

Thompson Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 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/fq/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.

2023-24 School Contact Information

School Name	Thompson Middle School
Street	24040 Hayes Way
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 696-1410
Principal	Dr. Kristen Harris
Email Address	kharris@murrieta.k12.ca.us
School Website	www.murrieta.k12.ca.us/Timberwolves
County-District-School (CDS) Code	33 75200 6112429

2023-24 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

2023-24 School Description and Mission Statement

Thompson's Mission: Our mission is to Inspire Every Student to Think, to Learn, to Achieve, to Care with P.R.I.D.E.

Thompson's Vision: Our vision is academic and personal excellence for all. Thompson Middle School is a California Gold Ribbon School and a two-time California Distinguished School that serves students in grades six through eight. Thompson was recognized as a California Gold Ribbon School for embracing rigorous academic standards, providing excellence and creativity in teaching, and for creating a positive school climate. The curriculum focuses on the core areas of language arts, math, social studies, and science and is closely aligned with California Content Standards. Regular, advanced, and intervention classes in the core subjects are offered to improve basic skills and these classes are augmented by physical fitness and exploratory courses. All courses are designed to improve our students' opportunities for success in high school and beyond. Thompson Middle School's faculty always looks to its future; we believe as educators that we have an obligation to prepare our students today for personal excellence and future success. Thompson has adopted multiple collaborative structures such as Office Hours and PLT's, ensuring student success in mastering California's Common Core State Standards (CCSS) while using technology as a platform to enhance student learning. The entire community of learners at Thompson is committed to ensuring that our students have access to the most effective and engaging instruction and environment. While academic success is a priority, Thompson Middle School also believes that middle school should be a place for all students to explore new disciplines, experience new opportunities, and engage in learning with P.R.I.D.E. This acronym stands for perseverance, respect, integrity, dedication, and excellence. Hundreds of students participate in our visual and performing arts (VAPA), student leadership, associated student body (ASB), Where Everyone Belongs (WEB), Peer Mentorship, and STEM programs (Robotics, Computer Programming, Video Production). In addition, Pioneer students participate in an annual Club Rush where students generate student interest in clubs. In addition, students participate in local and county academic, athletic, robotics, and VAPA competitions. At Thompson, we want to develop each student's skills to meet life's challenges with perseverance, respect, integrity, dedication, and excellence.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	556
Grade 7	499
Grade 8	502
Total Enrollment	1,557

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.4%
American Indian or Alaska Native	0.5%
Asian	2.4%
Black or African American	3.5%
Filipino	2.4%
Hispanic or Latino	39.4%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	6.5%
White	43.3%
English Learners	4.3%
Foster Youth	0.4%
Homeless	0.4%
Socioeconomically Disadvantaged	44.1%
Students with Disabilities	16.4%

A. Conditions of Learning

State Priority: Basic

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

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

2020-21 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)	55.00	90.67	787.00	86.36	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.60	0.40	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	1.65	10.80	1.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	1.09	28.00	3.08	12115.80	4.41
Unknown	4.00	6.59	81.80	8.98	18854.30	6.86
Total Teaching Positions	60.60	100.00	911.30	100.00	274759.10	100.00

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.

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)	52.00	86.57	825.80	88.25	234405.20	84.00
Intern Credential Holders Properly Assigned	0.60	1.00	4.00	0.43	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	0.83	9.10	0.98	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.40	2.44	25.40	2.72	11953.10	4.28
Unknown	5.50	9.14	71.20	7.62	15831.90	5.67
Total Teaching Positions	60.10	100.00	935.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.20	0.00
Misassignments	0.80	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.60	1.40
Total Out-of-Field Teachers	0.60	1.40

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.2	0.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.4	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in MVUSD are aligned with the State of California's standards and curriculum frameworks, they are field tested with students, and reviewed by administrators, teachers, and parents before Board of Education adoption at a public meeting.

Year and month in which the data were collected

September 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent 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 System 44 Next Generation (Houghton Mifflin) Grades 6-8 2010 English 3D Course B (Houghton Mifflin) Adopted 2019	Yes	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	Yes	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	Yes	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 Impact California Social Studies: United States History and Geography: Growth and Conflict (McGraw Hill) Adopted 2023	Yes	0
Foreign Language	En Espanol 1 (McDougal Littell)	Yes	0
Visual and Performing Arts	Essential Elements for Guitar Guitar 1 and 2 Music Essentials	Yes	0

School Facility Conditions and Planned Improvements

Thompson Middle School opened in 1994 and moved to their current site in 1996. The school has 54 classrooms, a multipurpose room, five science labs, boys' and girls' locker rooms, a gymnasium and sports fields. In addition, the school has a library, six full-sized computer labs, four computer minilabs, student computers in every classroom, cafeteria, administrative offices, and staff lounge.

