

Murrieta Mesa 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 Mesa High School
Street	24801 Monroe Avenue
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 677-0568
Principal	Scott Richards Jr
Email Address	srichards@murrieta.k12.ca.us
School Website	https://www.murrieta.k12.ca.us/mmhs
Grade Span	9-12
County-District-School (CDS) Code	3375200 - 118794

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 Mesa High School (MMHS) is a four-year comprehensive high school which is fully accredited by the Western Association of Schools and Colleges and offers students an excellent academic program. Our students are well prepared for the challenges that await them as they enter universities, community colleges, technical schools, the work force, and the military. MMHS is the district's only Advanced Placement Capstone School. AP Capstone is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. We offer over 23 AP Classes. Additionally, MMHS offers Career, Technical and Educational pathways. The CTE pathways offered at MMHS are: Ag Science (coming soon!); Production and Managerial Arts; Education; Engineering Design;

2024-25 School Description and Mission Statement

Patient Care; Food Service and Hospitality; Networking; and Entrepreneurship/Self-Employment. These pathways allow students to take required coursework for graduation and develop skills and experience in careers that meet their interests so they become equipped to compete in our state and nation's current job market. We work closely with our district to ensure we have CTE Pathways that will culminate in a capstone class in order to ensure our students are college and career ready. Mesa is home to a Navy JROTC Distinguished Unit. We are also a nationally recognized Unified School for Special Olympics. We proudly have two well-developed student-lead media productions, Rams Daily News and yearbook. We also have five student leadership bodies with opportunities for all students to join. Students at MMHS see their education as being more valuable if they are involved in the school culture and community. Hence, our goal is to have 100% of the student body involved in at least one school activity. There are a vast array of opportunities for our students to get involved and connected, including our competitive athletic program, award-winning student activities program, a large number of clubs and service organizations, and our thriving visual and performing arts program.

Highlights & Accomplishments:

- MMHS is an AVID National Demonstration School.
- MMHS was recognized as a 2024 CA Distinguished School by the California Department of Education.
- Mesa is a State and National Unified Champion school through Special Olympics for our unified programs.
- JROTC was named Distinguished Unit with Honors which places Mesa in the top 20% of all Navy JROTC programs in the nation.
- MMHS received the Outstanding Activities Award from California Association of Student Leaders multiple years in a row.
- Named a 2024 Educational Results Partnership Honor Roll School for high performance in Math and English while also closing the achievement gap.
- Robust Athletics and individual CIF athletic accomplishments.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	555
Grade 10	555
Grade 11	525
Grade 12	593
Total Enrollment	2,228

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.6
Male	51.3
Non-Binary	0.1
American Indian or Alaska Native	0.1
Asian	3.5
Black or African American	6.4
Filipino	3.1
Hispanic or Latino	45
Native Hawaiian or Pacific Islander	0.5
Two or More Races	7.5
White	32.4
English Learners	3.4
Foster Youth	0.3
Homeless	0.9
Socioeconomically Disadvantaged	56.6
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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.60	85.18	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.10	3.28	28.00	3.08	12115.80	4.41
Unknown/Incomplete/NA	10.90	11.52	81.80	8.98	18854.30	6.86
Total Teaching Positions	94.60	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)	88.80	90.84	825.80	88.25	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	0.64	4.00	0.43	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.10	1.16	9.10	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	2.68	25.40	2.72	11953.10	4.28
Unknown/Incomplete/NA	4.50	4.66	71.20	7.62	15831.90	5.67
Total Teaching Positions	97.70	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)	86.10	90.56	804.80	87.60	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	4.90	0.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.80	1.93	10.40	1.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	1.58	27.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	5.60	5.90	71.10	7.74	14303.80	5.15
Total Teaching Positions	95.10	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	1.2
Misassignments	0.00	1.10	0.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	1.10	1.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0.2
Local Assignment Options	3.10	2.60	1.2
Total Out-of-Field Teachers	3.10	2.60	1.5

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)	3.00	2.2	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.20	1.3	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 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019	Yes	0
Mathematics	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 Basic Practice of Statistics (Freeman) Adopted 2011 Financial Algebra (Cengage) Adopted 2015 Pacemaker Practical Mathematics for Consumers (Globe Fearon) Adopted 2009 Basic College Mathematics in an Applied Approach (Houghton Mifflin) Adopted 2009 Mathematics Pathway (AGS) Adopted 2009 Mathematical Reasoning with Connections (CSU) Adopted 2018	Yes	0

