# Murrieta Canyon Academy

## 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** | Murrieta Canyon Academy |
| **Street** | 24150 Hayes Ave. |
| **City, State, Zip** | Murrieta, CA 92562 |
| **Phone Number** | (951) 696-1409 |
| **Principal** | Matthew Bean |
| **Email Address** | mbean@murrieta.k12.ca.us |
| **School Website** | https://phoenix.murrieta.k12.ca.us |
| **Grade Span** | K-12 |
| **County-District-School (CDS) Code** | 3375200-0102079 |

## 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

Murrieta Canyon Academy (MCA) offers a standards-based education for students in grades 9-12 within a small, personal, and supportive learning environment. Designed for students seeking a flexible, learner-centered, and competency-driven approach, MCA provides multiple educational pathways tailored to individual needs. The daily program follows a face-to-face instructional model on campus, offering a structured yet alternative learning experience. Within this program, students benefit from a smaller class setting and increased opportunities for remediation and intervention. For those seeking even greater flexibility, MCA offers a rigorous and comprehensive independent study program through MCA I.S. This program allows students to learn at their own pace while regularly meeting with subject-specific teachers for guidance and assessment support. For online learners, courses follow a semester-based calendar designed to maximize student success, while also offering the flexibility to

## 2025-26 School Description and Mission Statement

accelerate course completion through the online platform.
Additionally, MCA students have the option to co-enroll in courses at the district's comprehensive high schools. This provides students an opportunity to participate in advanced academic classes, performing arts programs and competitive athletics at one of the comprehensive schools.
Highlights & Achievements
* Murrieta Canyon Academy received a six-year WASC accreditation status through June 30, 2029, with a three-year mid-cycle visitation during the 2025-2026 school year.
* Staff provides an inclusive and accepting culture to support student needs which allows for data driven individualized instruction and relationship building.
* Implemented monthly mental health support groups while also expanding activities and school-wide, social-emotional learning and home visits.
* Offer two CTE pathways: Studio Art and Digital Photography.
* Built-in intervention into the daily school program in the form of credit recovery, teacher office hours and Guidance/Seminar Period.

# About this School

## 2024-25 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| **Kindergarten** | 6 |
| **Grade 1** | 9 |
| **Grade 2** | 5 |
| **Grade 3** | 8 |
| **Grade 4** | 8 |
| **Grade 5** | 8 |
| **Grade 6** | 14 |
| **Grade 7** | 27 |
| **Grade 8** | 31 |
| **Grade 9** | 17 |
| **Grade 10** | 42 |
| **Grade 11** | 55 |
| **Grade 12** | 66 |
| **Total Enrollment** | 296 |

## 2024-25 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---|---|
| **Female** | 50 |
| **Male** | 50 |
| **Asian** | 2 |
| **Black or African American** | 6.1 |
| **Filipino** | 3.4 |
| **Hispanic or Latino** | 49.7 |
| **Native Hawaiian or Pacific Islander** | 1 |
| **Two or More Races** | 6.1 |
| **White** | 30.7 |
| **English Learners** | 4.1 |
| **Foster Youth** | 1.4 |
| **Homeless** | 0.7 |
| **Socioeconomically Disadvantaged** | 62.5 |
| **Students with Disabilities** | 26.4 |

## 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.

## 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)** | 22.3 | 68.2 | 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)** | 8.7 | 26.52 | 25.4 | 2.72 | 11953.1 | 4.28 |
| **Unknown/Incomplete/NA** | 1.7 | 5.21 | 71.2 | 7.62 | 15831.9 | 5.67 |
| **Total Teaching Positions** | 32.8 | 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)** | 23.1 | 71.33 | 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)** | 6.8 | 21.27 | 27.3 | 2.98 | 11746.9 | 4.23 |
| **Unknown/Incomplete/NA** | 2.3 | 7.38 | 71.1 | 7.74 | 14303.8 | 5.15 |
| **Total Teaching Positions** | 32.4 | 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)** | 18.5 | 76.06 | 819.7 | 88.69 | 230039.4 | 100 |
| **Intern Credential Holders Properly Assigned** | 0 | 0 | 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)** | 5.7 | 23.65 | 31.8 | 3.44 | 12112.8 | 4.34 |
| **Unknown/Incomplete/NA** | 0 | 0.25 | 54.7 | 5.92 | 13705.8 | 4.91 |
| **Total Teaching Positions** | 24.4 | 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** | 1.00 | 0 | 0 |
| **Local Assignment Options** | 7.70 | 6.8 | 5.7 |
| **Total Out-of-Field Teachers** | 8.70 | 6.8 | 5.7 |

