

Murrieta Valley 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.

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	Murrieta Valley High School
Street	42200 Nighthawk Way
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 696-1408
Principal	Stephen Diephouse
Email Address	SDiephouse@murrieta.k12.ca.us
School Website	https://www.murrieta.k12.ca.us/mvhs
Grade Span	9-12
County-District-School (CDS) Code	33-75200-3330529

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

Murrieta Valley High School (MVHS) is a four-year comprehensive high school fully accredited by the Western Association of Schools and Colleges. MVHS offers a rigorous academic programs, award-winning student activities, outstanding interscholastic athletic and visual and performing arts programs as well as many other social and academic enrichment opportunities including the opportunity to compete in Robotics, Mock Trial, Science Olympiad and more. MVHS holds the distinction of being an International Baccalaureate (IB) World School and students have the opportunity to enroll in the IB Diploma Program or take stand-alone IB course offerings for acceleration and college credit. In addition to the IB Program, an International Exchange Program, Advanced Placement and AVID (Advancement Via Individual Determination) prepare

2024-25 School Description and Mission Statement

students for their future pursuits and college. At MVHS the staff and students do it the RITE Way, the Nighthawk Way: with Respect, Integrity, Teamwork, and Excellence. This commitment creates a positive school atmosphere, culture and a climate of respect for all students.

Highlights & Accomplishments:

- Named a 2024 Educational Results Partnership Honor Roll School for high performance in Math and English, and closing the achievement gap.
- Eight career pathways including culinary, business, photography, public services (Fire Science, EMT and Law Enforcement), engineering, networking, transportation (auto shop)
- MVHS has active student unions representing all cultures on campus, led by student leaders.
- Nighthawk Athletics continue to earn league titles and opportunities to compete in the state CIF playoffs.
- Our MVHS EMT program executed a 5-year agreement with Riverside University Health Systems in Moreno Valley for our EMT students to have the opportunity to complete their Clinical Internship beginning the week of Spring Break 2025.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	546
Grade 10	550
Grade 11	525
Grade 12	552
Total Enrollment	2,173

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.6
Non-Binary	0.2
American Indian or Alaska Native	0.3
Asian	2.9
Black or African American	2.8
Filipino	2
Hispanic or Latino	40
Native Hawaiian or Pacific Islander	0.6
Two or More Races	6.6
White	43.6
English Learners	3.2
Foster Youth	0.5
Homeless	0.5
Socioeconomically Disadvantaged	45.1
Students with Disabilities	16.2

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	77.10	83.46	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.60	0.65	3.60	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.20	5.65	28.00	3.08	12115.80	4.41
Unknown/Incomplete/NA	9.40	10.22	81.80	8.98	18854.30	6.86
Total Teaching Positions	92.40	100.00	911.30	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	84.40	86.78	825.80	88.25	234405.20	84.00
Intern Credential Holders Properly Assigned	1.80	1.88	4.00	0.43	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.50	1.56	9.10	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	2.64	25.40	2.72	11953.10	4.28
Unknown/Incomplete/NA	6.90	7.12	71.20	7.62	15831.90	5.67
Total Teaching Positions	97.20	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	83.00	87.08	804.80	87.60	231142.40	83.24
Intern Credential Holders Properly Assigned	1.10	1.16	4.90	0.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.60	1.70	10.40	1.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.80	4.03	27.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	5.70	6.01	71.10	7.74	14303.80	5.15
Total Teaching Positions	95.30	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
Permits and Waivers	0.00	0.00	0.4
Misassignments	0.00	1.50	1.1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.50	1.6

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	0.60	0.10	0.6
Local Assignment Options	4.60	2.40	3.1
Total Out-of-Field Teachers	5.20	2.50	3.8