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>Yes</p>	<p>0</p>
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> <p>Fabric of a Nation (Bedford) Adopted 2023</p> <p>Krugman's Economics for the AP Course (Bedford) Adopted 2023</p> <p>American Government: Stories of a Nation (Bedford) Adopted 2023</p> <p>Myers Psychology for the AP (Worth Publishing) Adopted 2018</p> <p>World History (AGS) Adopted 2006</p> <p>Power Basics World History (J. Weston Walch) Adopted 2023</p> <p>United States History (AGS) Adopted 2006</p> <p>Power Basics United States History (J. Weston Walch) Adopted 2023</p> <p>United States Government (AGS) Adopted 2006</p> <p>Power Basics American Government (J. Weston Walch) Adopted 2023</p> <p>Economics (AGS) Adopted 2006</p>	<p>Yes</p>	<p>0</p>
Foreign Language	<p>Reporteros 1 (Klett World Language) Adopted 2024</p> <p>Reporteros 2 (Klett World Language) Adopted 2024</p>	<p>Yes</p>	<p>0</p>

	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 (Hold Mc Dougal) Adopted 2010 French B Course Companion (Oxford) Adopted 2019 Graded French Reader: Premiere Etape (ITP) Adopted 2010		
Health	Lifetime Health (Holt, Reinhart, and Winston) Adopted 2004	Yes	0
Visual and Performing Arts	Discovering Art History (Davis Publications) Adopted 2011 Visual Experience (Davis Publications) Adopted 2011 Beginning Sculpture (Davis Publications) Adopted 2005 The Enjoyment of Music (Norton Adopted 2018	Yes	0

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

School Facility Conditions and Planned Improvements

Murrieta Mesa High School opened in 2009 on 62 acres. The school has 82 classrooms, a multipurpose room, a library, and athletic facilities, including a stadium, pool complex, varsity and junior varsity baseball and softball fields, tennis courts, basketball courts, and sand volleyball courts. Over 1/2 of our core academic classrooms have mobile technology devices for student use. The school also has a 750-seat Performing Arts Center and administrative offices. The school houses a professional kitchen and cafeteria/lounge that allows the culinary students to prepare and serve for a variety of events on campus and in the community. Murrieta Mesa has ample space for the number of students enrolled at the school.

The students take pride in their school by keeping the campus clean daily. The district provides upkeep, maintenance, and cleaning of district schools. Classrooms, offices, and rest rooms are regularly cleaned daily and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff maintains landscaping. 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			No apparent problems.
Interior: Interior Surfaces		X		Minor repairs completed under work order system
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Minor repairs completed under work order system

School Facility Conditions and Planned Improvements

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)	74	71	57	60	46	47
Mathematics (grades 3-8 and 11)	39	31	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	509	495	97.25	2.75	71.11
Female	270	262	97.04	2.96	76.72
Male	239	233	97.49	2.51	64.81
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	71.43
Black or African American	45	44	97.78	2.22	68.18
Filipino	13	12	92.31	7.69	91.67
Hispanic or Latino	228	224	98.25	1.75	67.41
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	46	44	95.65	4.35	75.00

White	160	154	96.25	3.75	74.68
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	64.29
Socioeconomically Disadvantaged	296	287	96.96	3.04	66.20
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	80	93.02	6.98	23.75

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	504	489	97.02	2.98	31.29
Female	266	261	98.12	1.88	29.12
Male	238	228	95.80	4.20	33.77
American Indian or Alaska Native	0	0	0	0	0
Asian	14	14	100.00	0.00	64.29
Black or African American	44	42	95.45	4.55	26.19
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	225	221	98.22	1.78	23.53
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	45	43	95.56	4.44	44.19
White	160	153	95.63	4.37	35.95
English Learners	11	10	90.91	9.09	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	14	93.33	6.67	35.71

Socioeconomically Disadvantaged	293	282	96.25	3.75	25.89
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	86	78	90.70	9.30	3.85

