

Dorothy McElhinney Middle 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	Dorothy McElhinney Middle School
Street	35125 Briggs Road
City, State, Zip	Murrieta, CA 92563
Phone Number	(951) 304-1885
Principal	Heather Just
Email Address	hjust@murrieta.k12.ca.us
School Website	https://colts.murrieta.k12.ca.us
Grade Span	6-8
County-District-School (CDS) Code	33-75200-01178408

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

Dorothy McElhinney Middle School (DMMS) serves students in grades six through eight. DMMS provides an academically rigorous six-period day focused on core subjects: English language arts, mathematics, social studies, and science. Students have access to a full range of academic options, including regular classes, advanced coursework, and targeted intervention to ensure mastery of essential standards. These core classes are complemented by physical education and a variety of elective courses. All course offerings are designed to prepare students for success in high school, college, and future pathways. At DMMS, our mission is to develop compassionate, open-minded, and trustworthy leaders. We are

2025-26 School Description and Mission Statement

committed to providing students of all backgrounds and abilities with an excellent education enriched by creative opportunities in the visual and performing arts. Our school offers robust programs in music, theater, computer art, visual art, and dance. Whenever possible, arts integration is woven into core academic subjects to deepen understanding and support student learning. Our arts programs are thoughtfully designed to spark creativity, build confidence, and inspire students to explore new skills. Our schoolwide behavioral expectations are anchored in being OKC! (On Task, Kind, and Careful). These expectations are explicitly taught and positively reinforced to foster a safe, respectful, and productive learning environment.

Highlights & Achievements

- The only California Blue Ribbon School in Riverside County (2025)
- California Distinguished School (2021 & 2024)
- California School to Watch (2024–2025)
- Educational Results Partnership Honor Roll School for high performance in Math and English (2024)
- National Banner Unified Champion School for our strong and ongoing commitment to inclusion
- Silver Award Winner for our Multi-Tiered Systems of Support (MTSS)
- Three consecutive years of increased state test scores
- California Purple Star School (2023) for exceptional support of military-connected students and families

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	448
Grade 7	487
Grade 8	516
Total Enrollment	1,451

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.1
Asian	4.5
Black or African American	6.1
Filipino	6.1
Hispanic or Latino	36.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	9.4
White	35.1
English Learners	2.7
Foster Youth	0.1
Homeless	0.8
Socioeconomically Disadvantaged	46.3
Students with Disabilities	18.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

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)	51.7	91.84	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)	0.5	0.89	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	4	7.26	71.2	7.62	15831.9	5.67
Total Teaching Positions	56.3	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)	44	84.98	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)	0.1	0.31	10.4	1.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	1.93	27.3	2.98	11746.9	4.23
Unknown/Incomplete/NA	6.6	12.74	71.1	7.74	14303.8	5.15
Total Teaching Positions	51.8	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)	49	90.27	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)	1.8	3.37	31.8	3.44	12112.8	4.34
Unknown/Incomplete/NA	3.4	6.34	54.7	5.92	13705.8	4.91
Total Teaching Positions	54.2	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	0.50	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.50	0.1	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	0.5	0.8
Local Assignment Options	0.00	0.5	1
Total Out-of-Field Teachers	0.00	1	1.8

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)	1.3	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	myPerspectives Grade 6 (Pearson) Adopted 2019 myPerspectives Grade 7 (Pearson) Adopted 2019 myPerspectives Grade 8 (Pearson) Adopted 2020 READ 180 Universal Stage B (Houghton Mifflin) Grades 6-8 2018 English 3D Course B (Houghton Mifflin) Adopted 2019 v	0
Mathematics	Big Ideas Math {Ca} Course 1 (Houghton Mifflin) Grade 6 Adopted 2015 Big Ideas Math {Ca} Course 2 (Houghton Mifflin) Grade 7 Adopted 2015 Big Ideas Math {Ca} Course 3 (Houghton Mifflin) Grade 8 Adopted 2015 enVision Integrated Mathematics I (Pearson) Adopted 2019	0
Science	STEMSCOPES Science Grade 6 by Accelerated Learning Adopted 2021 STEMSCOPES Science Grade 7 by Accelerated Learning Adopted 2021 STEMSCOPES Science Grade 8 by Accelerated Learning Adopted 2021 Concepts and Challenges Earth Science (Globe Fearon) Grade 6 Adopted 2007 Concepts and Challenges Life Science (Globe Fearon) Grade 7 Adopted 2007 Concepts and Challenges Physical Science (Globe Fearon) Grade 8 Adopted 2007	0
History-Social Science	Impact California Social Studies: World History and Geography: Ancient Civilizations (McGraw Hill) Adopted 2023 Impact California Social Studies: World History and Geography: Medieval and Early Modern Times (McGraw Hill) Adopted 2023	0

	Impact California Social Studies: United States History and Geography: Growth and Conflict (McGraw Hill) Adopted 2023	
Foreign Language	Reporteros 1 (Klett) Adopted 2024	0
Visual and Performing Arts	Essential Elements for Guitar Guitar 1 and 2	0

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

School Facility Conditions and Planned Improvements

Dorothy McElhinney Middle School opened in 2009 on 31 acres adjacent to Lisa J. Mails Elementary. The school has 63 classrooms, a multipurpose room, a gym, a computer lab, a library, a kitchen, and administrative offices. We have ample space for the number of students enrolled at the school. The district provides upkeep, maintenance, cleaning and landscaping. 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.

