

# **Murdock Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2018-19 School Year**

#### **Published During 2019-20**

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.

#### **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.

## **About This School**

#### **School Contact Information (School Year 2019-20)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Murdock Elementary School
<b>Street</b>	655 French St
<b>City, State, Zip</b>	Willows, CA 95988
<b>Phone Number</b>	(530) 934-6640
<b>Principal</b>	Shirley J. Williams
<b>Email Address</b>	swilliams@willowsunified.org
<b>Website</b>	<a href="http://www.willowsunified.org/mes/">http://www.willowsunified.org/mes/</a>
<b>County-District-School (CDS) Code</b>	11-62661-6007603

Entity	Contact Information
<b>District Name</b>	Willows Unified School District
<b>Phone Number</b>	530.934.6600
<b>Superintendent</b>	Mort Geivett, Ed.D.
<b>Email Address</b>	mgeivett@willowsunified.org
<b>Website</b>	www.willowsunified.org

### School Description and Mission Statement (School Year 2019-20)

Murdock Elementary School, located at 655 French Street in Willows, California, is approximately 85 miles north of Sacramento in the northern section of California's Central Valley. Murdock Elementary has thirty-one teachers who serve approximately 620 students in grades TK-5. The students and families who come from this rural community are mostly Hispanic and white with over 30% being English language learners.

The curriculum consists of English language arts, math, science, social studies, physical education, and music as mandated by the State Board of Education and set forth in the district curriculum guidelines. The curriculum is aligned with the California Common Core and guided by our California curricular frameworks. To meet the needs of all students we provide direct instruction intervention tied to our positive behavior intervention and support program. We have a full team of support services including a full time counselor, nurse, program specialists, speech and language therapist, and a crisis intervention team (SMART).

Murdock Elementary School is an extraordinary place filled with traditions and people who make a difference in the lives of every student. Our faculty and staff firmly believe that meaningful relationships with our students, families and our community are the foundation of our success. We provide a safe, nurturing learning environment centered around our pillars of safety, respect, and responsibility. On the Murdock campus the school wide expectations are evident in all we do. From our classrooms to our playgrounds to our common areas, we are respectful, we are responsible and we are safe. The shared decision-making of our staff, parents, students, and community members provides a school setting that is conducive to learning, fosters a family atmosphere, promotes school and self-pride, and encourages children to become lifelong learners (and Mallards for life!).

#### Mission Statement

Success Begins at Murdock: Growing confident, creative, and caring citizens for tomorrow.

### Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
<b>Kindergarten</b>	108
<b>Grade 1</b>	97
<b>Grade 2</b>	114
<b>Grade 3</b>	102
<b>Grade 4</b>	93
<b>Grade 5</b>	105
<b>Total Enrollment</b>	619

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	2.1
Asian	3.9
Filipino	0.5
Hispanic or Latino	53.3
Native Hawaiian or Pacific Islander	0.2
White	36
Two or More Races	2.7
Socioeconomically Disadvantaged	75.1
English Learners	33.1
Students with Disabilities	10
Foster Youth	1.8
Homeless	6.1

## 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

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	29	29	72
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of 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)

Year and month in which data were collected: 08-30-2019

The Williams legislation requires Schools and Districts to determine if there are enough books in all core classes for all students. The law also requires Districts to reveal whether the identified books meet the State Standards requirements.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Advanced	Yes	0
Mathematics	2015 McGraw-Hill Everyday Mathematics	Yes	0
Science	2008 MacMillan/McGraw Hill California Science & 2019 Mystery Science (on-line program where students have no assigned copy)	Yes	0
History-Social Science	2019 Weekly Studies-Social Science	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Despite the age, Murdock Elementary prides itself in being a safe, clean, and well-kept campus. Two full-time custodians clean the classrooms and office areas every other day while the restrooms and food service areas are cleaned daily. The entire school is monitored closely by administrators to report any unforeseen mishaps that may need the immediate attention of our custodial staff.

Murdock Elementary main buildings were built in 1952. Portable Classroom buildings were put in place during 1971, 1985, 1987, 1992, and 2000. The main buildings have been updated several times to include: installing heating and cooling, carpeting, and new lighting which has helped to maintain the efficiency and structure of the building. In 2015-2016, Murdock got a new roof and new paint. The cafeteria/multi-purpose room is available to accommodate our food service program and our music program. The school is in good condition despite its age.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction. Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- 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 overall rating

