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Grades 10-12

# Major General Raymond Murray High School

**School Accountability Report Card**  
Reported Using Data from the 2017-18 School Year  
Published During 2018-19

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## Vista Unified School District

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### Contents

About this School  
Conditions of Learning  
Specialized Services  
Textbooks  
School Facilities  
Pupil Outcomes  
Other Pupil Outcomes  
Parental Involvement  
School Climate  
Other Information  
School Finances  
Professional Development  
About the SARC

## About This School

### Vision and Mission Statements

**VISION** -- Our vision is to be an exemplary model of innovation in alternative education, preparing students for pathways beyond graduation.

**MISSION** -- The purpose of Murray High School is to inspire and instill in every student the hope, courage, and abilities to persevere in learning and life in order to better themselves and the world.

### VALUES:

- Safety – exists in an environment where emotional and physical well-being is protected.
- Resiliency – comes from seeing failure as an opportunity to try again and learn from our mistakes. It is a trait which can be developed and strengthened over time.
- Communication – is ongoing, purposeful and used as a tool to accomplish goals and ameliorate conflict.
- Self-Awareness – is recognizing how my actions affect me and others and have a direct impact on my future success and the community.
- Respect – is showing tolerance for our differences & celebrating our commonalities.

### Principal's Message

Major General Raymond Murray High School is a continuation high school serving students 16 years or older, in grades 10-12, who need extensive credit recovery options, flexible schedules to accommodate employment, family obligations, and/or other critical needs. Students are referred to Major General Raymond Murray High School through a Guidance Team process with Vista High School, Rancho Buena High School, and Mission Vista High School.

Our expectation in VUSD has always been to support students at the continuation schools with the expectation that each student will successfully complete the same graduation requirements as well as the same mandated testing requirements as every other student in VUSD. However, our students come to us with a wide variety of needs or limitations. Typically, continuation school students experience many of the following factors:

- Poor school attendance and low academic progress.
- Family situations that include frequent movement, job loss, unstable family situations and dysfunction. Many of these families are at very high risk.
- They may be parents themselves and in need of support for the care of an infant or toddler.
- Alienation from adult society and mistrust of the accepted social order
- High-risk behaviors with drugs, alcohol, gangs.
- A greater propensity for taking unnecessary chances.
- The large majority of our students' families live in poverty and have low educational achievement as well as a history of a poor relationship with schools and formal education.
- Many of our student's families have many chronic health problems that also contribute to poor attendance and lagging achievement either directly or indirectly.
- When our students graduate, they are often the first of their family to earn a diploma.

With these factors in mind, a significant part of the job for our school staff members is to successfully and compassionately challenge the significant socio-economic challenges and low expectations and mindset our students often bring to our schools.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Major Achievements

- The staff of Major General Raymond Murray High School received notice in July 2016 that the Western Association of Schools and Colleges has granted it full accreditation status for the remaining three years of the original six-year term granted in 2013. This significant accomplishment was accomplished due to the diligent work of staff, students and community members over an 18-month period of a self-study in which all aspects of Murray's program were evaluated.
- During the past four school years, Murray has developed a "Super Senior" program in which over 70% of the students involved graduate from Murray having completed the necessary graduation requirements for a high school diploma. Super Seniors are students who came to Murray so credit deficient that they needed an extra amount of time during a "fifth year" of study to complete the required coursework to graduate.
- Through the 21st Century Grant (ASSETS) funding, before/after school, tutorials and credit recovery opportunities were provided as well as a variety of athletic and other extra-curricular activities. Murray staff will have access to ASSETS funding for the next five years due to its successful implementation during the previous lifespan of the grant.
- Edgenuity (e2020), an online courseware program, is made available to Murray High School students throughout the regular school day, before and after school, Saturdays and evenings. These courses are provided for students as a credit recovery option, and in some cases as a credit acceleration option.
- Murray High School has implemented Academic Language and Literacy (ALL) first and second-year courses which are specifically designed to support English Learners in their attempts to pass the CELDT and to become fluent in the English language.
- A cooperative relationship has been established with Mira Costa College in which Murray students are actively recruited and selected to participate in Mira Costa's Summer Bridge and Block programs.

