

# Clifford D. Murray Elementary School

## 2021 School Accountability Report Card

### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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 [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 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>	Jeanette Flores
<b>Email Address</b>	jflores2@azusa.org
<b>School Website</b>	ausdcommunications@azusa.org
<b>County-District-School (CDS) Code</b>	19 64279 6011241

## 2021-22 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 Address</b>	www.azusa.org

## 2021-22 School Overview

Murray Elementary is one of eight elementary schools within the Azusa Unified School District. We are a Preschool-6th Grade Structured English Immersion Elementary School that serves 500 students. In 2018 we were recognized as a California Gold Ribbon School putting forth exemplary effort in ensuring all students are ready for 21st century college or careers. We believe that Murray 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 has a strong academic foundation, a parent community that is interested and is 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 we hold high expectations for every student every day.

Our school has a strong instructional leadership team which includes the principal, resource teacher, intervention teacher, classroom teachers, classified staff, and parents. The 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's discipline policy and dress code are key factors in providing students with a positive learning environment. Our school staff recognizes the importance of the 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 sixth grade have a chrome cart with enough Chromebooks for each student. In addition, we have ensured 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 student needs, all of 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 that is above grade level. Students also have access to a full time intervention teacher during the day. Our students also benefit from programs such as; GATE (Gifted and Talented Education), CHAMP (College Headed and Mighty Proud), SEAL (Sobrato Early Academic Language), and California Common Core aligned curriculum. At our school site you will always find a growing collaboration between our staff, students and parents to fulfill our school vision: "To Provide Every Student With the Best Education Every Day."

Mission: 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	89
Grade 1	50
Grade 2	71
Grade 3	66
Grade 4	78
Grade 5	80
Grade 6	71
Total Enrollment	505

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
Asian	1.6
Black or African American	0.4
Filipino	0.8
Hispanic or Latino	96.6
White	0.4
English Learners	39.4
Foster Youth	0.8
Homeless	21
Socioeconomically Disadvantaged	95.2
Students with Disabilities	10.3

## 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

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

## 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

## 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

<b>Year and month in which the data were collected</b>	December 2021
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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	Everyday Mathematics (2-15)	Yes	0
Science	Carolina Biological Science (2019)	Yes	0
History-Social Science	Scott Foresman - History-Social Studies for California (2006)	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

## School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, 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 provides a safe, clean environment for students, staff, and volunteers before, during, and after school. Built in 1961, with modernization's made in 2005, the school sits on 10 acres. Facilities span 452,501 square feet and includes a multipurpose room, library, cafeteria, 22 permanent classrooms, 13 portable classrooms, playground, one library, and one computer/innovation lab. The facility strongly supports teaching and learning through its ample classroom and playground space, and a staff resource room.

A scheduled maintenance program is administered by Azusa Unified School 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.

During the day and in the evenings, two custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe. Azusa Unified School 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**

02-28-21

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		

## School Facility Conditions and Planned Improvements

<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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A



## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	286	NT	NT	NT	NT
<b>Female</b>	134	NT	NT	NT	NT
<b>Male</b>	152	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	276	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	125	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	120	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	273	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	20	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	286	NT	NT	NT	NT
Female	134	NT	NT	NT	NT
Male	152	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	276	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	125	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	120	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	20	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

AUSD District Assessment Language Arts and Mathematics Student Groups	AUSD District Assessment Language Arts and Mathematics Total Enrollment	AUSD District Assessment Language Arts and Mathematics Number Tested	AUSD District Assessment Language Arts and Mathematics Percent Tested	AUSD District Assessment Language Arts and Mathematics Percent Not Tested	AUSD District Assessment Language Arts and Mathematics Percent At or Above Grade Level
All Students	295	268	91%	9%	16%

<b>Female</b>	138	129	93%	7%	20%
<b>Male</b>	157	139	89%	11%	12%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	286	261	91%	9%	16%
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	133	119	89%	11%	3%
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	121	109	90%	10%	13%
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	281	257	91%	9%	16%
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	26	23	88%	12%	4%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>AUSD District Assessment Language Arts and Mathematics Student Groups</b>	<b>AUSD District Assessment Language Arts and Mathematics Total Enrollment</b>	<b>AUSD District Assessment Language Arts and Mathematics Number Tested</b>	<b>AUSD District Assessment Language Arts and Mathematics Percent Tested</b>	<b>AUSD District Assessment Language Arts and Mathematics Percent Not Tested</b>	<b>AUSD District Assessment Language Arts and Mathematics Percent At or Above Grade Level</b>
<b>All Students</b>	295	261	88%	12%	18%
<b>Female</b>	138	125	91%	9%	17%
<b>Male</b>	157	136	87%	13%	20%
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A	N/A	N/A
<b>Hispanic or Latino</b>	286	254	89%	11%	18%
<b>Native Hawaiian or Pacific Islander</b>	N/A	N/A	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A	N/A	N/A