## 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 | 0.8 |

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** | APEX Learning Comprehensive Courses (Online) 2012:<br>English 9 (Common Core)<br>English 10 (Common Core)<br>English 11 (Common Core)<br>English 12 (Common Core)<br>Creative Writing<br><br>myPerspectives Grade 9 (Pearson) Adopted 2020<br>myPerspectives Grade 10 (Pearson) Adopted 2020<br>myPerspectives Grade 11 (Pearson) Adopted 2020<br>The Bedford Reader (Bedford/St. Martins) Adopted 2005<br>CSU Expository Reading and Writing Grade 12 (CSU) Adopted 2012<br>Bedford Handbook (Bedford/ St. Martin's) Adopted 2016<br>Outliers Adopted 2016<br>READ 180 Stage C (Houghton Mifflin) Adopted 2018<br>English 3D Course C (Houghton Mifflin) Adopted 2019 | 0 |
| **Mathematics** | APEX Learning Comprehensive Courses (Online) since 2012:<br>Algebra I (Common Core)<br>Geometry (Common Core)<br>Algebra II (Common Core)<br>Mathematics I (Common Core)<br>Mathematics II (Common Core)<br>Mathematics III (Common Core)<br>Pre-calculus<br><br>enVision Integrated Mathematics I (Pearson) Adopted 2019<br>enVision Integrated Mathematics II (Pearson) Adopted 2019<br>enVision Integrated Mathematics III (Pearson) Adopted 2019<br>Pre-calculus (Houghton Mifflin) Adopted 2011 | 0 |

| | | |
|---|---|---|
| | Financial Algebra (Cengage) Adopted 2015<br>Beginning Algebra with Applications (Houghton Mifflin) Adopted 2010<br>Intermediate Algebra (Pearson) Adopted 2016<br>Mathematical Reasoning with Connections (CSU) Adopted 2018 | |
| **Science** | APEX Learning Comprehensive Courses (Online) since 2012:<br>Earth Science<br>Biology<br>Chemistry<br>Psychology<br><br>Inspire Biology (McGraw Hill) Adopted 2022<br>Inspire Chemistry (McGraw Hill) Adopted 2022<br>Inspire Physics (McGraw Hill) Adopted 2022<br>Environmental Science: Sustaining Your World (Cengage) Adopted 2022<br>Marine Science (McGraw Hill) Adopted 2022<br>Earth Science {Ca} (Pearson) Adopted 2005<br>Life Science (Glencoe) Adopted 2008 | 0 |
| **History-Social Science** | FLVS Global (Online) since 2013:<br>Middle School Social Studies (Civics)<br>Middle School Social Studies (World History)<br>Middle School Social Studies (U.S. History)<br><br>APEX Learning Comprehensive Courses (Online) since 2012:<br>World History<br>U.S. History<br>U.S. Government and Politics<br><br>World History Interactive: The Modern World (Savvas) Adopted 2023<br>U.S. History Interactive: Reconstruction to the Present (Savvas) Adopted 2023<br>Economics: Principles in Action (Savvas) Adopted 2023<br>Government Alive! Power, Politics and You (TCI) Adopted 2023 | 0 |
| **Foreign Language** | APEX Learning Comprehensive Courses (Online) since 2012:<br>Reporteros 1 (Klett World Language) Adopted 2024<br>Reporteros 2 (Klett World Language) Adopted 2024 | 0 |
| **Health** | APEX Learning Comprehensive Courses (Online) since 2012:<br>Skills for Health<br>Physical Education | 0 |
| **Visual and Performing Arts** | APEX Learning Comprehensive Courses (Online) since 2012:<br>Art Appreciation | 0 |

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

## School Facility Conditions and Planned Improvements

Murrieta Canyon Academy originally opened in 1997 as Creekside High School and the school name was changed in July, 2016. The campus has 14 classrooms, a computer lab, a food lounge, basketball courts, a library, administrative offices, and a staff lounge. There is ample space on campus for the number of students enrolled in the program.

