

# Murrieta Valley High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 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/fq/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.

## 2023-24 School Contact Information

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

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

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:

- In 2023, graduating seniors had the highest CAASPP Math, Language Arts, and Science scores in our district.
- Highly competitive award-winning Virtual Enterprise, Robotics and Mock Trial Teams.
- Eight career pathways including culinary, business, photography, public services (Fire Science, EMT and Law Enforcement), engineering, computer programming, transportation (auto shop)
- MVHS has active student unions representing all cultures on campus, led by student leaders.
- The Nighthawks' varsity athletic teams won 6 Southwestern League Championships.
- We are in our fifth year of hosting the Mount San Jacinto Community College Annex on our campus.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	553
Grade 10	539
Grade 11	581
Grade 12	557
Total Enrollment	2,230

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.4%
American Indian or Alaska Native	0.3%
Asian	2.8%
Black or African American	3.3%
Filipino	2.3%
Hispanic or Latino	38.8%
Native Hawaiian or Pacific Islander	0.6%
Two or More Races	7.1%
White	43.7%
English Learners	2.5%
Foster Youth	0.4%
Homeless	0.5%
Socioeconomically Disadvantaged	42%
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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	77.10	83.46	787.00	86.36	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.60	0.65	3.60	0.40	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	10.80	1.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.20	5.65	28.00	3.08	12115.80	4.41
<b>Unknown</b>	9.40	10.22	81.80	8.98	18854.30	6.86
<b>Total Teaching Positions</b>	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	84.40	86.78	825.80	88.25	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.80	1.88	4.00	0.43	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.50	1.56	9.10	0.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.50	2.64	25.40	2.72	11953.10	4.28
<b>Unknown</b>	6.90	7.12	71.20	7.62	15831.90	5.67
<b>Total Teaching Positions</b>	97.20	100.00	935.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	1.50
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### 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	0.10
Local Assignment Options	4.60	2.40
<b>Total Out-of-Field Teachers</b>	5.20	2.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	2.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.8	2.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

## 2023-24 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 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<b>Mathematics</b>	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

<b>Science</b>	<p>Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009</p> <p>Biology: Cycles of Life (AGS) Adopted 2008</p> <p>Campbell Biology AP Edition (Prentice Hall) Adopted 2018</p> <p>Chemistry AP Edition (Cengage) Adopted 2022</p> <p>Diversified Health Occupations (ITP) Adopted 2009</p> <p>Earth Science {Ca} (Pearson) Adopted 2005</p> <p>Energy for Sustainability (ISLPR) Adopted 2011</p> <p>Environment: The Science Behind the Stories AP Edition (Pearson) Adopted 2022</p> <p>Environmental Science: Sustaining Your World (Cengage) Adopted 2022</p> <p>Essentials of Human Anatomy and Physiology (Pearson) Adopted 2022</p> <p>Human Heredity Principles and Issues (Brooks Cole) 2018</p> <p>Inspire Biology (McGraw Hill) Adopted 2022</p> <p>Inspire Chemistry (McGraw Hill) Adopted 2022</p> <p>Inspire Physics (McGraw Hill) Adopted 2022</p> <p>Introduction to Medical Terminology (Thompson) Adopted 2008</p> <p>Life Science (Glencoe) Adopted 2008</p> <p>Marine Science (McGraw Hill) Adopted 2022</p> <p>Physics: Principles with Applications AP Edition (Pearson) Adopted 2022</p> <p>Physical Science (AGS) Adopted 2008</p> <p>Biology Course Companion (Oxford) Adopted 2010</p> <p>Biology Higher Level Baccalaureate for the IB Diploma (Prentice Hall) Adopted 2010</p> <p>Chemistry SL (Prentice Hall) Adopted 2010</p> <p>Physics Course Companion (Oxford) Adopted 2010</p> <p>IB Environmental Systems and Societies (Oxford ) Adopted 2015</p>	Yes	0
<b>History-Social Science</b>	<p>World History Interactive: The Modern World (Savvas) Adopted 2023</p> <p>U.S. History Interactive: Reconstruction to the Present (Savvas) Adopted 2023</p> <p>Economics: Principles in Action (Savvas) Adopted 2023</p> <p>Government Alive! Power, Politics and You (TCI) Adopted 2023</p> <p>Psychology in Everyday Life (Bedford) Adopted 2023</p> <p>Human Geography: A Spatial Perspective (Cengage) Adopted 2023</p> <p>A History of Europe in the Modern World (McGraw Hill) Adopted 2023</p> <p>Traditions and Encounters: A Global Perspective on the Past (McGraw Hill) Adopted 2023</p> <p>Fabric of a Nation (Bedford) Adopted 2023</p> <p>Krugman's Economics for the AP Course (Bedford) Adopted 2023</p> <p>American Government: Stories of a Nation (Bedford) Adopted 2023</p> <p>Myers Psychology for the AP (Worth Publishing) Adopted 2018</p> <p>World History (AGS) Adopted 2006</p> <p>Power Basics World History (J. Weston Walch) Adopted 2023</p> <p>United States History (AGS) Adopted 2006</p> <p>Power Basics United States History (J. Weston Walch) Adopted 2023</p> <p>United States Government (AGS) Adopted 2006</p>	Yes	0

