



Office of the Superintendent

DATE: February 1st, 2024

AGENDA TOPICS: School Accountability Report Card (SARC) for MES

PRESENTER: Scott J. Booth

BACKGROUND INFORMATION:

School Accountability Report Card

In November 1988, California voters passed [Proposition 98](#), also known as *The Classroom Instructional Improvement and Accountability Act*. This ballot initiative provides California's public schools with a stable source of funding. In return, all public schools in California are required annually to prepare School Accountability Report Cards (SARCs) and disseminate them to the public. SARCs are intended to provide the public with important information about each public school and to communicate a school's progress in achieving its goals.

This document is the annual update of the School Accountability Report Card (SARC) for Murdock Elementary School.

Please note that the 2022-23 school year data for Tables 6 and 7-Teacher Preparation and Placement, Table 8-Teachers Without Credentials and Misassignments, Table 9- Credentialed Teachers Assigned Out-of-Field, and Table 10-Class Assignments are not available at this time. For active public schools, we anticipate that the 2022/23 school year data for Tables 6, 7, 8, 9 and 10 will be available **after** the February 1 posting due date and will not be editable. Nonpublic nonsectarian schools are expected to input their information in the teacher data tables since the CDE does not have access to these data for these school types. We encourage all schools/LEAs to post their Board approved 2022-23 SARCs by February 1 without the aforementioned data tables. A second Board review/approval of the 2022-23 Teacher data, once populated, is not required.

Information about the SARC, including the blank template and data definitions, are available on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>. For further information regarding the SARC Web Application, please contact the SARC Team by email at sarc@cde.ca.gov.

RECOMMENDATION:

School Accountability Report Cards

Annual approval of the SARCs is required by the state.

Thank you!

Murdock Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

School Name	Murdock Elementary School
Street	655 French St
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6640
Principal	Miguel Barriga
Email Address	mbarriga@willowsunified.org
School Website	http://mes.willowsunified.org/
County-District-School (CDS) Code	11-62661-6007603

2023-24 District Contact Information

District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Emmett Koerperich
Email Address	ekoerperich@willowsunified.org
District Website	www.willowsunified.org

2023-24 School Description and Mission Statement

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-eight teachers who serve approximately 600 students in grades TK-5. The students and families who come from this rural community are mostly Hispanic and White with over 31% 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 (PRISM).

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. We believe "Success begins at Murdock!"

Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	86
Grade 2	89
Grade 3	125
Grade 4	95
Grade 5	96
Total Enrollment	602

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50%
Male	50%
American Indian or Alaska Native	3%
Asian	3.2%
Black or African American	0.7%
Filipino	0.3%
Hispanic or Latino	51.3%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	2.8%
White	38%
English Learners	30.4%
Foster Youth	0.2%
Homeless	0.7%
Migrant	0.7%
Socioeconomically Disadvantaged	81.9%
Students with Disabilities	10%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.50	96.23	56.80	86.40	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.20	0.30	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	3.80	5.91	12115.80	4.41
Unknown	1.00	3.77	4.80	7.37	18854.30	6.86
Total Teaching Positions	26.50	100.00	65.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.30	96.20	58.20	85.84	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	2.95	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.80	2.20	3.24	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.30	6.42	11953.10	4.28
Unknown	0.00	0.00	1.00	1.53	15831.90	5.67
Total Teaching Positions	26.30	100.00	67.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00

Misassignments	0.00	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.1	7.1

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	05/09/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Advanced	Yes	0
Mathematics	2015 McGraw-Hill Everyday Mathematics	Yes	0
Science	2020 McGraw Hill Education California Inspire Science & 2019 Mystery Science (on-line program where students have no assigned copy)	Yes	0

History-Social Science	2019 Weekly Studies-Social Science/2021 K-5 McGraw-Hill Education, 2019 Impact: California Social Studies	Yes	0
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School Facility Conditions and Planned Improvements

The original school was built in the 1950's, nonetheless, Murdock Elementary prides itself in being a safe, clean, and well-kept campus. Three full-time custodians clean the classrooms, office, 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 was updated with new equipment, floors, bathrooms and walls. It 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.

Year and month of the most recent FIT report	12/20/21
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Many classrooms have old stained and torn carpet. The HVAC control system is very old and outdated. We have many issues throughout the year with the controls not working. When this happens, the individual classrooms won't work for heat or cooling.
Interior: Interior Surfaces			X	The 100 and 200 wings of the main building floors were replaced in the summer of 2021. The 300 and 400 wings of the main building floors were replaced in the summer of 2022.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Roaches, ants, and rodents are present but abatement is consistent.
Electrical	X			Some circuits can overload due to increased loads due to added technology.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Filtered water systems were added in three locations on campus in 2020.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Restrooms- cracked wall tile from the building settling and drainage issues with the 200 wng restrooms.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			New perimeter fencing and gates were added in the fall of 2021.