### Focus for Improvement

Major General Raymond Murray High School is committed to supporting the Vista Unified School District's Vision, Mission and Values which are:

- **VUSD Vision:** Our vision in Vista Unified School District is to be the model of educational excellence and innovation.
- **VUSD Mission Statement:** The purpose of Vista Unified School District is to inspire each and every student to persevere as critical thinking individuals who collaborate to solve real world problems.

### • VUSD Values:

- **RESPECT:** *treating all with dignity.*
- **TRUST:** *having confidence that every decision focuses on the best interests of all students*
- **COLLABORATION:** *working in a collective partnership with clear two-way dialogue that builds relationships among home, school, and the community.*

Vista Unified School District and Murray High School teachers are committed to aligning curriculum with the California Common Core State Standards as well as improving literacy skills among all students.

Following a review by a WASC team during the 2015-2016 school year, Murray was granted full accreditation for six years by successfully completing the mid-term one day visit. As a result of the team's visit, the following areas of focus will be Murray staff's focus in the years ahead:

- Build organizational capacity and readiness through the development of clear systems and structures to support ongoing teacher collaboration to address specific instructional, cross-curricular and assessment needs of learners – especially English Learners.
- Develop a coherent professional development plan around the following collaborative tenets:
  1. What skills and behaviors do we desire students to demonstrate?
  2. What instructional practices of teachers do we believe will have the most impact on developing the desired student skills and behaviors?
  3. How can we support our teachers through structured collaboration to guide planning, assessment of learning and targeting of student supports?
  4. What evidence of learning will best inform our progress and improve our collective actions?
  5. How will we monitor and share the impact on student learning to support continuous improvement?
- Work with the district on creating additional curricular options (i.e. CTE, technology) for students at Murray that would contribute to student retention and recruitment. Also, a thorough examination of curriculum pathways needs to be examined to ensure that students are on track to graduate and interventions are timely and systemic to support college and career readiness.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Student Enrollment by Grade Level (2017-18)

This table displays the number of students by grade level that were enrolled at the school on the previous year Fall Census Day (first Wednesday in October). The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Grade Level	Enrollment
Grade 10	6
Grade 11	61
Grade 12	111
<b>Total Enrollment</b>	<b>178</b>

### Student Enrollment by Subgroup (2017-18)

This table includes the percentage of students enrolled at the school on the previous year Fall Census Day (first Wednesday in October) by racial/ethnic student group, and the percentage of students at the school who are identified as socioeconomically disadvantaged (SED), English Learners (ELs), students with disabilities, and foster youth. The data source is the certified California Longitudinal Pupil Achievement Data System (CALPADS) Fall 1 data.

Student Group	Percent of Total Enrollment
Black or African American	1.1%
American Indian or Alaska Native	1.1%
Asian	0.0%
Filipino	0.6%
Hispanic or Latino	91.6%
Native Hawaiian or Pacific Islander	0.0%
White	5.1%
Two or More Races	0.6%
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.0%
English Learners	4.5%
Students with Disabilities	14.0%
Foster Youth	0.6%

### Conditions of Learning:

#### Teacher Credentials

Here we report the number of teachers assigned to the school and the district with a full credential, without a full credential, and those teaching outside their subject area of competence.

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
<b>With Full Credential</b>	16	13	14	982
<b>Without Full Credential</b>	0	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course during the first 20 days of the school year or semester).

	2016-17	2017-18	2018-19
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>*Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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 (EL).

### Curriculum and Instructional Materials

**Reading and Writing:** The high school curriculum in English is aligned with the California Common Core Standards for grades nine through twelve. Teachers ensure that students learn the required skills in reading comprehension, literary analysis, writing, listening, and speaking. The district has identified essential standards for all students to master. We are using Illuminate to provide teachers with specific data to guide their instruction. As required by the state standards, students read silently either in class or at home every day.

