



# Thompson Middle School

24040 Hayes Way • Murrieta, CA 92562 • (951) 696-1410 • Grades 6-8

Kerry Cody, Principal

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## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Murrieta Valley Unified School District

41870 McAlby Ct.

Murrieta, CA 92562

(951) 696-1600

[www.murrieta.k12.ca.us](http://www.murrieta.k12.ca.us)

#### District Governing Board

Ken Dickson

**Board Member**

Paul Diffley

**Clerk of the Board**

Linda Lunn

**Board President**

Oscar Rivas

**Board Member**

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**Board Member**

#### District Administration

Patrick Kelley

**Superintendent**

Bill Olien

**Deputy Superintendent of Business  
and Operations**

Darren Daniel

**Assistant Superintendent of  
Human Resources**

Mary Walters

**Assistant Superintendent of  
Educational Services**

### School Description

Thompson Middle School is a California Gold Ribbon School and a two-time California Distinguished School that serves students in grades six through eight. Our mission is to Inspire Everyone to Think, Learn, Create, and Care (TLC2). 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.

We want to develop each student's skills to meet life's challenges with perseverance, respect, integrity, dedication, and excellence.

Kerry Cody, Principal

### Highlights & Achievements:

- Thompson was recognized as a 2015 California Gold Ribbon School for embracing rigorous academic standards, providing excellence and creativity in teaching, and for creating a positive school climate.
- Our Band and Choir programs are the largest middle school programs in the county and they have won the highest awards possible for middle school choirs and bands.
- Our Robotics Team qualified to compete at the State and National Championships last year.
- We offer intramural athletic competitions in several sports which help motivate students and create a high level of school spirit.
- CAASPP Results: 56% of our students scored proficient or advanced in ELA and 43% scored proficient or advanced in Math.
- We have 184 students involved in Leadership classes, which is 11% of our population.
- We hold the district trophy for overall Intramural awards.

## 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 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	520
Grade 7	567
Grade 8	610
<b>Total Enrollment</b>	<b>1,697</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.1
American Indian or Alaska Native	0.4
Asian	3.2
Filipino	1.8
Hispanic or Latino	34.6
Native Hawaiian or Pacific Islander	0.6
White	50.3
Two or More Races	5.7
Socioeconomically Disadvantaged	31.9
English Learners	5.3
Students with Disabilities	14
Foster Youth	0.4
Homeless	0.2

## 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 for Thompson Middle	17-18	18-19	19-20
With Full Credential	63	61	58
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	5	5

Teacher Credentials for Murrieta Valley	17-18	18-19	19-20
With Full Credential	♦	♦	919
Without Full Credential	♦	♦	13
Teaching Outside Subject Area of Competence	♦	♦	47

### Teacher Misassignments and Vacant Teacher Positions at Thompson Middle School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	6	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)

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 being adopted by the Board of Education.

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b>	myPerspectives Grade 6 (Pearson) Adopted 2019 myPerspectives Grade 7 (Pearson) Adopted 2019 Literature {Ca} Timeless Voices, Timeless Themes Silver Level (Prentice Hall) Grade 8 Adopted 2002 READ 180 Universal Stage B (Houghton Mifflin) Grades 6-8 2018 System 44 (Scholastic) Grades 6-8 Adopted 2010 English 3D Course B (Houghton Mifflin) Adopted 2019  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Mathematics</b>	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  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Science</b>	Focus on Earth Science {Ca} (CPO Science) Grade 6 Adopted 2007 Focus on Life Science {Ca} (CPO Science) Grade 7 Adopted 2007 Focus on Physical Science {Ca} (CPO Science) Grade 8 Adopted 2007 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  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>History-Social Science</b>	World History: Ancient Civilizations {Ca} (McDougal Littell) Grade 6 Adopted 2006 World History: Medieval and Early Modern Times {Ca} (McDougal Littell) Grade 7 Adopted 2006 America: History of Our Nation Independence Through 1914 {Ca} Pearson Grade 8 Adopted 2006  <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Foreign Language</b>	En Espanol 1 (McDougal Littell)  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
<b>Visual and Performing Arts</b>	Essential Elements for Guitar Guitar 1 and 2 Music Essentials  <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

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.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: June 17, 2019**

