

Murray 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

School Name	Murray Middle School
Street	200 E. Drummond Ave
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1820
Principal	John Cosner
Email Address	jcosner@ssusd.org
School Website	http://murray.ssusd.org/
County-District-School (CDS) Code	15-73742-6009310

2022-23 District Contact Information

District Name	Sierra Sands Unified School District
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Email Address	superintendent@ssusd.org
District Website Address	ssusd.org

2022-23 School Overview

Murray Middle School is focused on student learning, a positive learning environment, and helping students transition successfully from elementary to middle to high school. The Murray teachers and staff are committed to enriching student knowledge and experiences through relevant curriculum and engaging strategies. They demonstrate this with their dedication to state-aligned curriculum, clubs, competitions, athletics, and collaboration to bring students the best instruction possible for their success in learning.

This year our goal is to create a positive learning environment where every person on campus demonstrates the Mustang Way of Being Respectful, Being Safe, and Being Responsible. Engaging students in their education and making their education relevant is also a priority. We are continuing to try to create a positive culture through PBIS rewards, Second Step lessons, fun spirit days, and lunchtime activities to positive social engagement opportunities for students. Our goal is to engage students to allow them the best opportunities for success.

The Advancement Via Individual Determination (AVID) program enabled students to understand what it takes to prepare for college and careers. It is our goal that as we work to create a campus-wide AVID program, every child who leaves Murray will move on to high school with skills that allow them to be college/career ready.

Our teachers provide the instruction required for successful mastery of the Common Core Standards, which includes offering college preparatory Honors Algebra, Honors English, laboratory science, and History Alive. We use Parent Square (a mass phone, text, and email message system) regularly to inform our families of upcoming events and any important news students and families need, to help students be academically and socially successful.

Teachers use progress monitoring assessments for many subject areas. The curriculum office and Murray administration continue to facilitate collaboration, allowing teachers to meet and analyze the data collected from the assessments. A weekly student bulletin, Parent Square, and the school website are essential modes of communication for our school community.

Thanks to many for contributing to the excellence of Murray Middle School.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	220
Grade 7	237
Grade 8	246
Total Enrollment	703

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.2
American Indian or Alaska Native	0.9
Asian	2.4
Black or African American	5.8
Filipino	1.3
Hispanic or Latino	30.3
Native Hawaiian or Pacific Islander	0.4
Two or More Races	3.8
White	54.6
English Learners	6.0
Foster Youth	0.3
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	52.9
Students with Disabilities	12.9

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)	17.80	60.60	158.40	68.07	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	6.79	10.50	4.54	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.60	12.22	21.00	9.05	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.00	10.32	20.60	8.85	12115.80	4.41
Unknown	2.90	10.04	22.00	9.49	18854.30	6.86
Total Teaching Positions	29.40	100.00	232.70	100.00	274759.10	100.00

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.

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						
Total Teaching Positions						

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	1.60	
Misassignments	2.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	3.60	

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	1.60	
Local Assignment Options	1.40	
Total Out-of-Field Teachers	3.00	

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
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.90	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22.20	

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

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Year and month in which the data were collected	August 2022
--	-------------

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives, Pearson Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015)	Yes	0
Science	FOSS Next Generation Middle School (Delta Education) (2019) Adopted in 2020	Yes	0
History-Social Science	History Alive! The Ancient World (2018) Adopted in 2019 History Alive! The Medieval World and Beyond (2018) Adopted in 2019 History Alive! The United States Through Industrialism (2018) Adopted in 2019	Yes	0
Foreign Language	Ven conmigo! Level 1 Adopted in 2004	Yes	0
Health	Health & Wellness Adopted in 2005	Yes	0
Visual and Performing Arts	Glencoe Middle School Art Adopted in 2007 Silver Burdette Making Music Adopted in 2007 Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Buildings

As of 8-2017 we have moved into a brand new facility. The campus is completely hard-scape on the interior which has created a mostly dust free quad area. The construction, including windows is "blast force" quality and is therefore very insulated and energy efficient as well as safe. The completion of the construction has afforded us a completely closed and locked campus. The office remains the single point of entry for guests who must enter, sign in retain a visitor badge and then enter campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library

During 2016-2017, we added 198 new books to our library and over 120 gently used books. Our circulation rate was over 20,870 books for the year, and we had one full-time media clerk. Our library remains open during lunch, before and after school, and on special evenings. Students visit with their English classes biweekly to receive library education, and other classes visit as needed to conduct academic research. The library holds activities such as Teen Read Week, book fairs, and the Reading Challenge. These programs are all part of an effort to get students to read books.

