

Vista Murrieta High School

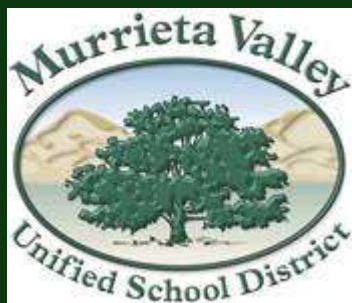
28251 Clinton Keith Rd. • Murrieta, CA 92563 • (951) 894-5750 • Grades 9-12

Mick Wager, Principal

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Murrieta Valley Unified School District

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Murrieta, CA 92562
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District Governing Board

Ken Dickson
Robin Crist
Paul Diffley
Linda Lunn
Kris Thomasian

District Administration

Patrick Kelley
Superintendent

School Description

Vista Murrieta High School 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 (2015), 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 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 "Broncotorials," which are Saturday tutorial sessions.

Mick Wager, Principal

Highlights & Accomplishments:

- In the third year of the California Assessment of Student Performance and Progress (CAASPP) tests, 77% of our 11th grade students met or exceeded the English Language Arts standards and 36% met or exceeded the math standards.
- Our graduation rate for the Class of 2017 was 99.25%.
- 56% of students completed the A-G sequence of courses.
- VMHS was named by U. S. News & World Report as one of "2017 America's Best High Schools" in the country.
- The percentage of graduates in the Class of 2017 who planned to attend a four-year college or university was 46%. An additional 38% percent of graduates in the Class of 2017 went to community colleges, 7 percent were planning to enter the military, and 3 percent were planning for a vocational education.
- Our Associated Student Body won the state recognition from CADA/CASL for our outstanding student activity program for 13th consecutive year.
- For the 2016-2017 year, VMHS varsity athletic teams won one state championship, five Southwestern League team championships, and numerous individual league titles.
- 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 winning the Bands of America regional championship and placing 14th in the nation. 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 fifth 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	910
Grade 10	923
Grade 11	870
Grade 12	853
Ungraded Secondary	18
Total Enrollment	3,574

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	7.5
American Indian or Alaska Native	0.3
Asian	6.4
Filipino	6.4
Hispanic or Latino	33.2
Native Hawaiian or Pacific Islander	1.2
White	37.9
Two or More Races	7.1
Socioeconomically Disadvantaged	26
English Learners	2.4
Students with Disabilities	11.1
Foster Youth	0.3

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			
Vista Murrieta High School	15-16	16-17	17-18
With Full Credential	135	139	135
Without Full Credential	2	2	1
Teaching Outside Subject Area of Competence	7	3	0
Murrieta Valley Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Vista Murrieta High School	15-16	16-17	17-18
Teachers of English Learners	2	3	3
Total Teacher Misassignments	8	7	8
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	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 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 Stage C (Houghton Mifflin) Adopted 2010 EDGE Fundamentals Reading and Language Text Adopted 2016 EDGE Fundamentals Grammar and Writing Book Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra 1{Ca} (Pearson) Adopted 2009 MVP Math 1 (mathematics vision project) Adopted 2015 MVP Advanced Math 1 (mathematics vision project) Adopted 2015 MVP Math II (mathematics vision project) Adopted 2016 MVP Advanced Math II (mathematics vision project) Adopted 2016 Geometry: Concepts and Skills {Ca} (McDougal Littell) Adopted 2009 Algebra 2 {Ca} (Prentice Hall) Adopted 2009 MVP Math III (mathematics vision project) Adopted 2016 MVP Advanced Math III (mathematics vision project) Adopted 2016 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 2011 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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology (McDougal Littell) Adopted 2008 Biology (Addison Wesley) Adopted 2008 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

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	Earth Science (AGS) Adopted 2008 Physical Science (AGS) Adopted 2008 Biology: Cycles of Life (AGS) Adopted 2008 Essential Biology (Pearson) Introductory Chemistry (Pearson) 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 Worlds Together, Worlds Apart (W. W. Norton) Adopted 2016 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 Introduction to Psychology (Thompson) Adopted 2006 Psychology (Worth) Adopted 2006 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 Ambliando Perspectivas (Houghton Mifflin) Adopted 2016 Triangulo Appilcaciones 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
Visual and Performing Arts	Discovering Art History (Davis Publications) Adopted 2011 Beginning Sculpture (Davis Publications) Adopted 2005 How to Draw Animation (Watson Gupstill) Adopted 2011 Maya 8.0 (Peach Pit Press) Adopted 2011 Listening to Music (MSJC) Adopted 2011

Textbooks and Instructional Materials
Year and month in which data were collected: September 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
	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
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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.

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 23, 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems.
Interior: Interior Surfaces	X			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems.
Electrical: Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems.
Overall Rating	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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	78	76	61	61	48	48
Math	44	36	46	46	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	63	60	71	66	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	19.4	22	29.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	881	863	98.0	60.0
Male	448	435	97.1	59.8
Female	433	428	98.9	60.3
Black or African American	59	58	98.3	50.0
Asian	62	56	90.3	71.4
Filipino	58	57	98.3	57.9
Hispanic or Latino	290	285	98.3	50.9
Native Hawaiian or Pacific Islander	12	12	100.0	50.0
White	341	336	98.5	67.3
Two or More Races	59	59	100.0	66.1
Socioeconomically Disadvantaged	252	248	98.4	46.8
English Learners	17	15	88.2	13.3
Students with Disabilities	99	94	95.0	27.7