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)	2.90	2.3	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.80	2.3	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	myPerspectives Grade 9 (Pearson) Adopted 2020 myPerspectives Grade 10 (Pearson) Adopted 2020 myPerspectives Grade 11 (Pearson) Adopted 2020 The Bedford Reader (Bedford/St. Martins) Adopted 2005 Literature: Introduction into Fiction (Pearson) Adopted 2005 McGraw Hill Reader: Issues Across the Disciplines Adopted 2010 English A Literature Course Companion (Oxford) Adopted 2019 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 English (A): A Literature Course Companion {IB} (Oxford) 2011 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019	Yes	0
Mathematics	enVision Integrated Mathematics I (Pearson Adopted 2019 enVision Integrated Mathematics II (Pearson Adopted 2019 enVision Integrated Mathematics III (Pearson Adopted 2019 Pre-calculus (Houghton Mifflin) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Calculus Early Transcendentals, Single Variable (Wiley) 2009 A Survey of Mathematics with Applications (Addison Wesley) Adopted 2009 The Practice of Statistics (W.H. Freeman) Adopted 2019 Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009	Yes	0

	<p>Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009</p> <p>Mathematics Pathway (AGS) Adopted 2009</p> <p>Mathematics for the International Student, Mathematics SL (Haese) Adopted 2010</p> <p>Mathematics for the International Student, Mathematics HL (Haese) Adopted 2010</p> <p>Mathematics for the Trades (Prentice Hall) Adopted 2004</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>		
Science	<p>Anatomy and Physiology and Disease (Prentice Hall) Adopted 2009</p> <p>Biology: Cycles of Life (AGS) Adopted 2008</p> <p>Campbell Biology AP Edition (Prentice Hall) Adopted 2018</p> <p>Chemistry AP Edition (Cengage) Adopted 2022</p> <p>Diversified Health Occupations (ITP) Adopted 2009</p> <p>Earth Science {Ca} (Pearson) Adopted 2005</p> <p>Energy for Sustainability (ISLPR) Adopted 2011</p> <p>Environment: The Science Behind the Stories AP Edition (Pearson) Adopted 2022</p> <p>Environmental Science: Sustaining Your World (Cengage) Adopted 2022</p> <p>Essentials of Human Anatomy and Physiology (Pearson) Adopted 2022</p> <p>Human Heredity Principles and Issues (Brooks Cole) 2018</p> <p>Inspire Biology (McGraw Hill) Adopted 2022</p> <p>Inspire Chemistry (McGraw Hill) Adopted 2022</p> <p>Inspire Physics (McGraw Hill) Adopted 2022</p> <p>Introduction to Medical Terminology (Thompson) Adopted 2008</p> <p>Life Science (Glencoe) Adopted 2008</p> <p>Marine Science (McGraw Hill) Adopted 2022</p> <p>Physics: Principles with Applications AP Edition (Pearson) Adopted 2022</p> <p>Physical Science (AGS) Adopted 2008</p> <p>Biology Course Companion (Oxford) Adopted 2010</p> <p>Biology Higher Level Baccalaureate for the IB Diploma (Prentice Hall) Adopted 2010</p> <p>Chemistry SL (Prentice Hall) Adopted 2010</p> <p>Physics Course Companion (Oxford) Adopted 2010</p> <p>IB Environmental Systems and Societies (Oxford) Adopted 2015</p>	Yes	0
History-Social Science	<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>	Yes	0

