

Murray Middle School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

2023-24 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	Angela Maestas
Email Address	amaestas@ssusd.org
School Website	murray.ssusd.org
County-District-School (CDS) Code	15-73742-6009310

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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 Capturing Kids Hearts strategies, PBIS rewards, Second Step lessons, fun spirit days, and lunchtime activities to support 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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	238
Grade 7	231
Grade 8	221
Total Enrollment	690

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1%
Male	50.7%
American Indian or Alaska Native	1%
Asian	2.9%
Black or African American	5.8%
Filipino	1.3%
Hispanic or Latino	33.8%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	3.6%
White	50.9%
English Learners	7.4%
Foster Youth	1.3%
Homeless	3.9%
Socioeconomically Disadvantaged	48%
Students with Disabilities	14.5%

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

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)	17.40	56.80	154.60	65.35	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	3.25	6.80	2.89	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	7.90	25.86	35.20	14.87	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.40	1.46	12.30	5.20	11953.10	4.28
Unknown	3.80	12.62	27.60	11.68	15831.90	5.67
Total Teaching Positions	30.70	100.00	236.60	100.00	279044.80	100.00

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

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.60	4.40
Misassignments	2.00	3.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.60	7.90

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.60	0.00
Local Assignment Options	1.40	0.40
Total Out-of-Field Teachers	3.00	0.40

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9.9	18
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	22.2	0

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

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

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

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 2023

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

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

January 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	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. Carpet stains. Classroom 18: Tackable wall torn/marker marks. Carving in exterior door. Carpet stains. Classroom 22: Holes in wall/torn tackable. Classroom 32: Torn tackable wall. Classroom 33: Torn tackable wall. Classroom 40 Carpet stains. Classroom 41: Carpet stains. Classroom 45:Torn tackable wall. Classroom 53 Stains all over carpet, carpet planned to be removed over summer. Classroom 54: Carpet stains. Classroom 55: Carpet stained. Cafeteria: Ceiling tiles need to be set back in place.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Classroom 53 carpet has stains.
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.

School Facility Conditions and Planned Improvements

External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds (Back of campus): Large cracks in asphalt.
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Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	31	41	39	47	46
Mathematics (grades 3-8 and 11)	24	19	25	25	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	671	636	94.78	5.22	30.66
Female	332	311	93.67	6.33	33.76
Male	338	324	95.86	4.14	27.47
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	68.42
Black or African American	43	37	86.05	13.95	16.22
Filipino	--	--	--	--	--
Hispanic or Latino	227	211	92.95	7.05	17.06
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	28	27	96.43	3.57	37.04
White	334	323	96.71	3.29	38.70
English Learners	47	44	93.62	6.38	2.27
Foster Youth	--	--	--	--	--
Homeless	23	20	86.96	13.04	15.00
Military	23	22	95.65	4.35	72.73
Socioeconomically Disadvantaged	367	342	93.19	6.81	20.47
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	87	88.78	11.22	9.20

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	672	649	96.58	3.42	19.41
Female	333	320	96.10	3.90	17.50
Male	338	328	97.04	2.96	21.34
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	47.37
Black or African American	43	38	88.37	11.63	7.89
Filipino	--	--	--	--	--
Hispanic or Latino	227	217	95.59	4.41	9.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	29	28	96.55	3.45	32.14
White	334	327	97.90	2.10	24.77
English Learners	47	47	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	23	22	95.65	4.35	0.00
Military	23	23	100.00	0.00	34.78
Socioeconomically Disadvantaged	368	351	95.38	4.62	8.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	98	90	91.84	8.16	6.67

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	26.18	20.49	25.40	28.48	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	217	208	95.85	4.15	20.19
Female	117	112	95.73	4.27	16.96
Male	99	95	95.96	4.04	23.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	10	90.91	9.09	--
Filipino	--	--	--	--	--
Hispanic or Latino	78	73	93.59	6.41	4.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	109	106	97.25	2.75	25.47
English Learners	16	16	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	117	111	94.87	5.13	9.01
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	30	93.75	6.25	6.67

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	85%	85%	87%	85%	85%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

PTSO 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 PTSO, 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, Angela Maestas, who can be reached in the school office at 760-499-1820.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	749	731	198	27.1
Female	368	360	101	28.1
Male	380	370	97	26.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	9	8	2	25.0
Asian	20	20	1	5.0
Black or African American	47	44	16	36.4
Filipino	9	9	2	22.2
Hispanic or Latino	251	245	71	29.0
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	31	30	11	36.7
White	376	369	95	25.7
English Learners	57	56	12	21.4
Foster Youth	11	11	4	36.4
Homeless	39	35	20	57.1
Socioeconomically Disadvantaged	438	422	152	36.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	117	111	34	30.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.26	15.04	14.15	0.17	8.47	8.80	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.02	0.02	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	14.15	0
Female	8.7	0
Male	19.47	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	5	0
Black or African American	23.4	0
Filipino	0	0
Hispanic or Latino	13.55	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12.9	0
White	13.83	0
English Learners	12.28	0
Foster Youth	18.18	0
Homeless	28.21	0
Socioeconomically Disadvantaged	19.63	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	19.66	0

2023-24 School Safety Plan

With the implementation 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 on 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. In addition, the district implemented Centegix for site and district safety protocols.

We approve our safety plan annually in the School Site Council (SSC) meeting in January each school year and hold regular fire, lock-down, and earthquake drills. Our safety team meets once a month to discuss current safety concerns and plans as well as bi-monthly district safety meetings.

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

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	22	7	12	1
Mathematics	24	5	12	2
Science	26	3	10	4
Social Science	26	3	11	3

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	230

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

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

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5883.52	13.77	5869.75	66103.64
District	N/A	N/A	6715.45	\$70,139
Percent Difference - School Site and District	N/A	N/A	-13.4	-5.9
State	N/A	N/A	\$7,607	\$81,984
Percent Difference - School Site and State	N/A	N/A	-25.8	-21.4

Fiscal Year 2022-23 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 after school academic intervention.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,118	\$50,875
Mid-Range Teacher Salary	\$73,562	\$79,761
Highest Teacher Salary	\$103,106	\$103,045
Average Principal Salary (Elementary)	\$115,381	\$128,154
Average Principal Salary (Middle)	\$113,428	\$131,774
Average Principal Salary (High)	\$133,450	\$142,676
Superintendent Salary	\$175,000	\$211,462
Percent of Budget for Teacher Salaries	27.4%	30.11%
Percent of Budget for Administrative Salaries	4.86%	5.49%

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 2021-22 school year, 3 days (or 18 hours based on 6 hours/day) in the 2022-23 school year, and 3 days (or 18 hours based on 6 hours/day) in the 2023-24 school year. The primary/major areas of focus for professional development include but are not limited to: social emotional learning programs such as Capturing Kids Hearts, 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3