

Murray Middle School

921 East Inyokern Road • Ridgecrest CA, 93555 • (760) 499-1820 • Grades 6-8

Kirsti Smith, Principal

ksmith@ssusd.org

2013-14 School Accountability Report Card Published During the 2014-15 School Year

Sierra Sands Unified School District

113 Felspar
Ridgecrest CA, 93555
(760) 499-1600
ssusdschools.org

District Governing Board

William Farris, President

Amy Castillo Covert, Member

Timothy Johnson, Member

Kurt Rockwell, Member

Michael Scott, Vice President

District Administration

Ernest Bell
Superintendent

Christina Giraldo
**Assistant Superintendent, Business
Services**

Shirley Kennedy
**Assistant Superintendent, Curriculum
and Instruction**

Elaine Littleton
Executive Director of SELPA

David Ostash
**Assistant Superintendent of Human
Resources**

Principal's Message

Murray Middle School is focused on student learning, a bully-free environment, and helping students transition successfully from elementary school to high school. The Murray teachers and staff are committed to enriching student knowledge and experiences. They demonstrate this with their dedication to clubs, competitions, athletics and collaboration to bring students the best instruction possible for their success in learning. Murray Middle School is an exemplary school because we include every child in every experience and customize the educational offerings to meet the needs of our diverse population.

This year our goal was to link our students' learning to their everyday life, making their education relevant while creating a kind atmosphere using Rachel's Challenge Club and curriculum throughout the school. We infused an intervention and enrichment program into the school schedule, which allowed students who did not master the California Content Standards to take an extra half hour during the school day to receive intense instruction in their area of greatest need. Students who had mastered the standards received instruction in areas related to their interests but tied to the standards in the various curricular areas. The goal was to help all students' master proficiency in the standards.

The fifth year of 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 a rigorous level of instruction required for successful mastery of the California Content Standards, which includes offering college preparatory algebra, honors English, laboratory science, and History Alive. We provide our students with a safe place to learn as supported by the Rachel's Challenge Club. We use a mass phone and email message system weekly to inform our families of the upcoming events and any important news students and families need to help students be academically and socially successful.

Teachers use a benchmark assessments program for all subject areas. The curriculum office continued to facilitate collaboration, allowing teachers to meet and analyze the data collected from the assessments. Our ongoing Safe School Ambassadors program helps students identify bullying behaviors and determine how to avoid or get out of difficult situations. A quarterly newsletter, weekly student bulletin, and the school Web site are important modes of communication for our school community.

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

Kirsti Smith, PRINCIPAL

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school at (760) 499-1820.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Gr. 6	189
Gr. 7	201
Gr. 8	200
Total	590

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.8
American Indian or Alaska Native	1.9
Asian	3.2
Filipino	3.4
Hispanic or Latino	23.6
Native Hawaiian/Pacific Islander	1.0
White	60.0
Two or More Races	0.2
Socioeconomically Disadvantaged	54.2
English Learners	5.9
Students with Disabilities	12.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Murray Middle School	12-13	13-14	14-15
Fully Credentialed	29	25	24
Without Full Credential	1	2	3
Teaching Outside Subject Area of Competence	5	3	4
Sierra Sands Unified School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	202
Without Full Credential	◆	◆	10
Teaching Outside Subject Area of Competence	◆	◆	

Teacher Misassignments and Vacant Teacher Positions at this School			
Murray Middle School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.10	4.90
Districtwide		
All Schools	90.54	9.46
High-Poverty Schools	91.24	8.76
Low-Poverty Schools	89.58	10.42

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

We choose our 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.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Glencoe: Literature Course 1 (2010) Adopted in 2012 Holt: Literature and Language Arts (2010) Adopted in 2012
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Go Math! Houghton Mifflin Harcourt Adopted in 2014 California Alg. 1: Concepts, Skills, & Problem Solving (2008) Adopted in 2008
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Concepts and Challenges/Science (2003) Adopted in 2007 Holt California Science (2007) Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	History Alive! The Ancient World (2006) Adopted in 2006 History Alive! The Medieval World and Beyond (2006) Adopted in 2006 History Alive! The United States Through Industrialism (2006) Adopted in 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

Buildings

We are located on an older campus, and our buildings require some repair each year. We have done much work over the years to improve them; recently we completed an extensive awning installation project and repaired electrical, air conditioning, and phone systems. On campus pride days we have planted new plants and installed new benches funded by donations from the community and the PTO.

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 2013–2014, we added 165 books to our library. Our circulation rate was over 20,500 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.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 11-06-14

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[]	[]	
Interior: Interior Surfaces	[X]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[]	[]	
Electrical: Electrical	[X]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[]	[]	

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11-06-14

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]		
Structural: Structural Damage, Roofs	[X]	[]	[]		Four classrooms, the Library, Faculty Lounge and the Office experienced leaks this school year. All leaks have been identified and work orders have been submitted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]		The basketball courts have cracks in the asphalt. Work orders have been submitted for repair.
Overall Rating	Exemplary	Good	Fair	Poor	Our school is in good repair, according to the criteria established by the Office of Public School Construction. Our deficiencies are minor ones resulting from common wear and tear, and there are few of them. We scored between 90 and 99 percent on the 15 categories of our evaluation.
	[]	[X]	[]	[]	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	83	83	71	69	68	66	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown 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.

STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	54	60	61	54	59	59	54	56	55
Math	49	53	54	52	53	54	49	50	50
HSS	61	65	61	48	54	56	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	5	6	7
Similar Schools	2	5	9

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	18.1	23.8	43.0

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	66
All Student at the School	71
Male	73
Female	68
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	57
Native Hawaiian/Pacific Islander	
White	73
Two or More Races	
Socioeconomically Disadvantaged	56
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	-11	29	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	-17	35	-7
Native Hawaiian/Pacific Islander			
White	-21	28	13
Two or More Races			
Socioeconomically Disadvantaged	-15	47	7
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

We have an excellent PTO that works diligently to recruit volunteers. We had over 240 volunteers in 2013. The parents and the community help at Murray on a regular basis. Our PTO has helped us plant trees; build structures; paint school buildings; and raise funds for our student planners, assemblies, student rewards, and individual programs such as the music program. Parents are a major factor in all field trips as coordinators and chaperons. We need Spanish, Chinese, Arabic, and Vietnamese translators at many school meetings.

The engineers on the Navy base bring demonstrations, lectures, and science fair assistance to the students throughout the school year. Our SSC includes parents, students, and staff and is a very important decision making body. The parents on the ELAC are instrumental in developing the English as a Second Language plan. We work with parents of GATE students to create enrichment activities for the students.

The contact person for parent involvement is our principal, Kirsti Smith, and she can be reached in the school office.

State Priority: School Climate

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

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

School Safety Plan

The Safe School Ambassador program is an "insideout" 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. 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. Last year there were no crimes against property.

We revised our safety plan in the fall of 2013 and hold regular fire, lockdown, and earthquake drills. We publicize the procedures for all emergency drills and evacuation four times a year. Students are trained on the various safety procedures once a month throughout the school year. We train staff on proper emergency procedures four times a year.

After each of the drills we have a meeting with the safety team to debrief and to revise any areas that need to be changed. The front office personnel are instrumental in creating a very organized and functional plan for evacuation to an off-campus site. This evacuation drill occurs once a year and has strong parental support.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	9.7	17.9	16.8
Expulsions Rate	0.5	0.9	0.8
District	11-12	12-13	13-14
Suspensions Rate	9.3	8.8	7.7
Expulsions Rate	0.2	0.5	0.2
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

D. Other SARC Information

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

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		3
Percent of Schools Currently in Program Improvement		42.9

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Gr. 6		20	19		29	27		27	24		7	9
English	24	22	22	4	5	5	11	13	12	0		1
Math	27.4	23	23	4	8	6	6	4	9	3	5	2
Science	25	24	25	2	4	2	13	12	14	0		
SS	28.3	26	29	2	4	2	9	4	7	2	7	5

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist	1.6
Other	
Average Number of Students per Staff Member	
Academic Counselor	600

* 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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$34,782	\$38,920
Mid-Range Teacher Salary	\$56,710	\$59,803
Highest Teacher Salary	\$76,832	\$78,096
Average Principal Salary (ES)	\$93,365	\$95,836
Average Principal Salary (MS)	\$95,932	\$99,849
Average Principal Salary (HS)	\$105,597	\$107,599
Superintendent Salary	\$142,368	\$151,912
Percent of District Budget		
Teacher Salaries	34	37
Administrative Salaries	5	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5694	978	4716	58353
District	♦	♦	4566	\$59,464
State	♦	♦	\$4,690	\$63,037
Percent Difference: School Site/District			3.3	-2.2
Percent Difference: School Site/ State			-14.8	-7.6

Types of Services Funded at Murray Middle School

Our cookie dough and See's Candy fund-raisers earned over \$5,000 for assemblies, field trips, and supplies. We also used the funds raised to purchase a daily planner for each student and to finance special functions such as the Halloween Dance. Donations from parents helped the music program and after school sports programs and added supplies to the science stock room. The SSC and ELAC provide funding for staff development.

Professional Development provided for Teachers at Murray Middle School

Staff members were trained in the Strategies for English Language Learning And Reading, and many were also trained in Comprehensive Early Literary Learning or Extended Language Learning techniques. English 3D is also an adopted curriculum for which teachers have been trained. These staff members then trained the rest of the staff. We offer training seminars throughout the year to our staff and faculty. English language development is a focus, and staff are being trained in a variety of strategies to help English Learners master the standards. Each month teachers meet in grade-level groups after school to review student work, plan instruction, and review teaching strategies. Once a month staff meet in subject specific groups to align curriculum and develop teaching strategies to help all students succeed. In addition, we provide staff with three staff development days that are coordinated with the district and aligned with district goals.