2020 SARC Input Form

THIS <u>IS NOT</u> THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains <u>only</u> a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by clicking here.

A list of answers to frequently asked questions can be reviewed by clicking here. Please feel free to contact the DTS Support Team by clicking here.

School Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Name	Murray Middle School
Street	200 E. Drummond Ave
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1820
Principal	Cody Pearce
E-mail Address	cpearce@ssusd.org
School Website	http://murray.ssusd.org/
CDS Code	15-73742-6009310
School Logo	Click the button to upload your school's logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

District Contact Information (School Year 2020-21)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	Sierra Sands Unified School District
Street	113 Felspar
City, State, Zip	Ridgecrest CA, 93555
Phone Number	(760) 499-1600
Superintendent	Dr. Dave Ostash
Web Site	ssusd.org
E-mail Address	superintendent@ssusd.org
District Logo	Click the button to upload your district logo. Logos should not be larger than 1.5" x 1.5". You can also request upload support by clicking here.

District Governing Board

Please review and complete the information below as needed. This section should include **current** contact District Governing Board information for your district.

Member 1	**Name:** William Farris, President **Title:**
Member 2	**Name:** Kurt Rockwell, Vice President **Title:**
Member 3	**Name:** Chad Houck, Member **Title:**
Member 4	**Name:** Timothy Johnson, Member **Title:**
Member 5	**Name:** Michael Scott, Member **Title:**
Member 6	**Name:** **Title:**
Member 7	**Name:** **Title:**
Member 8	**Name:** **Title:**
Member 9	**Name:** **Title:**
Member 10	**Name:** **Title:**
Member 11	**Name:** **Title:**
Member 12	**Name:** **Title:**

District Administration

Please review and complete the information below as needed. This section should include **current** District Administration information for your district.

Superintendent	Dr. Dave Ostash
Administrator 1	**Name:** Pamela Smith **Title:** Assistant Superintendent, Business Services
Administrator 2	**Name:** Michelle Savko **Title:** Assistant Superintendent, Curriculum and Instruction
Administrator 3	**Name:** Bryan Auld **Title:** Assistant Superintendent, Human Resources
Administrator 4	**Name:** Paul Delbick **Title:** Executive Director of SELPA
Administrator 5	**Name:** Donnie Morrison **Title:** Chief Technology Officer

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Principal's Message

Murray Middle School is focused on student learning, a positive learning environment, and helping students transition successfully from elementary to middle to high school. The Murray teachers and staff are committed to enriching student knowledge and experiences through relevant curriculum and engaging strategies. They demonstrate this with their dedication to project-based learning, clubs, competitions, athletics, and collaboration to bring students the best instruction possible for their success in learning.

This year our goal is to create a positive learning environment where every person on campus demonstrates the Mustang Way of Being Respectful, Being Safe, and Being Responsible. Engaging students in their education and making their education relevant is also a priority. Due to the school being held virtually our staff are trying to create a positive culture through Second Step lessons, fun spirit days, and lunchtime/ DLS activities to create socialization for students. Our goal is to engage students to allow the best opportunities for success.

The eleventh year of the Advancement Via Individual Determination (AVID) program enabled students to understand what it takes to prepare for college and careers. It is our goal that as we work to create a campus-wide AVID program, every child who leaves Murray will move on to high school with skills that allow them to be college/career ready.

Our teachers provide the instruction required for successful mastery of the Common Core Standards, which includes offering college preparatory Honors Algebra, Honors English, laboratory science, and History Alive. We use Parent Square (a mass phone, text, and email message system) regularly to inform our families of the upcoming events and any important news students and families need, to help students be academically and socially successful.

Teachers use progress monitoring assessments for many subject areas. The curriculum office and Murray administration continues to facilitate collaboration, allowing teachers to meet and analyze the data collected from the assessments. A weekly student bulletin, Parent Square, and the school web site are important modes of communication for our school community.

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

Cody Pearce, Principal

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

We have an active, energetic PTO that works diligently to recruit volunteers. The parents and the community help at Murray on a regular basis. Our PTO has helped us with a major campus beautification project last year in adding a giant mural on the gym wall facing the entrance to the school. In addition, the PTO perpetuates our Cross Country program and chess program and raise funds for our student planners, assemblies, student rewards, and individual programs such as the music program. Parents are a major factor in all field trips as coordinators and chaperons.

Our School Site Council includes parents, students, and staff and is a very important decision-making body. The parents on the English Learner Advisory Committee are instrumental in providing input, consultation, and suggestions on how to improve site support of English Learners. Announcements are made to parents who would like to be involved in PTO, School Site Council, and English Learner Advisory Committee regularly. We work with parents of GATE students to create enrichment activities for the students.

The contact person for parent involvement is our principal, Cody Pearce, and he can be reached in the school office at 760-499-1820.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field).   This section should be kept to 1-2 paragraphs.

The Safe School Ambassador program is an "inside out" program that allows the adults on campus to understand the workings of the students in their social groups. This program has given the school advance notice on issues that might otherwise have resulted in violence. With the start of the Student Support Center (SSC), our increased focus on Positive Behavior Intervention Systems is helping to recognize students for their excellent behavior and contributions to Murray. The SSC is also shifting our focus of discipline to restorative practices that can help reintegrate students and improve behaviors. The Rachel's Challenge program brings kindness and respect to the campus as well. We continue to have a 40-to-1 student-to-adult ratio for student supervision on the grounds. Our facilities are equipped with phones and intercoms, and staff who are in remote locations have radios for immediate contact. We have a closed campus and require all guests to register with the office and wear a badge. Last year there were no crimes against property.