<b>White</b>	N/A	N/A	N/A	N/A	N/A
<b>English Learners</b>	133	112	84%	16%	5%
<b>Foster Youth</b>	N/A	N/A	N/A	N/A	N/A
<b>Homeless</b>	121	109	90%	10%	15%
<b>Military</b>	N/A	N/A	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	281	254	90%	10%	19%
<b>Students Receiving Migrant Education Services</b>	N/A	N/A	N/A	N/A	N/A
<b>Students with Disabilities</b>	26	22	85%	15%	9%

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

<b>Subject</b>	<b>School 2019-20</b>	<b>School 2020-21</b>	<b>District 2019-20</b>	<b>District 2020-21</b>	<b>State 2019-20</b>	<b>State 2020-21</b>
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	NT	NT	NT	NT
Female	40	NT	NT	NT	NT
Male	40	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	77	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	32	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	30	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

### 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.

## 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

#### 2021-22 Opportunities for Parental Involvement

Murray'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, Connect Ed telephone messages, social media, and the school's marquee. Murray engages parents in parent/teacher conferences twice 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, monthly informal principal/parent meetings, and workshops such as; Reading Roads and Transition to Middle School, and Project 2Inspire. In addition, parents of English Learner students are invited to attend English Language Advisory Committee meetings. Parents are also invited to participate as volunteers in classrooms and throughout the school. In addition, School Site Council meetings in which 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 is involved with several community partnerships in the community including; Azusa Pacific University, the Azusa fire and police departments, Azusa City Library Bookmobile, and Azusa Rotary.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	521	514	100	19.5
Female	241	239	36	15.1
Male	280	275	64	23.3
American Indian or Alaska Native	0	0	0	0.0
Asian	8	8	0	0.0
Black or African American	2	2	1	50.0
Filipino	4	4	0	0.0
Hispanic or Latino	503	496	97	19.6
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	1	33.3
English Learners	224	221	41	18.6
Foster Youth	7	7	0	0.0
Homeless	109	109	32	29.4
Socioeconomically Disadvantaged	495	488	98	20.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	59	58	15	25.9

### 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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.21	0.00	2.96	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.21	1.54	2.45
<b>Expulsions</b>	0.00	0.02	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

The safety of students and staff is Murray'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 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 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, ALICE (Alert, Lockdown, Inform, Counter, Evacuate) procedures, which is a research-based approach to respond to an active shooter situation.

A Comprehensive School Safety Plan was developed by the Safe School 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 October 22, 2021.

## 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	3	
1	22	1	2	
2	26		2	
3	26		3	
4	32		1	2
5	35			2
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	3	
1	24		3	
2	22		3	
3	21		4	
4	31		2	
5	31		2	
6	28		1	
Other	16	1	1	

## 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	20	3		
2	14	2	3	
3	25	2	1	
4	13	2		1
5	18	2		2
6	18	2		1
Other	20	1	2	1

## 2020-21 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	

## 2020-21 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)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1
Other	0.5

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$6,850	\$1,044	\$5,806	\$96,971
District	N/A	N/A	\$5,826	\$87,842
Percent Difference - School Site and District	N/A	N/A	-0.3	9.9
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-37.0	17.9

## 2020-21 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 some grant funding from state, federal, and other non-government sources.