The district provides upkeep, maintenance, and cleaning of district schools. Schools and rest rooms are cleaned daily, and the principal works with the custodial staff to ensure a clean and safe school. District maintenance staff maintains landscaping on a regular weekly schedule. Corrective and preventative maintenance is scheduled on a routine basis to keep the school in good repair and in working order. Work order requests assigned through a computerized work order system ensure that emergency repairs are given the highest priority.

## School Facility Conditions and Planned Improvements

| Year and month of the most recent FIT report | September 26, 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 | | Sagging ceiling tiles - to be repaired 4/17/26 |
| **Cleanliness:** Overall Cleanliness, Pest/Vermin Infestation | X | | | No apparent problems. |
| **Electrical** | | X | | Wall plate missing - 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 | | | No apparent problems. |

## 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) | 52 | 56 | 60 | 63 | 47 | 48 |
| **Mathematics** (grades 3-8 and 11) | 27 | 32 | 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** | 174 | 144 | 82.76 | 17.24 | 56.74 |
| **Female** | 80 | 67 | 83.75 | 16.25 | 70.15 |
| **Male** | 94 | 77 | 81.91 | 18.09 | 44.59 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 83 | 69 | 83.13 | 16.87 | 54.41 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 15 | 10 | 66.67 | 33.33 | -- |
| **White** | 55 | 45 | 81.82 | 18.18 | 60.47 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 117 | 96 | 82.05 | 17.95 | 52.13 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 52 | 33 | 63.46 | 36.54 | 25.00 |

## 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** | 175 | 143 | 81.71 | 18.29 | 31.69 |
| **Female** | 81 | 66 | 81.48 | 18.52 | 37.88 |
| **Male** | 94 | 77 | 81.91 | 18.09 | 26.32 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 84 | 69 | 82.14 | 17.86 | 36.23 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 15 | 10 | 66.67 | 33.33 | -- |
| **White** | 55 | 45 | 81.82 | 18.18 | 22.73 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | 0 | 0 | 0 | 0 | 0 |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 118 | 95 | 80.51 | 19.49 | 27.66 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 52 | 33 | 63.46 | 36.54 | 3.13 |

## 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) | 27.17 | 40.21 | 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** | 158 | 138 | 87.34 | 12.66 | 34.31 |
| **Female** | 77 | 64 | 83.12 | 16.88 | 37.50 |
| **Male** | 81 | 74 | 91.36 | 8.64 | 31.51 |
| **American Indian or Alaska Native** | 0 | 0 | 0 | 0 | 0 |
| **Asian** | -- | -- | -- | -- | -- |
| **Black or African American** | -- | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- | -- |
| **Hispanic or Latino** | 90 | 82 | 91.11 | 8.89 | 32.93 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- | -- |
| **Two or More Races** | 13 | 9 | 69.23 | 30.77 | -- |
| **White** | 39 | 34 | 87.18 | 12.82 | 33.33 |
| **English Learners** | -- | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- | -- |
| **Military** | -- | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 110 | 95 | 86.36 | 13.64 | 27.66 |
| **Students Receiving Migrant Education Services** | 0 | 0 | 0 | 0 | 0 |
| **Students with Disabilities** | 31 | 23 | 74.19 | 25.81 | 18.18 |

## 2024-25 Career Technical Education Programs

Murrieta Canyon Academy offers College and Career Pathways in Studio Art and Photography. These pathways connect students' learning with actual work experiences with local industry and post-secondary partners. The pathways allow students to take required coursework for graduation as well as to take coursework in career areas of interest. These classes also give students employable skill sets. Additionally, CTE programs provide students 14 or older with free job training, high school credit, certificates of training, career planning, job search skills, and preparation for higher level training. The CTE community advisory committee is comprised of 40 members from local industry and civic organizations such as the City of Murrieta Economic Development Leadership, Murrieta/Wildomar Chamber of Commerce, Southwest Healthcare, local representatives from the education, energy & environment, arts, media & entertainment, building construction & trades, public services, finance, engineering & architecture, and manufacturing sectors. Additionally, in 2024-25, the Superintendent continued a CTE Superintendent's Advisory Council where parents, community members and local businesses were invited to attend at the beginning of every school year. Additional information about CTE Industry's and Pathways is available on the school and district website.

