Murrieta Canyon Academy
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

MURRIETA CANYON
— A C A D E M Y —

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 California DEPARTMENT OF EDUCATION	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 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

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

2023-24 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	www.murrieta.k12.ca.us

2023-24 School Description and Mission Statement

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

Highlights & Achievements
- Murrieta Canyon Academy received a six-year WASC accreditation status through June 30, 2029, with a three- year mid cycle visit during the 2025-2026 school year.
- Staff provides an inclusive and accepting culture to support student needs which allows for data driven individualized instruction and relationship building.
- Implemented monthly mental health support groups while also expanding activities and school-wide, social-emotional learning and home visits.
- Offer three CTE pathways, Building and Construction, Studio Art and Digital Photography.
- Built-in intervention into the daily school program in the form of credit recovery, teacher office hours and Guidance/Seminar Period.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	8
Grade 1	20
Grade 2	17
Grade 3	28
Grade 4	32
Grade 5	29
Grade 6	14
Grade 7	32
Grade 8	33
Grade 9	4
Grade 10	22
Grade 11	69
Grade 12	93
Total Enrollment	401

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	52.4%
American Indian or Alaska Native	0.5%
Asian	4.7%
Black or African American	8.2%
Filipino	4%
Hispanic or Latino	45.4%
Native Hawaiian or Pacific Islander	0.7%
Two or More Races	6.7%
White	28.2%
English Learners	5.2%
Foster Youth	1.5%
Homeless	1.7%
Socioeconomically Disadvantaged	56.4%
Students with Disabilities	20%

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)	11.60	66.72	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.70	33.22	28.00	3.08	12115.80	4.41
Unknown	0.00	0.06	81.80	8.98	18854.30	6.86
Total Teaching Positions	17.40	100.00	911.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	68.20	825.80	88.25	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	4.00	0.43	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	9.10	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	8.70	26.52	25.40	2.72	11953.10	4.28
Unknown	1.70	5.21	71.20	7.62	15831.90	5.67
Total Teaching Positions	32.80	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	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

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	0.00	1.00
Local Assignment Options	5.70	7.70
Total Out-of-Field Teachers	5.70	8.70

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.6	0

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
Reading/Language Arts	APEX Learning Comprehensive Courses (Online) 2012: English 9 (Common Core) English 10 (Common Core) English 11 (Common Core) English 12 (Common Core) Creative Writing myPerspectives Grade 9 (Pearson) Adopted 2020 myPerspectives Grade 10 (Pearson) Adopted 2020 myPerspectives Grade 11 (Pearson) Adopted 2020 The Bedford Reader (Bedford/St. Martins) Adopted 2005 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019	Yes	0
Mathematics	APEX Learning Comprehensive Courses (Online) since 2012: Algebra I (Common Core) Geometry (Common Core) Algebra II (Common Core) Mathematics I (Common Core) Mathematics II (Common Core) Mathematics III (Common Core) Pre-calculus enVision Integrated Mathematics I (Pearson) Adopted 2019 enVision Integrated Mathematics II (Pearson) Adopted 2019 enVision Integrated Mathematics III (Pearson) Adopted 2019 Pre-calculus (Houghton Mifflin) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 Mathematical Reasoning with Connections (CSU) Adopted 2018	Yes	0
Science	APEX Learning Comprehensive Courses (Online) since 2012: Earth Science Biology Chemistry	Yes	0

	Psychology Inspire Biology (McGraw Hill) Adopted 2022 Inspire Chemistry (McGraw Hill) Adopted 2022 Inspire Physics (McGraw Hill) Adopted 2022 Environmental Science: Sustaining Your World (Cengage) Adopted 2022 Marine Science (McGraw Hill) Adopted 2022 Earth Science {Ca} (Pearson) Adopted 2005 Life Science (Glencoe) Adopted 2008		
History-Social Science	FLVS Global (Online) since 2013: Middle School Social Studies (Civics) Middle School Social Studies (World History) Middle School Social Studies (U.S. History) APEX Learning Comprehensive Courses (Online) since 2012: World History U.S. History U.S. Government and Politics World History Interactive: The Modern World (Savvas) Adopted 2023 U.S. History Interactive: Reconstruction to the Present (Savvas) Adopted 2023 Economics: Principles in Action (Savvas) Adopted 2023 Government Alive! Power, Politics and You (TCI) Adopted 2023	Yes	0
Foreign Language	APEX Learning Comprehensive Courses (Online) since 2012: En Espanol 1 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal Littell) Adopted 2000	Yes	0
Health	APEX Learning Comprehensive Courses (Online) since 2012: Skills for Health Physical Education	Yes	0
Visual and Performing Arts	APEX Learning Comprehensive Courses (Online) since 2012: Art Appreciation	Yes	0

School Facility Conditions and Planned Improvements

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

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

Year and month of the most recent FIT report	July 31, 2023

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			Minor repairs completed under work order system
Electrical		X		Minor repairs completed under work order system
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Minor repairs completed under work order system
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
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).

