime Health (Holt, Reinhart, and Winston) Adopted 2004</p>	Yes	0
Visual and Performing Arts	<p>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</p>	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

July 29, 2022

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: 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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	65	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	32	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
All Students	524	512	97.71	2.29	64.65
Female	259	254	98.07	1.93	68.11
Male	264	257	97.35	2.65	61.09
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	76.19
Black or African American	36	36	100.00	0.00	55.56
Filipino	15	15	100.00	0.00	66.67
Hispanic or Latino	228	222	97.37	2.63	59.01
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	33	91.67	8.33	72.73
White	183	180	98.36	1.64	69.44
English Learners	20	16	80.00	20.00	18.75
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	10	83.33	16.67	--
Military	19	18	94.74	5.26	72.22
Socioeconomically Disadvantaged	204	197	96.57	3.43	59.90
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	87	95.60	4.40	21.84

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
All Students	523	510	97.51	2.49	31.56
Female	259	253	97.68	2.32	27.89
Male	263	256	97.34	2.66	34.90
American Indian or Alaska Native	--	--	--	--	--
Asian	21	21	100.00	0.00	52.38
Black or African American	36	36	100.00	0.00	22.86
Filipino	15	15	100.00	0.00	53.33
Hispanic or Latino	228	223	97.81	2.19	21.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	48.48
White	182	176	96.70	3.30	38.29
English Learners	20	17	85.00	15.00	0.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	10	83.33	16.67	--
Military	19	19	100.00	0.00	27.78
Socioeconomically Disadvantaged	204	197	96.57	3.43	25.77
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	91	88	96.70	3.30	5.81

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
Science (grades 5, 8 and high school)	NT	30.73	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
All Students	1076	1064	98.88	1.12	30.73
Female	540	534	98.89	1.11	27.53
Male	535	529	98.88	1.12	33.84
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100	0	41.3
Black or African American	78	77	98.72	1.28	16.88
Filipino	26	26	100	0	42.31
Hispanic or Latino	468	463	98.93	1.07	23.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	73	71	97.26	2.74	47.89
White	374	370	98.93	1.07	36.49
English Learners	29	27	93.1	6.9	0
Foster Youth	0	0	0	0	0
Homeless	28	26	92.86	7.14	30.77
Military	35	35	100	0	34.29
Socioeconomically Disadvantaged	383	377	98.43	1.57	25.2
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	152	150	98.68	1.32	10.67

2021-22 Career Technical Education Programs

Murrieta Mesa offers CTE, College and Career Pathways in Business, Culinary, Engineering, Liberal Studies, and Education, Health Sciences, 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 take Graduates are prepared to enter the workforce based on their completion of a rigorous curriculum of core academic subjects. Students are required to complete 10 hours of community service, which teaches them the importance of volunteer work and provides them with insight into different career pathways. Lastly, students take aptitude tests and sign up for the ASVAB for career aptitudes.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	808
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	92.3
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	99.30
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	65.46

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	92	91	93	93	94

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 MMHS 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 activity boosters, class and office volunteers and activity specific volunteer programs. Lastly, Mesa hosts several events and academic assemblies throughout the year, where all families are encouraged to attend and participate such as Open Houses, Parent Nights, athletic games, band, cheer, drama, choir performances and more.

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		0.3	0.5		0.5	1.1		8.9	7.8
Graduation Rate		97.6	97.5		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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	571	557	97.5
Female	290	285	98.3
Male	281	272	96.8
American Indian or Alaska Native	--	--	--
Asian	27	25	92.6
Black or African American	41	40	97.6
Filipino	11	11	100.0
Hispanic or Latino	247	242	98.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	33	31	93.9
White	198	194	98.0
English Learners	21	20	95.2
Foster Youth	--	--	--
Homeless	27	27	100.0
Socioeconomically Disadvantaged	259	250	96.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	80	67	83.8

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2434	2379	995	41.8
Female	1225	1196	532	44.5
Male	1206	1181	461	39.0
American Indian or Alaska Native	8	8	3	37.5
Asian	87	85	20	23.5
Black or African American	182	178	76	42.7
Filipino	64	63	13	20.6
Hispanic or Latino	1079	1050	448	42.7
Native Hawaiian or Pacific Islander	12	12	7	58.3
Two or More Races	169	165	72	43.6
White	808	793	345	43.5
English Learners	94	90	33	36.7
Foster Youth	12	11	7	63.6
Homeless	46	45	24	53.3
Socioeconomically Disadvantaged	915	893	440	49.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	392	385	226	58.7

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	2.00	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	0.08	3.62	0.06	2.53	0.20	3.17
Expulsions	0.00	0.08	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.62	0.08
Female	2.20	0.00
Male	5.06	0.17
American Indian or Alaska Native	0.00	0.00
Asian	3.45	0.00
Black or African American	8.79	0.00
Filipino	1.56	0.00
Hispanic or Latino	3.61	0.19
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.14	0.00
White	2.72	0.00
English Learners	4.26	0.00
Foster Youth	8.33	0.00
Homeless	2.17	0.00
Socioeconomically Disadvantaged	4.59	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.91	0.00

2022-23 School Safety Plan

School safety is a high priority at Murrieta Mesa High 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	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

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	25	26	48	20
Mathematics	27	16	59	7
Science	28	13	47	12
Social Science	31	6	24	34

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	458.2

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)	5.0
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	2.5

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	\$7,762	\$1,880	\$5,882	\$92,691
District	N/A	N/A	\$7,550	\$92,613
Percent Difference - School Site and District	N/A	N/A	-24.8	0.1
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-11.4	8.2

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%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	21.1
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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
Computer Science	0
English	8
Fine and Performing Arts	1
Foreign Language	3
Mathematics	4
Science	3
Social Science	12
Total AP Courses Offered Where there are student course enrollments of at least one student.	33

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
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	2