# Clifford D. Murray Elementary School
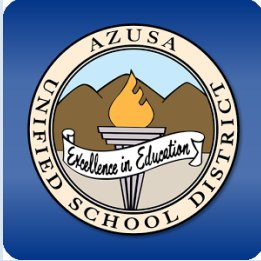
**505 East Renwick Rd. • Azusa, CA 91702 • 626-633-8700 • Grades K-5**
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https://murray-ausd-ca.schoolloop.com/

## 2018-19 School Accountability Report Card
## Published During the 2019-20 School Year

**Azusa Unified School District**

546 South Citrus Ave.
Azusa, CA 91702
(626) 967-6211
www.azusa.org

**District Governing Board**

Jeri Bibles-Vogel, President

Gabriela Arellanes, Vice President

Adrian Greer, Clerk

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Yolanda Rodriguez-Pena

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**Interim Deputy Superintendent,
Educational Services**

Marc Bommarito
**Assistant Superintendent, Business
Services**

Jorge Ronquillo
**Assistant Superintendent, Human
Resources**

### School Description

Murray Elementary is one of nine elementary schools within the Azusa Unified School District. We are a Preschool-5th Grade Structured English Immersion Elementary School that serves 470 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, 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.  First through fifth grade classrooms have a chrome cart with enough Chromebooks for each student.  First Grade classrooms have access to Chromebooks daily and kindergarten classrooms have access to a set of desktops in the classroom in addition to i-Pads for each student.  Every student has access to our school library which has a collection of over 15,000 books and a state of the art computer lab with 55 computers. 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. Our students also benefit from Gifted and Talented Education (GATE) program, CHAMP, California Common Core aligned curriculum, and a part time intervention teacher. 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 the SARC

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

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

### 2018-19 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|---|---|
| Kindergarten | 72 |
| Grade 1 | 66 |
| Grade 2 | 75 |
| Grade 3 | 78 |
| Grade 4 | 72 |
| Grade 5 | 70 |
| Total Enrollment | 433 |

### 2018-19 Student Enrollment by Group

| Group | Percent of Total Enrollment |
|---|---|
| Black or African American | 0.2 |
| Asian | 0.9 |
| Filipino | 0.7 |
| Hispanic or Latino | 97.9 |
| White | 0.2 |
| Socioeconomically Disadvantaged | 95.6 |
| English Learners | 64.7 |
| Students with Disabilities | 6.2 |
| Foster Youth | 0.9 |
| Homeless | 12.2 |

## A. Conditions of Learning

**State Priority: Basic**

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

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

| Teacher Credentials for Clifford D. Murray | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | 19 | 21 | 22 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |

| Teacher Credentials for Azusa Unified School | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| With Full Credential | ♦ | ♦ | 432 |
| Without Full Credential | ♦ | ♦ | 9 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

**Teacher Misassignments and Vacant Teacher Positions at Clifford D. Murray Elementary School**

| Indicator | 17-18 | 18-19 | 19-20 |
|---|---|---|---|
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments* | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

**Textbooks and Instructional Materials**
**Year and month in which data were collected: December 2019**

| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
|---|---|
| **Reading/Language Arts** | McGraw Hill - Wonders (2017) <br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0 |
| **Mathematics** | Everyday Mathematics (2-15) <br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0 |
| **Science** | Carolina Biological Science (2019) <br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0 |
| **History-Social Science** | Scott Foresman - History-Social Studies for California (2006) <br> **The textbooks listed are from most recent adoption:** Yes <br> **Percent of students lacking their own assigned textbook:** 0 |

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**
Murray Elementary School provides a safe, clean environment for students, staff, and volunteers. Built in 1961, with modernization's made in 2005, the school sits on 10 acres. Facilities span 452,501 square feet and include a multipurpose room, library, cafeteria, 22 permanent classrooms, 13 portable classrooms, playground, and one computer 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.

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.

**School Facility Good Repair Status (Most Recent Year)**
**Year and month in which data were collected: 10-21-19**

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

## B. Pupil Outcomes

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

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

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

**CAASPP Test Results in ELA and Mathematics for All Students**
**Grades Three through Eight and Grade Eleven**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| ELA | 40 | 31 | 39 | 40 | 50 | 50 |
| Math | 39 | 32 | 28 | 31 | 38 | 39 |

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

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

**CAASPP Test Results in Science for All Students**
**Grades Five, Eight, and Ten**
**Percentage of Students Meeting or Exceeding the State Standard**

| Subject | School 17-18 | School 18-19 | District 17-18 | District 18-19 | State 17-18 | State 18-19 |
|---|---|---|---|---|---|---|
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

**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

**2018-19 Percent of Students Meeting Fitness Standards**

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|---|---|---|---|
| 5 | 16.2 | 25.0 | 27.9 |

Note: 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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| **All Students** | 218 | 210 | 96.33 | 30.62 |
| **Male** | 111 | 105 | 94.59 | 25.00 |
| **Female** | 107 | 105 | 98.13 | 36.19 |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 212 | 206 | 97.17 | 29.76 |
| **White** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 212 | 204 | 96.23 | 30.05 |
| **English Learners** | 170 | 163 | 95.88 | 24.69 |
| **Students with Disabilities** | 19 | 19 | 100.00 | 0.00 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 20 | 15 | 75.00 | 25.00 |

