

Vista Murrieta High School

28251 Clinton Keith Rd. • Murrieta, CA 92563 • (951) 894-5750 • Grades 9-12

Mick Wager, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Murrieta Valley Unified School District

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School Description

Vista Murrieta High School (VMHS) is a four-year comprehensive high school fully accredited by the Western Association of Schools and Colleges. Vista Murrieta is a California Distinguished School, MAX Preps Most Spirited High School in the Nation for two consecutive years, Varsity Brands America's Most Spirited School, and a CIF Champion School of Character. We offer an excellent and diverse academic program, award-winning student activities program, outstanding interscholastic athletic and performing arts programs as well as many other social and academic enrichment opportunities.

Our school motto of CLASS (Character, Leadership, Attitude, Scholarship, and Service) is important to ensuring the success of all students. This motto permeates classrooms, extracurricular activities, athletic competitions, and the interaction among students, staff, and community. We believe every student can and should be prepared to continue on to higher education and become a productive member of the community upon graduation. We expect this attitude of success from staff, students, and parents alike.

Vista Murrieta offers 13 Dual Enrollment courses in the areas of English, Math, Social Science, Science, World Language, and Arts and Humanities. Students can complete a multitude of college credits with Dual Enrollment (in addition to credit via Advance Placement tests) by taking up to two courses per semester in their Junior and Senior year. We have increased the number of Advanced Placement courses and online courses as well since the advent of Dual Enrollment. We also have an Academic Seminar Program to support our incoming ninth grade students in a addition to subject-specific intervention classes in Math, English, Science, and Social Studies courses. Many more students take advantage of the VMHS "Broncotutorials," which are Saturday tutorial sessions, and our after school tutoring provided in the library and science and math classrooms

Mick Wager, Principal

Highlights & Accomplishments:

- Our Associated Student Body won the state recognition from CADA/CASL for our outstanding student activity program for 15th consecutive year.
- VMHS varsity athletics remain very competitive in the Southwestern League and continues its winning tradition.
- Vista Murrieta's award-winning Golden Alliance marching band and color guard was recognized by the prestigious Sudler Shield Award in addition to winning the Al Castronovo Esprit de Corps Award at the national Bands of America competition (for the second time). These honors are in addition to the marching band being ranked national in 2017-2018 in the top 40th in the nation. Our Winter Guard won the Winter Guard International Western Championship, and it was the first year our Winter Drum Line competed in the World Class Division, one of only 35 schools nationwide. Our choirs receive superior rankings at every festival in which they participated. Our students in our drama productions won numerous Youth Arts and Macy awards for their performances.
- Our Air Force JROTC was recognized with the Distinguished Unit Award for sixth year in a row.

About the SARC

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, 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 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	974
Grade 10	838
Grade 11	858
Grade 12	884
Total Enrollment	3,554

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.6
American Indian or Alaska Native	0.1
Asian	5.8
Filipino	6.4
Hispanic or Latino	35.7
Native Hawaiian or Pacific Islander	0.7
White	35.9
Two or More Races	7.5
Socioeconomically Disadvantaged	31
English Learners	2.3
Students with Disabilities	12.7
Foster Youth	0.3
Homeless	0.4

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

Teacher Credentials for Vista Murrieta High	17-18	18-19	19-20
With Full Credential	135	122	124
Without Full Credential	1	5	4
Teaching Outside Subject Area of Competence	0	14	13

Teacher Credentials for Murrieta Valley	17-18	18-19	19-20
With Full Credential	♦	♦	919
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	47