**Mathematics:** Our math curriculum is based on the California Common Core Standards. All students who complete the math requirement will, at a minimum, have covered the prerequisite content for basic algebra. For advanced students, we offer an array of courses beyond college-level algebra, including Advanced Placement (AP) Statistics, AP Calculus AB and BC, and the International Baccalaureate Mathematics Higher Level course. Within each course, students are expected to perform numerical calculations and algebraic manipulations, interpret concepts graphically, and solve problems.

**Science:** The science curriculum is based on the California Common Core Standards, Next Generation Science Standards (NGSS). Students may select from among various courses of study: earth science, biology, chemistry, physics, and integrated science. All science students are trained to ask meaningful questions and conduct experiments.

**Social Studies:** Our social studies curriculum is based on the California Common Core Standards for this subject. In the ninth grade, students learn non-European world history; in tenth grade, they focus on European history; and in eleventh grade, they study the process through which the United States came of age. The high school experience culminates in twelfth grade with the study of government and economics, providing the practical foundation for students to participate as citizens in careers that sustain and enhance our community, state, and nation.

## SCHOOL ACCOUNTABILITY REPORT CARD

### Quality, Currency, and Availability of Textbooks and Instructional Materials (School Year 2018-19)

The District textbooks are reviewed and approved by the Superintendent and the Board of Trustees. Each pupil in the district, kindergarten through grade twelve, is provided with standards-aligned textbooks or basic instructional materials that are consistent with the content and cycles of the curriculum framework adopted by the State Board.

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials. The adoption of the resolution regarding sufficiency of instructional and supplemental instructional materials for fiscal year 2018-19 pursuant to Education Code Sections 60119, 60422(b) and 60451 was done on October 18, 2018.

Core Curriculum Area	Textbooks and Instructional Materials	Year of Adoption	From the Most Recent Adoption (Yes or No)	Percent of Students Lacking Their Own Assigned Copy
<b>Reading/Language Arts</b>	<b>Holt</b> <i>Literature and Language Arts</i>	2006	Yes	0%
	<b>Prentice Hall</b> <i>Timeless Voices, Timeless Themes</i>	2003, 2007	Yes	0%
<b>Mathematics</b>	<b>CPM Educational Programs</b> <i>College Preparatory Mathematics</i>	2016	Yes	0%
	<b>Glencoe-Chemistry: Matter and Change</b>	2001	Yes	0%
<b>Science</b>	<b>Prentice Hall-Earth Science</b>	2006	Yes	0%
	<b>Prentice Hall-Biology</b>	2005	Yes	0%
	<b>Holt Rinehart</b> <i>Modern Biology</i>	2000	Yes	0%
	<i>Winston Physics</i>	2002	Yes	0%
	<b>Pearson</b> <i>World's History, Combined Vol. 5/E AP</i>	2015	Yes	0%
<b>History-Social Science</b>	<b>Prentice Hall</b> <i>World History: Connections To Today</i>	2005	Yes	0%
	<b>TCI</b> <i>History Alive! World Communications Pursuing American Ideals</i>	2018	Yes	0%
	<b>EMC Publishing</b> <i>Economics New Ways of Thinking</i>	2016	Yes	0%
	<b>Prentice Hall</b> <i>Magruder's American Government</i>	2016	Yes	0%
	<b>Hampton Brown—Edge</b>	2010	Yes	0%
<b>English Language Development</b>	<b>Scholastic—English 3D</b>	2011	Yes	0%
<b>Visual and Performing Arts</b>	<b>Glencoe McGraw-Hill—Art Talk</b>	2006	Yes	0%
<b>Foreign Language</b>	<b>Vista Higher Learning—Descubre</b>	2014	Yes	0%
	<b>Vista Higher Learning—Mosaik</b>	2014	Yes	0%
	<b>Vista Higher Learning—D'Accord</b>	2014	Yes	0%
<b>Health</b>	<b>Positive Prevention Plus – Sexual Health Education for America's Youth High School Rights, Respect, Responsibility – A K-12</b>	2017	Yes	0%
<b>Science Laboratory Equip.</b>	n/a	n/a	Yes	0%

