

# Vista Murrieta High 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

## 2024-25 School Contact Information

<b>School Name</b>	Vista Murrieta High School
<b>Street</b>	28251 Clinton Keith Rd.
<b>City, State, Zip</b>	Murrieta, CA 92563
<b>Phone Number</b>	(951) 894-5750
<b>Principal</b>	Celeste Scallion
<b>Email Address</b>	cscallion@murrieta.k12.ca.us
<b>School Website</b>	<a href="https://www.murrieta.k12.ca.us/vmhs">https://www.murrieta.k12.ca.us/vmhs</a>
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	33 - 75200 - 0100420

## 2024-25 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>

## 2024-25 School Description and Mission Statement

Vista Murrieta High School (VMHS) stands as a premier four-year comprehensive high school, fully accredited by the Western Association of Schools and Colleges. Our institution has earned significant accolades, including recognition as a California Distinguished School, a Purple Star School, and for two consecutive years, the title of Most Spirited High School in the Nation from MAX Preps. Additionally, VMHS has been distinguished as America's Most Spirited School by Varsity Brands and recognized as a CIF Champion School of Character. We are also proud to hold distinctions on the Bronze Level Advanced Placement (AP) School Honor Roll and the Educational Results Partnership Honor Roll. For over 20 years, our CLASS motto—Character, Leadership, Attitude, Scholarship, and Service—has driven our commitment to student success. We deliver rigorous

## 2024-25 School Description and Mission Statement

academics, inclusive extracurricular activities, and robust community engagement. VMHS offers an extensive range of academic opportunities, with over 20 AP courses and 13 Dual Enrollment courses available in key subjects such as English, Math, Social Science, Science, World Languages, and Arts and Humanities, allowing our students to earn college credits while still in high school. The AVID (Advancement Via Individual Determination) program equips students with crucial skills for academic and career success, while our newly established Athletic Academic Seminar Program ensures that student-athletes effectively balance their athletic commitments with academic responsibilities. Our Academic Seminar Program is designed to facilitate the smooth transition of incoming ninth-grade students to high school, and targeted intervention classes in core subjects provide additional support for those who need it. We offer “Broncotorials,” Saturday tutorial sessions, and before-school tutoring programs in the library and specialized classrooms to empower all students to excel. Beyond academics, our students demonstrate exceptional talent in award-winning performing arts, athletics, and a variety of student activities. Through these diverse programs and our unwavering commitment to CLASS values, Vista Murrieta High School prepares students to pursue higher education confidently and become impactful, engaged members of their communities.

### Highlights & Accomplishments:

- CA Department of Education 2024 Distinguished School Award.
- Awarded ‘America’s Most Spirited High School’ for the third time.
- Our Student Leadership (ASB) won state recognition from CADA/CASL for our outstanding student activity program for the 17th consecutive year.
- VMHS varsity athletics remains very competitive in the Southwestern League and continues its winning tradition.
- 43% of graduating seniors were recognized with a Golden State Diploma Seal of Merit for superior performance in English, Math, Science, U.S. History, and two additional subjects.
- Band, Performing Arts, and AFJROTC continue to receive national awards.
- The only high school in Riverside County with a CA Purple Star School designation for our efforts supporting military connected students and their families.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	831
Grade 10	891
Grade 11	837
Grade 12	823
<b>Total Enrollment</b>	<b>3,382</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.4
Male	50.5
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	5.6
Black or African American	6.8
Filipino	4.8
Hispanic or Latino	42
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.9
White	30
English Learners	3
Foster Youth	0.2
Homeless	1.1
Socioeconomically Disadvantaged	50.4
Students with Disabilities	15.8

### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	117.00	84.16	787.00	86.36	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.60	0.40	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.50	0.37	10.80	1.19	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	9.10	6.55	28.00	3.08	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	12.30	8.91	81.80	8.98	18854.30	6.86
<b>Total Teaching Positions</b>	139.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	123.10	89.05	825.80	88.25	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.50	0.37	4.00	0.43	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.80	2.03	9.10	0.98	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	5.70	4.19	25.40	2.72	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	6.00	4.36	71.20	7.62	15831.90	5.67
<b>Total Teaching Positions</b>	138.20	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	122.50	86.70	804.80	87.60	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	1.00	0.74	4.90	0.54	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.80	2.70	10.40	1.14	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	6.40	4.56	27.30	2.98	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	7.40	5.29	71.10	7.74	14303.80	5.15
<b>Total Teaching Positions</b>	141.30	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
<b>Permits and Waivers</b>	0.50	0.80	0.5
<b>Misassignments</b>	0.00	1.90	3.2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.50	2.80	3.8

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	1.2
<b>Local Assignment Options</b>	9.10	5.70	5.1
<b>Total Out-of-Field Teachers</b>	9.10	5.70	6.4

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	2	0.2
<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)	2.80	2.4	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
<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- World Masterpieces (Prentice Hall) Adopted 2007 The King James Bible with Apocrypha (Oxford) Adopted 2007 Literature: Introduction into Fiction (Pearson) Adopted 2005 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 Arguing About Literature: A Guide and Reader (Bedford) Adopted 2017 Everything's an Argument with Readings (Bedford) Adopted 2017 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019 Arguing About Literature (Bedford) Adopted 2017 Everything's an Argument (Bedford) Adopted 2017	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 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	Yes	0



	<p>Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009</p> <p>Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009</p> <p>Mathematics Pathway (AGS) Adopted 2009</p> <p>Meeting the California Challenge (Pearson) Adopted 2009</p> <p>College Algebra (Brooks/Cole) Adopted 2004</p> <p>Is There an Engineer Inside of You (Bonamy) Adopted 2000</p> <p>Financial Algebra (Cengage) Adopted 2015</p> <p>Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010</p> <p>Intermediate Algebra (Pearson) Adopted 2016</p> <p>Mathematical Reasoning with Connections (CSU) Adopted 2018</p>		
<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>	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>	Yes	0



	<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> <p>Power Basics American Government (J. Weston Walch) Adopted 2023</p> <p>Economics (AGS) Adopted 2006</p> <p>Exploring American Histories (Bedford)</p>		
<b>Foreign Language</b>	<p>Reporteros 1 (Klett World Language) Adopted 2024</p> <p>Reporteros 2 (Klett World Language) Adopted 2024</p> <p>Reporteros 2 (Klett World Language) Adopted 2024</p> <p>Reporteros 2 (Klett World Language) Adopted 2024</p> <p>Abriendo Puertas Abriendo Perspectivas (Houghton Mifflin) Adopted 2016</p> <p>Temas AP Spanish Language and Culture (Vista Higher Learning) Adopted 2024</p> <p>En Voz Alta 1 (Carnegie) Adopted 2024</p> <p>En Voz ALta 2 (Carnegie) Adopted 2024</p> <p>Chemins 1 (Vista Higher Learning) Adopted 2024</p> <p>Chemins 2 (Vista Higher Learning) Adopted 2024</p> <p>Chemins 3 (Vista Higher Learning) Adopted 2024</p> <p>Chemins 4 (Vista Higher Learning) Adopted 2024</p> <p>Signing Naturally Level 1 Units 1-6 (Dawn Sign Press) Adopted 2024</p> <p>Signing Naturally Level 1 Units 7-14 (Dawn Sign Press) Adopted 2024</p> <p>True+Way ASL (True Way) Adopted 2024</p> <p>Deutsch in Einstatz (Advanced Materials LTD) Adopted 2019</p> <p>Images Deux (Holt Mc Dougal) Adopted 2010</p> <p>Images Trois (Hold Mc Dougal) Adopted 2010</p> <p>French B Course Companion (Oxford) Adopted 2019</p> <p>Graded French Reader: Premiere Etape (ITP) Adopted 2010</p>	Yes	0
<b>Health</b>	<p>Lifetime Health (Holt Reinhart, and Winston) Adopted 2004</p>	Yes	0
<b>Visual and Performing Arts</b>	<p>Discovering Art History ( Davis Publications) Adopted 2011</p> <p>Beginning Sculpture (Davis Publications) Adopted 2005</p> <p>How to Draw Animation (Watson Guptill) Adopted 2011</p> <p>Maya 8.0 (Peach Pit Press) Adopted 2011</p> <p>Listening to Music (MSJC) Adopted 2011</p> <p>Tonal Harmony (MSJC) Adopted 2011</p> <p>Essential Elements for Guitar, Guitar 1 and 2</p>	Yes	0