Types of services funded include:

- Standards-aligned instructional materials
- Professional development for certificated and classified staff
- Class Size Reduction
- Academic intervention and support (i.e. targeted Title I)
- Support for English Learners and their families
- College preparation programs
- Educational Technology Assistance
- 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 provides targeted academic tutoring to support students needs beyond the school day and access to supplemental programs such as i-Ready and Reading Eggs.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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>	\$52,778	\$51,029
<b>Mid-Range Teacher Salary</b>	\$80,518	\$78,583
<b>Highest Teacher Salary</b>	\$100,115	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$122,915	\$124,576
<b>Average Principal Salary (Middle)</b>	\$130,831	\$131,395
<b>Average Principal Salary (High)</b>	\$137,783	\$144,697
<b>Superintendent Salary</b>	\$238,033	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	32%	34%
<b>Percent of Budget for Administrative Salaries</b>	5%	6%

## Professional Development

The district annually holds professional development days in which teachers are offered a broad-based variety of professional learning opportunities in curriculum and instructional practice in support of a continuous cycle of improvement. 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, and 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. Prior to the COVID-19 pandemic, 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. During the time that schools were physically closed, professional learning was offered through virtual platforms and through asynchronous learning opportunities available weekly. Professional learning for all teachers includes strategies and pedagogy to support all learners access rigorous, grade-level standards. All professional learning includes a special emphasis on supporting the development of English learners' development of academic language and literacy. Beginning in 2017 through 2022, 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. Added focus in the 21-22 year included addressing issues relating to diversity, equity and inclusion, grading practices, social-emotional learning, and effective professional learning community implementation.

Murray Elementary 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 levels, 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 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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	38	52	40

# Azusa Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

# Local Accountability Report Card (LARC) Addendum

## 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

## 2021-22 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 Address</b>	www.azusa.org

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3918	NT	NT	NT	NT
Female	1888	NT	NT	NT	NT
Male	2030	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	42	NT	NT	NT	NT
Filipino	49	NT	NT	NT	NT
Hispanic or Latino	3596	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	50	NT	NT	NT	NT
White	122	NT	NT	NT	NT
English Learners	914	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	201	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3348	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	0	NT	NT	NT
Students with Disabilities	595	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3918	NT	NT	NT	NT
Female	1888	NT	NT	NT	NT
Male	2030	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	42	NT	NT	NT	NT
Filipino	49	NT	NT	NT	NT
Hispanic or Latino	3596	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	50	NT	NT	NT	NT
White	122	NT	NT	NT	NT
English Learners	914	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	201	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	3348	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	595	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Azusa USD District Assessment ELA Student Groups	Azusa USD District Assessment ELA Total Enrollment	Azusa USD District Assessment ELA Number Tested	Azusa USD District Assessment ELA Percent Tested	Azusa USD District Assessment ELA Percent Not Tested	Azusa USD District Assessment ELA Percent At or Above Grade Level
All Students	3891	3500	90	10	32
Female	1877	1684	90	10	36
Male	2014	1809	90	10	26



<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	50	48	96	4	54
<b>Black or African American</b>	42	38	90	10	25
<b>Filipino</b>	40	37	93	8	31
<b>Hispanic or Latino</b>	3584	3227	90	10	30
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	28	26	93	7	31
<b>White</b>	64	51	80	20	39
<b>English Learners</b>	943	829	88	12	11
<b>Foster Youth</b>	30	22	73	27	29
<b>Homeless</b>	200	181	90	10	30
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	3197	2778	87	13	30
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	549	465	85	15	11

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>Azusa USD District Assessment Math Student Groups</b>	<b>Azusa USD District Assessment Math Total Enrollment</b>	<b>Azusa USD District Assessment Math Number Tested</b>	<b>Azusa USD District Assessment Math Percent Tested</b>	<b>Azusa USD District Assessment Math Percent Not Tested</b>	<b>Azusa USD District Assessment Math Percent At or Above Grade Level</b>
<b>All Students</b>	3891	3552	91	9	18
<b>Female</b>	1877	1712	91	9	17
<b>Male</b>	2014	1835	91	9	18
<b>American Indian or Alaska Native</b>	NA	NA	NA	NA	NA
<b>Asian</b>	50	47	94	6	47
<b>Black or African American</b>	42	37	88	12	18
<b>Filipino</b>	40	37	93	8	19
<b>Hispanic or Latino</b>	3583	3281	92	8	17
<b>Native Hawaiian or Pacific Islander</b>	NA	NA	NA	NA	NA
<b>Two or More Races</b>	28	26	93	7	17
<b>White</b>	64	52	81	19	28
<b>English Learners</b>	943	832	88	12	8
<b>Foster Youth</b>	30	22	73	27	16

<b>Homeless</b>	200	180	90	10	16
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	3197	2967	93	7	18
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	549	471	86	14	5

\*At or above the grade-level standard in the context of the local assessment administered.