

# Clifford D. Murray Elementary School

## 2023-2024 School Accountability Report Card

(Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Clifford D. Murray Elementary School
<b>Street</b>	505 East Renwick Rd.
<b>City, State, Zip</b>	Azusa, CA 91702
<b>Phone Number</b>	(626) 633-8700
<b>Principal</b>	Adrian Acosta
<b>Email Address</b>	aacosta2@azusa.org
<b>School Website</b>	<a href="http://murray.azusa.org/">http://murray.azusa.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	19642796011241

### 2024-25 District Contact Information

<b>District Name</b>	Azusa Unified School District
<b>Phone Number</b>	(626) 967-6211
<b>Superintendent</b>	Arturo Ortega
<b>Email Address</b>	aortega@azusa.org
<b>District Website</b>	www.azusa.org

### 2024-25 School Description and Mission Statement

Murray Elementary School is one of seven elementary schools within the Azusa Unified School District (AUSD). We are a Preschool-5th Grade Elementary School that serves approximately 425 students. In 2018, we were recognized as a California Gold Ribbon School, reflecting our exemplary effort to ensure all students are prepared for 21st-century college or careers. We believe that Murray Elementary School exists to provide an effective educational program and offer all students opportunities to develop their full potential, enabling them to become contributing citizens in our ever-changing society. Murray Elementary School has a strong academic foundation, an actively involved parent community, a professionally skilled and personally committed faculty, and a motivated student body striving to perform well. At Murray Elementary School, we hold high

## 2024-25 School Description and Mission Statement

expectations for every student every day.

Our school has a strong instructional leadership team, which includes the principal, resource teacher, community schools team, success coach, classroom teachers, classified staff, school school worker, school psychologist, and parents/guardians. Teachers and instructional aides continuously receive staff development training in methods and strategies to assist them in meeting the instructional needs of our students. Murray Elementary School's discipline policy and dress code are key factors in providing students with a positive learning environment. Our school staff recognizes the importance of parents and we see them as "partners" in their child's education.

Every classroom is equipped with computers and internet access. All of our classrooms, TK through fifth grade, have a chrome cart with chromebooks for each student. In addition, we ensure that all students have access to a chromebook at home. Every student has access to our school library, which has a collection of over 15,000 books. To meet students' unique needs, our teachers and instructional aides collaborate daily to plan and provide intervention programs for every student who is not at grade level and enrichment programs for every student above grade level. Students also have access to a full-time success coach during the day. They also benefit from programs such as Gifted and Talented Education, College Headed and Mighty Proud, Sobrato Early Academic Language, What I Need intervention time, and California Common Core-aligned curriculum. At our school site, you will always find collaboration between our staff, students, and parents to fulfill our school vision: "To Provide Every Student With the Best Education Every Day." We are also dedicated to living out our mission: "To strive to meet the academic and specialized needs of students by respecting their differences and abilities, enabling them to become lifelong learners."

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	85
Grade 1	67
Grade 2	58
Grade 3	64
Grade 4	49
Grade 5	63
<b>Total Enrollment</b>	<b>386</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.1
Male	54.9
Asian	2.6
Black or African American	0.3
Filipino	0.8
Hispanic or Latino	93.8
Two or More Races	0.5
White	1.3
English Learners	45.6
Foster Youth	1.6
Homeless	12.4
Socioeconomically Disadvantaged	91.2
Students with Disabilities	13.7

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.10	95.48	317.20	91.70	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	1.70	0.51	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	4.50	1.30	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	11.10	3.23	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	1.00	4.52	11.20	3.25	18854.30	6.86
<b>Total Teaching Positions</b>	22.10	100.00	346.00	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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	17.20	87.90	309.50	89.02	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.40	1.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.30	1.79	5.00	1.44	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.20	1.38	17.40	5.03	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	1.70	8.94	12.10	3.50	15831.90	5.67
<b>Total Teaching Positions</b>	19.50	100.00	347.70	100.00	279044.80	100.00

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

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.10	88.95	282.00	88.26	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.50	1.10	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	6.70	2.11	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	12.60	3.96	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.00	11.05	14.50	4.57	14303.80	5.15
<b>Total Teaching Positions</b>	18.10	100.00	319.50	100.00	277698	100

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

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

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.30	0
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.30	0

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.20	0
<b>Total Out-of-Field Teachers</b>	0.00	0.20	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	8.6	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: October 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill - CA Wonders (2017)	Yes	0
<b>Mathematics</b>	McGraw Hill - Everyday Math 4 (2015)	Yes	0
<b>Science</b>	Carolina Biological Science (2019)	Yes	0
<b>History-Social Science</b>	Studies Weekly - CA Social Studies (2022)	Yes	0

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

## School Facility Conditions and Planned Improvements

The District ensures that all schools are clean, safe, and functional. For accountability, the District uses a facility survey instrument developed by the State of California and internal instruments aligned to the state tool. The results of this survey are available at the District's Maintenance, Operations, and Transportation office.