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
English Language Arts/Literacy (grades 3-8 and 11)	52	47	58	57	47	46
Mathematics (grades 3-8 and 11)	28	25	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
All Students	290	253	87.24	12.76	47.43
Female	138	119	86.23	13.77	50.42
Male	149	131	87.92	12.08	44.27
American Indian or Alaska Native	--	--	--	--	--
Asian	18	18	100.00	0.00	55.56
Black or African American	17	17	100.00	0.00	17.65
Filipino	16	14	87.50	12.50	71.43
Hispanic or Latino	125	108	86.40	13.60	42.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	22	88.00	12.00	77.27
White	86	71	82.56	17.44	47.89
English Learners	19	17	89.47	10.53	11.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	142	88.20	11.80	38.03
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	45	64.29	35.71	20.00

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
All Students	291	244	83.85	16.15	24.59
Female	139	113	81.29	18.71	25.66
Male	149	128	85.91	14.09	24.22
American Indian or Alaska Native	--	--	--	--	--
Asian	18	17	94.44	5.56	52.94
Black or African American	17	16	94.12	5.88	6.25
Filipino	16	14	87.50	12.50	35.71
Hispanic or Latino	126	105	83.33	16.67	19.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	21	84.00	16.00	52.38
White	86	68	79.07	20.93	20.59
English Learners	19	16	84.21	15.79	6.25
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	161	135	83.85	16.15	18.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	70	44	62.86	37.14	4.55

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
Science (grades 5, 8 and high school)	25.50	24.54	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
All Students	247	217	87.85	12.15	24.42
Female	118	103	87.29	12.71	24.27
Male	126	111	88.10	11.90	24.32
American Indian or Alaska Native	--	--	--	--	--
Asian	13	13	100.00	0.00	30.77
Black or African American	15	13	86.67	13.33	0.00
Filipino	11	8	72.73	27.27	--
Hispanic or Latino	106	96	90.57	9.43	11.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	18	90.00	10.00	50.00
White	77	65	84.42	15.58	38.46
English Learners	11	9	81.82	18.18	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	137	88.96	11.04	18.25
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	27	67.50	32.50	18.52

2022-23 Career Technical Education Programs

Murrieta Canyon Academy offers College and Career Pathways in Arts, Media and Entertainment, and Building, Construction and Trades. 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 Studio Art, Photography and Residential and Commercial Construction 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	93
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	84.36
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	17.11

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 5	55.56%	55.56%	55.56%	55.56%	55.56%
Grade 7	83.67%	83.67%	83.67%	81.63%	83.67%

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

MCA 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, and daily volunteer programs such class and office volunteers, and special event chaperones.

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
Dropout Rate	8.2	4.9	2.4	1.2	1.1	1.2	9.4	7.8	8.2
Graduation Rate	81.4	90.1	90.4	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	83	75	90.4
Female	39	35	89.7
Male	42	38	90.5
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	33	32	97.0
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	33	29	87.9
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	57	52	91.2
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	576	531	245	46.1
Female	277	255	119	46.7
Male	293	271	124	45.8
Non-Binary	6	5	2	40.0
American Indian or Alaska Native	2	2	1	50.0
Asian	27	25	10	40.0
Black or African American	44	41	17	41.5
Filipino	24	24	7	29.2
Hispanic or Latino	253	234	110	47.0
Native Hawaiian or Pacific Islander	3	3	2	66.7
Two or More Races	40	34	12	35.3
White	170	157	82	52.2
English Learners	31	28	10	35.7
Foster Youth	9	8	6	75.0
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	350	324	161	49.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	129	114	49	43.0

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	0.00	1.14	3.99	0.06	2.53	2.88	0.20	3.17	3.60
Expulsions	0.00	0.00	0.17	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	3.99	0.17
Female	3.97	0.36
Male	4.1	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	3.56	0.4
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5	0
White	2.94	0
English Learners	3.23	0
Foster Youth	0	0
Homeless	9.09	0
Socioeconomically Disadvantaged	4.86	0.29
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.1	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 December 7, 2022, Murrieta Canyon Academy 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 Canyon Academy 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.

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

2020-21 Elementary Average Class Size and Class Size Distribution

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

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

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

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

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	0	0	0	0
1	0	0	0	0
2	11	1	0	0
3	6	3	0	0
4	7	3	0	0
5	9	2	0	0
6	4	21	0	0
Other	14	5	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	7	22	1	
Mathematics	8	17	1	
Science	8	13	1	
Social Science	10	18	1	

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	8	32	3	
Mathematics	9	25	4	
Science	9	26	2	
Social Science	9	33	3	

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	11	20	3	0
Mathematics	10	19	5	0
Science	11	13	3	0
Social Science	8	35	3	0

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	133.67

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	$16,884	$2,887	$13,996	$98,847
District	N/A	N/A	$6,767	$96,632
Percent Difference - School Site and District	N/A	N/A	69.6	6.5
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	71.9	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.

Percent of Students in AP Courses	0

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

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