<b>System Inspected</b>	<b>Repair Status</b>	<b>Repair Needed and Action Taken or Planned</b>
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
<b>Interior:</b> Interior Surfaces	Good	Minor repairs completed under work order system
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
<b>Electrical:</b> Electrical	Good	No apparent problems.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	No apparent problems.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Minor repairs completed under work order system
<b>Structural:</b> Structural Damage, Roofs	Good	No apparent problems.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Minor repairs completed under work order system
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	55	56	60	64	50	50
Math	44	43	48	52	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 Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	16.6	24.5	36.3

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	1673	1656	98.98	56.46
<b>Male</b>	830	820	98.80	49.51
<b>Female</b>	843	836	99.17	63.28
<b>Black or African American</b>	52	52	100.00	50.00
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	54	54	100.00	77.78
<b>Filipino</b>	27	27	100.00	59.26
<b>Hispanic or Latino</b>	588	587	99.83	51.11
<b>Native Hawaiian or Pacific Islander</b>	12	12	100.00	50.00
<b>White</b>	845	830	98.22	59.16
<b>Two or More Races</b>	87	86	98.85	58.14
<b>Socioeconomically Disadvantaged</b>	552	545	98.73	41.10
<b>English Learners</b>	138	137	99.28	35.77
<b>Students with Disabilities</b>	249	242	97.19	20.66
<b>Foster Youth</b>	--	--	--	--
<b>Homeless</b>	--	--	--	--

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.

**School Year 2018-19 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1672	1649	98.62	42.87
Male	829	816	98.43	43.26
Female	843	833	98.81	42.50
Black or African American	52	51	98.08	27.45
American Indian or Alaska Native	--	--	--	--
Asian	54	54	100.00	64.81
Filipino	27	27	100.00	51.85
Hispanic or Latino	588	587	99.83	34.58
Native Hawaiian or Pacific Islander	12	12	100.00	16.67
White	845	825	97.63	48.48
Two or More Races	86	85	98.84	38.82
Socioeconomically Disadvantaged	552	542	98.19	29.34
English Learners	138	137	99.28	24.09
Students with Disabilities	249	240	96.39	11.25
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.

### 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)

Murrieta Valley Unified School District is committed to collaborating with parents and providing opportunities for engagement. Parents are welcome at school and the school staff sincerely appreciates their support and participation. Parents are encouraged to volunteer in their child's classroom as well as for the many special activities throughout the year such as; Back-to-School Night in the fall, Open House in the spring, and parent /teacher conferences in October.

Parent and community involvement are encouraged through PTA and School Site Council (SSC). The PTA is actively involved in Red Ribbon Week, Reflections, assemblies, book fairs, and activities to enhance school and community spirit, as well as reward and incentive programs. The SSC includes six parents, seven staff members, and the principal, who review programs to enhance instruction. Our counselors hold regular Coffee with the Counselors meetings for parents throughout the year to educate parents about the challenges middle school students face.

Lastly, there are several parent focused groups through the district which are open to all parents. Some of these committees are; the African-American Parent Advisory Group (AAPAC), Latino Parent Advisory Council (LPAC), District English Language Advisory Committee (DELAC), Special Education Parent Advisory Committee (SEPAC) and Measure BB Oversight Committee. Each group is comprised of dedicated parents who are steadfast in promoting strategic efforts to support student learning and college/career readiness. In 2018, the AAPAC and LPAC hosted a the second annual 'Step Up to Success' parent event. This event focused on providing information about educational mandates and supports such as; A-G requirements, behavioral/social supports, college financial aid, and educational technology to improve student achievement. Each AAPAC, LPAC, DELAC and SEPAC meetings are regularly scheduled, noticed in advanced, provide childcare and interactive opportunities for parents to provide feedback.

The contact person for parent involvement is Assistant Principal Phillip Norton who can be reached at (951) 696-1410.

**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.

**School Safety Plan**

School safety is a high priority at Thompson Middle School. Campus supervisors, administrators, counselors, and a School Resource Officer are on campus daily to monitor the campus, supervise the students, and ensure a safe learning environment. The district holds monthly safety meetings and our School Site Council works on our Safety Plan throughout the year. We have adopted a Comprehensive School Safety Plan. The plan is presented to all staff and parents, and we hold student assemblies to address safety issues.

Video surveillance cameras across our campus are a deterrent to trespassers, vandalism, and other illegal activities. They also help administrators with discipline issues and help in the investigation of any crimes that occur on campus during the school day or after school hours, making our school safer and more secure. Thompson is a closed campus that is fully fenced. Visitors must go through the school office for permission to be on campus. We utilize the Raptor Visitor Management System to screen parent volunteers before they enter to ensure all volunteers are screened against California's Megan's Law database as well as all 50 states' sex offender databases.