Murray Elementary School was built in 1961. The school sits on 10 acres and was modernized in 2005. Facilities span 452,501 square feet and include a multipurpose room, library, cafeteria, 22 permanent classrooms, 13 portable classrooms, playground, and an innovation lab. The facility strongly supports teaching and learning opportunities through its ample classrooms, playground space, and staff resource room.

The District administers a scheduled maintenance program to ensure that school grounds and facilities remain in excellent repair. A work order process is in place to address issues requiring immediate attention. Emergency repairs are prioritized, and repair requests are completed efficiently and in the order they are received. Areas of need identified during facilities inspections are addressed through a collaborative planning process involving school leadership and the District's MOT department.

Murray Elementary School provides a safe and clean environment for students, staff, and volunteers before, during, and after school. Three custodians work during the day and in the evenings to ensure that classrooms, restrooms, and campus grounds are kept clean and safe. The District's scheduled maintenance program ensures that classrooms and facilities are maintained to a standard that supports a suitable learning environment.

Year and month of the most recent FIT report

06-19-24

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	30	20	36	33	46	47
<b>Mathematics</b> (grades 3-8 and 11)	27	18	22	22	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	182	172	94.51	5.49	20.35
<b>Female</b>	84	77	91.67	8.33	19.48
<b>Male</b>	98	95	96.94	3.06	21.05
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	174	165	94.83	5.17	20.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	78	68	87.18	12.82	7.35
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	21	80.77	19.23	4.76
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	172	165	95.93	4.07	20.61
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	6.67

## 2023-24 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	182	181	99.45	0.55	17.68
<b>Female</b>	84	83	98.81	1.19	10.84
<b>Male</b>	98	98	100.00	0.00	23.47
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	174	173	99.43	0.57	17.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	78	77	98.72	1.28	7.79
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	26	25	96.15	3.85	12.00
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	172	171	99.42	0.58	17.54
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100.00	0.00	26.67

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

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

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	14.81	14.06	16.88	20.29	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	64	64	100.00	0.00	14.06
<b>Female</b>	22	22	100.00	0.00	18.18
<b>Male</b>	42	42	100.00	0.00	11.90
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	64	64	100.00	0.00	14.06
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0
<b>English Learners</b>	28	28	100.00	0.00	3.57
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	60	60	100.00	0.00	13.33
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2023-24 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A

## C. Engagement

### State Priority: Parental Involvement

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

#### 2024-25 Opportunities for Parental Involvement

Murray Elementary School's home/school connection is supported by the school Community Liaison. Information and programs are communicated in both English and Spanish through the school handbook, website, flyers, ParentSquare telephone messages, social media, and the school's marquee. Murray Elementary School engages parents in parent/teacher conferences once a year. Parents also receive Academic Progress Reports and standards-based Progress Reports three times a year in English/Spanish.

Parents are invited to attend virtual and in-person Back to School Night, Open House, winter performances, awards assemblies, parent education classes, family game nights, Halloween parades, Trunk or Treat, monthly informal principal/parent meetings, and workshops. In addition, parents of English learner students are invited to attend English Language Advisory Committee (ELAC) meetings. Parents attend School Site Council (SSC) meetings where topics such as parent involvement policies, the safety plan, school compact, testing data, budget, and Single Plan for Student Achievement (SPSA) are presented and developed. Parents are given an opportunity to be involved in the decision-making process for programs implemented at the site through our ELAC and SSC advisory committees. Parents are invited to volunteer in classrooms, parent center, and other learning spaces. Through our Community Schools Program, Murray Elementary School is involved with several community partnerships, including Azusa Pacific University, the Azusa Fire and Police departments, the Azusa City Library Bookmobile, and the Azusa Rotary.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	411	104	25.3
Female	194	186	50	26.9
Male	233	225	54	24.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	401	387	98	25.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	203	194	49	25.3
Foster Youth	--	--	--	--
Homeless	59	56	19	33.9
Socioeconomically Disadvantaged	401	388	98	25.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	62	25	40.3

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

### C. Engagement

#### State Priority: School Climate

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

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

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.56	5.61	0.23	3.17	5.25	4.37	3.17	3.60	3.28
Expulsions	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.23	0.00
Female	0.00	0.00
Male	0.43	0.00
Non-Binary		
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.25	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

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

## 2024-25 School Safety Plan

The safety of students and staff is Murray Elementary School's primary concern. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, lockdown, and disaster drills are conducted on a monthly basis throughout the school year. Twice a year, the school practices a complete earthquake drill, which includes an entire school evacuation. A storage bin located at the school contains food, water, and other supplies for use during a disaster. All visitors must sign in at the front office, wear identification tags while on the school grounds, and sign out upon departure. Teachers are on duty before school and during recess. Noon aides monitor the campus before school, during lunch, and after school dismissal to ensure the safety of all students. Teachers, staff, and administrators are trained and practice lockdown procedures to secure the entire campus. Additionally, staff is trained in active shooter procedures to respond to an active shooter situation.