	<p>Fabric of a Nation (Bedford) Adopted 2023 Krugman’s Economics for the AP Course (Bedford) Adopted 2023 American Government: Stories of a Nation (Bedford) Adopted 2023 Myers Psychology for the AP (Worth Publishing) Adopted 2018 World History (AGS) Adopted 2006 Power Basics World History (J. Weston Walch) Adopted 2023 United States History (AGS) Adopted 2006 Power Basics United States History (J. Weston Walch) Adopted 2023 United States Government (AGS) Adopted 2006 Power Basics American Government (J. Weston Walch) Adopted 2023 Economics (AGS) Adopted 2006 History of the Canadian People (Oxford) Adopted 2010 Modern Latin America (Oxford) Adopted 2010 IB Psychology Course Companion (Oxford) Adopted 2018 IB Theory of Knowledge Course Companion (Oxford) Adopted 2010 History of the Americas 1880-1891 (Oxford University Press) Adopted 2017 History: The Move to Global War (Pearson) Adopted 2017 Authoritarian States (Pearson) Adopted 2017 The Cold War: Superpower Tensions and Rivalries (Pearson) Adopted 2017</p>		
Foreign Language	<p>Reporteros 1 (Klett World Language) Adopted 2024 Reporteros 2 (Klett World Language) Adopted 2024 Reporteros 2 (Klett World Language) Adopted 2024 Reporteros 2 (Klett World Language) Adopted 2024 Abriendo Puertas Abriendo Perspectivas (Houghton Mifflin) Adopted 2016 Temas AP Spanish Language and Culture (Vista Higher Learning) Adopted 2024 En Voz Alta 1 (Carnegie) Adopted 2024 En Voz ALta 2 (Carnegie) Adopted 2024 Chemins 1 (Vista Higher Learning) Adopted 2024 Chemins 2 (Vista Higher Learning) Adopted 2024 Chemins 3 (Vista Higher Learning) Adopted 2024 Chemins 4 (Vista Higher Learning) Adopted 2024 Signing Naturally Level 1 Units 1-6 (Dawn Sign Press) Adopted 2024 Signing Naturally Level 1 Units 7-14 (Dawn Sign Press) Adopted 2024 True+Way ASL (True Way) Adopted 2024 Deutsch in Einstatz (Advanced Materials LTD) Adopted 2019 Images Deux (Holt Mc Dougal) Adopted 2010 Images Trois (Holt Mc Dougal) Adopted 2010 French B Course Companion (Oxford) Adopted 2019 Graded French Reader: Premiere Etape (ITP) Adopted 2010</p>	Yes	0
Health	<p>Lifetime Health (Holt Reinhart, and Winston) Adopted 2004</p>	Yes	0
Visual and Performing Arts	<p>Guide to IB Drawing (ITP) Adopted 2010 Music an Appreciation (Mc-Graw Hill) Adopted 2010 Thinking Musically (Oxford) Adopted 2010</p>	Yes	0

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

School Facility Conditions and Planned Improvements

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

Upkeep, maintenance, and cleaning are provided by the district. Schools and restrooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered. District maintenance staff picks up litter and maintains landscaping on a regular weekly schedule. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

Year and month of the most recent FIT report

August 9, 2024

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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)	72	78	57	60	46	47
Mathematics (grades 3-8 and 11)	36	45	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	515	506	98.25	1.75	77.62
Female	236	230	97.46	2.54	79.57
Male	277	274	98.92	1.08	75.82
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	83.33
Black or African American	13	13	100.00	0.00	46.15
Filipino	15	15	100.00	0.00	86.67
Hispanic or Latino	196	190	96.94	3.06	75.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	76.19
White	233	231	99.14	0.86	80.52
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	84.21
Socioeconomically Disadvantaged	239	232	97.07	2.93	71.12
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	76	73	96.05	3.95	32.88

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	514	501	97.47	2.53	45.29
Female	236	229	97.03	2.97	40.79
Male	276	270	97.83	2.17	49.44
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	75.00
Black or African American	13	13	100.00	0.00	23.08
Filipino	15	15	100.00	0.00	73.33
Hispanic or Latino	195	186	95.38	4.62	38.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	42	97.67	2.33	45.24
White	233	230	98.71	1.29	49.13
English Learners	11	10	90.91	9.09	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	19	19	100.00	0.00	47.37
Socioeconomically Disadvantaged	239	228	95.40	4.60	33.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	75	69	92.00	8.00	2.90

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)	39.67	44.35	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	1073	1060	98.79	1.21	44.06
Female	502	492	98.01	1.99	41.87
Male	565	562	99.47	0.53	45.91
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	61.29
Black or African American	33	33	100.00	0.00	12.12
Filipino	30	30	100.00	0.00	50.00
Hispanic or Latino	399	393	98.50	1.50	37.66
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	94	92	97.87	2.13	40.22
White	475	470	98.95	1.05	50.85
English Learners	28	28	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	42	42	100.00	0.00	35.71
Socioeconomically Disadvantaged	351	347	98.86	1.14	35.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	166	160	96.39	3.61	11.25

