

Thompson Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Thompson Middle School
Street	24040 Hayes Way
City, State, Zip	Murrieta, CA 92562
Phone Number	(951) 696-1410
Principal	Gabriela DiGiovanni
Email Address	gdigiovanni@murrieta.k12.ca.us
School Website	www.murrieta.k12.ca.us/Timberwolves
Grade Span	6-8
County-District-School (CDS) Code	33 75200 6112429

2024-25 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

2024-25 School Description and Mission Statement

At Thompson Middle School, we believe in nurturing well-rounded young people who excel not only academically but also in extracurricular activities, the arts and in athletics. We remain steadfast focused on providing all of our Timberwolves with opportunities to grow, learn, and thrive in a supportive yet challenging environment. Our educators are committed to offering a diverse range of experiences that cater to the unique interests and talents of our students to inspire curiosity, critical thinking and creativity. Whether it's joining Robotics, participating in a school play or competing in our intramural athletic team, there is something for everyone to get involved in and grow as individuals and leaders. A strong partnership between parents, the community and our school is essential to the success of our scholars. We value and appreciate the support and involvement of

2024-25 School Description and Mission Statement

parents in their child's education, and we highly encourage open communication and collaboration to ensure that every student reaches their full potential. Our overall goal is to inspire all kids to think, to learn, to achieve and to care with P.R.I.D.E. (Perseverance, Respect, Integrity, Dedication and Excellence).

Highlight's & Achievement's

- * Recognized with a 2024 prestigious award for our exemplary implementation of Positive Behavioral Interventions and Supports (PBIS) for our efforts in cultivating positive, supportive, and inclusive environments, while demonstrating a steadfast commitment to the success and well-being of every student.
- * Named a 2024 Educational Results Partnership Honor Roll School for high achievement and closing the achievement gap.
- * Welcomed a new Principal

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	529
Grade 7	557
Grade 8	509
Total Enrollment	1,595

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.5
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	3.1
Black or African American	4.1
Filipino	2.5
Hispanic or Latino	38.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	7.5
White	42.3
English Learners	4.5
Foster Youth	0.8
Homeless	0.4
Socioeconomically Disadvantaged	49.8
Students with Disabilities	17.3

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	49.30	86.80	804.80	87.60	231142.40	83.24
Intern Credential Holders Properly Assigned	0.80	1.46	4.90	0.54	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.60	1.16	10.40	1.14	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.50	2.64	27.30	2.98	11746.90	4.23
Unknown/Incomplete/NA	4.50	7.92	71.10	7.74	14303.80	5.15
Total Teaching Positions	56.80	100.00	918.70	100.00	277698.00	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.20	0.00	0
Misassignments	0.80	0.50	0.6
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	1.00	0.50	0.6

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.60	1.40	1.5
Total Out-of-Field Teachers	0.60	1.40	1.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.20	0.4	2.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.40	0	0

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

2024-25 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 2024

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

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

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

August 7, 2024

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			Minor repairs completed under work order system
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	55	58	57	60	46	47
Mathematics (grades 3-8 and 11)	41	43	43	45	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1581	1505	95.19	4.81	58.39
Female	768	718	93.49	6.51	64.90
Male	811	785	96.79	3.21	52.30
American Indian or Alaska Native	--	--	--	--	--
Asian	50	49	98.00	2.00	75.51
Black or African American	65	64	98.46	1.54	50.00
Filipino	38	34	89.47	10.53	82.35
Hispanic or Latino	614	584	95.11	4.89	53.09
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	145	137	94.48	5.52	58.39
White	659	628	95.30	4.70	61.88
English Learners	72	70	97.22	2.78	10.00
Foster Youth	--	--	--	--	--
Homeless	12	11	91.67	8.33	9.09
Military	12	12	100.00	0.00	75.00
Socioeconomically Disadvantaged	795	754	94.84	5.16	48.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	276	248	89.86	10.14	23.08

