Antelope Hills Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 School Contact Information

School Name	Antelope Hills Elementary School
Street	36105 Murrieta Oaks Avenue
City, State, Zip	Murrieta, CA 92592
Phone Number	951-445-4110
Principal	Garrick Stein
Email Address	gstein@murrieta.k12.ca.us
School Website	https://explorers.murrieta.k12.ca.us/
Grade Span	K-5
County-District-School (CDS) Code	33 75200 0108530

2025-26 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

2025-26 School Description and Mission Statement

Antelope Hills Elementary serves transitional kindergarten through fifth-grade students in a safe, supportive, and academically rigorous environment. Our mission is to provide a standards-based curriculum that fosters curiosity, critical thinking, and character development, preparing students to thrive in an ever-changing world. Through strong partnerships with families and the community, we ensure that every child has the tools to succeed academically and socially.

Antelope Hills is proud to be a California Distinguished School and was recognized as a 2024 Educational Results Partnership (ERP) Honor Roll School for our efforts in closing achievement gaps and supporting student success. We are also a California Purple Star School, honoring our commitment to military-connected students and families, and a recipient of the California

2025-26 School Description and Mission Statement

PBIS Silver Recognition Award for promoting positive behavior and a safe school culture.

Our students continue to show growth on state assessments, with increases in CAASPP scores in English Language Arts and Mathematics. We offer multiple intervention programs to address academic gaps and provide enrichment opportunities before and after school. Technology integration, fine arts, and leadership programs help students develop confidence and essential skills. Our PTA has hosted its most successful Booster Run and community events to date, including the Book Fair and Winter Festival, strengthening the connection between school and families. Antelope Hills Elementary School…Where every student is encouraged to dream, challenged to reach, and empowered to accomplish, 'Join the Adventure'!

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	160
Grade 1	146
Grade 2	114
Grade 3	135
Grade 4	144
Grade 5	140
Total Enrollment	839

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
Asian	4.4
Black or African American	4.6
Filipino	3.7
Hispanic or Latino	39.1
Two or More Races	7
White	39
English Learners	5.5
Foster Youth	0.1
Homeless	1
Socioeconomically Disadvantaged	45.1
Students with Disabilities	23.7

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.

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)	29.6	90.8	825.8	88.25	234405.2	84
Intern Credential Holders Properly Assigned	0	0	4	0.43	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	9.1	0.98	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	25.4	2.72	11953.1	4.28
Unknown/Incomplete/NA	3	9.2	71.2	7.62	15831.9	5.67
Total Teaching Positions	32.6	100	935.8	100	279044.8	100

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)	27	87.1	804.8	87.6	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	4.9	0.54	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	10.4	1.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	27.3	2.98	11746.9	4.23
Unknown/Incomplete/NA	4	12.9	71.1	7.74	14303.8	5.15
Total Teaching Positions	31	100	918.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31.9	94	819.7	88.69	230039.4	100
Intern Credential Holders Properly Assigned	1	2.94	6.3	0.69	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	11.6	1.26	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	31.8	3.44	12112.8	4.34
Unknown/Incomplete/NA	1	3.03	54.7	5.92	13705.8	4.91
Total Teaching Positions	34	100	924.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in MVUSD are reviewed by administrators, teachers, and parents before Board of Education adoption at a public meeting. The district provides all students, including English learners, with standards-aligned textbooks or other instructional materials, or both to use in class and to take home. Two sets of textbooks or other instructional materials for each student are not required. Sufficient textbooks or other instructional materials do not include photocopied sheets from only a portion of a textbook or other instructional materials copied to address a shortage.

Year and month in which the data were collected	September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	On My Way for Pre K (Scholastic) Grades Transitional Kindergarten Adopted in 2022 Benchmark Advance (Benchmark Education) Grades K-5 Adopted in 2017 and 2025 READ 180 Stage A (Houghton Mifflin) Grades 4-5 2016	0
Mathematics	California Classroom Mathematics (Curriculum Associates) Grades K-5 Adopted in 2025	0
Science	Twig Science (Imagine Learning) Grades K-5 Adopted in 2022	0
History-Social Science	Studies Weekly- California edition (Studies Weekly) Grades K-5 Adopted in 2023	0

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

School Facility Conditions and Planned Improvements

Antelope Hills Elementary opened in August 2005. We currently have 29 regular education classrooms; 5 special education classrooms; a Sensory Gym; a multipurpose room with a kitchen; 3 computer labs; a library; an outdoor eating area; an amphitheater; administrative offices; a health office; teacher workrooms; and two play areas, one for kindergarten students and one designated for students in grades one through five.