	Power Basics American Government (J. Weston Walch) Adopted 2023 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 Authoritarian States (Pearson) Adopted 2017 The Cold War: Superpower Tensions and Rivalries (Pearson) Adopted 2017		
<b>Foreign Language</b>	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
<b>Health</b>	Lifetime Health (Holt Reinhart, and Winston) Adopted 2004	Yes	0
<b>Visual and Performing Arts</b>	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

August 2, 2023

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

#### 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.

### 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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	73	72	58	57	47	46
<b>Mathematics</b> (grades 3-8 and 11)	38	36	41	43	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	561	548	97.68	2.32	72.03
<b>Female</b>	269	259	96.28	3.72	76.45
<b>Male</b>	290	287	98.97	1.03	68.18
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	84.21
<b>Black or African American</b>	20	20	100.00	0.00	60.00
<b>Filipino</b>	15	15	100.00	0.00	53.33
<b>Hispanic or Latino</b>	211	204	96.68	3.32	68.47
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	50	49	98.00	2.00	63.27
<b>White</b>	238	233	97.90	2.10	78.11
<b>English Learners</b>	17	15	88.24	11.76	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	25	25	100.00	0.00	60.00
<b>Socioeconomically Disadvantaged</b>	236	232	98.31	1.69	64.50
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	92	85	92.39	7.61	30.59

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	558	536	96.06	3.94	36.38
<b>Female</b>	267	254	95.13	4.87	34.25
<b>Male</b>	289	280	96.89	3.11	38.21
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	19	19	100.00	0.00	57.89
<b>Black or African American</b>	20	20	100.00	0.00	15.00
<b>Filipino</b>	15	15	100.00	0.00	26.67
<b>Hispanic or Latino</b>	209	198	94.74	5.26	28.28
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	50	47	94.00	6.00	38.30
<b>White</b>	237	229	96.62	3.38	43.23
<b>English Learners</b>	17	16	94.12	5.88	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	25	25	100.00	0.00	24.00
<b>Socioeconomically Disadvantaged</b>	234	227	97.01	2.99	26.87
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	91	82	90.11	9.89	4.88

## 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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	38.03	39.67	36.01	40.36	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1127	1100	97.60	2.40	39.64
<b>Female</b>	552	540	97.83	2.17	38.15
<b>Male</b>	572	558	97.55	2.45	41.04
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	36	36	100.00	0.00	61.11
<b>Black or African American</b>	41	41	100.00	0.00	21.95
<b>Filipino</b>	31	30	96.77	3.23	43.33
<b>Hispanic or Latino</b>	424	416	98.11	1.89	30.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	87	83	95.40	4.60	42.17
<b>White</b>	495	481	97.17	2.83	46.57
<b>English Learners</b>	28	26	92.86	7.14	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	40	39	97.50	2.50	43.59
<b>Socioeconomically Disadvantaged</b>	485	475	97.94	2.06	30.11
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	158	144	91.14	8.86	9.72