Teacher Misassignments and Vacant Teacher Positions at Vista Murrieta High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	3	0	0
Total Teacher Misassignments*	8	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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 being adopted by the Board of Education.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>Literature Course 4 {Ca} (Glencoe) Grade 9 Adopted 2002 Literature Course 5 {Ca} (Glencoe) Grade 10 Adopted 2002 Literature: American Literature {Ca} (Glencoe) Grade 11 Adopted 2002 Literature: British Literature {Ca} (Glencoe) Grade 12 Adopted 2002 The Bedford Reader (Bedford/St. Martins) Adopted 2005 Literature- World Masterpieces (Prentice Hall) Adopted 2007 The King James Bible with Apocrypha (Oxford) Adopted 2007 Literature: Introduction into Fiction (Pearson) Adopted 2005 CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012 Bedford Handbook (Bedford/ St. Martin's) Adopted 2016 Outliers Adopted 2016 Arguing About Literature: A Guide and Reader (Bedford) Adopted 2017 Everything's an Argument with Readings (Bedford) Adopted 2017 READ 180 Universal Stage C (Houghton Mifflin) Adopted 2018 English 3D Course C (Houghton Mifflin) Adopted 2019</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Mathematics	<p>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 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 Meeting the California Challenge (Pearson) Adopted 2009 College Algebra (Brooks/Cole) Adopted 2004 Is There an Engineer Inside of You (Bonamy) Adopted 2000 Financial Algebra (Cengage) Adopted 2015 Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010 Intermediate Algebra (Pearson) Adopted 2016 Mathematical Reasoning with Connections (CSU) Adopted 2018</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0</p>
Science	<p>Biology (McDougal Littell) Adopted 2008 Campbell Biology AP Edition (Prentice Hall) Adopted 2018 Chemistry, Matter and Change (Glencoe) Adopted 2008 Chemistry the Central Science (Pearson) Adopted 2014 Essentials of Human Anatomy and Physiology (Prentice Hall) Adopted 2008 Introduction to Medical Terminology (Thompson) Adopted 2008 Physics Principles and Problems (Glencoe) Adopted 2008 Physics Principles with applications (Prentice Hall) Adopted 2008 Environmental Science for AP (Bedford/ St. Martins) Adopted 2015 Energy for Sustainability (ISLPR) Adopted 2011 Living in the Environment (Thompson) Adopted 2008 Earth Science {Ca} (Pearson Adopted 2005 Life Science (Glencoe) Adopted 2008 Life on an Ocean Planet (Current) Adopted 2008 Earth Science (AGS) Adopted 2008 Physical Science (AGS) Adopted 2008 Biology: Cycles of Life (AGS) Adopted 2008</p>

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Essential Biology (Pearson) Adopted 2013 Introductory Chemistry (Pearson) Adopted 2014 Human Heredity Principles and Issues (Brooks Cole) 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Modern World History: Patterns of Interaction {Ca} (McDougal Littell) Adopted 2006 A History of Western Society (Houghton Mifflin) 2006 America’s Journey: Continuity and Change in the 20th Century {Ca} (Prentice Hall) Adopted 2006 A People and a Nation (Houghton Mifflin) Adopted 2006 Magruder’s American Government {Ca} (Prentice Hall) Adopted 2006 American Government (Houghton Mifflin) 2006 Economics: Principles in Action {Ca} (Prentice Hall) Adopted 2006 Economics: Principles, Problems and Policies Adopted 2013 and 2016 Introduction to Psychology (Thompson) Adopted 2006 Psychology (Worth) Adopted 2006 Myers Psychology for the AP (Worth Publishing) 2018 AP Human Geography: People Place and Culture (John Wiley and Sons) Adopted 2013 Scriptures of the World’s Religions (Mc Graw Hill) Adopted 2007 Experiencing the World’s Religions (Mc Graw Hill) Adopted 2007 World History (AGS) Adopted 2006 United States History (AGS) Adopted 2006 United States Government (AGS) Adopted 2006 Economics (AGS) Adopted 2006 Visualizing Psychology (J Wiley and Sons) Adopted 2012 The American Promise A History of the United States Volume 1 to 1877 (Bedford/ St Martins) Adopted 2015 The American Promise A History of the United States Volume 1 to 1877 (Bedford/ St Martins) Adopted 2015 The Philosophical Journey (McGraw Hill) Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	En Espanol 1 (McDougal Littell) Adopted 2000 En Espanol 2 (McDougal Littell) Adopted 2000 En Espanol 3 (McDougal Littell) Adopted 2000 Nuestro Mundo (Mc Dougal Littell) Adopted 2000 Abriendo Puertas Abriendo Perspectivas (Houghton Mifflin) Adopted 2016 Triangulo Appilaciones Practicas de la Lengua Espanol (Wayside) Adopted 2000 Graded Spanish Reader Segunda Etapa (Heath) Adopted 2002 Spanish Three Years (Amsco) Adopted 2002 Tu Mundo Mc Dougal Littell) Adopted 2000 Allez Viens! 1 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 2 (Holt, Rinehart & Winston) Adopted 2000 Allez Viens! 3 (Holt, Rinehart & Winston) Adopted 2000 Bravo (Heinle and Heinle) Adopted 2000 Learning American Sign Language (Allyn & Bacon) Adopted 2000 Signing Naturally Level 1 (Dawn Sign Press) Adopted 2001 Signing Naturally Level 2 (Dawn Sign Press) Adopted 2002 Signing Naturally Level 3 (Dawn Sign Press) Adopted 2006 Deaf in America, Voices from Culture (Harvard University Press) Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Lifetime Health (Holt Reinhart, and Winston) Adopted 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Visual and Performing Arts	Discovering Art History (Davis Publications) Adopted 2011 Beginning Sculpture (Davis Publications) Adopted 2005 How to Draw Animation (Watson Guphill) Adopted 2011 Maya 8.0 (Peach Pit Press) Adopted 2011 Listening to Music (MSJC) Adopted 2011 Tonal Harmony (MSJC) Adopted 2011 Essential Elements for Guitar, Guitar 1 and 2 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: June 19, 2019

