Murrieta Valley 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 Valley High School
Street	42200 Nighthawk Way
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 696-1408
Principal	Ryan Tukua
Email Address	rtukua@murrieta.k12.ca.us
School Website	https://www.murrieta.k12.ca.us/mvhs
County-District-School (CDS) Code	33-75200-3330529

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 Valley High School (MVHS) is a four-year comprehensive high school fully accredited by the Western Association of Schools and Colleges. MVHS offers a rigorous academic program, award-winning student activities program, outstanding interscholastic athletic and visual and performing arts programs as well as many other social and academic enrichment opportunities including the opportunity to compete in Robotics, Mock Trial, Science Olympiad and Virtual Enterprise. MVHS holds the distinction of being an International Baccalaureate (IB) World School and students have the opportunity to enroll in the IB Diploma Program or take stand-alone IB course offerings for acceleration and college credit. In addition to the IB Program, an International Exchange Program, Advanced Placement and AVID (Advancement Via Individual Determination) prepare students for their future pursuits and college. At MVHS the staff and students do it the RITE Way, the Nighthawk Way: with Respect, Integrity, Teamwork, and Excellence. This commitment creates a positive school atmosphere, culture and a climate of respect for all students.

Highlights & Accomplishments:

- IB Diploma candidates earn their diploma at a high rate: 90%
- Award winning Visual and Performing Arts programs
- Highly competitive Virtual Enterprise, Robotics and Mock Trial Teams
- Currently have eight career pathways including culinary, business, photography, public services (Fire Science, EMT and Law Enforcement), engineering, computer programming, transportation (auto shop)
- We are in our fourth year of hosting the Mount San Jacinto Community College Annex on our campus

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	569
Grade 10	586
Grade 11	613
Grade 12	527
Total Enrollment	2,295

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.5
American Indian or Alaska Native	0.3
Asian	2.8
Black or African American	3.8
Filipino	2.3
Hispanic or Latino	36.0
Native Hawaiian or Pacific Islander	0.4
Two or More Races	6.7
White	47.1
English Learners	2.7
Foster Youth	0.3
Homeless	1.1
Migrant	0.0
Socioeconomically Disadvantaged	28.1
Students with Disabilities	13.8

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)	77.10	83.46	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	0.65	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)	5.20	5.65	28.00	3.08	12115.80	4.41
Unknown	9.40	10.22	81.80	8.98	18854.30	6.86
Total Teaching Positions	92.40	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						
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	0.60	
Local Assignment Options	4.60	
Total Out-of-Field Teachers	5.20	

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.

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)	2.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	

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
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 McGraw Hill Reader: Issues Across the Disciplines Adopted 2010 English A Literature Course Companion (Oxford) Adopted 2019 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 English (A): A Literature Course Companion {IB} (Oxford) 2011 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 Financial Algebra (Cengage) Adopted 2015 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 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 Mathematics for the International Student, Mathematics SL (Haese) Adopted 2010 Mathematics for the International Student, Mathematics HL (Haese) Adopted 2010 Mathematics for the Trades (Prentice Hall) Adopted 2004 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 Mathematical Reasoning with Connections (CSU) Adopted 2018	Yes	0
Science	Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009	Yes	0

	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 Biology Course Companion (Oxford) Adopted 2010 Biology Higher Level Baccalaureate for the IB Diploma (Prentice Hall) Adopted 2010 Chemistry SL (Prentice Hall) Adopted 2010 Physics Course Companion (Oxford) Adopted 2010 IB Environmental Systems and Societies (Oxford) Adopted 2015		
History-Social Science	Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 A History of Western Society (Houghton Mifflin) 2006 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 Psychology (Worth) 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 History of the Canadian People (Oxford) Adopted 2010 Modern Latin America (Oxford) Adopted 2010 IB Psychology Course Companion (Oxford) Adopted 2018 IB Theory of Knowledge Course Companion (Oxford) Adopted 2010 History of the Americas 1880-1891 (Oxford University Press) Adopted 2017 History: The Move to Global War (Pearson) Adopted 2017	Yes	0