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

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

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

**School Year 2018-19 CAASPP Assessment Results - Mathematics**
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| **All Students** | 218 | 213 | 97.71 | 31.92 |
| **Male** | 111 | 107 | 96.40 | 36.45 |
| **Female** | 107 | 106 | 99.07 | 27.36 |
| **Asian** | -- | -- | -- | -- |
| **Filipino** | -- | -- | -- | -- |
| **Hispanic or Latino** | 212 | 208 | 98.11 | 31.73 |
| **White** | -- | -- | -- | -- |
| **Socioeconomically Disadvantaged** | 212 | 207 | 97.64 | 32.37 |
| **English Learners** | 170 | 166 | 97.65 | 27.71 |
| **Students with Disabilities** | 19 | 19 | 100.00 | 0.00 |
| **Students Receiving Migrant Education Services** | -- | -- | -- | -- |
| **Foster Youth** | -- | -- | -- | -- |
| **Homeless** | 20 | 18 | 90.00 | 10.00 |

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

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

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

## C. Engagement

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

**Opportunities for Parental Involvement (School Year 2019-20)**
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, 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 Back to School Night, Open House, winter performances, awards assemblies, 100 mile walking club, weekly parent education classes, family game nights, Cinco de Mayo, monthly informal principal/parent meetings and workshops such as; Reading Roads and Transition to Middle School. 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 School Plan for Student Achievement are presented and developed. 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, Azusa Rotary, Target.

**State Priority: School Climate**
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**School Safety Plan**
The 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 lock down 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 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.

| Suspensions and Expulsions for the School | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 0.2 | 0.4 | 0.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the District | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 2.5 | 3.8 | 3.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |

| Suspensions and Expulsions for the State | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|
| Suspensions Rate | 3.6 | 3.5 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

## D. Other SARC Information

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

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

| Title | Ratio |
|---|---|
| **Academic Counselor\*** | .0 |

\* 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.

**Student Support Services Staff (School Year 2018-19)**

| Title | Number of Full-Time Equivalent (FTE) |
|---|---|
| **Counselor (Social/Behavioral or Career Development)** | 0 |
| **Library Media Teacher (Librarian)** | 0 |
| **Library Media Services Staff (Paraprofessional)** | .38 |
| **Psychologist** | .5 |
| **Social Worker** | 0 |
| **Nurse** | .2 |
| **Speech/Language/Hearing Specialist** | .5 |
| **Resource Specialist (non-teaching)** | 1.0 |
| **Other** | 1 |

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **K** | 26 | | 4 | | 23 | 1 | 3 | | 18 | 1 | 3 | |
| **1** | 25 | | 3 | | 25 | | 2 | | 22 | 1 | 2 | |
| **2** | 25 | | 2 | | 25 | | 4 | | 26 | | 2 | |
| **3** | 25 | | 3 | | 26 | | 2 | | 26 | | 3 | |
| **4** | 29 | | 2 | | 31 | | 1 | 1 | 32 | | 1 | 2 |
| **5** | 35 | | | 3 | 34 | | | 2 | 35 | | | 2 |
| **Other\*\*** | | | | | 35 | | | 1 | | | | |

\*Number of classes indicates how many classes fall into each size category (a range of total students per class).
\*\* "Other" category is for multi-grade level classes.

## Professional Development provided for Teachers

| Measure | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|
| **Number of school days dedicated to Staff Development and Continuous Improvement** | 22 | 25 | 38 |

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 level, half-day and full-day professional development 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.

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 early student release day 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 three 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. Professional learning is 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 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 2020, 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. In addition, several opt-in days of various ongoing professional learning offerings were held to differentiate among grade and content levels and included standards-aligned instructional practices in support of all learners, including English learners and students with disabilities; college and career readiness; and social-emotional support.

**FY 2017-18 Teacher and Administrative Salaries**

| Category | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Beginning Teacher Salary** | $51,541 | $49,084 |
| **Mid-Range Teacher Salary** | $75,981 | $76,091 |
| **Highest Teacher Salary** | $97,768 | $95,728 |
| **Average Principal Salary (ES)** | $116,390 | $118,990 |
| **Average Principal Salary (MS)** | $126,700 | $125,674 |
| **Average Principal Salary (HS)** | $139,662 | $137,589 |
| **Superintendent Salary** | $232,455 | $230,096 |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|---|---|---|
| **Teacher Salaries** | 35% | 35% |
| **Administrative Salaries** | 6% | 6% |

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

**FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries**

| Level | Total | Restricted | Unrestricted | Average Teacher Salary |
|---|---|---|---|---|
| **School Site** | $5,629 | $694 | $4,935 | $77,384 |
| **District** | N/A | N/A | $5,489 | $84,887.00 |
| **State** | N/A | N/A | $7,506.64 | $78,059.00 |

| Percent Differences | Unrestricted | Average Teacher Salary |
|---|---|---|
| **School Site/District** | -10.6 | -2.4 |
| **School Site/ State** | -35.8 | 6.5 |

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

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

## Types of Services Funded

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 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
- Career Technical Education
- 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.

**DataQuest**

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

**Internet Access**

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