2023-24 Career Technical Education Programs

Murrieta Valley High School offers College and Career Pathways in eight pathways: Arts, Media and Entertainment, Engineering & Design, Health Science & Medical Technology, Culinary, Information & Communication Technologies, Entrepreneurship, 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. There are a total of 27 CTE courses offered at MVHS. All courses are aligned with the Career Technical Education standards. Classes, such as Multimedia, Culinary, Photography, Fire Science, Criminal Justice, Emergency Response, Entrepreneurship, Computer Science and Robotics courses give students employable skills sets and a competitive edge in the workforce. Additionally, CTE programs provide students 14 or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. Through a partnership with Mt. San Jacinto College (MSJC), students who successfully complete approved high school and CTE courses with a grade of B or better qualify for college credit for the course taken. The CTE community advisory committee is comprised of 40 members from local industry and civic organizations such as the City of Murrieta Economic Development Leadership, Murrieta/Wildomar Chamber of Commerce, Southwest Healthcare, local representatives from the 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	1440
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	71.7
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	97.22
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	59.24

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	96	97	97	96	96

C. Engagement

State Priority: Parental Involvement

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

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. Grade level parent nights such as, 'Senior Night' are well received and help reinforce the school to home connection.

2024-25 Opportunities for Parental Involvement

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, parent nights, 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
Dropout Rate	0.8	0.9	0.0	1.1	1.2	0.3	7.8	8.2	8.9
Graduation Rate	97.8	97.7	98.7	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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	554	547	98.7
Female	262	259	98.9
Male	289	285	98.6
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	18	18	100.0
Black or African American	20	20	100.0
Filipino	14	14	100.0
Hispanic or Latino	202	199	98.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	44	43	97.7
White	245	242	98.8
English Learners	23	23	100.0
Foster Youth	--	--	--
Homeless	11	10	90.9
Socioeconomically Disadvantaged	290	285	98.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	96	91	94.8

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	2272	2248	485	21.6
Female	1067	1057	238	22.5
Male	1200	1186	245	20.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	80	79	8	10.1
Black or African American	66	64	11	17.2
Filipino	44	44	7	15.9
Hispanic or Latino	908	899	196	21.8
Native Hawaiian or Pacific Islander	13	13	2	15.4
Two or More Races	146	145	34	23.4
White	978	969	222	22.9
English Learners	78	76	19	25.0
Foster Youth	17	14	6	42.9
Homeless	16	15	3	20.0
Socioeconomically Disadvantaged	1066	1049	295	28.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	377	370	131	35.4

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.

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
2.61	3.27	3.17	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	0.04	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	3.17	0.04
Female	1.78	0.00
Male	4.42	0.08
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.25	0.00
Black or African American	4.55	0.00
Filipino	2.27	0.00
Hispanic or Latino	4.19	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.74	0.00
White	2.45	0.00
English Learners	7.69	0.00
Foster Youth	17.65	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	5.16	0.09
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.75	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. 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	26	21	52	16
Mathematics	26	22	47	15
Science	28	11	46	15
Social Science	26	23	34	21

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	14	38	26
Mathematics	26	22	39	16
Science	27	17	37	19
Social Science	27	18	35	21

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	29	11	43	21
Mathematics	28	13	41	18
Science	29	10	26	29
Social Science	26	25	30	19

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	543.25

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)	4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	10

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	\$10,559	\$2,368	\$8,192	\$108,818
District	N/A	N/A	\$7,357	\$103,440
Percent Difference - School Site and District	N/A	N/A	10.7	5.1
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-27.2	14.0

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, 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.

Percent of Students in AP Courses	24.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	6
Fine and Performing Arts	0
Foreign Language	3
Mathematics	6
Science	2
Social Science	14
Total AP Courses Offered Where there are student course enrollments of at least one student.	31

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