SEED, before & afterschool childcare facilities facilities for students in kindergarten through grade five are located on campus in separate rooms. At certain times during the school year our school may be at or near capacity. When that occurs, new students may be assigned to an overflow school in the district where classroom space exists.

Upkeep, maintenance, and cleaning of the school are provided by the district's Facilities and Operations Department. The principal works with the custodial staff to ensure a clean and safe school. Graffiti is removed as soon as it is discovered.

School Facility Conditions and Planned Improvements

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	September 25, 2025

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			No apparent problems.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			Loose cover on light fixture - to be repaired 4/17/26
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			Trip hazard around rubber surface - repaired 3/30/26

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	56	63	60	63	47	48
Mathematics (grades 3-8 and 11)	54	58	45	47	35	37

2024-25 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	421	395	93.82	6.18	63.29
Female	204	198	97.06	2.94	63.13
Male	217	197	90.78	9.22	63.45
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	66.67
Black or African American	15	12	80.00	20.00	66.67
Filipino	16	16	100.00	0.00	75.00
Hispanic or Latino	179	168	93.85	6.15	55.95
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	33	91.67	8.33	63.64
White	154	145	94.16	5.84	69.66
English Learners	23	23	100.00	0.00	30.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	36	32	88.89	11.11	75.00
Socioeconomically Disadvantaged	188	176	93.62	6.38	51.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	93	81.58	18.42	39.78

2024-25 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	421	394	93.59	6.41	57.87
Female	204	198	97.06	2.94	54.04
Male	217	196	90.32	9.68	61.73
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	61.90
Black or African American	15	12	80.00	20.00	50.00
Filipino	16	16	100.00	0.00	81.25
Hispanic or Latino	179	167	93.30	6.70	47.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	36	33	91.67	8.33	69.70
White	154	145	94.16	5.84	64.14
English Learners	23	23	100.00	0.00	30.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	36	32	88.89	11.11	71.88
Socioeconomically Disadvantaged	188	176	93.62	6.38	46.02
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	114	92	80.70	19.30	34.78

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	50	44.03	44.82	44.99	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	142	134	94.37	5.63	44.03
Female	65	63	96.92	3.08	36.51
Male	77	71	92.21	7.79	50.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	62	59	95.16	4.84	42.37
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	53	50	94.34	5.66	54.00
English Learners	14	14	100.00	0.00	7.14
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	64	94.12	5.88	25.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	41	36	87.80	12.20	36.11

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	99	99	99	99	100

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.

2025-26 Opportunities for Parental Involvement

MVUSD values parent engagement and is intentional in its efforts to honor a parent's right to actively participate in their student's education. Our parent groups and high parent engagement is one of the reasons MVUSD is a California Distinguished District. At the district level, there are several opportunities for parents to contribute to the goals, policies and direction of a student's K-12 journey. These opportunities include membership in several parent focused groups, African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC), Special Education Parent Advisory Council (SEPAC), Career Technical and Education (CTE) Advisory Board, Military Family Support and Local Control Accountability Program (LCAP) teams. In a pre-pandemic environment, most meetings are held in a hybrid (virtual and in-person) format. Additionally, each school site implements site specific opportunities for parent involvement. These opportunities include but are not limited to, School Site Council (SSC), principal coffee's/meetups, PTA/PTSA/PTO, English Learner Advisory Councils (ELAC), and daily volunteer programs such as, Watch DOGs (Dads of Great Students), activity boosters, class and office volunteers and activity specific volunteer programs. At the elementary level, parents are also encouraged to join the schoolwide Friday Flag ceremonies. At the secondary level, parents are also encouraged volunteer as activity chaperones, booster clubs, student store, career days and other activity-based events. To learn about parent involvement opportunities or join a parent group, please contact the school office at (951) 445-4110.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	883	876	164	18.7
Female	418	417	83	19.9
Male	465	459	81	17.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	39	39	1	2.6
Black or African American	41	40	11	27.5
Filipino	32	32	5	15.6
Hispanic or Latino	356	352	80	22.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	62	62	10	16.1
White	335	333	53	15.9
English Learners	56	56	8	14.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	414	408	90	22.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	239	236	51	21.6

