

# Murdock Elementary School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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 <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).

#### **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**

#### **Contact Information (School Year 2017-18)**

<b>School 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>	Stephen Montana
<b>E-mail Address</b>	smontana@willowsunified.org
<b>Web Site</b>	<a href="http://www.willowsunified.org/mes/">http://www.willowsunified.org/mes/</a>
<b>CDS Code</b>	11-62661-6007603

<b>District Contact Information</b>	
<b>District Name</b>	Willows Unified School District
<b>Phone Number</b>	530.934.6600
<b>Superintendent</b>	Mort Geivett, Ed.D.
<b>E-mail Address</b>	mgeivett@willowsunified.org
<b>Web Site</b>	www.willowsunified.org

### School Description and Mission Statement (School Year 2017-18)

Murdock Elementary School, located at 655 French Street in Willows, about 85 miles North of Sacramento in the northern section of California's Central Valley. Murdock Elementary has twenty nine teachers who serve approximately 618 students in grades TK-5. The students and families who come from this rural community are mostly White, Hispanic and Asian with over 70 percent qualifying for free and reduced meals.

The curriculum consists of English, reading, 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, psychologist, 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, and 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 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	122
<b>Grade 1</b>	94
<b>Grade 2</b>	93
<b>Grade 3</b>	104
<b>Grade 4</b>	87
<b>Grade 5</b>	103
<b>Total Enrollment</b>	603

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	2.3
Asian	5.1
Filipino	0.3
Hispanic or Latino	51.4
Native Hawaiian or Pacific Islander	0.3
White	37.3
Two or More Races	2
Socioeconomically Disadvantaged	72.6
English Learners	37.5
Students with Disabilities	10.4
Foster Youth	2.2

**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**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	33	29	29	70
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	2015-16	2016-17	2017-18
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 2017-18)**

**Year and month in which data were collected:** 05-04-2017

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 Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Yes	0
History-Social Science	2007 Houghton Mifflin History-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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Chiller has a hard time keeping all the classrooms comfortable during hot days. Carpet and VCT flooring is failing in some rooms.
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			Drains have been snaked but still have drainage problems during the winter/rainy months. Title cracked up the wall.
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 09/11/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	

#### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/11/2017				
Overall Rating	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, 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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	26	19	32	27	48	48
Mathematics (grades 3-8 and 11)	22	23	20	21	36	37

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.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	304	97.75	19.41
Male	166	159	95.78	17.61
Female	145	145	100	21.38

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	0
Filipino	--	--	--	--
Hispanic or Latino	157	155	98.73	15.48
White	123	118	95.93	28.81
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	228	224	98.25	15.18
English Learners	123	122	99.19	13.93
Students with Disabilities	42	36	85.71	13.89
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	311	303	97.43	22.52
Male	166	158	95.18	24.2
Female	145	145	100	20.69
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	18	100	5.56
Filipino	--	--	--	--
Hispanic or Latino	157	155	98.73	18.06
White	123	117	95.12	31.03
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	228	223	97.81	17.12
English Learners	123	122	99.19	16.39
Students with Disabilities	42	36	85.71	5.71
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	30	21	33	31	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### 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 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2	26.3	17.2

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.

## 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 schoolsite.

## Opportunities for Parental Involvement (School Year 2017-18)

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Murdock Elementary has a very 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 volunteer  
Library volunteer  
PTO volunteer  
Drive on field trips  
Help teacher with special projects/activities  
Activities outside of school hours such as teacher prep work

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			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
<b>Suspensions</b>		1.97	4.15	2.73	2.43	8.64	3.79	3.65	3.65
<b>Expulsions</b>		0	0	0	0	0	0.09	0.09	0.09

## School Safety Plan (School Year 2017-18)

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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 fire 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. Safety is high priority at Murdock Elementary School. The plan was reviewed and updated September, 2017.



## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

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

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		5		24		5		24	1	4	
1	26		4		24		4		24		4	
2	21	2	2		22	1	4		23		4	
3	27		4		23		4		26		4	
4	32		4		25		4		21	2	2	
5	19	2	3		25	1	4		21	1	4	
Other	2	1										

Number of classes indicates how many classes fall into each size category (a range of total students per class).

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1.00	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	.60	N/A
Social Worker	0	N/A
Nurse	0.53	N/A
Speech/Language/Hearing Specialist	.87	N/A
Resource Specialist	0	N/A
Other	0	N/A

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

\*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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,802	\$1,835	\$7,628	\$77,127
District	N/A	N/A	\$40,488	\$78,595
Percent Difference: School Site and District	N/A	N/A	-81.2	-6.0
State	N/A	N/A	\$6,574	\$62,381
Percent Difference: School Site and State	N/A	N/A	39.9	25.7

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

### Types of Services Funded (Fiscal Year 2016-17)

We are required to report financial data from the 2016-2017 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 2016-2017 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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,860	\$41,164
Mid-Range Teacher Salary	\$75,360	\$61,818
Highest Teacher Salary	\$96,467	\$84,567
Average Principal Salary (Elementary)	\$107,420	\$96,125
Average Principal Salary (Middle)	\$118,929	\$103,336
Average Principal Salary (High)	\$104,501	\$101,955
Superintendent Salary	\$148,772	\$126,855
Percent of Budget for Teacher Salaries	40%	32%
Percent of Budget for Administrative Salaries	6%	6%

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

### Professional Development (Most Recent Three Years)

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. All teachers receive curriculum training in English Language Arts and English Language Development due to the fact that this is our first year of implementation.