Year and month of the most recent FIT report

December 2022

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		Classroom 11: SW corner of cove base turned up. Classroom 13: Tackable wall torn and has holes. Classroom 17: Tackable wall torn and has small holes. Classroom 18: Tackable wall torn/marker marks. Carving in exterior door. Classroom 22: Holes in wall/torn tackable. Classroom 32: Torn tackable wall. Classroom 45: Torn tackable wall. Classroom 55: Carpet stained, walls stained, concrete floor cracked.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems.
Electrical	X			No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems.
Safety: Fire Safety, Hazardous Materials	X			No apparent problems.
Structural: Structural Damage, Roofs	X			No apparent problems.
External:			X	Grounds (Back of campus): Large cracks in asphalt.

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/ Doors/Gates/Fences				
---	--	--	--	--

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
English Language Arts/Literacy (grades 3-8 and 11)	N/A	43	N/A	41	N/A	47
Mathematics (grades 3-8 and 11)	N/A	24	N/A	25	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
All Students	709	657	92.67	7.33	43.14
Female	330	304	92.12	7.88	48.84
Male	377	351	93.10	6.90	38.18
American Indian or Alaska Native	--	--	--	--	--
Asian	19	16	84.21	15.79	100.00
Black or African American	43	38	88.37	11.63	28.95
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	217	202	93.09	6.91	32.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	35	83.33	16.67	54.29
White	369	350	94.85	5.15	46.70
English Learners	44	36	81.82	18.18	8.33
Foster Youth	--	--	--	--	--
Homeless	15	12	80.00	20.00	41.67
Military	29	28	96.55	3.45	64.29
Socioeconomically Disadvantaged	393	360	91.60	8.40	32.31
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	88	76	86.36	13.64	13.16

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
All Students	709	669	94.36	5.64	24.07
Female	330	315	95.45	4.55	21.90
Male	377	352	93.37	6.63	25.85
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	73.68
Black or African American	43	39	90.70	9.30	20.51
Filipino	11	9	81.82	18.18	--
Hispanic or Latino	217	208	95.85	4.15	13.46
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	35	83.33	16.67	25.71
White	369	352	95.39	4.61	27.27
English Learners	44	43	97.73	2.27	2.33
Foster Youth	--	--	--	--	--
Homeless	15	12	80.00	20.00	16.67
Military	29	28	96.55	3.45	35.71
Socioeconomically Disadvantaged	393	366	93.13	6.87	15.57
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	88	76	86.36	13.64	6.58

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
Science (grades 5, 8 and high school)	19.29	26.18	23.93	25.4	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
All Students	248	233	93.95	6.05	26.18
Female	107	103	96.26	3.74	20.39
Male	139	129	92.81	7.19	30.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	17	15	88.24	11.76	6.67
Filipino	--	--	--	--	--
Hispanic or Latino	74	72	97.3	2.7	15.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	13	81.25	18.75	30.77
White	127	119	93.7	6.3	31.09
English Learners	11	11	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	131	121	92.37	7.63	20.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	18	75	25	11.11

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	96.6%	94.8%	94.8%	96.1%	95.3%
Grade 9	--	--	--	--	--

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

PTO works diligently to recruit volunteers, raise funds for student activities, and support teachers in educating students. The parents and the community help at Murray on a regular basis through the student store, campus beautification projects, the Cross Country program, and the chess tournaments. PTSO is also helping support the music program, assemblies, and student rewards/recognitions. Parents are a major factor in all field trips as coordinators and chaperones.

Our School Site Council includes parents, students, and staff and is a very important oversight and feedback mechanism for stakeholders. The parents on the English Learner Advisory Committee are instrumental in providing input, consultation, and suggestions on how to improve site support of English Learners. Announcements are made to parents who would like to be involved in PTO, School Site Council, and English Learner Advisory Committee regularly. We work with parents of GATE students to create enrichment activities for the students.