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.89	0.55	1.02	2.88	2.56	2.36	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.05	0.04	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.02	0.00
Female	0.00	0.00
Male	1.94	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.23	0.00
White	0.90	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.51	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

School safety is a top priority. Administrators, teachers, and aides closely monitor the campus to ensure a secure learning environment. Our school resource officers are readily available for immediate assistance when needed. Our campus implements a controlled campus model during school drop-off and pick-up. The school is fully fenced and closed during school hours.

Regularly scheduled Emergency Management safety meetings are held, involving site administrators, Murrieta Police, mental health providers, district security staff, and Murrieta Fire & Rescue. These meetings review and update safety plans and emergency procedures including the district's response to immigration enforcement and our procedures for notifications when immigration enforcement officers are confirmed in the immediate area of the school site. These procedures are a mandatory component of the Comprehensive School Safety Plan (CSSP), pursuant to the amendment of California Education Code (EC) Section 32282(a)(2)(N). Our School Site Council, composed of parent representatives and first responders, annually collaborates on reviewing and adopting a Comprehensive School Safety Plan. The plan is reviewed in February by the School Site Council, then it is approved by the Board of Education in March and is accessible to all staff and parents.

Staff have received Active Shooter Training from District Staff and the Murrieta Police Department. Throughout the school year, student assemblies and emergency drills address safety issues comprehensively. Each school maintains strategically placed video surveillance cameras, serving as deterrents and aiding investigations. The Raptor Visitor Management System screens all visitors and volunteers through national databases and the Megan's Law sex offender registry.

MVUSD schools conduct regular evacuation drills aligned with the federal NIMS emergency system. Our Emergency and Disaster Preparedness Plan cover procedures for fire, flood, earthquakes, lockdowns, extreme weather events, hazardous materials, disaster recovery, and student accountability. In emergencies, our computerized alert system powered by Parent Square immediately notifies families via alert, email, phone, text, and app.

All MVUSD schools enforce a strict anti-discrimination policy prohibiting harassment based on race, gender, disability, religion, or sexual orientation.

D. Other SARC Information

Information Required in the SARC

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

2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	10	0	0
1	22	1	4	0
2	24	0	5	0
3	28	0	4	0
4	30	0	4	0
5	27	0	4	0
6	0	0	0	0
Other	11	5	0	0

2023-24 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	12	11	0	0
1	16	3	4	0
2	17	3	5	0
3	17	3	5	0
4	18	3	4	0
5	18	4	2	0
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	10	11		
1	16	3	6	
2	14	4	4	
3	17	4	4	
4	18	4	4	
5	20	3	2	

2024-25 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	841

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	3.5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$11,259	$4,152	$7,107	$106,166
District	N/A	N/A	$7,894	$109,639
Percent Difference - School Site and District	N/A	N/A	-10.5	2.6
State	N/A	N/A	$11,146	$100,333
Percent Difference - School Site and State	N/A	N/A	-41.0	11.5

Fiscal Year 2024-25 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, many through the Extended Learning Opportunity Program (ELOP), as well as family-focused services like before- and after-school programs, athletic competitions, visual and performing arts opportunities, and mental health support.

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, and positive support strategies. Additionally, each school has a military liaison to support families with military connections.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$59,529	$60,863
Mid-Range Teacher Salary	$98,574	$93,575
Highest Teacher Salary	$142,604	$125,548
Average Principal Salary (Elementary)	$166,271	$157,645
Average Principal Salary (Middle)	$170,424	$165,341
Average Principal Salary (High)	$188,120	$182,580
Superintendent Salary	$336,821	$357,064
Percent of Budget for Teacher Salaries	36.82%	30.36%
Percent of Budget for Administrative Salaries	5.06%	4.88%

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 third consecutive year, significant emphasis was placed on building momentum in Professional Learning Communities (PLC), Inclusion, and MTSS strategies 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.
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 teacher mentor. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	3