Year and month of the most recent FIT report

June 18, 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		Minor repairs completed through work order system
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Minor repairs completed through work order system
Electrical	X			Minor repairs completed through work order system
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			Minor repairs completed under work order system.
Structural: Structural Damage, Roofs	X			No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Minor repairs completed through work order system

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

ELA and mathematics test results include the Smarter Balanced Summative 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)	71	73	60	63	47	48
Mathematics (grades 3-8 and 11)	47	53	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	1458	1440	98.77	1.23	72.57
Female	741	733	98.92	1.08	75.72
Male	717	707	98.61	1.39	69.31
American Indian or Alaska Native	--	--	--	--	--
Asian	68	65	95.59	4.41	84.62
Black or African American	88	88	100.00	0.00	60.23
Filipino	91	91	100.00	0.00	80.22
Hispanic or Latino	534	531	99.44	0.56	69.11
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	153	152	99.35	0.65	78.29
White	514	503	97.86	2.14	73.76
English Learners	35	32	91.43	8.57	21.88
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	189	187	98.94	1.06	73.26
Socioeconomically Disadvantaged	680	670	98.53	1.47	68.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	270	263	97.41	2.59	33.08

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	1459	1437	98.49	1.51	52.89
Female	742	730	98.38	1.62	50.27
Male	717	707	98.61	1.39	55.59
American Indian or Alaska Native	--	--	--	--	--
Asian	68	65	95.59	4.41	76.92
Black or African American	88	88	100.00	0.00	38.64
Filipino	91	91	100.00	0.00	51.65
Hispanic or Latino	535	529	98.88	1.12	47.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	153	152	99.35	0.65	58.55
White	514	502	97.67	2.33	56.60
English Learners	35	32	91.43	8.57	28.13
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	189	186	98.41	1.59	53.51
Socioeconomically Disadvantaged	680	668	98.24	1.76	47.90
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	271	262	96.68	3.32	19.08

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)	44.49	51.96	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	517	510	98.65	1.35	51.96
Female	280	275	98.21	1.79	47.27
Male	237	235	99.16	0.84	57.45
American Indian or Alaska Native	0	0	0	0	0
Asian	21	21	100.00	0.00	66.67
Black or African American	35	35	100.00	0.00	48.57
Filipino	29	29	100.00	0.00	62.07
Hispanic or Latino	202	198	98.02	1.98	48.48
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	59	59	100.00	0.00	54.24
White	169	166	98.22	1.78	53.01
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	76	75	98.68	1.32	49.33
Socioeconomically Disadvantaged	250	248	99.20	0.80	47.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	79	76	96.20	3.80	26.32

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 7	99	99	99	99	99

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) 304-1885.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1509	1492	171	11.5
Female	764	754	89	11.8
Male	745	738	82	11.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	70	68	3	4.4
Black or African American	95	93	14	15.1
Filipino	92	92	6	6.5
Hispanic or Latino	552	545	61	11.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	143	139	14	10.1
White	527	525	68	13.0
English Learners	48	47	5	10.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	714	705	109	15.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	298	293	49	16.7

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
2.4	1.27	1.79	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	0.07	0.07	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	1.79	0.07
Female	0.52	0.00
Male	3.09	0.13
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	2.11	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.81	0.18
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.10	0.00
White	2.09	0.00
English Learners	8.33	2.08
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.66	0.14
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.03	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. Campus supervisors, administrators, and counselors monitor the campus daily to ensure a secure learning environment. Middle 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.

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	28	2	22	5
Mathematics	26	6	24	4
Science	29	0	15	0
Social Science	29	1	22	5

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	27	6	27	3
Mathematics	27	5	29	3
Science	29		25	7
Social Science	29		30	1

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	29	2	28	4
Mathematics	27	4	33	1
Science	28	6	23	6
Social Science	29		29	4

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	360.5

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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	1

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	\$9,042	\$2,185	\$6,857	\$109,777
District	N/A	N/A	\$7,894	\$109,639
Percent Difference - School Site and District	N/A	N/A	-14.1	5.9
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-44.4	14.8

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, as well as family-focused services like open houses, visual and performing arts performances such as band, cologuard, cheer, dance, and theatre. Each school is staffed with high-quality teachers, administrators, and a dedicated support team, including a health technician, school nurse, attendance clerk, aides, special education experts, nutrition services, and a mental health team featuring a psychologist, social worker, and school counselors. School counselors focus on social-emotional development, offering guidance lessons and small group sessions on topics like social skills, anger management, grief, teamwork, conflict resolution, 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%

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

Professional Development

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