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1580	1503	95.13	4.87	43.16
Female	767	714	93.09	6.91	42.33
Male	811	787	97.04	2.96	44.02
American Indian or Alaska Native	--	--	--	--	--
Asian	49	48	97.96	2.04	70.83
Black or African American	65	64	98.46	1.54	25.00
Filipino	38	34	89.47	10.53	79.41
Hispanic or Latino	614	580	94.46	5.54	36.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	145	138	95.17	4.83	46.38
White	659	630	95.60	4.40	46.57
English Learners	71	69	97.18	2.82	8.70
Foster Youth	--	--	--	--	--
Homeless	12	12	100.00	0.00	0.00
Military	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	795	752	94.59	5.41	32.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	275	246	89.45	10.55	13.93

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	34.72	42.71	40.36	44.82	30.29	30.73

2023-24 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	507	481	94.87	5.13	42.62
Female	255	235	92.16	7.84	42.13
Male	251	245	97.61	2.39	43.27
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	41.67
Black or African American	24	23	95.83	4.17	34.78
Filipino	14	13	92.86	7.14	53.85
Hispanic or Latino	208	198	95.19	4.81	35.35
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	47	95.92	4.08	48.94
White	198	186	93.94	6.06	48.92
English Learners	23	22	95.65	4.35	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	251	236	94.02	5.98	30.93
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	93	82	88.17	11.83	17.07

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.

2023-24 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 requires only participation results 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	95	95	95	96	95

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.

2024-25 Opportunities for Parental Involvement

Our school community is intentional about partnering with families to foster authentic engagement and gather meaningful feedback on academic opportunities, behavioral health supports, enrichment activities, and school connections.

At the district level, parents have numerous opportunities to get involved. These include participation in several parent advisory groups, such as the African American Parent Advisory Council (AAPAC), Latino Parent Advisory Council (LPAC), District English Learner Advisory Council (DELAC), Special Education Parent Advisory Council (SEPAC), and the Career Technical Education (CTE) Advisory Board. In 2024, all district parents were invited via email to register for one of five Superintendent Advisory Councils. To maximize accessibility and participation, all district-level parent advisory group meetings are conducted in a hybrid format, offering both in-person and virtual attendance options. In addition to these district-level opportunities, each school site provides site-specific avenues for parent involvement. These include School Site Council (SSC), PTA/PTSA/PTO, English Learner Advisory Councils (ELAC), and daily volunteer programs such as Watch D.O.G.S. (Dads of Great Students), activity boosters, classroom and office volunteers, and event-specific volunteer initiatives. Schools also host events like Open Houses, assemblies, Friday Flags, visual and performing arts productions, and more to engage families and foster a strong sense of community.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1658	1645	299	18.2
Female	805	801	144	18.0
Male	851	842	153	18.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	52	52	12	23.1
Black or African American	71	70	16	22.9
Filipino	40	40	6	15.0
Hispanic or Latino	647	643	130	20.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	128	127	30	23.6
White	687	680	101	14.9
English Learners	98	94	19	20.2
Foster Youth	18	16	6	37.5
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	855	846	178	21.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	300	297	83	27.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
4.28	5.82	4.58	2.53	2.88	2.56	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.06	0.06	0.12	0.03	0.02	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.58	0.12
Female	3.23	0.12
Male	5.88	0.12
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	9.86	0.00
Filipino	2.50	0.00
Hispanic or Latino	5.56	0.31
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.91	0.00
White	3.78	0.00
English Learners	5.10	0.00
Foster Youth	22.22	5.56
Homeless	8.33	0.00
Socioeconomically Disadvantaged	5.61	0.12
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

School safety is a top priority. Campus supervisors, administrators, and counselors monitor the campus daily to ensure a secure learning environment. Middle school campuses are supported by sworn School Resource Officers (SROs) who address safety issues, investigate incidents, and oversee facility safety. They also monitor video surveillance systems, which deter

2024-25 School Safety Plan

trespassing, vandalism, and other illegal activities.

All campuses are closed and fully fenced. Visitors must check in at the school office and are screened through the Raptor Visitor Management System, which runs checks against sex offender databases nationwide. Unannounced canine searches for drugs, alcohol, and weapons further enhance safety.