### Technology

All of the classrooms have connectivity to the Local Area Network and the Internet, both through “hard-wire” and wireless means. One computer lab has 22 student computers and a teacher computer station. All subject area classrooms have access to mobile Chromebook carts and a teacher laptop computer station. Students use computers regularly in classroom activities and for Edgenuity coursework, a computer based coursework program for credit recovery. Students also use computer resources for research in the content subject areas and the completion of class projects. Through site categorical funds, a set of 50 iPads and a charging station were purchased for student/classroom use. Additionally, each teacher was provided with an iPad and a laptop to begin their research into and development of plans for how to better

integrate technology into their instructional day to positively impact student learning and engagement.

### Specialized Services

**Special Education Program:** Continuation high school students who require special education services can access full-time Special Education services at Murray High School. Moving forward, the district's plan is to continue its support for this student population with 1.5 highly qualified Resource teachers and 2 Instructional Assistants who will work with students in a “push-in” model to accomplish the goals of their Individual Education Plans (IEPs). When needed, the district also provides counselors and home-school liaisons to assist families in helping their children succeed in school.

## SCHOOL ACCOUNTABILITY REPORT CARD

**English Learner Program:** In November of 2017, we had 8 English Learner (EL) students enrolled. EL students attending Murray High School are at the intermediate or advanced levels as measured by the CELDT. In addition to being enrolled in an Academic Language and Literacy class, all EL students are enrolled in SEI (Structured English Immersion) for English Language Arts. All Murray staff are appropriately certified to work with EL students and have either the CLAD or SDAIE certificate.

### School Facilities

#### School Facility Conditions and Planned Improvements

Major General Raymond Murray High School was built in 2007. Our 5.37-acre campus contains five buildings housing fourteen classrooms, a multipurpose room/food service building, and administration offices. The campus grounds include a sheltered lunch area, basketball courts, and a sports field. All of the classrooms have connectivity to the Local Area Network and the Internet, both through “hard-wire” and wireless means. One of the fourteen classrooms is a computer lab. Five of the classrooms are designed for specialty classes – lab science, art, weight training/dance, and 21<sup>st</sup>-century classes. Our custodial staff prides themselves on maintaining a clean and well-cared for campus. Classrooms are cleaned daily, and the grounds and buildings are regularly maintained through a district-wide schedule. Classrooms have adequate desks and lighting. The bathrooms in our school are in line with the size of our campus and student enrollment and are in excellent working order.

#### Cleaning Process and Schedule

The site administrators, custodian and district personnel conduct routine physical inspections for safety and maintenance. Classrooms and restrooms are cleaned daily. The principal works with the Operations Supervisor and the custodial staff to develop cleaning schedules to ensure a clean and safe school. Students are encouraged to have pride in their school and to do their part to keep the school clean.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

#### Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. Regular and corrective maintenance is handled on a priority basis and emergencies are handled immediately.

### School Facility Good Repair Status (School Year 2018-19)

To determine the condition of our facilities, our district sends experts from our facilities team to inspect them. They use a survey, called the Facilities Inspection Tool, issued by the Office of Public School Construction. Based on that survey, we’ve answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed. The inspection took place on July 30, 2018.

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed at the time of inspection.
<b>Interior:</b> Interior Surfaces	X			One room damaged ceiling tiles. One room flooded.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			One room dusty with webs.
<b>Electrical:</b> Electrical	X			Two rooms lights are out.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			One restroom toilets are inaccessible.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			One room aerosol can.
<b>Structural:</b> Structural Damage, Roofs	X			No repairs needed at the time of inspection.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			One room weather strip damaged at door.
Overall Rating	Exemplary	Good	Fair	Poor
		96.56%		