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

## School Facility Conditions and Planned Improvements

The Vista Murrieta campus consists of 68 acres overlooking Murrieta and the school opened in August 2003. All facilities are in excellent condition. There are more than 130 classrooms as well as computer and technology labs; a library; college/career center; state-of-the-art science facilities; a lecture hall; specialized classrooms for special education, ceramics, art, fashion, photography, and foods; a performing arts center that includes: band, choir, and drama classrooms, a multipurpose room with capacity for 335 and a theater with seating for 500; an ASB office; student store; workrooms for teachers; and offices for school administrators, staff, and the school nurse.

## School Facility Conditions and Planned Improvements

Athletic facilities include administrative offices; main and practice gymnasiums; an aquatics facility; an athletic stadium with an all-weather running surface; three competition baseball and softball diamonds; two full-size soccer fields; PE fields and courts; a weight room with state-of-the-art equipment; a fully equipped fitness lab and classrooms for health, wrestling, dance and aerobics. Other facilities include a fitness lab, kitchen facilities, and a staff lounge. We have a newly built Career and Technical Education building, which houses many of our CTE Pathway programs such as Engineering, Computer Programming, Audio/Tech, Sports Medicine, and Law Enforcement.

Daily and nightly cleaning by custodial staff ensures a clean school. Rest rooms are cleaned and monitored during the day by custodians and campus security, respectively, as to prevent vandalism. We document and remove graffiti as soon as it is discovered. Regular corrective and preventative maintenance is conducted on a routine basis to keep the school in good condition. Work order requests for facilities and technology are assigned through computerized systems to ensure that emergency repairs receive the highest priority. The district provides two full-time maintenance and technology persons on site who oversee maintenance and technology work order requests.

Year and month of the most recent FIT report

August 9, 2024

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 through work order system.
<b>Interior:</b> Interior Surfaces		X		Minor repairs completed through work order system.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
<b>Electrical</b>	X			Minor repairs completed through work order system.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Minor repairs completed through work order system.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Minor repairs completed through work order system.
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems.
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	75	76	57	60	46	47
<b>Mathematics</b> (grades 3-8 and 11)	41	39	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	818	794	97.07	2.93	75.51
Female	381	370	97.11	2.89	81.08
Male	435	422	97.01	2.99	70.48
American Indian or Alaska Native	--	--	--	--	--
Asian	33	33	100.00	0.00	90.91
Black or African American	46	45	97.83	2.17	72.73
Filipino	49	49	100.00	0.00	87.76
Hispanic or Latino	366	358	97.81	2.19	71.23
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	83	76	91.57	8.43	73.33
White	233	225	96.57	3.43	79.11
English Learners	22	20	90.91	9.09	20.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	45	42	93.33	6.67	64.29
Socioeconomically Disadvantaged	420	406	96.67	3.33	70.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	133	117	87.97	12.03	33.62

## 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
<b>All Students</b>	817	793	97.06	2.94	38.84
<b>Female</b>	381	370	97.11	2.89	34.32
<b>Male</b>	434	421	97.00	3.00	42.76
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	33	33	100.00	0.00	72.73
<b>Black or African American</b>	46	44	95.65	4.35	18.18
<b>Filipino</b>	49	49	100.00	0.00	57.14
<b>Hispanic or Latino</b>	366	358	97.81	2.19	32.12
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	82	75	91.46	8.54	40.00
<b>White</b>	233	226	97.00	3.00	44.69
<b>English Learners</b>	22	20	90.91	9.09	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	45	42	93.33	6.67	38.10
<b>Socioeconomically Disadvantaged</b>	420	405	96.43	3.57	30.37
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	133	117	87.97	12.03	5.98