Overall Facility Rate			
Exemplary	Good	Fair	Poor

Overall Facility Rate

X

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19	17	24	24	47	46
Mathematics (grades 3-8 and 11)	17	18	17	18	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	330	318	96.36	3.64	17.30
Female	171	162	94.74	5.26	19.75
Male	159	156	98.11	1.89	14.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	172	163	94.77	5.23	10.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	120	117	97.50	2.50	26.50
English Learners	103	99	96.12	3.88	3.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	10.00
Socioeconomically Disadvantaged	271	263	97.05	2.95	14.83
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	34	33	97.06	2.94	15.15

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	329	318	96.66	3.34	18.24
Female	170	162	95.29	4.71	16.67
Male	159	156	98.11	1.89	19.87
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	171	163	95.32	4.68	12.27
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	13.33
White	120	118	98.33	1.67	26.27
English Learners	102	99	97.06	2.94	13.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	20	20	100.00	0.00	15.00
Socioeconomically Disadvantaged	270	263	97.41	2.59	15.97
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	34	33	97.06	2.94	6.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.58	15.63	14.79	14.61	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	98	97	98.98	1.02	15.63
Female	41	40	97.56	2.44	17.95
Male	57	57	100.00	0.00	14.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	51	100.00	0.00	4.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	37.50
English Learners	32	32	100.00	0.00	3.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	80	80	100.00	0.00	11.39
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	11	100.00	0.00	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96%	96%	96%	98%	98%
Grade 7	98.1%	98.1%	98.1%	98.1%	98.1%
Grade 9	95.2%	98.4%	97.6%	96.8%	96.8%

C. Engagement

State Priority: Parental Involvement

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

2023-24 Opportunities for Parental Involvement

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 Elementary 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
- Classroom volunteers
- Library volunteers
- PTO volunteers
- Drivers and chaperones on field trips
- Coffees with Principal
- Parent Engagement Team activities

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

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	666	649	136	21.0
Female	335	327	68	20.8
Male	331	322	68	21.1
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	26	25	14	56.0
Asian	20	20	0	0.0
Black or African American	7	7	5	71.4
Filipino	2	2	0	0.0
Hispanic or Latino	338	326	59	18.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	16	16	2	12.5
White	253	249	56	22.5
English Learners	196	189	30	15.9
Foster Youth	11	11	2	18.2

Homeless	10	10	3	30.0
Socioeconomically Disadvantaged	546	532	116	21.8
Students Receiving Migrant Education Services	6	4	0	0.0
Students with Disabilities	83	79	25	31.6

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.16	1.88	1.50	2.38	4.74	4.22	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.07	0.20	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.5	0
Female	1.19	0
Male	1.81	0
Non-Binary		
American Indian or Alaska Native	3.85	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	1.18	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	6.25	0
White	1.58	0
English Learners	1.53	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.65	0

Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

An extensive District 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 based on the Murdock safety protocols and procedures. All visitors are required to enter through the main gate and be buzzed in, 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 2023.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	2	
1	17	5		
2	19	3	1	
3	21	2	2	
4	16	3	2	
5	18	4		
Other	52	1		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	3	
1	21	2	2	
2	24		5	
3	24		4	
4	25		4	
5	24		4	
Other	4	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	3	0
1	21	1	3	0
2	18	1	4	0
3	25	1	4	1
4	24	0	4	0
5	19	1	4	0
6	0	0	0	0
Other	2	1	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	602

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,480	\$1,052	\$8,428	\$82,718
District	N/A	N/A	\$9,037	\$87,109
Percent Difference - School Site and District	N/A	N/A	-7.0	1.2
State	N/A	N/A	\$7,607	\$77,993
Percent Difference - School Site and State	N/A	N/A	24.4	12.5

Fiscal Year 2022-23 Types of Services Funded

We are required to report financial data from the 2021-2022 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 2021-2022 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:

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$65,908	\$47,616
Mid-Range Teacher Salary	\$87,352	\$75,580
Highest Teacher Salary	\$111,818	\$100,485
Average Principal Salary (Elementary)	\$138,004	\$114,067
Average Principal Salary (Middle)	\$140,342	\$123,622
Average Principal Salary (High)	\$145,927	\$125,386
Superintendent Salary	\$164,000	\$157,977
Percent of Budget for Teacher Salaries	34.99%	27.82%
Percent of Budget for Administrative Salaries	6.95%	5.78%

Professional Development

The Glenn County Office of Education provides our teachers a full day of workshops geared around the integration of technology into instruction. 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, 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17 Part	17 Part	17 Part