## SCHOOL ACCOUNTABILITY REPORT CARD

### 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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
<b>ELA/Literacy</b>	1%	5%	46%	49%	48%	50%
<b>Mathematics</b>	0%	0%	33%	33%	37%	38%

**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.

#### CAASPP Assessment Results by Student Group

ELA test results 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 Assessment Results-Test Results in ELA by Student Groups, Grade Eleven (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
<b>All Students</b>	87	86	98.85%	4.65%
<b>Male</b>	55	54	98.18%	5.56%
<b>Female</b>	32	32	100.00%	3.13%
<b>Black or African American</b>			--	--
<b>American Indian or Alaska Native</b>			--	--
<b>Asian</b>			--	--
<b>Filipino</b>			--	--
<b>Hispanic or Latino</b>	78	77	98.72%	2.60%
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	--	--	--	--
<b>Two or More Races</b>			--	--
<b>Socioeconomically Disadvantaged</b>	76	75	98.68%	4.00%
<b>English Learners</b>	33	32	96.97%	.00%
<b>Students with Disabilities</b>	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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

## SCHOOL ACCOUNTABILITY REPORT CARD

### CAASPP Assessment Results-Test Results in Mathematics by Student Groups, Grade Eleven (2017-18)

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	87	98.86%	.00%
Male	55	54	98.18%	.00%
Female	33	33	100.00%	.00%
Black or African American			--	--
American Indian or Alaska Native			--	--
Asian			--	--
Filipino			--	--
Hispanic or Latino	79	78	98.73%	.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races			--	--
Socioeconomically Disadvantaged	77	76	98.70%	.00%
English Learners	34	33	97.06%	.00%
Students with Disabilities	11	11	100.00%	.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

**Note:** CAASPP assessment 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:** 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.

### California Standards Tests in Science for All Students Grades Five, Eight, and High School

Subject	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

**Note:** The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

**Note:** 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 both assessments.

### Career Technical Education Programs (2017-18)

Major General Murray High School offers CTE courses designed to provide all students with opportunities for enhanced learning experiences, preparation for future career decisions and a realistic view of the world of work. The following courses are offered:

- IT Fundamental
- IT Essentials
- Computer Game Design
- Robotics

Students receive a strong experience and understanding of all the aspects of the industry they are considering for a future career. The competency based applied learning methodology featured in our CTE courses contributes to the academic knowledge, problem solving skills, work attitudes, technical skills and general employability skills of each student.

### Career Technical Education Participation (2017-18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	99
Percent of pupils completing a CTE program and earning a high school diploma	40.74%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0%

### Courses for UC and/or CSU Admission

	Percent
2017-18 Students Enrolled in Courses Required for UC/CSU Admission	100%
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.2%

## SCHOOL ACCOUNTABILITY REPORT CARD

### Engagement:

#### **State Priority: Parental Involvement**

**Contact Person:** David Rios, Interim Principal

**Contact Phone Number:** (760) 631-2502

Major General Raymond Murray High School supports and encourages parent involvement. Our “open door” policy provides parents with access to administration and their teen’s teachers. We applaud our parents who have taken advantage of the many district and community parent resources that support our educational efforts. Most importantly, parents have helped us meet our student learning goals through monitoring student grades and credit completion, ensuring their teens attend school regularly, and by attending school functions and conferences. Interested parents are invited to be active participants in our English Language Advisory Committee (ELAC) and School Site Council (SSC). On an annual basis, the School Site Council provides input and approves Murray’s Single Plan for Student Achievement (SPSA). For the 2017-2018 school year, the VUSD Blueprint for the Future provided funds to support the hiring of a Parent Liaison which Murray shares with Rancho Buena Vista High School. The Parent Liaison is available for a wide variety of tasks and programs to connect Murray parents with the school, such as a breakfast for parents to come together and have a place to ask questions or offer suggestions to our school community.

#### **State Priority: Pupil Engagement**

##### Completion of High School Graduation Requirements

The percent of students in the school’s most recent certified graduating class that met all state and local graduation requirements for grade twelve completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Data are provided at the school, district, and state levels for all students and for those student groups for which numerically significant data are reported by the CDE.

