

E. Hale Curran Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	E. Hale Curran Elementary School
Street	40855 Chaco Canyon Rd.
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 696-1405
Principal	Greg Lumsden
Email Address	glumsden@murrieta.k12.ca.us
School Website	https://www.murrieta.k12.ca.us/curran
Grade Span	K-5
County-District-School (CDS) Code	337452006170858

2024-25 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

2024-25 School Description and Mission Statement

E. Hale Curran Elementary School is a smaller elementary school with a strong community feel. We work with our K-5 grade students in a positive environment in which students and teachers embrace each other's backgrounds. We focus on STEM science, technology, engineering and math education, including problem-solving strategies in mathematics that encourage our students to communicate and solve problems together. Our STEM focus is integrated into our regular curriculum, as well as through project-based instruction. Integrated curriculum fosters a way of learning that mimics real life. We create an environment where children are curious and excited about learning. We are committed to creating an environment where children are excited about learning and approach learning with a growth mindset. Through our STEM focus, we are working on

2024-25 School Description and Mission Statement

developing and fostering 21st century learning skills. We believe that students must develop creativity, curiosity, collaboration, communication and critical thinking skills in order to be college and career ready. We are a community of learners where the needs of children come first. Our goal of every student achieving at high levels drives our decision making and instructional planning. Through our focus on student learning and high expectations for all students, we are preparing our students for success.

Highlights & Achievements:

- E. Hale Curran is a 2024 Positive Behavioral Interventions and Supports (PBIS) Bronze recognized school for cultivating positive, supportive, and inclusive environments, while demonstrating a steadfast commitment to the success and well-being of every student.
- Our Cougars in the Newsews is shown every Monday. We have our own student news team that keeps our staff and students up to date with school happenings. The team interviews teachers and other adults at Curran.
- Curran was selected by the Ryan Dungey Foundation to receive 24 balance bikes and 24 helmets through the All Kids Bike Program so that all our kindergarten students will learn to ride.
- EHC was named a 2024 Educational Results Partnership Honor Roll School for closing the achievement gap in math and English.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	123
Grade 1	81
Grade 2	95
Grade 3	96
Grade 4	92
Grade 5	103
Total Enrollment	590

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.7
Non-Binary	0.2
Asian	3.2
Black or African American	6.6
Filipino	3.7
Hispanic or Latino	55.3
Native Hawaiian or Pacific Islander	0.8
Two or More Races	9.2
White	19.7
English Learners	11.9
Foster Youth	0.3
Homeless	0.7
Socioeconomically Disadvantaged	61
Students with Disabilities	25.1

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)	20.00	86.96	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)	2.00	8.70	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	28.00	3.08	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.35	81.80	8.98	18854.30	6.86
Total Teaching Positions	23.00	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)	23.10	90.23	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)	0.00	0.00	25.40	2.72	11953.10	4.28
Unknown/Incomplete/NA	2.50	9.77	71.20	7.62	15831.90	5.67
Total Teaching Positions	25.60	100.00	935.80	100.00	279044.80	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.

2022-23 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)	21.50	86.00	804.80	87.60	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	4.90	0.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.40	1.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	27.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	3.50	14.00	71.10	7.74	14303.80	5.15
Total Teaching Positions	25.00	100.00	918.70	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	2.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	2.00	0.00	0

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	10.50	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)	0.00	0	0

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

2024-25 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	On My Way for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2022 Wonders (McGraw Hill) Grades K-1 Adopted in 2017 Benchmark Advance (Benchmark Education) Grades 2-5 Adopted in 2017 READ 180 Universal stage A (Houghton Mifflin) Grades 4-5 2016 System 44 (Houghton Mifflin) Grades 3-5 2010	Yes	0
Mathematics	Go Math California (Houghton Mifflin), Grades K-5 Adopted in 2014 Math 180 (Houghton Mifflin) Adopted in 2013	Yes	0
Science	Twig Science (Imagine Learning) Grades K-5 Adopted in 2022	Yes	0
History-Social Science	Studies Weekly- California edition (Studies Weekly) Grades K-5 Adopted in 2023	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

E. Hale Curran Elementary School opened in 1989. The school has 34 classrooms, a multipurpose room, several computer labs, a library, cafeteria, administrative offices, a staff lounge, and four play areas—one for preschool students, one for kindergarten students, one for SEED and one for students in grades one through five. Childcare facilities for all grades are located on campus in a separate building and play area. We have ample space for the number of students enrolled at the school.