We revised our safety plan in the fall of 2020-2021 school year and hold regular fire, lock-down, and earthquake drills. This year we added many aspects to our Site Safety Plan which had not been included before but needed to be added. One of those aspects was a new Site Covid Safety Plan that is constantly being updated with new guidance from Sierra Sands Unified School District, Kern County Department of Public Health, and California Department of Public Health. Our safety team meets once a month to discuss current safety concerns and plans. The front office personnel are instrumental in creating a very organized and functional plan for evacuation to an off-campus site as needed.

School Facility Conditions and Planned Improvements (School Year 2020-21)
Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

• Description of the safety, cleanliness, and adequacy of the school facility
• Description of any planned or recently completed facility improvements
• Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by clicking here. To see an example of the CDE FIT Tool, click here. Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/7/2020

This section should be kept to 1-2 paragraphs.

Buildings
As of 8-2017 we have moved into a brand new facility. The campus is completely hard-scape on the interior which has created a mostly dust free quad area. The construction, including windows is "blast force" quality and is therefore very insulated and energy efficient as well as safe. The completion of the construction has afforded us a completely closed and locked campus. The office remains the single point of entry for guests who must enter, sign in retain a visitor badge and then enter campus.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Library
During 2016-2017, we added 198 new books to our library and over 120 gently used books. Our circulation rate was over 20,870 books for the year, and we had one full-time media clerk. Our library remains open during lunch, before and after school, and on special evenings. Students visit with their English classes biweekly to receive library education, and other classes visit as needed to conduct academic research. The library holds activities such as Teen Read Week, book fairs, and the Reading Challenge. These programs are all part of an effort to get students to read books.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	**Good**	No apparent problems.
Interior: Interior Surfaces	**Good**	Classroom 14: Side of cabinet is coming apart.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	**Good**	No apparent problems.
Electrical: Electrical	**Good**	No apparent problems.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	**Good**	No apparent problems.
Safety: Fire Safety, Hazardous Materials	**Good**	No apparent problems.
Structural: Structural Damage, Roofs	**Good**	No apparent problems.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	**Good**	No apparent problems.
Overall Rating:	**Exemplary**	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored an average of 99.70% on the 8 categories of our evaluation.

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	25	27	27	213
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	5	9	4	34
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	7	7	4	15

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	1	2	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instruction materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September 2020

This section should be kept to 1-2 paragraphs.

The district chooses textbooks from lists that have been approved by the State Board of Education for Grades K-8. Sierra Sands Unified School District holds an annual public hearing prior to the eighth week of school to determine textbook and instructional materials sufficiency.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	My Perspectives, Pearson Adopted in 2017	Yes	0
Mathematics	Go Math! Houghton Mifflin (2015)	Yes	0
Science	FOSS Next Generation Middle School (Delta Education) (2019) Adopted in 2020	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	History Alive! The Ancient World (2018) Adopted in 2019 History Alive! The Medieval World and Beyond (2018) Adopted in 2019 History Alive! The United States Through Industrialism (2018) Adopted in 2019	Yes	0
Foreign Language	Ven conmigo! Level 1 Adopted in 2004	Yes	0
Health	Health & Wellness Adopted in 2005	Yes	0
Visual and Performing Arts	Glencoe Middle School Art Adopted in 2007 Silver Burdette Making Music Adopted in 2007 Standard of Excellence Enhanced Band Method Artistry in Strings Adopted in 2007	Yes	0
Science Laboratory Equipment (grades 9-12 schools only)			

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year <u>18-19</u>, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	6799.28	1033.52	5765.76	68352.89
District	◆	◆	5982.82	$68,495
Percent Difference: School Site and District	◆	◆	-3.7	-0.2
State	◆	◆	$7,750	$75,706
Percent Difference: School Site and State	◆	◆	-29.4	-10.2

◆ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year <u>19-20</u>, is correct.

Our PTO has funded an assembly last fall and also added to our school presence and culture by helping pay for a large mural on the front of our Gym. We also used the funds raised to purchase a daily planner for each student. Donations from parents and the community helped the music program and after school sports programs. The district's Local Control Accountability Plan (LCAP) funds one full time counselor who provides Tier I (classroom) and Tier II supports (small groups) to assist students academically, socially, and emotionally. The district's DoDEA Secondary Counseling grant provides another full time counselor to further implement the site's PBIS initiatives and provide additional Tier II (small groups) and Tier III (individual) supports especially for the military-connected students and families. In addition, the DoDEA counselor provided Parent Project

parenting classes in the 2018-19 school year. Lastly, the district's LCAP funds $5,000 towards supplemental academic intervention and support.

Professional Development (2018-19, 2019-20 and 2020-21)
Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	5

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21. Questions that may be answered include:

• What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
• What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
• How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

Sierra Sands Unified School District provided a minimum average of 3 days (or eighteen hours based on 6 hours/day) of professional development throughout the 2018-19 and 2019-20 school years and 5 days (or thirty hours based on 6 hours/day) in the 2020-21 school year. The primary/major areas of focus for professional development include but are not limited to: full implementation of adopted programs, alignment to Common Core State Standards, identification and implementation of best instructional practices, technology proficiency, data analysis of student performance, and student engagement. Additionally, sites provide professional development throughout the year as outlined in the School Plan for Student Achievement. Areas of focus were selected based upon department needs, CAASPP results, Interim Assessment Block (IAB) results, and Dashboard results. Professional development is delivered in a variety of ways including but not limited to conference attendance, contracted professional development/SSUSD Instructional Coaching delivered within the contractual workday, individual instructional coaching, and after school workshops.

School Completion and Postsecondary Preparation

This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.

Career Technical Education Programs (School Year 2019-20)
Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	12.4	9.8	6.6	7.1	3.5	3.5
Expulsions	0.4	0.3	0.2	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.0	0.0	
Expulsions	0.1	0.1	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.