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

Year and month of the most recent FIT report

July 27, 2023

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 under work order system
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			Minor repairs completed under work order system
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Minor repairs completed under work order system
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 under 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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	58	55	58	57	47	46
Mathematics (grades 3-8 and 11)	38	41	41	43	33	34

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	1556	1510	97.04	2.96	55.17
Female	750	721	96.13	3.87	59.72
Male	805	788	97.89	2.11	51.08
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	71.79
Black or African American	61	60	98.36	1.64	48.33
Filipino	39	39	100.00	0.00	69.23
Hispanic or Latino	616	599	97.24	2.76	51.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	124	118	95.16	4.84	55.56
White	663	643	96.98	3.02	58.16
English Learners	71	69	97.18	2.82	10.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	73	68	93.15	6.85	61.76
Socioeconomically Disadvantaged	719	697	96.94	3.06	46.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	268	251	93.66	6.34	19.52

2022-23 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 CAAs divided by the total number of students who participated in both assessments.

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.

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	1555	1479	95.11	4.89	41.54
Female	749	711	94.93	5.07	38.68
Male	805	767	95.28	4.72	44.26
American Indian or Alaska Native	--	--	--	--	--
Asian	39	39	100.00	0.00	58.97
Black or African American	60	60	100.00	0.00	33.90
Filipino	39	38	97.44	2.56	52.63
Hispanic or Latino	616	584	94.81	5.19	34.76
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	124	114	91.94	8.06	42.11
White	663	632	95.32	4.68	47.47
English Learners	71	65	91.55	8.45	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	73	64	87.67	12.33	46.88
Socioeconomically Disadvantaged	718	679	94.57	5.43	30.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	267	224	83.90	16.10	11.61

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	32.88	34.72	36.01	40.36	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	503	483	96.02	3.98	34.58
Female	237	226	95.36	4.64	34.51
Male	266	257	96.62	3.38	34.63
American Indian or Alaska Native	--	--	--	--	--
Asian	16	16	100.00	0.00	56.25
Black or African American	18	18	100.00	0.00	22.22
Filipino	--	--	--	--	--
Hispanic or Latino	207	199	96.14	3.86	28.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	30	93.75	6.25	33.33
White	216	207	95.83	4.17	40.58
English Learners	18	17	94.44	5.56	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	16	80.00	20.00	37.50
Socioeconomically Disadvantaged	230	223	96.96	3.04	26.46
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	85	78	91.76	8.24	5.13

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.

2022-23 California Physical Fitness Test Results					
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 during 2021-22 and 2022-23 school years, only participation results are required 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	96.84%	97.04%	96.84%	94.66%	97.04%

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.

2023-24 Opportunities for Parental Involvement
Thompson is purposeful in partnering with families for authentic engagement and feedback regarding the academic opportunities, behavioral health supports, enrichment activities and connections within our schools. At the district level, opportunities for parent engagement abound! This includes open participation in several parent advisory 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, and Superintendent Advisory Councils. All district level parent advisory groups are held in a hybrid meeting format (in-person and virtual). This maximizes family/parent accessibility and participation. In addition to these district advisory groups, each school site implements in-person site specific opportunities for parent involvement. These opportunities include but are not limited to, School Site Council (SSC), 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 middle school level, parents are encouraged to participate in as many on-site special events and schoolwide assemblies, performances, and open house's.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1631	1614	316	19.6
Female	792	784	146	18.6
Male	838	829	169	20.4
Non-Binary	1	1	1	100.0
American Indian or Alaska Native	9	8	3	37.5
Asian	41	40	7	17.5
Black or African American	66	64	12	18.8
Filipino	39	38	4	10.5
Hispanic or Latino	648	639	134	21.0
Native Hawaiian or Pacific Islander	7	7	3	42.9
Two or More Races	104	103	21	20.4
White	693	691	126	18.2
English Learners	82	82	18	22.0
Foster Youth	12	12	2	16.7
Homeless	12	10	2	20.0
Socioeconomically Disadvantaged	765	754	196	26.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	297	294	83	28.2

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 and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.12	4.28	5.82	0.06	2.53	2.88	0.20	3.17	3.60
Expulsions	0.00	0.06	0.06	0.00	0.03	0.02	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.82	0.06
Female	4.17	0
Male	7.4	0.12
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.44	0
Black or African American	4.55	0
Filipino	0	0
Hispanic or Latino	5.71	0.15
Native Hawaiian or Pacific Islander	0	0
Two or More Races	8.65	0
White	5.77	0
English Learners	8.54	0
Foster Youth	16.67	0
Homeless	8.33	0
Socioeconomically Disadvantaged	7.97	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	11.11	0.34

