

# Thompson Middle School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

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

## 2022-23 School Contact Information

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

## 2022-23 District Contact Information

<b>District Name</b>	Murrieta Valley Unified School District
<b>Phone Number</b>	(951) 696-1600
<b>Superintendent</b>	Dr. Ward Andrus
<b>Email Address</b>	wandrus@murrieta.k12.ca.us
<b>District Website Address</b>	www.murrieta.k12.ca.us

## 2022-23 School Overview

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

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	496
Grade 7	493
Grade 8	544
Total Enrollment	1,533

### 2021-22 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	3.1
Black or African American	3.4
Filipino	1.5
Hispanic or Latino	40.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	6.5
White	42.8
English Learners	4.6
Foster Youth	0.5
Homeless	1.6
Migrant	0.0
Socioeconomically Disadvantaged	32.0
Students with Disabilities	15.6

## 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
<b>Total Teaching Positions</b>	<b>60.60</b>	<b>100.00</b>	<b>911.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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	
Misassignments	0.80	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	<b>1.00</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 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	
Local Assignment Options	0.60	
<b>Total Out-of-Field Teachers</b>	<b>0.60</b>	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 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.

<b>Year and month in which the data were collected</b>	September 2022
--	----------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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
<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	Yes	0
<b>Science</b>	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
<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	No	0
<b>Foreign Language</b>	En Espanol 1 (McDougal Littell)	Yes	0
<b>Visual and Performing Arts</b>	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 26, 2022

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	58	N/A	58	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	38	N/A	41	N/A	33

## 2021-22 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
<b>All Students</b>	1511	1416	93.71	6.29	57.78
<b>Female</b>	729	685	93.96	6.04	63.65
<b>Male</b>	780	729	93.46	6.54	52.13
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	45	95.74	4.26	77.78
<b>Black or African American</b>	50	44	88.00	12.00	47.73
<b>Filipino</b>	25	23	92.00	8.00	69.57
<b>Hispanic or Latino</b>	612	571	93.30	6.70	53.08
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	118	109	92.37	7.63	53.21
<b>White</b>	644	609	94.57	5.43	62.07
<b>English Learners</b>	68	63	92.65	7.35	6.35
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	23	95.83	4.17	43.48
<b>Military</b>	69	64	92.75	7.25	51.56
<b>Socioeconomically Disadvantaged</b>	479	449	93.74	6.26	44.87
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	252	221	87.70	12.30	20.36

## 2021-22 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
<b>All Students</b>	1511	1407	93.12	6.88	37.62
<b>Female</b>	728	682	93.68	6.32	35.68
<b>Male</b>	781	724	92.70	7.30	39.50
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	47	45	95.74	4.26	60.00
<b>Black or African American</b>	50	47	94.00	6.00	27.66
<b>Filipino</b>	25	23	92.00	8.00	52.17
<b>Hispanic or Latino</b>	612	577	94.28	5.72	31.37
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	118	106	89.83	10.17	42.45
<b>White</b>	644	594	92.24	7.76	41.82
<b>English Learners</b>	68	64	94.12	5.88	4.69
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	24	22	91.67	8.33	13.64
<b>Military</b>	69	63	91.30	8.70	26.98
<b>Socioeconomically Disadvantaged</b>	479	441	92.07	7.93	26.98
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	252	214	84.92	15.08	8.41

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	32.88	NT	36.01	28.5	29.47

## 2021-22 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
<b>All Students</b>	537	515	95.9	4.1	32.88
<b>Female</b>	256	247	96.48	3.52	27.13
<b>Male</b>	280	267	95.36	4.64	38.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	21	21	100	0	52.38
<b>Black or African American</b>	18	17	94.44	5.56	23.53
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	213	207	97.18	2.82	25.73
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	38	34	89.47	10.53	32.35
<b>White</b>	237	226	95.36	4.64	38.5
<b>English Learners</b>	21	20	95.24	4.76	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	30	30	100	0	43.33
<b>Socioeconomically Disadvantaged</b>	164	158	96.34	3.66	22.78
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	92	83	90.22	9.78	12.2

## 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.

#### 2021-22 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. Due to changes to the 2021-22 PFT administration, 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	87	83	87	86	87

## 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.

#### 2022-23 Opportunities for Parental Involvement

MVUSD is intentional in our efforts to partner with families to obtain authentic engagement and feedback regarding the academic journey, behavioral health needs, and connections within our school site. At the district level, opportunities for parent involvement include the following: 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 Local Control Accountability Program (LCAP) teams. Since 2020, all district level parent advisory groups have transitioned to 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. At TMS these opportunities include but are not limited to, School Site Council (SSC), principal meetups, PTA/PTSA, 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. Lastly, TMS hosts several events and academic assemblies throughout the year, where all families are encouraged to attend and participate such as the Turkey Trot, Robotics Competitions, band, cheer, drama, choir performances and more.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1614	1596	463	29.0
Female	784	778	227	29.2
Male	828	816	235	28.8
American Indian or Alaska Native	7	7	4	57.1
Asian	49	49	3	6.1
Black or African American	58	55	15	27.3
Filipino	25	24	3	12.5
Hispanic or Latino	646	640	187	29.2
Native Hawaiian or Pacific Islander	9	9	4	44.4
Two or More Races	103	102	30	29.4
White	692	685	206	30.1
English Learners	91	90	24	26.7
Foster Youth	10	9	4	44.4
Homeless	29	29	13	44.8
Socioeconomically Disadvantaged	541	533	190	35.6
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	285	281	118	42.0