The district regularly reviews and updates safety plans through Emergency Management meetings with law enforcement, mental health providers, fire officials, security staff, and site administrators. School Site Councils also collaborate on safety planning. Each February, schools finalize their Comprehensive School Safety Plans (CSSPs), which are approved by the Board of Education in March and made available for review by staff and parents.

Emergency preparedness is reinforced with fire, earthquake, and intruder drills held each semester. Plans align with the federal NIMS system and outline procedures for various emergencies, including fire, flood, and lockdowns. In urgent situations, Parent Square alerts families via calls, emails, texts, and app notifications.

Staff receive Active Shooter Training from district personnel and law enforcement. Student assemblies and drills throughout the year address safety awareness. Additional safety measures for the 24-25 school year include expanding the use of Raptor emergency management system for unified internal communications and GPS mapping of incidents, and an e-bike safety course in partnership with Murrieta Police. The district enforces strict anti-discrimination policies, prohibiting harassment based on race, gender, disability, religion, or sexual orientation.

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	
Mathematics	27	1	33	
Science	25	4	16	
Social Science	28		33	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24	10	34	
Mathematics	26	2	36	
Science	29		35	
Social Science	28		35	

2023-24 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	797.5

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	6

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$8,629	\$2,117	\$6,512	\$110,205
District	N/A	N/A	\$7,357	\$103,440
Percent Difference - School Site and District	N/A	N/A	-12.2	6.3
State	N/A	N/A	\$10,771	\$94,625
Percent Difference - School Site and State	N/A	N/A	-49.3	15.2

Fiscal Year 2023-24 Types of Services Funded

Our district offers programs and services tailored to meet the needs of our diverse student population and their families. These include robust academic options, office hours, and enrichment activities, as well as family-focused services like open houses, visual and performing arts performances such as band, Cologuard, cheer, dance, and theatre. Each school is staffed with high-quality teachers, administrators, and a dedicated support team, including a health technician, school nurse, attendance clerk, aides, special education experts, nutrition services, and a mental health team featuring a psychologist, social worker, and school counselors. School counselors focus on social-emotional development, offering guidance lessons and small group sessions on topics like social skills, anger management, grief, teamwork, conflict resolution, mental health support and positive mindfulness strategies. Additionally, each school has a military liaison to support families with military connections.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$55,634	\$56,573
Mid-Range Teacher Salary	\$92,125	\$87,186
Highest Teacher Salary	\$133,274	\$119,665
Average Principal Salary (Elementary)	\$155,913	\$148,486
Average Principal Salary (Middle)	\$164,117	\$154,835
Average Principal Salary (High)	\$175,555	\$170,008
Superintendent Salary	\$285,000	\$338,699
Percent of Budget for Teacher Salaries	36.96	31.41
Percent of Budget for Administrative Salaries	5.07	4.86

Professional Development

Murrieta Valley USD provides year-round professional development opportunities for all employees. In the 2024-25 school year, the district prioritized a strategic goal of "Professional Growth" for all staff. For the second consecutive year, significant

Professional Development

emphasis was placed on expanding efforts in Professional Learning Communities (PLC), Inclusion, and strategies within MTSS and PBIS to maximize student success.

Teachers participate in monthly staff meetings that include training components, school community building, and enhanced communication at the site level. Additionally, they engage in two full professional development days annually, offering a blend of site-based and district-led training opportunities focused on current initiatives.

This year, the elementary team introduced the district's first-ever "Ignite: Educator Conference" on one of the professional development days. The district also continued its Classified Management leadership training sessions and site leadership training series, covering essential topics such as student discipline, investigations, IEPs/504s and SSTs, school budgeting, safety procedures, and early childhood learning best practices.

New teachers benefit from the district's Induction Program, which supports them in clearing their credentials through a rigorous and reflective learning process, guided by an MVUSD mentor teacher. Teachers new to the district also receive comprehensive training on key focus areas, district expectations, and procedures, as well as guidance on curriculum recently adopted for their grade level or subject area.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2