The contact person for parent involvement is our principal, who can be reached in the school office at 760-499-1820.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	791	746	134	18.0
Female	374	354	59	16.7
Male	415	390	74	19.0
American Indian or Alaska Native	7	6	0	0.0
Asian	20	20	1	5.0
Black or African American	52	46	9	19.6
Filipino	11	11	1	9.1
Hispanic or Latino	243	229	45	19.7
Native Hawaiian or Pacific Islander	5	3	1	33.3
Two or More Races	31	29	4	13.8
White	418	399	72	18.0
English Learners	55	53	9	17.0
Foster Youth	7	5	0	0.0
Homeless	27	21	5	23.8
Socioeconomically Disadvantaged	461	433	105	24.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	106	99	28	28.3

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
Suspensions	7.73	5.69	2.45
Expulsions	0.26	0.13	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
Suspensions	0.26	15.04	0.17	8.47	0.20	3.17
Expulsions	0.00	0.00	0.02	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	15.04	0.00
Female	10.96	0.00
Male	18.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	28.85	0.00
Filipino	18.18	0.00
Hispanic or Latino	13.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	16.13	0.00
White	14.35	0.00
English Learners	10.91	0.00
Foster Youth	0.00	0.00
Homeless	18.52	0.00
Socioeconomically Disadvantaged	19.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	17.92	0.00

2022-23 School Safety Plan

The Safe School Ambassador program is an “inside out” program that allows the adults on campus to understand the workings of the students in their social groups. This program has given the school advance notice on issues that might otherwise have resulted in violence. With the start of the Student Support Center (SSC), our increased focus on Positive Behavior Intervention Systems is helping to recognize students for their excellent behavior and contributions to Murray. The SSC is also shifting our focus of discipline to restorative practices that can help reintegrate students and improve behaviors. The Rachel's Challenge program brings kindness and respect to the campus as well. When fully staffed, we continue to have a 40-to-1 student-to-adult ratio for student supervision on the grounds. Our facilities are equipped with phones and intercoms, and staff who are in remote locations have radios for immediate contact. We have a closed campus and require all guests to register with the office and wear a badge.

We approve our safety plan annually in the School Site Council (SSC) meeting in December each school year and hold regular fire, lock-down, and earthquake drills. We continued to update our safety plan and the District COVID Safety Plan. These documents are updated regularly with new guidance from Sierra Sands Unified School District, Kern County Department of Public Health, California Department of Public Health, and local community feedback. Our safety team meets once a month to discuss current safety concerns and plans as well as bi-monthly district safety meetings.

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	25	4	11	4
Mathematics	24	5	13	2
Science	26	3	11	4
Social Science	26	3	12	3

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	25	4	12	3
Mathematics	25	4	13	2
Science	31	3		12
Social Science	29	3	3	10

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	23	6	13	2
Mathematics	21	10	10	3
Science	24	6	9	5
Social Science	25	5	9	5

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	234.33

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)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

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	5037.90	75.71	4962.19	57711.65
District	N/A	N/A	4412.83	\$69,611
Percent Difference - School Site and District	N/A	N/A	11.7	-18.7
State	N/A	N/A	\$6,594	\$79,175
Percent Difference - School Site and State	N/A	N/A	-28.2	-31.4

2021-22 Types of Services Funded

Donations from parents and the community helped the music program and after school sports programs. The district's Local Control Accountability Plan (LCAP) funds two full time counselors at Murray. They continue to provide Tier One (whole school/classroom based) services as well as Tier 2 (small group) and Tier 3 (individual) services. Murray continues to use its subscription to PBIS rewards, and many of the tangible rewards are also supplied by donation or through the PTSO. Lastly, the district's LCAP funds \$5,000 towards supplemental academic intervention and support regularly after school.

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	\$44,278	\$48,503
Mid-Range Teacher Salary	\$72,191	\$74,912
Highest Teacher Salary	\$101,241	\$100,321
Average Principal Salary (Elementary)	\$110,607	\$122,160
Average Principal Salary (Middle)	\$111,408	\$127,632
Average Principal Salary (High)	\$130,970	\$137,578
Superintendent Salary	\$171,000	\$198,665
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development in the 2020-21 school year, 3 days (or 18 hours based on 6 hours/day) in the 2021-22 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after-school workshops.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	3	3