## 2024-25 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---|
| **Number of Pupils Participating in CTE** | 139 |
| **Percent of Pupils that Complete a CTE Program and Earn a High School Diploma** | 0 |
| **Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education** | |

## 2024-25 Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---|
| **Pupils Enrolled in Courses Required for UC/CSU Admission** | 92.94 |
| **Graduates Who Completed All Courses Required for UC/CSU Admission** | 19.61 |

# 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** | 67 | 67 | 67 | 67 | 67 |
| **Grade 7** | 62 | 62 | 62 | 62 | 62 |
| **Grade 9** | 44 | 44 | 44 | 44 | 44 |

# 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) 696-1409.

## C. Engagement

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 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 |
|---|---|---|---|---|---|---|---|---|---|
| **Dropout Rate** | 2.4 | 0 | 1.9 | 1.2 | 0.3 | 0.5 | 8.2 | 8.9 | 8 |
| **Graduation Rate** | 90.4 | 96.7 | 96.2 | 96.7 | 97.7 | 97.8 | 86.2 | 86.4 | 87.5 |

### 2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|---|---|---|---|
| **All Students** | 52 | 50 | 96.2 |
| **Female** | 25 | 24 | 96.0 |
| **Male** | 27 | 26 | 96.3 |
| **Non-Binary** | 0.0 | 0.0 | 0.0 |
| **American Indian or Alaska Native** | 0 | 0 | 0.00 |
| **Asian** | -- | -- | -- |
| **Black or African American** | -- | -- | -- |
| **Filipino** | -- | -- | -- |
| **Hispanic or Latino** | 33 | 32 | 97.0 |
| **Native Hawaiian or Pacific Islander** | 0 | 0 | 0.00 |
| **Two or More Races** | 0 | 0 | 0.00 |
| **White** | 13 | 13 | 100.0 |
| **English Learners** | -- | -- | -- |
| **Foster Youth** | 0.0 | 0.0 | 0.0 |
| **Homeless** | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 39 | 37 | 94.9 |
| **Students Receiving Migrant Education Services** | 0.0 | 0.0 | 0.0 |
| **Students with Disabilities** | -- | -- | -- |

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|---|---|---|---|
| **All Students** | 437 | 394 | 150 | 38.1 |
| **Female** | 218 | 198 | 66 | 33.3 |
| **Male** | 219 | 196 | 84 | 42.9 |
| **Non-Binary** | -- | -- | -- | -- |
| **American Indian or Alaska Native** | -- | -- | -- | -- |
| **Asian** | -- | -- | -- | -- |
| **Black or African American** | 27 | 23 | 13 | 56.5 |
| **Filipino** | 11 | 11 | 2 | 18.2 |
| **Hispanic or Latino** | 219 | 194 | 75 | 38.7 |
| **Native Hawaiian or Pacific Islander** | -- | -- | -- | -- |
| **Two or More Races** | 29 | 25 | 9 | 36.0 |
| **White** | 136 | 126 | 45 | 35.7 |
| **English Learners** | 15 | 14 | 4 | 28.6 |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 290 | 257 | 106 | 41.2 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Students with Disabilities** | 111 | 96 | 35 | 36.5 |

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 |
| 3.99 | 2.76 | 5.49 | 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 |
| 0.17 | 0 | 0.46 | 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** | 5.49 | 0.46 |
| **Female** | 3.21 | 0.00 |
| **Male** | 7.76 | 0.91 |
| **Non-Binary** | 0.00 | 0.00 |
| **American Indian or Alaska Native** | 0.00 | 0.00 |
| **Asian** | 0.00 | 0.00 |
| **Black or African American** | 11.11 | 0.00 |
| **Filipino** | 0.00 | 0.00 |
| **Hispanic or Latino** | 6.39 | 0.00 |
| **Native Hawaiian or Pacific Islander** | 0.00 | 0.00 |
| **Two or More Races** | 6.90 | 3.45 |
| **White** | 2.94 | 0.74 |
| **English Learners** | 0.00 | 0.00 |
| **Foster Youth** | 0.00 | 0.00 |
| **Homeless** | 0.00 | 0.00 |
| **Socioeconomically Disadvantaged** | 7.24 | 0.69 |
| **Students Receiving Migrant Education Services** | 0.00 | 0.00 |
| **Students with Disabilities** | 2.70 | 0.90 |