School Facility Conditions and Planned Improvements

Upkeep, maintenance, and cleaning of district schools are provided by the district. Schools and rest rooms are cleaned daily, and the administration works with the custodial staff to ensure a clean and safe school. Any graffiti or vandalism is removed or repaired as soon as it is discovered. District maintenance staff members regularly pick up litter and maintain landscaping on a regular weekly schedule.

Corrective and preventative maintenance are scheduled on a routine basis to keep the school in good repair and working order. Recently the school received a new, state of the art, fire alarm system as well as new roof work on several buildings. Our blacktop areas were also recently resurfaced. 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 6, 2024

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 through work order system.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Minor repairs completed through work order system.
Electrical		X		Minor repairs completed through work order system.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Minor repairs completed through work order system.
Safety: Fire Safety, Hazardous Materials	X			Minor repairs completed through work order system.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Minor repairs completed through 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	49	47	57	60	46	47
Mathematics (grades 3-8 and 11)	44	40	43	45	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	297	293	98.65	1.35	47.10
Female	144	144	100.00	0.00	45.83
Male	152	148	97.37	2.63	48.65
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	83.33
Black or African American	21	21	100.00	0.00	38.10
Filipino	13	13	100.00	0.00	53.85
Hispanic or Latino	161	157	97.52	2.48	42.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	55.17
White	58	58	100.00	0.00	53.45
English Learners	36	36	100.00	0.00	16.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	63.16
Socioeconomically Disadvantaged	196	193	98.47	1.53	45.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	82	95.35	4.65	28.05

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	297	293	98.65	1.35	40.27
Female	144	144	100.00	0.00	37.50
Male	152	148	97.37	2.63	42.57
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	75.00
Black or African American	21	21	100.00	0.00	28.57
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	161	157	97.52	2.48	36.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	29	100.00	0.00	34.48
White	58	58	100.00	0.00	50.00
English Learners	36	36	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	42.11
Socioeconomically Disadvantaged	196	193	98.47	1.53	37.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	82	95.35	4.65	21.95

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	43.75	41.90	40.36	44.82	30.29	30.73

2023-24 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	106	105	99.06	0.94	41.90
Female	55	55	100.00	0.00	30.91
Male	51	50	98.04	1.96	54.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	52	51	98.08	1.92	27.45
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	11	11	100.00	0.00	54.55
White	21	21	100.00	0.00	66.67
English Learners	12	12	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	67	98.53	1.47	37.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	30	96.77	3.23	23.33

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.

2023-24 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 requires only participation results 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	87	61	85	89	91

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.

2024-25 Opportunities for Parental Involvement

Our school community is intentional about partnering with families to foster authentic engagement and gather meaningful feedback on academic opportunities, behavioral health supports, enrichment activities, and school connections.

At the district level, parents have numerous opportunities to get involved. These include participation in several parent advisory groups, such as the African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC), Special Education Parent Advisory Council (SEPAC), and the Career Technical Education (CTE) Advisory Board. In 2024, all district parents were invited via email to register for one of five Superintendent Advisory Councils. To maximize accessibility and participation, all district-level parent advisory group meetings are conducted in a hybrid format, offering both in-person and virtual attendance options. In addition to these district-level opportunities, each school site provides site-specific avenues for parent involvement. These include School Site Council (SSC), PTA/PTSA/PTO, English Learner Advisory Councils (ELAC), and daily volunteer programs such as Watch D.O.G.S. (Dads of Great Students), activity boosters, classroom and office volunteers, and event-specific volunteer initiatives. Schools also host events like Open Houses, assemblies, Friday Flags, visual and performing arts productions, and more to engage families and foster a strong sense of community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	637	633	136	21.5
Female	319	317	70	22.1
Male	317	315	66	21.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	2	10.5
Black or African American	45	44	7	15.9
Filipino	24	24	3	12.5
Hispanic or Latino	350	348	84	24.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	55	55	10	18.2
White	127	127	20	15.7
English Learners	79	79	19	24.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	418	416	104	25.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	178	176	39	22.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.94	1.46	1.41	2.53	2.88	2.56	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.03	0.02	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.41	0.00
Female	0.94	0.00
Male	1.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.22	0.00
Filipino	4.17	0.00
Hispanic or Latino	1.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.27	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.69	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School safety is a top priority at our schools. Administrators, teachers, and aides closely monitor the campus to ensure a secure learning environment. Our school resource officers are readily available for immediate assistance if needed. All campuses are fully fenced and closed during school hours.