## 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
<b>Science</b> (grades 5, 8 and high school)	45.26	51.88	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
<b>All Students</b>	1646	1608	97.69	2.31	51.62
<b>Female</b>	840	826	98.33	1.67	49.52
<b>Male</b>	804	780	97.01	2.99	53.72
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	84	83	98.81	1.19	66.27
<b>Black or African American</b>	105	102	97.14	2.86	29.41
<b>Filipino</b>	95	95	100.00	0.00	67.37
<b>Hispanic or Latino</b>	680	667	98.09	1.91	46.18
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	162	156	96.30	3.70	55.13
<b>White</b>	505	490	97.03	2.97	57.35
<b>English Learners</b>	44	42	95.45	4.55	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	81	79	97.53	2.47	49.37
<b>Socioeconomically Disadvantaged</b>	618	599	96.93	3.07	45.74
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	246	221	89.84	10.16	13.57

## 2023-24 Career Technical Education Programs

Vista Murrieta High School offers courses intended to help students prepare for entry level work positions as well as post-secondary preparation. Vista Murrieta High School offers College and Career Pathways in Arts, Media and Entertainment, Education, Child Development & Family Services, Engineering & Design, Health Science & Medical Technology, Culinary, Software and Systems Development, 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. VMHS offers 27 CTE classes. Classes, such as Audio Technology, Video Production, Photography, Engineering Design, Education, Food & Beverage Production, Law Enforcement, Computer Science and Cybersecurity courses give students employable skills sets. All courses are aligned with the Career Technical Education standards. 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, students who successfully complete approved high school CTE courses with a grade of B or better, qualify for college credit for the course after completion of 12 units with the college. Matriculation services are provided to students including online application and assessment process. We encourage students to take the Armed Services Vocational Aptitude Battery (ASVAB) to help them evaluate their strengths, skills, and interests as part of their post-high school planning. All students are enrolled in the California Colleges Guidance Initiative system; the program provides students with extensive career-related assessments and resources to explore the world of work in addition to including milestones at each grade level to help students stay on track to meet their college and career goals. Lastly, The CTE community advisory committee is comprised of 40



## 2023-24 Career Technical Education Programs

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 education, energy & environment, arts, media & entertainment, building construction & trades, public services, finance, engineering & architecture, and manufacturing sectors. Additionally, the Superintendent continued a CTE Superintendent's Advisory Council where parents, community members and local businesses are invited to attend at the beginning of every school year.

## 2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1787
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	75.2
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.23
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	65.05

## 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 9	99	99	100	99	99

## 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. Vista Murrieta is also one of three pilot school sites with an assigned a part-time 'Parent Liaison'.

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.

## 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 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
<b>Dropout Rate</b>	0.9	1.2	0.2	1.1	1.2	0.3	7.8	8.2	8.9
<b>Graduation Rate</b>	95.9	97.3	97.9	96.3	96.7	97.7	87.0	86.2	86.4

#### 2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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>	821	804	97.9
<b>Female</b>	459	455	99.1
<b>Male</b>	362	349	96.4
<b>Non-Binary</b>	0.0	0.0	0.0
<b>American Indian or Alaska Native</b>	--	--	--
<b>Asian</b>	50	49	98.0
<b>Black or African American</b>	62	60	96.8
<b>Filipino</b>	47	47	100.0
<b>Hispanic or Latino</b>	313	308	98.4
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	73	73	100.0
<b>White</b>	263	254	96.6
<b>English Learners</b>	40	39	97.5
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	16	16	100.0
<b>Socioeconomically Disadvantaged</b>	478	467	97.7
<b>Students Receiving Migrant Education Services</b>	--	--	--
<b>Students with Disabilities</b>	114	103	90.4

