

Menifee Valley Middle

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Menifee Valley Middle
Street	26255 Garbani Rd.
City, State, Zip	Menifee, Ca, 92584-9197
Phone Number	951-672-6400
Principal	Mrs. Melinda Conde
Email Address	mconde@menifeeusd.org
Website	http://www.menifeeusd.org
County-District-School (CDS) Code	33671166107197

Entity	Contact Information
District Name	Menifee Union Elementary
Phone Number	(951) 672-1851
Superintendent	Steve Kennedy
Email Address	skennedy@menifeeusd.org
Website	http://www.menifeeusd.org

School Description and Mission Statement (School Year 2019-20)

Menifee Valley Middle School, encompassing grades 6, 7, and 8, was opened in a rural, semi-agricultural area of Menifee. MVMS, the first middle school in the district, represents a diverse learning community.

Mission Statement

At Menifee Valley Middle School, teachers work collaboratively in partnership with our students, parents, and community to provide all students a standards-based education in a safe, supportive environment that promotes self-discipline, motivation, and excellence in learning.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	396
Grade 7	417
Grade 8	379
Total Enrollment	1,192

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.6
American Indian or Alaska Native	0.3
Asian	2.7
Filipino	3.2
Hispanic or Latino	49.4
Native Hawaiian or Pacific Islander	0.3
White	33.8
Two or More Races	4
Socioeconomically Disadvantaged	46.2
English Learners	4.9
Students with Disabilities	12.9
Foster Youth	0.6
Homeless	

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	42	40	50	464
Without Full Credential	1	0	2	6
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

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

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

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill StudySync (2018 Adoption)	Yes	0.0%
Mathematics	Illustrative Math	Yes	0.0%
Science	Middle School NGSS Units of Study	Yes	0.0%
History-Social Science	Middle School McDougal Littell World History	Yes	0.0%
Foreign Language	Vista Higher Learning - Descubre I	No	0.0
Health	Positive Prevention Plus	No	0.0
Visual and Performing Arts	Meriwether Publishing - Introduction to Theater Arts Beacon Music Company - Standards of Excellence	No	0.0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school district ensures that students attend clean and safe facilities. The district's maintenance staff follows a comprehensive scheduled preventative and deferred maintenance program to offset costly repairs and minimize disruptions to the instructional program. The district maintenance staff ensures that the maintenance necessary to keep the school in good repair is completed in a timely manner. A work order process is used to ensure services and emergency repairs are given high priority. A complete and thorough facility inspection is done annually to identify future areas to address and prioritize facility needs.

In accordance with Ed. Code Section 17070.75 (e), the district uses a facility inspection system to ensure each of its schools are maintained and in good repair. A work order process is used to coordinate service and to address emergency repairs immediately. A full-time custodian is on campus throughout every school day. A night custodial crew cleans classrooms and office areas daily. The custodial staff has developed a cleaning schedule to ensure a neat and orderly campus.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	56	55	54	58	50	50
Mathematics (grades 3-8 and 11)	37	43	43	44	38	39

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

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

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1191	1167	97.98	2.02	55.36
Male	625	608	97.28	2.72	47.53
Female	566	559	98.76	1.24	63.86
Black or African American	72	67	93.06	6.94	37.31
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	90.32
Filipino	36	36	100.00	0.00	80.56
Hispanic or Latino	587	579	98.64	1.36	51.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	398	389	97.74	2.26	58.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	50	48	96.00	4.00	62.50
Socioeconomically Disadvantaged	585	573	97.95	2.05	45.20
English Learners	154	153	99.35	0.65	37.91
Students with Disabilities	151	143	94.70	5.30	13.29
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1191	1165	97.82	2.18	42.70
Male	625	608	97.28	2.72	41.12
Female	566	557	98.41	1.59	44.42
Black or African American	72	67	93.06	6.94	17.91
American Indian or Alaska Native	--	--	--	--	--
Asian	31	31	100.00	0.00	90.32
Filipino	36	36	100.00	0.00	75.00
Hispanic or Latino	587	576	98.13	1.87	39.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	398	390	97.99	2.01	44.87
Two or More Races	50	48	96.00	4.00	53.19
Socioeconomically Disadvantaged	585	571	97.61	2.39	32.46
English Learners	154	152	98.70	1.30	31.58
Students with Disabilities	151	142	94.04	5.96	10.56
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
7	17.8	25.7	27.6