## 2022-23 Career Technical Education Programs

Murrieta Valley High School offers College and Career Pathways in Arts, Media and Entertainment, Engineering & Design, Health Science & Medical Technology, Hospitality, Tourism & Recreation, Information & Communication Technologies, Marketing, Sales, & Service and Public Service. These pathways connect students' learning with actual needs in our local, regional 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, Food & Beverage Production, Photography, Fire Science, Law Enforcement, Emergency Response, Entrepreneurship, Computer Science and Robotics courses give students employable skills sets. Additionally, CTE programs provide students 14 or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. Through a partnership with Mt. San Jacinto College (MSJC), students who successfully complete approved high school and CTE courses with a grade of B or better qualify for college credit for the course taken. The CTE community advisory committee is comprised of 40 members from local industry and civic organizations such as the City of Murrieta Economic Development Leadership, Murrieta/Wildomar Chamber of Commerce, Southwest Healthcare, local representatives from the finance and manufacturing sectors. Additionally, the Superintendent started a CTE Superintendent's Advisory Council where parents, community members and local businesses are encouraged to attend.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1296
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.1
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
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.83
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	67.94

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	84.72%	87.57%	89.17%	90.05%	93.61%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
Murrieta Valley is purposeful in partnering with families for authentic engagement and feedback regarding the academic opportunities, behavioral health supports, enrichment activities and connections within our schools. At the district level, opportunities for parent engagement abound! This includes open participation in several parent advisory groups (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 Superintendent Advisory Councils. All district level parent advisory groups are held in a hybrid meeting format (in-person and virtual). This maximizes family/parent accessibility and participation. In addition to these district advisory groups, our school site implements in-person site specific opportunities for parent involvement. These opportunities include but are not limited to, School Site Council (SSC), PTSA, grade level information nights (Senior parent night, Dual Enrollment Parent Night), English Learner Advisory Councils (ELAC), and daily volunteer opportunities such as activity boosters, class and office volunteers, special event chaperones and parent booster clubs for all extra-curricular and athletic programs.

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 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0.2	0.8	0.9	1.2	1.1	1.2	9.4	7.8	8.2
<b>Graduation Rate</b>	97.3	97.8	97.7	96.3	96.3	96.7	83.6	87	86.2

## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	563	550	97.7
<b>Female</b>	286	281	98.3
<b>Male</b>	277	269	97.1
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	18	17	94.4
<b>Black or African American</b>	20	20	100.0
<b>Filipino</b>	14	14	100.0
<b>Hispanic or Latino</b>	216	208	96.3
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	33	33	100.0
<b>White</b>	253	249	98.4
<b>English Learners</b>	14	13	92.9
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	20	20	100.0
<b>Socioeconomically Disadvantaged</b>	281	272	96.8
<b>Students Receiving Migrant Education Services</b>	0.0	0.0	0.0
<b>Students with Disabilities</b>	75	65	86.7

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2327	2297	539	23.5
Female	1121	1101	267	24.3
Male	1199	1190	269	22.6
Non-Binary	7	6	3	50.0
American Indian or Alaska Native	7	6	0	0.0
Asian	64	63	6	9.5
Black or African American	78	76	15	19.7
Filipino	51	51	9	17.6
Hispanic or Latino	909	897	211	23.5
Native Hawaiian or Pacific Islander	13	13	3	23.1
Two or More Races	164	162	42	25.9
White	1015	1004	248	24.7
English Learners	74	73	20	27.4
Foster Youth	15	13	5	38.5
Homeless	18	17	8	47.1
Socioeconomically Disadvantaged	1062	1044	305	29.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	371	365	141	38.6

## 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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.04	2.61	3.27	0.06	2.53	2.88	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.03	0.02	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.27	0
Female	2.14	0
Male	4.34	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.41	0
Filipino	3.92	0
Hispanic or Latino	3.08	0
Native Hawaiian or Pacific Islander	15.38	0
Two or More Races	7.32	0
White	2.46	0
English Learners	6.76	0
Foster Youth	6.67	0
Homeless	11.11	0
Socioeconomically Disadvantaged	4.8	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.47	0

## 2023-24 School Safety Plan

School safety is a high priority at our school. Campus supervisors, administrators, and counselors are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our mass communication system Parent Square is used to immediately call, email, text, and push alerts to all families in an emergency or urgent situation. Our school is assigned a sworn law enforcement officer who serves as the School Resource Officer (SRO). SROs support all safety matters from E-bike safety and facility safety to the investigation of any crimes or disciplinary matters that may occur on campus during the school day or after school hours. SROs also access and can monitor safety from surveillance cameras on site. Video surveillance cameras across our campus also serve as a deterrent to trespassers, vandalism, and other illegal activities. During the school year trained canines and their handlers perform unannounced drug, alcohol, and weapon searches on school grounds.