Trained canines provide unannounced canine searches of the campus for drugs, alcohol, and weapons. To prepare for emergencies, evacuation drills are conducted regularly throughout the school year, and our school actively participates in the statewide Great Shakeout. After each drill, we assess effectiveness and implement new procedures as needed. In addition, our school has an Emergency and Disaster Preparedness Plan, which specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster and aligns with the federal NIMS emergency system. In the event of an emergency or urgent situation, our school uses a computerized calling system, Blackboard Connect, to immediately notify all families of an emergency via email, phone call, text and app alerts.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.2	2.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.7	1.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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

Title	Ratio
Academic Counselor*	565.7

\* 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 Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.6
Other	.3

\* 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.

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	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 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
6	28	20	56	31	28	15	60	23	29	15	48	27
Other**												

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

\*\* "Other" category is for multi-grade level classes.

**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	17	23	10	25	17	26	7	25	14	29	9
Mathematics	26	13	29	4	24	15	32	4	25	14	30	7
Science	28	4	32	3	28	5	33	3	9	6		
Social Science	28	3	23	10	29	4	24	9	28	6	22	11

\* 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.

**Professional Development provided for Teachers**

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	3

All teachers in the MVUSD school district participate in ongoing professional development as a part of the district's commitment to continuous learning.

New teachers are provided support and the opportunity to clear their credential through the district's Teacher Induction Program, which takes them through a rigorous and reflective learning process with the help of a mentor teacher. All teachers who are new to the district also receive three days of training to learn about key focus areas, as well as district expectations and procedures.

All teachers take part in monthly staff meetings that are used for training, community building, and communication. Regular Early Release days provide teachers with time for Professional Learning Communities (PLC). This learning time is designed by teachers and focused on supporting all students in meeting the state standards. Staff development days are held three times throughout the school year. The design of these days may be facilitated by the site or district and involves training on district-wide focus areas. The district also provides training in the new standards to all teachers, both by grade level and by subject. These occur during the school year (release days) or in the summer. Individual schools also fund professional conferences for teachers based on current areas of focus.

The district also provides a foundational training entitled, Elements of Effective Instruction. The program is made up of fourteen modules, including topics such as classroom environments, student engagement, designing instruction, and digital learning experiences along with topics for special education teachers. These modules, along with follow up sessions, are repeated throughout the school year and summer and are available to all teachers, in both online and in-person capacities.

Staff development is provided in the form of community teams for those teachers taking part in or leading the implementation of intervention programs, such as Read 180/System 44. These regular meetings provide teachers with a deeper understanding about issues related to the programs and to intervention, as well as a forum for collaboration, reflection, and goal setting.

Staff development in 2019 – 2020 will focus on the following priorities: instructional shifts aligned with state standards for math, ELA, and NGSS; supporting English Learners through integrated and designated support; differentiation to meet the needs of all learners; equity and equitable practices; PLCs; and social emotional support for students. Lastly, the district has created: Data, Standards, Learning, and Instruction Specialist (DSLIs) at all secondary school sites. The DSLIs are unique to each school site and develop site specific professional development for teachers in the areas on math, language arts and science.

#### FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,086	\$48,612
Mid-Range Teacher Salary	\$77,970	\$74,676
Highest Teacher Salary	\$109,510	\$99,791
Average Principal Salary (ES)	\$125,285	\$125,830
Average Principal Salary (MS)	\$133,343	\$131,167
Average Principal Salary (HS)	\$145,509	\$144,822
Superintendent Salary	\$240,000	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	42%	34%
Administrative Salaries	5%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

The district provides a wide array of programs to meet the needs of our diverse student body. This includes programs to identify and support students and their families through times of crisis and stress. A health technician, nurse, and psychologist are also available to meet with students.

The district provides a full-time counselors to our school to support social-emotional and academic success. Counselors teach guidance lessons and facilitate small groups on social skills, anger management, grief, and loss and provide support to military-connected students. They also provide individual responsive services, interventions and referrals on an as-needed basis (e.g. BreakThrough).

Homework clubs, before and after-school tutoring programs, and extended learning opportunities during the summer break provide additional support for students who need assistance with basic curriculum.

#### 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.

#### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,643	\$1,126	\$5,516	\$98,839
District	N/A	N/A	\$7,627	\$87,542.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-32.1	12.1
School Site/ State	-30.6	18.1

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.