Graduating Class of 2017			
Group	School	District	State
All Students	54.4%	69.9%	88.7%
Black or African American	50.0%	53.6%	82.2%
American Indian or Alaska Native	0.0%	44.4%	82.8%
Asian	0.0%	81.6%	94.9%
Filipino	0.0%	89.6%	93.5%
Hispanic or Latino	55.0%	66.0%	86.5%
Native Hawaiian or Pacific Islander	50.0%	82.1%	88.6%
White	45.5%	86.0%	92.1%
Two or More Races	100.0%	72.4%	91.2%
Socioeconomically Disadvantaged	51.7%	61.2%	88.6%
English Learners	25.0%	28.1%	56.7%
Students with Disabilities	50.0%	60.5%	67.1%
Foster Youth	0.0%	25.0%	74.1%

### Dropout Rate and Graduation Rate

	School			District			State		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Dropout Rate</b>	29.6	40.4	34.1	7.9	7.9	14.6	10.7	9.7	9.1
<b>Graduation Rate</b>	34.8	32.1	46.8	84.8	84.3	69.5	82.3	83.8	82.7

### State Priority: School Climate:

#### School Safety

##### SB187 Safety Plan

**Date the plan was last approved:** 05/30/18

**Date the plan was last reviewed with staff:** 05/30/18

The Comprehensive Safe School Plan includes data regarding crime, safe school procedures and compliance with laws including: (1) child abuse reporting, (2) disaster response, (3) suspension and expulsion policies, (4) notification of teachers of dangerous pupils, (5) sexual harassment, (6) schoolwide dress codes prohibiting gang-related apparel, (7) procedures for safe ingress and egress from school, (8) procedures to ensure a safe and orderly environment conducive to learning, (9) rules and procedures on school discipline adopted pursuant to Ed Code Sections 35291 and 35291.5, and (10) lock down procedures. A copy of the plan is available for inspection by the public at each school.

Our school and grounds are very safe and monitored by surveillance cameras. To maintain a safe environment, Murray has a closed campus where all visitors must register with the front office staff. Staff monitors the campus before and after school and during breaks. Murray has one Campus Supervisor employed part time along with access to a School Resource Officer (SRO) who is stationed at nearby Rancho Buena Vista High School. The SRO responds to all emergencies and any legally mandated reports by school officials.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School		
	2015-16	2016-17	2017-18
<b>Suspensions</b>	26.1%	22.3%	6.3%
<b>Expulsions</b>	0.6%	0.0%	0.0%
District			
<b>Suspensions</b>	3.1%	3.1%	3.7%
<b>Expulsions</b>	0.1%	0.0%	0.1%
State			
<b>Suspensions</b>	3.7%	3.7%	3.5%
<b>Expulsions</b>	0.1%	0.1%	0.1%

## SCHOOL ACCOUNTABILITY REPORT CARD

### Discipline

All students learn school rules and discipline policies as they are published annually in Murray's Student Handbook. The teachers, our graduation advisor, counselor, and principal strive to know each of our students and to assist them with conflict resolution, decision-making, and goal setting. Before referring a student to an administrator, the Murray teaching staff uses a variety of strategies to assist students with positive behavior management, conflict resolution, and anger management. Our Principal and Graduation Advisor handle discipline issues with individual students.

The primary goal of Murray's discipline practices is to create a safe and productive learning environment for all of our students. We believe that all students need to be held responsible for their behavior as disruptive students negatively affect our learning environment. We use in-school suspension as necessary, and suspension is used as a last resort. At times we find it necessary to suspend students who break certain school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day.

Expulsion is the most serious consequence we can impose. Expelled students are removed from the school and given the opportunity to continue their education at the Juvenile Court and Community Schools (JCCS) run by the San Diego County Office of Education.