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)	40.68	42.47	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	1091	1072	98.26	1.74	42.26
Female	555	546	98.38	1.62	41.03
Male	534	524	98.13	1.87	43.51
American Indian or Alaska Native	--	--	--	--	--
Asian	34	34	100.00	0.00	58.82
Black or African American	80	79	98.75	1.25	32.91
Filipino	37	37	100.00	0.00	64.86
Hispanic or Latino	487	482	98.97	1.03	33.82
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	93	90	96.77	3.23	52.22
White	353	343	97.17	2.83	48.98
English Learners	31	31	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	31	31	100.00	0.00	45.16
Socioeconomically Disadvantaged	457	448	98.03	1.97	34.60
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	170	160	94.12	5.88	13.13

2023-24 Career Technical Education Programs

Murrieta Mesa offers College and Career Pathways in Arts, Media and Entertainment, Engineering & Design, Health Science and Medical Technology, Culinary, Software and Systems Development, and Marketing, Sales, and 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 is a total of 20 CTE courses offered at MMHS. All courses are aligned with the Career Technical Education standards. Classes, such as Multimedia, Culinary Arts, Graphic Design, Patient Care, Cybersecurity, Entrepreneurship, and Robotics courses give students employable skills sets. Additionally, CTE programs provide students 14 or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. Through a partnership with Mt. San Jacinto College (MSJC), students who successfully complete approved high school and CTE courses with a grade of B or better qualify for college credit for the course taken. The CTE community advisory committee is comprised of 40 members from local industry and civic organizations such as the City of Murrieta Economic Development Leadership, Murrieta/Wildomar Chamber of Commerce, Southwest Healthcare, local representatives from the 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	1128
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	62
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	98.88
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	66.72

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	97	97	97	97

C. Engagement

State Priority: Parental Involvement

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

2024-25 Opportunities for Parental Involvement

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

At the district level, parents have numerous opportunities to get involved. These include participation in several parent advisory

2024-25 Opportunities for Parental Involvement

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
Dropout Rate	0.5	0.9	0.0	1.1	1.2	0.3	7.8	8.2	8.9
Graduation Rate	97.5	96.4	98.1	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	586	575	98.1
Female	289	286	99.0
Male	296	288	97.3
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	20	20	100.0
Black or African American	37	37	100.0
Filipino	23	23	100.0
Hispanic or Latino	263	258	98.1
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	43	41	95.3
White	192	188	97.9
English Learners	40	38	95.0
Foster Youth	--	--	--
Homeless	25	24	96.0
Socioeconomically Disadvantaged	377	369	97.9
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	95	87	91.6

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2325	2294	571	24.9
Female	1126	1112	304	27.3
Male	1196	1179	265	22.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	81	80	13	16.3
Black or African American	149	148	34	23.0
Filipino	71	71	16	22.5
Hispanic or Latino	1050	1031	264	25.6
Native Hawaiian or Pacific Islander	11	11	3	27.3
Two or More Races	180	176	39	22.2
White	742	736	192	26.1
English Learners	99	95	32	33.7
Foster Youth	11	11	8	72.7
Homeless	22	20	7	35.0
Socioeconomically Disadvantaged	1350	1331	379	28.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	385	379	131	34.6

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
3.62	3.38	2.92	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
0.08	0.09	0.22	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	2.92	0.22
Female	1.95	0.18
Male	3.85	0.25
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.23	0.00
Black or African American	6.04	0.67
Filipino	1.41	0.00
Hispanic or Latino	2.67	0.29
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	5.56	0.00
White	2.43	0.13
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	4.55	0.00
Socioeconomically Disadvantaged	3.41	0.30
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.01	0.26

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	25	26	48	20
Mathematics	27	16	59	7
Science	28	13	47	12
Social Science	31	6	24	34

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	25	25	53	13
Mathematics	28	13	45	14
Science	27	11	43	13
Social Science	28	12	30	25

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	26	21	45	22
Mathematics	30	7	37	24
Science	29	7	36	22
Social Science	28	11	36	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	445.6

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)	5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	9

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	\$10,566	\$2,399	\$8,168	\$104,562
District	N/A	N/A	\$7,357	\$103,440
Percent Difference - School Site and District	N/A	N/A	10.4	1.1
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-27.5	10.0

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	7
Fine and Performing Arts	2
Foreign Language	2
Mathematics	6
Science	3
Social Science	13
Total AP Courses Offered Where there are student course enrollments of at least one student.	35

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