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

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, which 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); and
- 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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	61	74	60	64	50	50
Math	39	51	48	52	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	17.2	25.8	36.2

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	809	808	99.88	74.26
Male	390	390	100.00	66.41
Female	419	418	99.76	81.58
Black or African American	54	54	100.00	64.81
Asian	51	51	100.00	84.31
Filipino	47	47	100.00	85.11
Hispanic or Latino	296	295	99.66	67.80
Native Hawaiian or Pacific Islander	--	--	--	--
White	281	281	100.00	77.58
Two or More Races	70	70	100.00	82.86
Socioeconomically Disadvantaged	251	250	99.60	64.40
English Learners	24	23	95.83	39.13
Students with Disabilities	86	86	100.00	23.26
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	809	808	99.88	50.87
Male	390	390	100.00	50.77
Female	419	418	99.76	50.96
Black or African American	54	54	100.00	40.74
Asian	51	51	100.00	62.75
Filipino	47	47	100.00	55.32
Hispanic or Latino	296	295	99.66	42.37
Native Hawaiian or Pacific Islander	--	--	--	--
White	281	281	100.00	56.23
Two or More Races	70	70	100.00	61.43
Socioeconomically Disadvantaged	251	250	99.60	42.00
English Learners	24	23	95.83	13.04
Students with Disabilities	86	86	100.00	2.33
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Our school has significant support from parents. We encourage parent and community involvement through our PTSA, which actively supports programs, activities and provides scholarships to seniors. The PTSA also encourages senior citizens from the community to get involved in school functions, bringing a high level of community support. The School Site Council, consisting of parents, students, and staff members, meets regularly to evaluate the effectiveness of school programs, review curriculum, and approve specific funding for the budget. A Principal's Advisory committee consisting of students from a wide variety of backgrounds and grade levels meets monthly with the school principal and administration to discuss any site concerns from the student's perspective and offer suggestions for improvements.

Parent booster programs support large extracurricular organizations such as performing arts and athletics. Parent fundraising underwrites the purchase of specialized equipment, field trips for competitions, and offers financial support for those families in need. We also encourage parents to participate in ELAC, PTSA, African American and Latino Parent Advisory Committees, and the Dollars for Scholars Scholarship Foundation. Many activities support parent involvement and the dissemination of information, such as Parent Information Nights for incoming ninth grade students, AP and Dual Enrollment students, college-bound students, and athletes.

Parents assist with various school events including dances and field trips. Performing arts and athletic events are always well supported and attended by parents. Back-to-School Night, and various informational parent nights are well attended every year. Parents are encouraged to support the many organizations and athletic teams at functions on and off campus. To find out how you can volunteer at our school, please contact Shanitra Ridley, PTSA President, at vmhs.ptsa@yahoo.com.

Lastly, MVUSD continues to be deliberate in its efforts to engage parents of diverse backgrounds and to obtain feedback regarding each student's academic journey, emotional supports and engagement within their school site. MVUSD parents are invaluable partners. At the district level, there are many opportunities for parents' involvement in groups such as; Action Team Partnership (ATP), African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC) and Special Education Parent Advisory Council (SEPAC). Additionally, our school sites offer a variety of student and parent groups including: School Site Council (SSC), English Learner Advisory Council (ELAC), principal/student advisory groups, Coffee with the Principal, PTA/PTSA/PTO and staff leadership teams.

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.

School Safety Plan

School safety is a high priority. Campus security guards, administrators, and counselors, monitor the campus before, during, and after school as well as during breaks and lunches, supervise students, and ensure a safe learning environment. There is also a School Resource Officer on campus during school hours. This uniformed police officer provides support for administration and discipline issues and is a positive presence on campus. Vista Murrieta is a closed campus that is fully fenced, and students are not allowed to leave campus during the day without the consent of a parent or guardian. A campus supervisor monitors all visitors who enter the campus parking lot. Visitors must produce a photo ID, scan it through our Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases, and they wear a photo visitor sticker while on campus. All visitors must have specific school business to remain on campus.