**Year and month of the most recent FIT report:** 09/13/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	Many classrooms have old stained and torn carpet. The HVAC control system is very old and out-dated. We have many issues throughout the year with the controls not working. When this happens, the individual classrooms wont call for heat or cooling.
<b>Interior:</b> Interior Surfaces	Poor	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Fair	Cracked wall titles from the building settling in with drainage issues within the 200 wing restrooms.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Fountains are damaged and out-dated. We will be replacing these with a grant next year.
<b>Overall Rating</b>	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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	26	28	25	31	50	50
Mathematics (grades 3-8 and 11)	24	21	19	20	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 ELA by Student Group

#### Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	290	286	98.62	1.38	27.62
Male	164	161	98.17	1.83	25.47
Female	126	125	99.21	0.79	30.40
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Filipino					
Hispanic or Latino	169	165	97.63	2.37	24.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	97	97	100.00	0.00	34.02

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	224	220	98.21	1.79	24.09
English Learners	127	126	99.21	0.79	24.60
Students with Disabilities	31	31	100.00	0.00	9.68
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	22	20	90.91	9.09	20.00

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.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	289	284	98.27	1.73	21.48
Male	163	160	98.16	1.84	25.00
Female	126	124	98.41	1.59	16.94
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	18.18
Filipino					
Hispanic or Latino	168	163	97.02	2.98	18.40
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	97	97	100.00	0.00	26.80
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	223	218	97.76	2.24	16.97
English Learners	127	125	98.43	1.57	17.60
Students with Disabilities	31	31	100.00	0.00	6.45
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	21	20	95.24	4.76	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.

## CAASPP Test Results in Science for All Students

### Grades Five, Eight, and Ten

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

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	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 areas of physical education.

## California Physical Fitness Test Results (School Year 2018-19)

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
5	23.8	14.9	14.9

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.

## 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)

Murdock Elementary has an active Parent Teacher Organization (PTO). Our PTO focuses on three main goals:  
Organizing parents for special student and family activities that enhance and benefit Murdock School  
Fundraising to support classroom learning, student success, and fun activities



Facilitate information between school and parents and develop community relations

Additionally, Murdock Elementary provides many other opportunities for parental involvement which include but are not limited to:

- School Site Council
- English Learner Advisory Committee
- District Leadership Committee
- Classroom volunteers
- Library volunteers
- PTO volunteers
- Drivers and chaperones on field trips

Please contact the school principal at 530-934-6640 to find out how you can participate.

### **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**

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
<b>Suspensions</b>	4.1	4.9	1.4	8.6	7.5	5.5	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### **School Safety Plan (School Year 2019-20)**

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice drills monthly, earthquake drills two times each year, and Lock Down/Evacuation drills two times each year. Teachers and students are familiar with all the procedures.

School grounds are monitored by school staff. All visitors are required to sign in at the school's main office and wear a visitor's pass. Murdock has a camera security system that records activity both during and after school hours. Murdock Elementary also uses the Catapult Emergency Management System to notify all staff and the safety team of possible safety concerns on campus. Safety is of the utmost importance and a high priority at Murdock Elementary School. The safety plan was reviewed and updated September 17, 2019.

## 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.

### 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	24	1	4		22	1	4		22	1	4	
1	24		4		22		5		20	3	1	
2	23		4		24		4		26		5	
3	26		4		24		4		21	1	4	
4	21	2	2		28		4		23		4	
5	21	1	4		23		4		26		4	
Other**												

\*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.

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

Title	Ratio
Academic Counselors*	619.0

\*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 FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.0

\*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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,995	\$532	\$8,463	\$81,832
District	N/A	N/A	\$8,769	\$80,708
Percent Difference - School Site and District	N/A	N/A	-3.6	1.4
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	39.9	25.7

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 (Fiscal Year 2018-19)

We are required to report financial data from the 201-2019 school year by the California Department of Education. More recent financial data is available on request from the district office. It is important to note when comparing Teacher and Administrative Salaries, these salaries include BOSS (Benefits on Salary Schedule).

### Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2018-2019 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the schools spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,840	\$43,574
Mid-Range Teacher Salary	\$80,635	\$63,243
Highest Teacher Salary	\$103,220	\$86,896
Average Principal Salary (Elementary)	\$123,999	\$103,506
Average Principal Salary (Middle)	\$126,160	\$108,961
Average Principal Salary (High)	\$131,148	\$108,954
Superintendent Salary	\$162,551	\$136,125
Percent of Budget for Teacher Salaries	38%	30%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13 Part days; 2 Full days	13 Part days; 2 Full days	13 Part days; 2 Full days

The Glenn County Office of Education provides our teachers a full day of workshops geared around the Common Core. The event is called Common to the Core. Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. There are many opportunities for professional development with a site focus on Common Core implementation, Explicit Direct Instruction, and Positive Behavior and Intervention Support. Some teachers volunteer and participate in professional development grants that enhance instruction in mathematics and science. Our school's professional development focus is on technology, PBIS, and MTSS.