2023-24 School Safety Plan

School safety is a high priority at our school. Campus supervisors, administrators, and counselors are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. Our mass communication system Parent Square is used to immediately call, email, text, and push alerts to all families in an emergency or urgent situation. Our school is assigned a sworn law enforcement officer who serves as the School Resource Officer (SRO). SROs support all safety matters from E-bike safety and facility safety to the investigation of any crimes or disciplinary matters that may occur on campus during the school day or after school hours. SROs also access and can monitor safety from surveillance cameras on site. Video surveillance cameras across our campus also serve as a deterrent to trespassers, vandalism, and other illegal activities. Our school last reviewed and updated our Comprehensive School Safety Plan (CSSP) in February of 2023, prior to the Board of Education adoption on March 9, 2023. The plan is presented to all staff and parents. Additionally, on October 12, 2022, Thompson staff attended an Active Shooter Training by District Staff where safety plans and emergency procedures were discussed. Throughout the school year, student assemblies and drills are held to address safety issues with students and staff. The school has an Emergency and Disaster Preparedness Plan which specifies procedures for dealing with fire, flood, earthquakes, lockdowns, hazardous materials, disaster recovery organization, and student accountability following a disaster, and it aligns with the federal NIMS emergency system. Fire drills, earthquake drills and dangerous intruder drills are held each semester. Additionally, In October of 2022 all school staff were trained on active shooter procedures by district personnel and a member of the SRO team.

Thompson is a closed campus that is fully fenced. Visitors must go through the school office for permission to be on campus. Every visitor must be scanned through our Raptor Visitor Management System. This system screens against California's Megan's Law database as well as all 50 states' sex offender databases every visitor and parent volunteers prior to entering campus.

During the school year trained canines and their handlers perform unannounced drug, alcohol, and weapon searches on school grounds.

The district has a strictly enforced anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

2023-24 School Safety Plan

At the time of this publication, several safety enhancements are in the beginning stages of implementation for the 23-24 school year: Expansion of Raptor as an emergency management system and an e-bike education course in partnership with Murrieta Police.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	18	34	
Mathematics	28	3	33	
Science	27	4	35	
Social Science	28		34	1

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	22	15	34	
Mathematics	27	4	32	
Science	27	3	33	2
Social Science	28	1	32	

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	26	5	31	0
Mathematics	27	1	33	0
Science	25	4	16	0
Social Science	28	0	33	0

2022-23 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	778.5

2022-23 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$8,412	\$1,953	\$6,459	\$101,873
District	N/A	N/A	\$6,767	\$96,632
Percent Difference - School Site and District	N/A	N/A	-4.7	9.5
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	-2.1	17.6

Fiscal Year 2022-23 Types of Services Funded

Our district provides services and programs to meet the needs of our diverse student population and their families. We provide individualized core services such as robust academic options and enrichment activities to individual student growth assessments and services geared towards families such as before/after-school programming, athletic competitions, performing arts and mental health supports.

Each school is equipped with high quality teaching and administration staff and a support team comprised of a health technician, a school nurse, attendance clerk, aides, special education experts, nutrition services, and a mental health team including a psychologist who are available to meet with students and their families virtually and/or in-person. Additionally, our school has a full-time counselor focused on social-emotional management. Counselors teach guidance lessons; facilitate small groups on social skills, anger management, grief and loss, teamwork, conflict-resolution, and positive support strategies while in school. Each school also has a military liaison to support military connected family members.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,753	\$55,550
Mid-Range Teacher Salary	\$85,698	\$80,703
Highest Teacher Salary	\$123,976	\$109,418
Average Principal Salary (Elementary)	\$145,036	\$137,703
Average Principal Salary (Middle)	\$152,667	\$143,760
Average Principal Salary (High)	\$163,307	\$159,021
Superintendent Salary	\$277,101	\$319,443
Percent of Budget for Teacher Salaries	37.72%	30.35%
Percent of Budget for Administrative Salaries	5.02%	4.87%

Professional Development

Murrieta Valley USD implements professional development opportunities for all employees year round. In the 2023-24 school year, a strategic goal of the district was 'Professional Growth' for all employees. To this end was a purposeful effort in expanding and enhancing certificated training related to Professional Learning Communities (PLC), Inclusion and MTSS strategies to maximize student success. Additionally, teachers also participate in monthly staff meetings with a training component, school community building, and robust communication at the school level. During the school year, teachers participate in two full professional development days. These days are a combination of site-based and district-developed training opportunities focused on current initiatives. In this school year, we also expanded our Classified Management leadership training sessions and site leadership training series on topics such as understanding student discipline, investigations, IEPs/504s and SSTs, school budgeting, safety procedures, and essentials for working in early childhood learning environments. New teachers continue to have the opportunity to clear their credentials through the district's Induction Program. This program takes them through a rigorous and reflective learning process with the support of an MVUSD mentor teacher. All teachers who are new to the district also receive training to learn about our key focus areas, as well as district expectations and procedures. Teachers receive training on new curriculum that is adopted for the grade level and/or subject area they teach.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	2	2