The district holds quarterly safety meetings and our SSC works on our safety plan throughout the year. We have adopted a Comprehensive School Safety Plan, and is reviewed every school year. The plan is presented to all staff and parents, and we hold numerous student assemblies to address safety issues and student expectations. Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that may occur on campus during the school day or after school hours, making our school safer and more secure.

The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. In addition, our school has an Emergency and Disaster Preparedness Plan that aligns with the federal NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. In the event of an emergency or urgent situation, our school uses a computerized calling system through Aeries Communication, to immediately notify all families of an emergency via email, phone call, text and app alerts.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.2	0.6	0.9
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.7	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	507.7

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	7.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.5
Other	

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	29	16	82	35	28	25	84	25	28	18	90	28
Mathematics	28	17	78	26	29	13	77	30	28	19	73	32
Science	26	25	64	39	28	14	77	26	25	28	68	33
Social Science	30	7	63	31	29	10	66	24	30	11	52	33

* Number of classes indicates how many classrooms 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district’s commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district’s Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher. All teachers who are new to the district also receive three days of training to learn about key focus areas, as well as district expectations and procedures.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release days provide teachers with time for Professional Learning Communities (PLC). This learning time is designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers, in both online and in-person capacities.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

Staff development in 2019 – 2020 will focus on the following priorities: instructional shifts aligned with state standards for math, ELA, and NGSS; supporting English Learners through integrated and designated support; differentiation to meet the needs of all learners; equity and equitable practices; PLCs; and social emotional support for students.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,086	\$48,612
Mid-Range Teacher Salary	\$77,970	\$74,676
Highest Teacher Salary	\$109,510	\$99,791
Average Principal Salary (ES)	\$125,285	\$125,830
Average Principal Salary (MS)	\$133,343	\$131,167
Average Principal Salary (HS)	\$145,509	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides a full-time counselor to our school to support social-emotional and academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief, and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as-needed basis (e.g. BreakThrough).

Homework clubs, before and after-school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for Vista Murrieta High School	2015-16	2016-17	2017-18
Dropout Rate	2.5	0	0.6
Graduation Rate	96.9	98.2	97.8

Rate for Murrieta Valley Unified School	2015-16	2016-17	2017-18
Dropout Rate	3.3	0.3	0.9
Graduation Rate	95.2	96.2	97

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$7,039	\$1,080	\$5,959	\$92,428
District	N/A	N/A	\$7,627	\$87,542.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-24.6	5.4
School Site/ State	-23.0	11.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	357
% of pupils completing a CTE program and earning a high school diploma	99
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	97.56
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	66.25

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	6	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	10	N/A
Science	6	N/A
Social Science	26	N/A
All courses	52	26.6

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

*Where there are student course enrollments of at least one student.

Career Technical Education Programs

Graduates are prepared to enter the workforce based on their completion of a rigorous curriculum of core academic subjects along with 40 hours of community service, which teaches them the importance of volunteer work and provides them with insight into different career paths. Students learn how to research potential employers, answer interview questions, and write business letters and resumes as part of their English classes. We encourage students to take the Armed Services Vocational Aptitude Battery (ASVAB) to help them evaluate their strengths, skills, and interests as part of their post-high school planning.

All students are enrolled in the California Colleges Guidance Initiative system; the program provides students with extensive career-related assessments and resources to explore the world of work in addition to including milestones at each grade level to help students stay on track to meet their college and career goals. All students are required to complete a Senior Culminating Project (SCP) in their senior year. This process starts with a career inventory in ninth grade and in tenth grade each student continues their Individualized Learning Plan through one-on-one sessions with their counselor. In their junior year, each student must write a reflective essay that is scored with a common district rubric. This process culminates with the SCP. Each senior student must successfully complete the SCP which is presented before a select panel of staff and community members. The topic of this presentation style interview will allow for each student to reflect on their high school experience and present their post high school plan.

Our high school offers courses intended to help students prepare for the world of work. The Riverside County of Educations' Career Technical Education (CTE) program provides students with a variety of technical courses such as TV and Video production, interactive media design, audio technology, culinary arts, law enforcement, forensic science and CSI, stagecraft, sports medicine. These courses let students explore career interests and post-high school career opportunities. Students sign up for classes through our site CTE representative. Courses are offered on and off campus. Off campus classes are offered at neighboring high schools and include programs such as automotive, medical front office, and cosmetology. Students taking courses off campus must be approved for early dismissal and provide their own transportation. Through a partnership with Mt. San Jacinto College, students who successfully complete approved high school CTE courses with a grade of B or better, qualify for college credit for the course after completion of 12 units with the college. Matriculation services are provided to students including online application and assessment process.

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).

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.