	Authoritarian States (Pearson) Adopted 2017 The Cold War: Superpower Tensions and Rivalries (Pearson) Adopted 2017		
Foreign Language	En Espanol 1 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal 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 (McDougal Littell) Adopted 2000 Nuestro Mundo (McDougal Littell) Adopted 2000 Spanish B Course Companion and Workbook (Oxford) Adopted 2019 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Deutsch im Einsatz (Advanced Materials LTD) Adopted 2019 Bravo (Heinle and Heinle) Adopted 2000 Images Deux (Holt McDougal) Adopted 2010 Images Trois (Hold McDougal) Adopted 2010 French B Course Companion (Oxford) Adopted 2019 Graded French Reader: Premiere Etape (ITP) Adopted 2010 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	Yes	0
Health	Lifetime Health (Holt Reinhart, and Winston) Adopted 2004	Yes	0
Visual and Performing Arts	Guide to IB Drawing (ITP) Adopted 2010 Music an Appreciation (Mc-Graw Hill) Adopted 2010 Thinking Musically (Oxford) Adopted 2010	Yes	0

School Facility Conditions and Planned Improvements

The MVHS campus is housed on 52 acres and has 152 classrooms, computer labs, technology labs, photo labs, a video-production studio, automotive shop, classrooms for ceramics, food and clothing classes, science labs, and a performing arts center. Athletic facilities include dance, wrestling, and weight lifting rooms, a swimming pool, gymnasium, football stadium, soccer fields, a running track, softball fields, tennis courts, and basketball courts. The school also has a library, cafeteria, administrative offices, and a staff lounge. The campus received a $2.3 million renovation in 2011 which included a redesigned quad area with seating areas, shade structures, landscaping and a stage in the center of the quad. New monuments, an LED-display board, and signs direct students and visitors to the correct buildings and entrances. Flooring was replaced in the PE hallway, new air-conditioning was installed in the gym, air-conditioning units in classrooms were replaced. The campus has sufficient classroom space and adequate facilities for the students enrolled at the school.

Upkeep, maintenance, and cleaning are provided by the district. Schools and restrooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and 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 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
Electrical	X			Minor repairs completed under work order system
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			Minor repairs completed under work order system

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
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	73	N/A	58	N/A	47
Mathematics (grades 3-8 and 11)	N/A	38	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	584	556	95.21	4.79	72.66
Female	293	283	96.59	3.41	77.74
Male	291	273	93.81	6.19	67.40
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	82.35
Black or African American	23	23	100.00	0.00	65.22
Filipino	14	13	92.86	7.14	76.92
Hispanic or Latino	221	213	96.38	3.62	62.91
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	34	94.44	5.56	88.24
White	268	251	93.66	6.34	78.49
English Learners	14	11	78.57	21.43	18.18
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	17	16	94.12	5.88	56.25
Socioeconomically Disadvantaged	166	150	90.36	9.64	62.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	75	63	84.00	16.00	26.98

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	584	545	93.32	6.68	38.05
Female	293	277	94.54	5.46	38.27
Male	291	268	92.10	7.90	37.83
American Indian or Alaska Native	--	--	--	--	--
Asian	17	17	100.00	0.00	58.82
Black or African American	23	23	100.00	0.00	26.09
Filipino	14	13	92.86	7.14	76.92
Hispanic or Latino	221	208	94.12	5.88	26.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	33	91.67	8.33	51.52
White	268	246	91.79	8.21	43.90
English Learners	14	12	85.71	14.29	0.00
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	17	15	88.24	11.76	20.00
Socioeconomically Disadvantaged	166	149	89.76	10.24	23.65
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	75	62	82.67	17.33	1.61

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	38.03	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	1068	1008	94.38	5.62	38.03
Female	527	503	95.45	4.55	37.18
Male	541	505	93.35	6.65	38.89
American Indian or Alaska Native	--	--	--	--	--
Asian	31	28	90.32	9.68	53.57
Black or African American	46	41	89.13	10.87	19.51
Filipino	25	25	100	0	60
Hispanic or Latino	374	357	95.45	4.55	29.49
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	69	65	94.2	5.8	49.23
White	516	485	93.99	6.01	42.47
English Learners	22	20	90.91	9.09	5
Foster Youth	--	--	--	--	--
Homeless	16	15	93.75	6.25	13.33
Military	37	34	91.89	8.11	35.29
Socioeconomically Disadvantaged	286	262	91.61	8.39	30.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	122	107	87.7	12.3	7.48