2024-25 School Safety Plan

Regularly scheduled Emergency Management safety meetings are held, involving site administrators, law enforcement, mental health providers, district security staff, and Murrieta Fire & Rescue. These meetings review and update safety plans and emergency procedures. Our School Site Council, composed of parent representatives and first responders, collaborates on reviewing and annually adopting a Comprehensive School Safety Plan. The plan undergoes final review in February by the School Site Council and approval by the Board of Education in March and is accessible to all staff and parents.

Staff have received Active Shooter Training from District Staff and the Murrieta Police Department. Throughout the school year, student assemblies and emergency drills address safety issues comprehensively.

MVUSD schools conduct regular evacuation drills aligned with the federal NIMS emergency system. Our Emergency and Disaster Preparedness Plan covers procedures for fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery, and student accountability. In emergencies, our computerized alert system powered by Parent Square immediately notifies families via email, phone, text, and app.

Each school maintains strategically placed video surveillance cameras, serving as deterrents and aiding investigations. The Raptor Visitor Management System screens all guests and volunteers through national databases and the Megan's Law sex offender registry. All MVUSD schools enforce a strict anti-discrimination policy prohibiting harassment based on race, gender, disability, religion, or sexual orientation.

Looking ahead to the 24-25 school year, safety enhancements include Parent ID Badges, expanding Raptor as an emergency management system, and partnering with the Murrieta Police on an e-bike safety and education course.

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.

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	14	7		
1	22		4	
2	22		4	
3	26		4	
4	25		4	
5	26		4	
Other	13	3		

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	10	8		
1	23		4	
2	20	1	3	
3	22	1	3	
4	24	1	3	
5	24	1	3	
Other	12	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	13	7		
1	20	1	3	
2	19	2	3	
3	16	3	3	
4	23	1	3	
5	26	1	3	

2023-24 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	590

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	5
Resource Specialist (non-teaching)	
Other	6.5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$13,241	\$6,445	\$6,795	\$97,526
District	N/A	N/A	\$7,357	\$103,440
Percent Difference - School Site and District	N/A	N/A	-7.9	-5.9
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-45.3	3.0

Fiscal Year 2023-24 Types of Services Funded

Our district offers programs and services tailored to meet the needs of our diverse student population and their families. These include robust academic options, office hours, and enrichment activities, many through the Extended Learning Opportunity Program (ELOP), as well as family-focused services like before- and after-school programs, athletic competitions, visual and performing arts opportunities, and mental health support.

Each school is staffed with high-quality teachers, administrators, and a dedicated support team, including a health technician, school nurse, attendance clerk, aides, special education experts, nutrition services, and a mental health team featuring a psychologist, social worker, and school counselors. School counselors focus on social-emotional development, offering guidance lessons and small group sessions on topics like social skills, anger management, grief, teamwork, conflict resolution, and positive support strategies. Additionally, each school has a military liaison to support families with military connections.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,634	\$56,573
Mid-Range Teacher Salary	\$92,125	\$87,186
Highest Teacher Salary	\$133,274	\$119,665
Average Principal Salary (Elementary)	\$155,913	\$148,486
Average Principal Salary (Middle)	\$164,117	\$154,835
Average Principal Salary (High)	\$175,555	\$170,008
Superintendent Salary	\$285,000	\$338,699
Percent of Budget for Teacher Salaries	36.96	31.41
Percent of Budget for Administrative Salaries	5.07	4.86

Professional Development

Murrieta Valley USD provides year-round professional development opportunities for all employees. In the 2024-25 school year, the district prioritized a strategic goal of “Professional Growth” for all staff. For the second consecutive year, significant emphasis was placed on expanding efforts in Professional Learning Communities (PLC), Inclusion, and strategies within MTSS and PBIS to maximize student success.

Teachers participate in monthly staff meetings that include training components, school community building, and enhanced communication at the site level. Additionally, they engage in two full professional development days annually, offering a blend of site-based and district-led training opportunities focused on current initiatives.

This year, the elementary team introduced the district’s first-ever "Ignite: Educator Conference" on one of the professional development days. The district also continued its Classified Management leadership training sessions and site leadership training series, covering essential topics such as student discipline, investigations, IEPs/504s and SSTs, school budgeting, safety procedures, and early childhood learning best practices.

New teachers benefit from the district’s Induction Program, which supports them in clearing their credentials through a rigorous and reflective learning process, guided by an MVUSD mentor teacher. Teachers new to the district also receive comprehensive training on key focus areas, district expectations, and procedures, as well as guidance on curriculum recently adopted for their grade level or subject area.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2