### Other SARC Information:

#### Specialized Resource Services

In addition to teachers and the principal, other staff, such as social workers, teen parent counselors, speech and hearing specialists, school psychologists, nurses, and technology specialists provide school and student services. These professionals are district employees who provide services to Murray students on an as needed basis. The census called CBEDS, which occurs in the first week of October accounts for these specialized staff in ways that may not accurately account for the time they spend here. Specialized resource staff work at more than one school in our district and their schedules change as students' needs change.

#### Average Class Size and Class Size Distribution (Secondary)

The average class size is calculated by dividing the number of students enrolled in classes, excluding special education and a few other minor categories, divided by the number of classes. The following table provides three years of data.

Subject	2015-16				Avg. Class Size	2016-17			Avg. Class Size	2017-18				
	Avg. Class Size	Number of Classes*				Avg. Class Size	Number of Classes*			Avg. Class Size	Number of Classes*			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	14.0	19	1	0	10.0	27	0	0	9.0	26	0	0		
Mathematics	21.0	6	4	0	21.0	6	4	0	16.0	10	0	0		
Science	21.0	3	2	0	20.0	4	1	0	16.0	5	0	0		
Social Science	23.0	2	8	0	26.0	1	9	0	20.0	9	1	0		

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).

For the first time in school history, Murray High School students and staff have access to a full-time Academic Intervention teacher. This position was funded through the VUSD Blueprint and the LCAP funding provided by the state of California. Murray continues to utilize a graduation advisor who is released through master schedule allocation for five periods daily. The graduation advisor monitors seniors' and super seniors' graduation plans conducts student/parent intake conferences, and handles student discipline issues. Funding for an English Learner Resource teacher was continued for the 2018-2019 school year. A health technician oversees the health office daily, and a school nurse is on campus one day per week and as needed in emergency situations.

### Academic Counselors and Other Support Staff

The following table lists the number of full-time equivalent qualified support personnel who provide counseling and other pupil support services in our school. These specialists often work part-time at our school, and some may work at more than one school in our district.

Title	Number of FTEs* Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	178
Psychologist	0.2	
Social Worker	0.5	
Nurse	0.2	
Other: Community Liaison	0.2	

\* 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.

## SCHOOL ACCOUNTABILITY REPORT CARD

### School Finances

#### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School	\$11,363	\$1,930	\$9,433	\$81,706
District			\$5,849	\$78,712
State			\$7,125	\$80,764
Percent Difference: School/District			61%	4%
Percent Difference: School/State			32%	1%

- **Restricted** source means money whose use is restricted by legal requirement or by the donor.
- **Unrestricted** source means money that can be used for any lawful purpose, whose use is not restricted by legal requirement or by the donor.

For more information, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

#### Teacher & Administrative Salaries (Fiscal Year 2016-17)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$40,576	\$47,903
Mid-Range Teacher Salary	\$73,848	\$74,481
Highest Teacher Salary	\$97,382	\$98,269
Average Principal Salary (ES)	\$126,738	\$123,495
Average Principal Salary (MS)	\$129,601	\$129,482
Average Principal Salary (HS)	\$149,951	\$142,414
Superintendent Salary	\$250,234	\$271,429
Percent of District Budget		
Teacher Salaries	35%	35%
Administrative Salaries	5%	5%

### Other Funding (Fiscal Year 2017-18)

Funding is provided from federal and state special programs to supplement the core instructional program provided by the school district.

- Future First
- Special Education
- Special Education—Mental Health Services
- 21st Century
- Lottery Instructional Materials
- Title I

### Professional Development

The Vista Unified School District has developed a targeted plan to ensure that the instructional focus and interventions provided to students are high quality and implemented in all schools. Our professional development/professional learning plan was designed to provide teachers with initial and on-going professional development to support the continued implementation of California Common Core State Standards and instructional technology tools. Embedded within our professional development/learning plan are regular opportunities for teachers to join in collaboration with colleagues to review assessment results, plan instruction, and/or design interventions and enrichment for students.

