

Murray Middle School

200 E. Drummond Ave • Ridgecrest CA, 93555 • (760) 499-1820 • Grades 6-8

Kirsti Smith, Principal

ksmith@ssusd.org

www.murray.ssusd.org

2017-18 School Accountability Report Card Published During the 2018-19 School Year

Sierra Sands Unified School District

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

District Governing Board

Kurt Rockwell, President
Michael Scott, Vice President
Amy Castillo Covert, Member
William Farris, Member
Timothy Johnson, Member

District Administration

Ernest M. Bell, Jr.
Superintendent
David Ostash
**Assistant Superintendent, Human
Resources**
Pamela Smith
**Assistant Superintendent, Business
Services**
Michelle Savko
**Assistant Superintendent,
Curriculum and Instruction**
Elaine Littleton
Executive Director of SELPA

Principal's Message

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 project based learning, 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 is to create a positive learning environment where every person on campus demonstrates PRIDE (Personal Responsibility and Integrity in Daily Effort), Engaging students in their education and making their education relevant is also a priority. We are concentrating on creating a kind atmosphere using Rachel's Challenge Club and its curriculum throughout the school. We have a new 35 minute advisory class in our school schedule, which allows students a social Emotional component to the daily education as well as tutorial, organization, class pride and school spirit. Our goal is to engage students in relevant curriculum to allow the best opportunities for success.

The ninth 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 Common Core 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, text 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 continues 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

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, 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 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	224
Grade 7	219
Grade 8	227
Total Enrollment	670

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.1
American Indian or Alaska Native	2.1
Asian	3.9
Filipino	1.0
Hispanic or Latino	24.5
Native Hawaiian or Pacific Islander	0.7
White	60.4
Socioeconomically Disadvantaged	57.8
English Learners	3.7
Students with Disabilities	13.6
Foster Youth	0.7

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

Teacher Credentials			
Murray Middle School	16-17	17-18	18-19
With Full Credential	24	26	25
Without Full Credential	6	5	5
Teaching Outside Subject Area of Competence	5	7	7
Sierra Sands Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	204
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Murray Middle School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	My Perspectives, Pearson Adopted in 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Go Math! Houghton Mifflin -2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Concepts and Challenges/Science (2003) Adopted in 2007 Holt California Science (2007) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	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 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	Ven conmigo! Level 1 Adopted in 2004 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	No apparent problems.
Interior: Interior Surfaces	Good	No apparent problems.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems.
Electrical: Electrical	Good	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems.
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems.
Structural: Structural Damage, Roofs	Good	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems.
Overall Rating	Exemplary	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.

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, which 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); and
- 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	54.0	47.0	50.0	48.0	48.0	50.0
Math	40.0	36.0	33.0	32.0	37.0	38.0

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	15.8	20.4	37.1

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	663	656	98.94	47.10
Male	348	346	99.43	40.75
Female	315	310	98.41	54.19
Black or African American	30	29	96.67	24.14
American Indian or Alaska Native	14	14	100.00	35.71
Asian	26	26	100.00	80.77
Filipino	--	--	--	--
Hispanic or Latino	166	165	99.40	40.61
Native Hawaiian or Pacific Islander	--	--	--	--
White	404	399	98.76	49.37
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	389	386	99.23	36.79
English Learners	65	65	100.00	29.23
Students with Disabilities	82	80	97.56	8.75
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	663	655	98.79	35.83
Male	348	345	99.14	34.69
Female	315	310	98.41	37.1
Black or African American	30	29	96.67	6.9
American Indian or Alaska Native	14	14	100	21.43
Asian	26	26	100	76.92
Filipino	--	--	--	--
Hispanic or Latino	166	165	99.4	26.06
Native Hawaiian or Pacific Islander	--	--	--	--
White	404	398	98.51	38.89
Two or More Races	12	12	100	58.33
Socioeconomically Disadvantaged	389	385	98.97	26.11
English Learners	65	65	100	21.54
Students with Disabilities	81	79	97.53	7.79
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

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

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

We have an active, energetic PTO that works diligently to recruit volunteers. We had over 250 volunteers in 2017-2018. The parents and the community help at Murray on a regular basis. Our PTO has helped us plant trees; build structures; paint school buildings; perpetuate our Cross Country program and chess program 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, Arabic, and Russian 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 State priority: School Climate (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 “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. Our focus on Positive Behavior Intervention Systems is helping to recognize students for their excellent behavior and contributions to Murray. The Rachel's Challenge program brings kindness and respect to the campus as well. 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 2018-2019 and hold regular fire, lock-down, 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	2015-16	2016-17	2017-18
Suspensions Rate	13.3	6.4	12.4
Expulsions Rate	0.2	0.0	0.4
District	2015-16	2016-17	2017-18
Suspensions Rate	5.9	5.8	6.6
Expulsions Rate	0.3	0.2	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

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)	1.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	2.0
Other	9.00
Average Number of Students per Staff Member	
Academic Counselor	650

* 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.

Average Class Size and Class Size Distribution (Secondary)

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	22.0	25.0	23.0	6	4	5	12	14	12			2
Mathematics	5.0	6.0	23.0	4	4	5			12			2
Science	24.0	26.0	25.0	4	3	4	13	13	11		1	3
Social Science	27.0	26.0	26.0	4	3	4	4	9	8	7	5	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.

Professional Development provided for Teachers

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2016-17, 2017-18, and 2018-19 school years. 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, and data analysis of student performance. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based up on department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual work day, individual instructional coaching, and after school workshops.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,301	\$45,681
Mid-Range Teacher Salary	\$64,076	\$70,601
Highest Teacher Salary	\$87,196	\$89,337
Average Principal Salary (ES)	\$100,910	\$110,053
Average Principal Salary (MS)	\$105,610	\$115,224
Average Principal Salary (HS)	\$117,016	\$124,876
Superintendent Salary	\$158,000	\$182,466
Percent of District Budget		
Teacher Salaries	32.0	33.0
Administrative Salaries	5.0	6.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6291.93	816.31	5475.61	65751.09
District	◆	◆	5632.22	\$64,523
State	◆	◆	\$7,125	\$71,392
Percent Difference: School Site/District			-2.8	1.9
Percent Difference: School Site/ State			-71.3	-8.2

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

Our Jerky fund-raisers earned over \$4,00 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. We have no supplementary accounts for additional funding.

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).

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.