2021-22 Career Technical Education Programs

MVHS offers CTE courses in Art, Media, and Entertainment; Engineering and Manufacturing; Hospitality, Tourism and Recreation; Public Services (law and fire science), Marketing, and Transportation. In addition, students have access to other CTE courses offered at the other high school sites within the district. 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. Students have opportunities to take aptitude tests, interest inventories, and may sign up for the ASVAB for military aptitudes. Other classes, such as food, EMT, fire science, transportation, photography, media technology and drafting also give students skills for immediate employment. CTE courses provide Work Based Learning along the continuum from guest speakers to internships. Through a partnership with MSJC, several courses are articulated, and students receive dual enrollment credit for the high school course and college credits on a college transcript. All careers' classes and CTE classes invite guests to speak to students about career opportunities. College presentations also offer Career Education/Employment Concentrations and certificate programs. The MVHS Robotics students compete on an international level and the Virtual Enterprise students compete on a national level.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	931
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	80.5
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	98.05
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	64.48

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	96	96	94	96

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 MVHS 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, Murrieta Valley 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		0.2	0.8		0.5	1.1		8.9	7.8
Graduation Rate		98	97.8		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	504	493	97.8
Female	241	240	99.6
Male	263	253	96.2
American Indian or Alaska Native	--	--	--
Asian	13	13	100.0
Black or African American	23	23	100.0
Filipino	12	12	100.0
Hispanic or Latino	162	160	98.8
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	32	31	96.9
White	258	250	96.9
English Learners	12	12	100.0
Foster Youth	--	--	--
Homeless	12	12	100.0
Socioeconomically Disadvantaged	200	193	96.5
Students Receiving Migrant Education Services	0	0	0.0
Students with Disabilities	61	53	86.9

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2410	2365	945	40.0
Female	1177	1148	475	41.4
Male	1230	1214	468	38.6
American Indian or Alaska Native	7	7	1	14.3
Asian	65	65	16	24.6
Black or African American	95	95	42	44.2
Filipino	53	53	13	24.5
Hispanic or Latino	879	861	346	40.2
Native Hawaiian or Pacific Islander	11	10	5	50.0
Two or More Races	172	164	71	43.3
White	1116	1098	446	40.6
English Learners	78	75	37	49.3
Foster Youth	13	12	7	58.3
Homeless	37	37	13	35.1
Socioeconomically Disadvantaged	725	706	346	49.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	359	350	181	51.7

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	1.46	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	0.04	2.61	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	2.61	0.00
Female	1.70	0.00
Male	3.50	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	4.21	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.41	0.00
Native Hawaiian or Pacific Islander	9.09	0.00
Two or More Races	2.91	0.00
White	2.06	0.00
English Learners	1.28	0.00
Foster Youth	15.38	0.00
Homeless	5.41	0.00
Socioeconomically Disadvantaged	4.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.74	0.00

2022-23 School Safety Plan

School safety is a high priority at Murrieta Valley 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 file. 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	28	15	44	25
Mathematics	27	20	35	27
Science	28	17	28	28
Social Science	27	17	41	13

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	29	14	37	29
Mathematics	27	18	46	18
Science	29	10	31	31
Social Science	28	12	35	22

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	26	21	52	16
Mathematics	26	22	47	15
Science	28	11	46	15
Social Science	26	23	34	21

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	459

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

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	$8,328	$1,809	$6,520	$97,246
District	N/A	N/A	$7,550	$92,613
Percent Difference - School Site and District	N/A	N/A	-14.6	4.9
State	N/A	N/A	$6,594	$85,368
Percent Difference - School Site and State	N/A	N/A	-1.1	13.0

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	23.2

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	5
Fine and Performing Arts	0
Foreign Language	4
Mathematics	6
Science	4
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	32

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