

Clifford D. Murray Elementary School

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Murray Elementary is one of seven elementary schools within the Azusa Unified School District. We are a Preschool-5th Grade Structured English Immersion Elementary School that serves approximately 450 students. In 2018, we were recognized as a California Gold Ribbon School, putting forth exemplary effort to ensure all students are ready for 21st-century college or careers. We believe that Murray Elementary exists to provide an effective educational program and to offer all students opportunities to develop their capabilities to the maximum of their potential so that they become contributing citizens in our changing society. Murray Elementary has a strong academic foundation, a parent community that is interested and actively involved, a faculty professionally skilled and personally committed to meeting the needs of students, and a student body motivated to perform well. At Murray Elementary, we hold high 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, 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 every one of our students in their classroom. Murray Elementary'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 has advanced computer and internet technology. 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 the unique needs of students, our teachers and instructional aides work together on a daily basis to plan and provide intervention programs for every student who is not at grade level and to provide enrichment programs for every student who is above grade level. Students also have access to a full-time success coach during the day. Our students also benefit from programs such as Gifted and Talented Education (GATE), College Headed and Mighty Proud (CHAMP), Sobrato Early Academic Language (SEAL), WIN (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 also work to live out our mission: "where we will strive to provide for the academic and specialized needs of students by respecting their differences and abilities to become lifelong learners."

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	65
Grade 2	70
Grade 3	45
Grade 4	64
Grade 5	54
Grade 6	77
Grade 7	2
Total Enrollment	464

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7%
Male	54.3%
Asian	2.6%
Filipino	0.2%
Hispanic or Latino	95.9%
White	0.6%
English Learners	44.8%
Foster Youth	0.6%
Homeless	5.8%
Socioeconomically Disadvantaged	91.8%
Students with Disabilities	12.5%

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

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

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.30

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

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.20
Total Out-of-Field Teachers	0.00	0.20

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

Class Assignments

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

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

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

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

Year and month in which the data were collected		November 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill - Wonders (2017)	Yes	0
Mathematics	McGraw Hill - Everyday Math 4 (2015)	Yes	0

Science	Carolina Biological Science (2019)	Yes	0
History-Social Science	Scott Foresman - History-Social Studies for California (2006)	Yes	0

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 & 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 includes a multipurpose room, library, cafeteria, 22 permanent classrooms, 13 portable classrooms, playground, one library, and one innovation lab. The facility strongly supports teaching and learning opportunities through its ample classroom, playground space, and staff resource room.

A scheduled maintenance program is administered by the District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. Areas of need identified in facilities inspections are addressed through a collaborative planning process developed by school leadership and the District's Maintenance Operations and Transportation department.

Murray Elementary School provides a safe, clean environment for students, staff, and volunteers before, during, and after school. During the day and in the evenings, three custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. The District administers a scheduled maintenance program to ensure that classrooms and facilities are maintained to a degree of adequacy that provides a suitable learning environment.

Year and month of the most recent FIT report	05-24-23
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	
Safety: Fire Safety, Hazardous Materials			X	
Structural: Structural Damage, Roofs	X			
External: 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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	34	30	37	36	47	46
Mathematics (grades 3-8 and 11)	26	27	23	22	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	241	97.18	2.82	30.29
Female	110	109	99.09	0.91	35.78
Male	138	132	95.65	4.35	25.76
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	235	228	97.02	2.98	29.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	101	93.52	6.48	12.87
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	30.77
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	222	99.11	0.89	28.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	15.79

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	248	100.00	0.00	27.02
Female	110	110	100.00	0.00	21.82
Male	138	138	100.00	0.00	31.16
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	235	235	100.00	0.00	26.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	108	108	100.00	0.00	14.81
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	23.08
Military	0	0	0	0	0
Socioeconomically Disadvantaged	224	224	100.00	0.00	28.13
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	19	100.00	0.00	26.32

CAASPP Test Results in Science for All Students

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	28.57	14.81	17.48	16.88	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	54	54	100.00	0.00	14.81
Female	22	22	100.00	0.00	13.64
Male	32	32	100.00	0.00	15.63
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	50	50	100.00	0.00	12.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	28	100.00	0.00	7.14
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	50	100.00	0.00	12.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2022-23 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98%	98%	98%	98%	98%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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, ParentSqaure 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, such as Transition to Middle School. In addition, parents of English learner students are invited to attend English Language Advisory Committee (ELAC) meetings. Parents are also invited to volunteer in classrooms and throughout the school. Additionally, parents attend School Site Council meetings where topics such as parent involvement policies, the safety plan, school compact, testing data, budget, and Single Plan for Student Achievement 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. Murray Elementary School, through our Community Schools Program, 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	499	492	166	33.7
Female	226	221	76	34.4
Male	273	271	90	33.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	13	13	3	23.1
Black or African American	0	0	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	473	466	159	34.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	0	0.0
White	6	6	3	50.0
English Learners	229	226	62	27.4
Foster Youth	7	7	0	0.0
Homeless	29	27	5	18.5
Socioeconomically Disadvantaged	450	445	148	33.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	64	63	33	52.4