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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	3539	3471	657	18.9
Female	1746	1711	361	21.1
Male	1786	1754	293	16.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	14	13	2	15.4
Asian	197	192	17	8.9
Black or African American	247	241	37	15.4
Filipino	168	166	21	12.7
Hispanic or Latino	1481	1457	292	20.0
Native Hawaiian or Pacific Islander	23	23	6	26.1
Two or More Races	314	304	55	18.1
White	1059	1039	216	20.8
English Learners	131	126	32	25.4
Foster Youth	17	--	--	--
Homeless	39	37	12	32.4
Socioeconomically Disadvantaged	1855	1809	432	23.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	580	565	173	30.6

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
4.04	4.17	3.98	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
0.05	0.03	0.06	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	3.98	0.06
Female	2.98	0.00
Male	4.98	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	21.43	0.00
Asian	4.06	0.00
Black or African American	6.07	0.00
Filipino	0.60	0.00
Hispanic or Latino	4.05	0.07
Native Hawaiian or Pacific Islander	13.04	0.00
Two or More Races	3.82	0.00
White	3.59	0.09
English Learners	6.11	0.00
Foster Youth	29.41	0.00
Homeless	10.26	0.00
Socioeconomically Disadvantaged	5.50	0.11
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.34	0.17

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. Campus supervisors, administrators, and counselors ensure a secure environment by monitoring daily activities. In emergencies, the Parent Square system quickly alerts families via calls, emails, texts, and app notifications. Each high school is supported by a School Resource Officer (SRO), who oversees safety, investigates incidents, and monitors

## 2024-25 School Safety Plan

on-campus surveillance cameras. Video surveillance deters trespassing, vandalism, and other illegal activities. Unannounced canine searches for drugs, alcohol, and weapons further enhance safety. All campuses are fully fenced and closed during school hours. Visitors must check in at the school office and are screened through the Raptor Visitor Management System, which verifies identification against national sex offender databases. The district regularly updates safety protocols through Emergency Management meetings with law enforcement, mental health providers, fire officials, and site administrators. School Site Councils also contribute to safety planning. Each February, schools finalize their Comprehensive School Safety Plans (CSSPs), approved by the Board of Education in March and available for review by staff and parents. Emergency preparedness includes fire, earthquake, and intruder drills held each semester, guided by the school's Emergency and Disaster Preparedness Plan, which aligns with the federal NIMS system. The plan covers fire, floods, lockdowns, hazardous materials, disaster recovery, and student accountability. Staff participate in Active Shooter Training provided by district personnel and law enforcement, while student assemblies and drills reinforce safety awareness. For the 24-25 school year, planned enhancements include expanded use of Raptor emergency management system for unified internal communications and GPS mapping of incidents, and an e-bike safety course in partnership with Murrieta Police. The district strictly enforces an anti-discrimination policy, prohibiting harassment based on race, gender, disability, religion, or sexual orientation.

## 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	28	22	68	43
Mathematics	29	9	77	32
Science	30	8	74	28
Social Science	29	16	63	26

## 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	20	76	30
Mathematics	29	14	69	28
Science	28	12	75	23
Social Science	30	14	48	33

## 2023-24 Secondary 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 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	22	72	30
Mathematics	28	11	77	22
Science	29	10	67	27
Social Science	29	17	46	33

## 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	520.31

## 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)	6.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	13



## 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	\$9,654	\$2,268	\$7,386	\$104,780
District	N/A	N/A	\$7,357	\$103,440
Percent Difference - School Site and District	N/A	N/A	0.4	1.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-37.3	10.2

## 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, as well as family-focused services like open houses, visual and performing arts performances such as band, Cologuard, cheer, dance, and theatre. 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, mental health support and positive mindfulness strategies. Additionally, each school has a military liaison to support families with military connections. Also, our school has full-time counselors focused on academic and social-emotional management and positioning students for life after high school, whether college, trade, apprenticeships, or military service.

## 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

## 2023-24 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>	25.7
--	------

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	7
Fine and Performing Arts	2
Foreign Language	3
Mathematics	11
Science	10
Social Science	20
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	53

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	2	2