A Comprehensive School Safety Plan was developed by the Safe Schools Committee to comply with Senate Bill 187. The plan provides students and staff with a framework to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include monthly facility safety inspections, child abuse reporting procedures, teacher notification procedures for dangerous pupils, disaster response procedures, procedures for safe entry to and exit from school, a sexual harassment policy, suspension and expulsion policies, a dress code, and discipline policies. The Safe Schools Committee evaluates and updates the plan annually, as needed. The School Site Council approved this plan on December 10, 2024.



## D. Other SARC Information Information Required in the SARC

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

### 2021-22 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	14	4	2	
1	14	1	1	
2	14	1	1	
3	17	1	2	
4	19	1		
5	18	1		1
6	47	1		2
Other	26	1	4	1

### 2022-23 Elementary 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 class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	2	
1	25		1	
2	17	1	2	
3	23		2	
4	32		1	
5	31		1	
6	70			2
Other	24	1	3	

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	2	
1	14	1	1	
2	22		2	
3	25		2	
4	33			
5	34			1
Other	25	1	3	

## 2023-24 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4

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

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$8,459	\$1,889	\$6,570	\$102,890
<b>District</b>	N/A	N/A	\$7,126	
<b>Percent Difference - School Site and District</b>	N/A	N/A	-8.1	11.5
<b>State</b>	N/A	N/A	\$10,771	\$94,694
<b>Percent Difference - School Site and State</b>	N/A	N/A	-48.5	8.3

## Fiscal Year 2023-24 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula, California provides base funding to support the achievement of all students, and supplemental and concentration funds are directed primarily toward English learners, low-income students, and foster youth. The District receives additional funding from federal categorical, special education, and support programs to support all students at all schools. In addition, the District receives grant funding from the state, federal, and other non-government sources.

Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Academic intervention and support (i.e., targeted Title I)
- Support for English learners and their families
- College preparation programs
- Educational technology assistance
- Regional Occupational Center and Programs (ROC/P) at high schools
- Career & Technical Education Pathways
- Special Education
- Home-to-School transportation
- Health and nutrition programs

In addition to District-supported supplemental programs, Murray Elementary School offers targeted academic tutoring to support students' needs beyond the school day, as well as access to supplemental programs such as i-Ready, Math Seeds, Words Their Way, and Reading Eggs.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>		\$58,855
<b>Mid-Range Teacher Salary</b>		\$92,519
<b>Highest Teacher Salary</b>		\$114,665
<b>Average Principal Salary (Elementary)</b>		\$142,791
<b>Average Principal Salary (Middle)</b>		\$151,078
<b>Average Principal Salary (High)</b>		\$167,094
<b>Superintendent Salary</b>		\$281,086
<b>Percent of Budget for Teacher Salaries</b>	29%	31%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

The District regularly holds professional development days, offering teachers a wide variety of professional learning opportunities in curriculum and instructional practices. These opportunities include grade-level and content-specific programming during full or partial days, as well as after-school sessions. Student achievement data continues to guide the selection of professional learning topics. Over the past five years, professional learning has primarily focused on supporting teachers in math, English Language Arts/English Language Development, history-social science, and science curricula, as well as content standards, frameworks, and the use of student data to enhance instructional practices. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment, and consultants or coaches specializing in content-area pedagogy. Training sessions are structured as job-embedded workshops and professional learning communities (PLCs), incorporating collaborative lesson planning, lesson study, classroom observations and coaching, and student work or data analysis. These opportunities provide strategies and pedagogies to ensure all students can access rigorous, grade-level standards. A particular emphasis is placed on supporting English learners' academic language and literacy development. From 2017 through 2024, all teachers participated in multiple days of systematic, District-wide professional learning focused on instructional strategies aligned with our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. This school year, additional focus has been placed on diversity, equity, and inclusion, grading practices, social-emotional learning, and the effective implementation of PLCs.

Murray Elementary School teachers and staff are dedicated to participating in professional learning communities that support data-driven, student-centered instruction and exemplify a continuous cycle of improvement. Murray Elementary School teachers are provided with various grade-level half-day and full-day professional development opportunities where they collaborate to learn new strategies for improving student learning. With purpose and passion, teachers and staff work to ensure that every student becomes a problem solver, critical thinker, effective communicator, and positive contributor to the community. Our ultimate goal is to prepare students to be on track for College and Career Readiness.

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

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	60	85	75