The Vista Unified School District identifies annual professional development goals and creates a professional development plan focused on a comprehensive analysis of multiple sources of student data and feedback from teachers. The focus for all professional development for 2018-19 will be to build a deeper understanding of and expand the use of effective instructional strategies to support our district's literacy, language and numeracy goals. Our professional development includes:

- Common Core State Standards implementation including the California Assessment of Student Performance and Progress (CAASPP) for English and math, ELPAC for English Language Development, and CAST for science.
- Technology implementation for instructional hardware and software (programs include Math 180, Read 180, Lexia Core 5, iReady for English Language Arts and math, and Google). Some sites are also providing their staff with personalized PD to support site-based apps.
- Research and results are being analyzed by outside entities the University of California, San Diego (UCSD) to support early literacy and personalized learning paths.
- Next Generation Science Standards (NGSS). As part of the Early Implementation grant, VUSD is executing a multi-layered professional development model. Core teacher leaders are participating in learning events and lesson studies. All K-5 teachers are being provided with two (two hour) sessions in fall and spring to introduce NGSS district wide. Science teachers in 6-8 are participating in multiple professional development sessions throughout the year to ensure quality instruction of NGSS.

## SCHOOL ACCOUNTABILITY REPORT CARD

- A learning center model of inclusion for students with special needs is being implemented at several sites with co-teaching support. Professional development is provided throughout the year. All secondary sites are integrating AVID WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading) into Special Education Study Skills classes, and are providing the aligned professional development.
- Math training/coaching provided by University of California, Irvine (UCI) Math Project for Elementary Teachers on grade level standards and major clusters of math content. A team of 5th and 6th-grade representatives from each elementary school and three middle schools to support “first best instruction” and to support closing the transitional gap from elementary to secondary.
- Secondary math professional development for grades 6-12 is with College Preparatory Math. Teachers participate in PD to support the structure and resources of the CCSS aligned CPM textbook including assessments.
- High school math departments have been given two sections to be used for coaching. Coaches meet with teachers to support curriculum development, co-teach classes, support innovative approaches and assist with data collection and analysis.
- Secondary math teachers, grades 6-8, will continue to partner with the UCI Math Project to provide content to support lesson writing, unit curriculum, and general support to align courses to standards.
- Elementary reading training/coaching is provided in partnership with American Reading Company and elementary resource teachers at 13 sites to support “first best instruction in reading acquisition” K-5.
- Secondary ELA professional development is provided in Expository Reading and Writing Course, i3 Pathways Grant, and AVID WICOR strategies,
- Elementary English Language Development (ELD) training is offered and focused on building capacity on the ELA/ELD Framework/standards, and ELPAC assessment understanding and its implications for classroom instruction.
- Secondary English Language Development (ELD)- Training is being provided in grades 6- 12 utilizing the ELA/ELD Framework/standards, Write Institute Training and instructional routines which allow for academic discourse. ELPAC assessment understanding and its implications for classroom instruction.
- Elementary sites (15) have a Collaboration Professional Development Wheel for the 2018-2019 school year. Each week personal learning teachers, resource teachers, music teachers, as well as hourly prep teachers offer classes in topics such as coding, character education, music, art, STEM, and intervention to students in grades K-5. Classroom teachers are released to spend time with their site leader receiving professional development and examining data as stated in their Single Plans for Student Achievement. A professional development menu of options was provided but the Curriculum and Instruction Department to the elementary principals to support their site “wheel” PD plan.
- Ongoing professional development in visual and performing arts and world languages is supported by a team of content specialists.
- Professional development addressing social-emotional topics includes Habits of Mind, Restorative Practices, LGBTQ Awareness and Equity training.
- A more detailed professional development calendar and description are available through the VUSD Educational Excellence Department.

All teachers district-wide participate in two professional development days, two common core professional development days (7.5 hours each), and two (90 minute) staff development minimum days, in addition to weekly hour-long PLC meetings, and a variety of other workshop opportunities are provided throughout the year.



## SCHOOL ACCOUNTABILITY REPORT CARD

### **About the SARC**

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

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

### **DataQuest**

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

### **Internet Access**

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