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	850	828	97.41	76.21
Male	416	405	97.36	71.36
Female	434	423	97.47	80.85
Black or African American	70	68	97.14	61.76
American Indian or Alaska Native	--	--	--	--
Asian	59	58	98.31	79.31
Filipino	57	54	94.74	83.33
Hispanic or Latino	268	262	97.76	66.79
Native Hawaiian or Pacific Islander	11	11	100	72.73
White	320	311	97.19	83.6
Two or More Races	63	62	98.41	87.1
Socioeconomically Disadvantaged	211	205	97.16	61.95
English Learners	23	21	91.3	38.1
Students with Disabilities	90	81	90	29.63
Foster Youth	--	--	--	--

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 2016-17 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	851	828	97.3	35.79
Male	416	404	97.12	34.41
Female	435	424	97.47	37.12
Black or African American	70	68	97.14	22.06
American Indian or Alaska Native	--	--	--	--
Asian	59	58	98.31	56.9
Filipino	57	54	94.74	42.59
Hispanic or Latino	269	262	97.4	25.57
Native Hawaiian or Pacific Islander	11	11	100	27.27
White	320	311	97.19	41.61
Two or More Races	63	62	98.41	40.32
Socioeconomically Disadvantaged	212	206	97.17	23.79
English Learners	23	21	91.3	14.29
Students with Disabilities	90	81	90	2.47
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

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 various backgrounds and grade levels meets monthly with the school principal and administration to discuss any concerns from the student's perspective.

Parent booster programs support large extracurricular organizations such as performing arts and athletics. Parent fund-raising underwrites the purchase of specialized equipment and field trips for competitions and offers financial support for those families in need. We also encourage parents to participate in ELAC, PTSA, 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 Kristi Floren, 2017-2018 PTSA President, at ChrisandKristy01@msn.com.

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 and sign in and out as well as wear a 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 it was last reviewed in October 2017 and approved by the SSC. 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. We utilize the 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.

As a preventive measure, the district uses trained canines to provide unannounced canine searches of all areas of campus to find any illegal substances such as drugs, alcohol, and weapons. The district has also staffed after hours security personnel to monitor the campus when school is not in session. Along with daily monitoring, our administration screens student discipline data and reviews and adjusts policies as necessary. Regularly throughout the year, we conduct emergency drills including fire, earthquake, and lock down. In addition, our school has an Emergency and Disaster Preparedness Plan. This plan is in accordance with NIMS emergency system and specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. The emergency notification system Murrieta Parentlink delivers phone calls and emails to disseminate urgent and time-sensitive messages to families.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.4	0.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	1.5	1.8	1.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		6
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	7.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.75
Psychologist	1.0
Social Worker	0.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist	8.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	505

* 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	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	27	27	29	26	23	16	73	95	82	38	21	35
Mathematics	28	29	28	21	13	17	60	77	78	41	33	26
Science	30	29	26	8	9	25	63	78	64	37	27	39
Social Science	30	30	30	8	10	7	61	60	63	33	33	31

* 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

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 take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release and Late Start days provide teachers with time for Professional Learning Communities (PLC's). This learning time 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.

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, iRead, and Math 180. 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.

Teachers at VMHS are also provided the opportunity to attend professional development once per month outside the school day that most pertains to their individual professional needs.

In the 2016-2017 school year, staff development continued to emphasize the transition to the new California state standards, primarily Mathematics and English Language Arts, in addition to training to help make our PLCs as effective as possible.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,620	\$47,808
Mid-Range Teacher Salary	\$77,198	\$73,555
Highest Teacher Salary	\$108,426	\$95,850
Average Principal Salary (ES)	\$123,574	\$120,448
Average Principal Salary (MS)	\$129,634	\$125,592
Average Principal Salary (HS)	\$141,945	\$138,175
Superintendent Salary	\$216,161	\$264,457
Percent of District Budget		
Teacher Salaries	43%	35%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6280	930	5350	87245
District	◆	◆	6761	\$85,412
State	◆	◆	\$6,574	\$79,228
Percent Difference: School Site/District			-20.9	2.1
Percent Difference: School Site/ State			-18.6	10.1

* Cells with ◆ do not require data.

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 an elementary counselor to our school approximately one day a week to support academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief and loss, military support. They also provide individual responsive services, interventions and referrals on an as needed basis.

Homework clubs, before and after school tutoring programs, Saturday tutorial sessions (Broncotutorials), 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)			
Vista Murrieta High School	2013-14	2014-15	2015-16
Dropout Rate	1.6	2.6	2.5
Graduation Rate	97.59	96.05	96.94
Murrieta Valley Unified School District	2013-14	2014-15	2015-16
Dropout Rate	4.4	5.1	3.3
Graduation Rate	94.03	92.49	95.17
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

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
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	98.55
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	55.93

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	2	♦
Mathematics	3	♦
Science	3	♦
Social Science	7	♦
All courses	18	23.7

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	97.3	96.02	87.11
Black or African American	95.71	96.53	79.19
American Indian or Alaska Native	100	87.5	80.17
Asian	96.08	96	94.42
Filipino	96.88	98.94	93.76
Hispanic or Latino	98.4	93.86	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	96.58	97.17	90.99
Two or More Races	100	95.7	90.59
Socioeconomically Disadvantaged	99.02	94.27	85.45
English Learners	100	74.19	55.44
Students with Disabilities	86.67	85	63.9
Foster Youth	50	60	68.19

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 therapy, medical front office, nurse assistant, and cosmetology. 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. 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 <http://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.