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. Campus supervisors, administrators, and counselors monitor the campus daily to ensure a secure learning environment. High school campuses are supported by sworn School Resource Officers (SROs) who address safety issues, investigate incidents, and oversee facility safety. They also monitor video surveillance systems, which deter trespassing, vandalism, and other illegal activities.
All campuses are closed and fully fenced. Visitors must check in at the school office and are screened through the Raptor Visitor Management System, which runs checks against sex offender databases nationwide. Unannounced canine searches for drugs, alcohol, and weapons further enhance safety. The district regularly reviews and updates safety plans through Emergency Management meetings with Murrieta Police, mental health providers, Murrieta Fire & Rescue, security staff, and site administrators. 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). School Site Councils also collaborate on safety planning. Each February, schools finalize their Comprehensive School Safety Plans (CSSPs), which are approved by the Board of Education in March and made available for review by staff and parents.
Emergency preparedness is reinforced with fire, earthquake, and intruder drills held each semester. Plans align with the federal NIMS system and outline procedures for various emergencies, including fire, flood, and lockdowns. In urgent situations, Parent Square alerts families via calls, emails, texts, and app notifications.
Staff receive Active Shooter Training from district personnel and law enforcement. Student assemblies and drills throughout the year address safety awareness. Additional safety measures for the 24-25 school year include expanding the use of Raptor emergency management system for unified internal communications and GPS mapping of incidents, and an e-bike safety course in partnership with Murrieta Police. The district enforces strict anti-discrimination policies, 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** | 0 | 0 | 0 | 0 |
| **1** | 0 | 0 | 0 | 0 |
| **2** | 11 | 1 | 0 | 0 |
| **3** | 6 | 3 | 0 | 0 |
| **4** | 7 | 3 | 0 | 0 |
| **5** | 9 | 2 | 0 | 0 |
| **6** | 4 | 21 | 0 | 0 |
| **Other** | 14 | 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** | 1 | 1 | 0 | 0 |
| **1** | 1 | 1 | 0 | 0 |
| **2** | 0 | 0 | 0 | 0 |
| **3** | 0 | 0 | 0 | 0 |
| **4** | 1 | 2 | 0 | 0 |
| **5** | 3 | 3 | 0 | 0 |
| **6** | 7 | 23 | 3 | 0 |
| **Other** | 13 | 4 | 1 | 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** | 3 | 2 | | |
| **1** | 3 | 3 | | |
| **2** | 2 | 3 | | |
| **3** | 3 | 3 | | |
| **4** | 4 | 2 | | |
| **5** | 2 | 4 | | |
| **6** | 3 | 25 | | |

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 11 | 20 | 3 | 0 |
| **Mathematics** | 10 | 19 | 5 | 0 |
| **Science** | 11 | 13 | 3 | 0 |
| **Social Science** | 8 | 35 | 3 | 0 |

## 2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 10 | 23 | 5 | |
| **Mathematics** | 10 | 21 | 5 | |
| **Science** | 13 | 13 | 2 | |
| **Social Science** | 8 | 37 | | |

## 2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|---|---|---|---|---|
| **English Language Arts** | 13 | 19 | 2 | 1 |
| **Mathematics** | 9 | 22 | 1 | |
| **Science** | 15 | 8 | 1 | |
| **Social Science** | 9 | 29 | 1 | |

## 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** | 123 |

## 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)** | 3 |
| **Library Media Teacher (Librarian)** | |
| **Library Media Services Staff (Paraprofessional)** | 1 |
| **Psychologist** | |
| **Social Worker** | |
| **Nurse** | |
| **Speech/Language/Hearing Specialist** | 1 |
| **Resource Specialist (non-teaching)** | |
| **Other** | 1.7 |

## 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** | $19,092 | $3,743 | $15,348 | $102,912 |
| **District** | N/A | N/A | $7,894 | $109,639 |
| **Percent Difference - School Site and District** | N/A | N/A | 64.1 | -0.5 |
| **State** | N/A | N/A | $11,146 | $100,333 |
| **Percent Difference - School Site and State** | N/A | N/A | 35.0 | 8.4 |

## 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. 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 mindfulness 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% |

## 2024-25 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|---|---|
| **Percent of Students in AP Courses** | 0 |

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

| Subject | Number of AP Courses Offered |
|---|---|
| **Computer Science** | 0 |
| **English** | 0 |
| **Fine and Performing Arts** | 0 |
| **Foreign Language** | 0 |
| **Mathematics** | 0 |
| **Science** | 0 |
| **Social Science** | 0 |
| **Total AP Courses Offered**<br>Where there are student course enrollments of at least one student. | 0 |

## 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

## Professional Development

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 |