### 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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.03	1.50	2.45
<b>Expulsions</b>	0.00	0.01	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.12	4.28	0.06	2.53	0.20	3.17
<b>Expulsions</b>	0.00	0.06	0.00	0.03	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	4.28	0.06
<b>Female</b>	2.81	0.00
<b>Male</b>	5.68	0.12
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	5.17	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	4.95	0.15
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	2.91	0.00
<b>White</b>	3.76	0.00
<b>English Learners</b>	7.69	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	3.45	0.00
<b>Socioeconomically Disadvantaged</b>	5.73	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	7.37	0.00

## 2022-23 School Safety Plan

School safety is a high priority at Thompson. Administrators, teachers, and aides monitor the campus, supervise the students, and ensure a safe learning environment. School resource officers are available to respond to the school if assistance is needed. Our school is a closed campus that is fully fenced. We hold as well as the district host quarterly safety meetings with our first responders, mental health providers, security personnel and administrators. Furthermore, our School Site Council (SSC) works together on our Safety Plan throughout the year, which is adopted by the Board of Education. The Comprehensive School Safety Plan is reviewed annually; our last review took place in November 2022. In 2022, our school site was trained on what to do in an active shooter situation. As a school, we hold numerous student assemblies that include addressing issues related to safety. Our schools prepares for emergencies, throughout the year using regular drills for earthquakes, evacuations, dangerous persons, and fire. Our Emergency and Disaster Preparedness Plan aligns with the federal NIMS emergency system. The plan specifies procedures for dealing with fire, flood, earthquakes, lock downs, hazardous materials, disaster recovery organization, and student accountability following a disaster. In the event of an emergency or urgent situation, our school uses a mass communication alert system known as Parent Square, to immediately alert families, and staff of an emergency via email, phone, text and app notifications. Every school has video surveillance cameras strategically placed throughout campus. These surveillance system serves as a deterrent to trespassers, vandalism, and other illegal activities. They also help our School Resource Officers and school administrators with discipline issues and help with the investigation of any crimes that occur on campus during the school day or after school hours. Safety posters and banners are also placed throughout campus and the district manages a 24/7 anonymous tip line to report suspicious, hazardous or safety concerns and tips. All guests and parent volunteers to campus are screened through the Raptor Visitor Management System, which runs the individual's identification through the California's Megan's Law database as well as all 50 states' sex offender databases. Guests without legal identification are not permitted on campus. Our school strictly enforces an anti-discrimination policy that prohibits harassment of students or staff based on race, gender, disability, religion, or sexual orientation.

## 2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	31	4
Mathematics	28	3	34	1
Science	31		29	6
Social Science	31		20	14

## 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	

## 2021-22 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	766.5

## 2021-22 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)	2.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	1.0
Nurse	1.0
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	2.5

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$7,273	\$1,532	\$5,741	\$98,891
District	N/A	N/A	\$7,550	\$92,613
Percent Difference - School Site and District	N/A	N/A	-27.2	6.6
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-13.8	14.7

## 2021-22 Types of Services Funded

The district provides a variety of programs to meet the needs of our diverse student population. This includes academic, athletic, enrichment, extra-curricular, and social emotional programs to identify and support students and their families. In addition to the teaching and administration staff, each school's support team is comprised of a health technician, a school nurse, attendance clerk, aides, special education staff and a mental health team including a psychologist who are available to meet with students and their families virtually and in-person. Each school has a full-time counselor focused on social-emotional and academic success. Counselors teach guidance lessons; facilitate small groups on social skills, anger management, grief, and loss, provide support to military-connected students, assist with conflict-resolution, and ensure there are positive supports on campus. School counselors also provide individual responsive services, interventions, and referrals on an as-needed basis. Continued this school year are tutoring and office hour sessions to address learning loss and academic intervention needs.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$49,477	\$51,081
Mid-Range Teacher Salary	\$81,929	\$77,514
Highest Teacher Salary	\$115,072	\$105,764
Average Principal Salary (Elementary)	\$136,895	\$133,421
Average Principal Salary (Middle)	\$142,924	\$138,594
Average Principal Salary (High)	\$161,608	\$153,392
Superintendent Salary	\$258,454	\$298,377
Percent of Budget for Teacher Salaries	39%	32%
Percent of Budget for Administrative Salaries	5%	5%

## Professional Development

Murrieta Valley USD implements professional development opportunities for all employees. Teachers participate in monthly staff meetings to provide training, community building, and communication at the site level. Additionally, each school year, two days are allocated toward professional development. These days are a combination of site-based and district-developed training opportunities focused on current initiatives. Classified staff are included in staff meetings and professional development days as much as possible. New teachers continue to have the opportunity to clear their credential 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. Elementary teachers receive grade level coaching throughout the school year, and special education staff receive ongoing training in expectations related to IEP's and instructional practices specific to students with disabilities. Additionally, voluntary learning opportunities are offered to all teachers throughout the school year on a variety of topics including instruction, technology, and classroom management.

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	2