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.56	5.61	0.03	3.17	5.25	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.01	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.61	0
Female	3.98	0
Male	6.96	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	15.38	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.07	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	7.86	0
Foster Youth	0	0
Homeless	10.34	0
Socioeconomically Disadvantaged	6.22	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	9.38	0

2023-24 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 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. Murray Elementary School has a closed campus. 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 in order to comply with Senate Bill 187 of 1997. The plan provides students and staff with a means to ensure a safe and orderly learning environment. Key elements of the Comprehensive School Safety Plan include the following: monthly facility safety inspections; child abuse reporting procedures; teacher notification of dangerous pupils procedures; disaster response procedures; procedures for safe entering to and exiting from school; sexual harassment policy; suspension and expulsion policies; dress code; and discipline policies. The Safe School Committee evaluates the plan annually and updates the plan, as needed. School Site Council approved this plan on November 8, 2023.

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.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	7	4		
2	14	2	3	
3	17	1	2	
4	13	2		1
5	18	2		2
6	18	2		1
Other	23	1	2	1

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	0
1	25	0	1	0
2	17	1	2	0
3	23	0	2	0
4	32	0	1	0
5	31	0	1	0
6	70	0	0	2
Other	24	1	3	0

2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,702	\$1,777	\$5,925	\$95,402
District	N/A	N/A	\$6,243	\$91,726
Percent Difference - School Site and District	N/A	N/A	-5.2	3.9
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-24.9	8.8

Fiscal Year 2022-23 Types of Services Funded

Azusa Unified School District receives funding from state and federal funding sources. Through the Local Control Funding Formula (LCFF) California provides Base funding to support the achievement of all students and Supplemental and Concentration funds directed primarily toward English learners, low-income, 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 the District-supported supplemental programs, Murray Elementary School provides targeted academic tutoring to support students' needs beyond the school day and access to supplemental programs such as i-Ready, Math Seeds, Words their Way, and Reading Eggs.

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$55,153	\$54,190
Mid-Range Teacher Salary	\$81,306	\$85,111
Highest Teacher Salary	\$104,620	\$104,999
Average Principal Salary (Elementary)	\$128,835	\$132,492
Average Principal Salary (Middle)	\$134,467	\$140,987
Average Principal Salary (High)	\$148,204	\$153,884
Superintendent Salary	\$242,440	\$255,503
Percent of Budget for Teacher Salaries	31.44%	32.09%
Percent of Budget for Administrative Salaries	4.7%	5.25%

Professional Development

The District regularly holds professional development days for teachers in a broad-based variety of professional learning opportunities in curriculum and instructional practice. Professional learning opportunities include grade-level and/or content-specific programming on full and partial days, as well as after-school opportunities. Student achievement data continues to be the determining factor in the selection of professional learning topics. The primary areas of focus for professional learning in the last five years have been in the area of supporting teachers as it relates to math, ELA/ELD, history-social science, and science curricula, content standards, frameworks, as well as the use of student data to improve instructional practice. Professional learning is developed and facilitated by District staff, Teachers on Special Assignment, as well as consultants and coaches who specialize in content-area pedagogy. Professional learning was structured in job-embedded workshops and professional learning communities, which include collaborative lesson planning, lesson study, classroom observations and coaching support, and student work/data analysis. Professional learning for all teachers includes strategies and pedagogy to support all learners' access to rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' academic language and literacy. Beginning in 2017 through 2023, all teachers participated in six days of systematic, District-wide professional learning with a focus on instructional strategies in support of our three student success drivers: academic discourse, collaborative practices, and cognitive rigor. An added focus this school year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

Murray Elementary School teachers and staff are committed to participating in professional learning communities that support data-driven, student-centered instruction and exemplify the idea of a continuous cycle of improvement. Murray teachers are provided with a variety of grade-level half-day and full-day professional development opportunities where they come together to learn new strategies on how they can best improve student learning. Teachers and staff work with a purpose and passion to ensure that each and every student will be a problem solver, critical thinker, effective communicator, and a positive contributor to the community. Our 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	40	60	85