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parent involvement is supported and encouraged through committee work, instructional enrichment opportunities, and inclusion in classroom activities. Opportunities for parental involvement include but are not limited to our PTO and School Site Council. Other opportunities include parental chaperones at our evening dances, Back-To-School Night, and all school activities.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.8	3.1	2.3	1.8	1.5	1.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each Menifee Union School site completes a Comprehensive School Safety Plan (CSSP), including a disaster preparedness plan annually. A copy of the MVMS Comprehensive School Safety Plan is available for review at the school office. The plan includes emergency procedures for natural disasters and campus intruders. Students, teachers, and staff are trained to prepare for a wide range of emergencies, and frequent drills help to refine emergency skills, policies, and procedures at all school sites. Also, following each drill, specific and intentional feedback is sought from all participants to improve emergency procedures continually, and therefore enhance campus safety.

MVMS staff exercises strict adherence to the district adopted safety/site security protocols, which include a leveled/colored badge system to indicate a person's business on the campus. Any campus visitor is required to check-in using our Raptor system. MVMS Comprehensive Safety Plan is reviewed annually; the entire staff participates in monthly emergency drills and provides feedback.

Finally, school and district administrators immediately investigate threats of harm. Teachers and administrators seek to foster lines of open communication, so students and parents feel comfortable reporting inappropriate activity, including bullying, harassment, or threats. All MVMS staff take a strong stand against threatening behavior or bullying and investigate complaint matters thoroughly.

Our Positive Behavioral Interventions and Supports (PBIS) system teaches and reinforces appropriate student behaviors. We foster social-emotional learning (SEL) skills development in the form of weekly lessons delivered school-wide to all students, supported by curriculum from SecondStep.org. The curriculum establishes high expectations for achievement by all students in every subject area, and students are supported by counseling services that include crisis counseling, peer counseling, and intervention programs.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	24	11	19	3	23	12	23	3	24	8	25	
Mathematics	25	7	20	3	24	12	19	3	24	8	26	
Science	26	7	18	4	29	2	22	4	27	5	25	
Social Science	28	3	20	4	28	2	27		27	3	26	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	596.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9196.93	\$2468.13	\$6728.80	\$84996.23
District	N/A	N/A	\$7493.76	\$82,871.00
Percent Difference - School Site and District	N/A	N/A	-10.8	2.5
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	-10.9	2.8

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

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

Types of Services Funded (Fiscal Year 2018-19)

District expenditures fund site operations including regular and special education, categorical programs, bilingual programs, health and nursing services, library services, psychologist and counseling services, teacher salaries, support staff salaries, employee benefits, administrators, textbooks, instructional materials, supplies and equipment, maintenance, district office functions and capital projects.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,384	\$45,741
Mid-Range Teacher Salary	\$76,627	\$81,840
Highest Teacher Salary	\$97,282	\$102,065
Average Principal Salary (Elementary)	\$129,678	\$129,221
Average Principal Salary (Middle)	\$131,191	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$229,918	\$224,581
Percent of Budget for Teacher Salaries	40%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

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

As a school district, we are focused on increasing academic achievement in English Language Arts and Mathematics along with increasing school attendance. To this end, our professional development strategy is geared to increase student engagement through the implementation of our district-adopted curriculum and the type of interventions we have in place. Site and district leadership teams review achievement data on state and local assessments to make determinations on staff development and training, to be aligned with yearly goals and projected activities.

MUSD provides two full days of professional development along with additional days as needed per site and data. Additionally, the major areas of focus have been on the adopted curriculum and intervention. State and local achievement data are used to make determinations. This district provides two full days of professional development along with additional days as needed per site and data. Additional days are provided before, during, and after school by either directors, coordinators, or intervention specialists. Additionally, conferences, workshops, Grade Level PLC, and staff meetings are some ways of providing on-going professional growth. Many teachers and administrators continue to take college-level courses to enhance their teaching or administrative skills.