Our school last reviewed and updated our Comprehensive School Safety Plan (CSSP) in February of 2023, prior to the Board of Education adoption on March 9, 2023. The plan is presented to all staff and parents. Additionally, on September 6, 2022, Murrieta Valley staff attended an Active Shooter Training by District Staff and the SRO where safety plans and emergency procedures were discussed. Throughout the school year, student assemblies and drills are held to address safety issues with students and staff. The school has an Emergency and Disaster Preparedness Plan which specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability following a disaster, and it aligns with the federal NIMS emergency system. Fire drills, earthquake drills and dangerous intruder drills are held each semester.

Murrieta Valley HS is a closed campus that is fully fenced. Visitors must go through the school office for permission to be on campus. Every visitor must be scanned through our Raptor Visitor Management System. This system screens against California's Megan's Law database as well as all 50 states' sex offender databases every visitor and parent volunteers prior to entering campus. The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation. At the time of this publication, several safety enhancements

## 2023-24 School Safety Plan

are in the beginning stages of implementation for the 23-24 school year: Expansion of Raptor as an emergency management system and an e-bike education course in partnership with Murrieta Police.

## 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

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	14	38	26
Mathematics	26	22	39	16
Science	27	17	37	19
Social Science	27	18	35	21

## 2022-23 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	446

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	11

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$9,794	\$2,252	\$7,542	\$98,775
District	N/A	N/A	\$6,767	\$96,632
Percent Difference - School Site and District	N/A	N/A	10.8	6.4
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	13.4	14.6

## Fiscal Year 2022-23 Types of Services Funded

Our district provides services and programs to meet the needs of our diverse student population and their families. We provide individualized core services such as robust academic options and enrichment activities to individual student growth assessments and services geared towards families such as office hours, athletic competitions, performing arts and mental health supports. Each school is equipped with high quality teaching and administration staff and a support team comprised of a health technician, a school nurse, attendance clerk, aides, special education experts, nutrition services, and a mental health team including a psychologist who are available to meet with students and their families virtually and/or in-person. Additionally, our school has full-time counselors focused on academic and social-emotional management as well as positioning students for life after high school whether it be college, trade, apprenticeships, or military service.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,753	\$55,550
Mid-Range Teacher Salary	\$85,698	\$80,703
Highest Teacher Salary	\$123,976	\$109,418
Average Principal Salary (Elementary)	\$145,036	\$137,703
Average Principal Salary (Middle)	\$152,667	\$143,760
Average Principal Salary (High)	\$163,307	\$159,021
Superintendent Salary	\$277,101	\$319,443
Percent of Budget for Teacher Salaries	37.72%	30.35%
Percent of Budget for Administrative Salaries	5.02%	4.87%

## 2022-23 Advanced Placement (AP) Courses

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

<b>Percent of Students in AP Courses</b>	21.3
--	------

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	6
Fine and Performing Arts	0
Foreign Language	3
Mathematics	5
Science	2
Social Science	12
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	28

## Professional Development

Murrieta Valley USD implements professional development opportunities for all employees year round. In the 2023-24 school year, a strategic goal of the district was 'Professional Growth' for all employees. To this end was a purposeful effort in expanding and enhancing certificated training related to Professional Learning Communities (PLC), Inclusion and MTSS strategies to maximize student success. Additionally, teachers also participate in monthly staff meetings with a training component, school community building, and robust communication at the school level. During the school year, teachers participate in two full professional development days. These days are a combination of site-based and district-developed training opportunities focused on current initiatives. In this school year, we also expanded our Classified Management leadership training sessions and site leadership training series on topics such as understanding student discipline, investigations, IEPs/504s and SSTs, school budgeting, safety procedures, and essentials for working in early childhood learning environments. New teachers continue to have the opportunity to clear their credentials 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.

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

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	2	2