

Murdock Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

| School Contact Information | |
|-----------------------------------|---|
| School Name | Murdock Elementary School |
| Street | 655 French Street |
| City, State, Zip | Willows, CA 95988 |
| Phone Number | (530) 934-6640 |
| Principal | Stephen Montana |
| E-mail Address | smontana@willowsunified.org |
| Web Site | http://www.willowsunified.org/mes/ |
| CDS Code | 11-62661-1132851 |

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

School Description and Mission Statement (School Year 2016-17)

Murdock Elementary School, located at 655 French Street in Willows, has an enrollment of approximately 618 students. Murdock has twenty-nine teachers serving students that are mostly White, Hispanic, and Asian in grades TK - 5.

Murdock Elementary School is committed to developing a learning community of responsible citizens and lifelong learners. We cultivate and celebrate our differences and work in partnership with our community to help our students achieve their full potential and realize their dreams.

It is the mission of Murdock Elementary School to develop an environment in which high expectations and academic achievement go hand in hand with social, psychological, and moral development. Within state and local guidelines, we will provide an effective instructional program based on shared decision-making and communication by staff, students, parents, and the community that will meet the needs of a diverse student population.

The core curriculum consists of English, reading, math, science, social studies, and physical education as mandated by the State Board of Education and set forth in the district curriculum guidelines. The content of the curriculum is the same for all students, but the method of delivery is adjusted to meet the needs of all students. Some of the adjustments may include program changes, altering the amount and/or difficulty of homework assignments, using cooperative learning techniques, assigning peer tutors, providing reading intervention, and consulting with the parents and support services (i.e., counselor, psychologist, speech and language therapist).

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|---------------------------|
| Kindergarten | 119 |
| Grade 1 | 97 |
| Grade 2 | 107 |
| Grade 3 | 91 |
| Grade 4 | 102 |
| Grade 5 | 121 |
| Total Enrollment | 637 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.3 |
| American Indian or Alaska Native | 2.8 |
| Asian | 6 |
| Filipino | 0.5 |
| Hispanic or Latino | 52.6 |
| Native Hawaiian or Pacific Islander | 0.3 |
| White | 34.9 |
| Two or More Races | 1.3 |
| Socioeconomically Disadvantaged | 75.8 |
| English Learners | 40 |
| Students with Disabilities | 9.6 |
| Foster Youth | 1.4 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 27 | 33 | 29 | 71 |
| 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 | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 96.9 | 3.1 |
| All Schools in District | 98.1 | 1.9 |
| High-Poverty Schools in District | 98.1 | 1.9 |
| Low-Poverty Schools in District | 0.0 | 0.0 |

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 05-05-2016

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 | 2010 MacMillan/McGraw-Hill California Treasures Reading | 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)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month of the most recent FIT report: 09/26/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|--|
| Year and month of the most recent FIT report: 09/26/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | X | | | Water damage in the 500 bathrooms. Need to cut out a section of the ceiling out and put up sheet rock. |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| 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: 09/26/2016 | | | | |
|--|-----------|------|------|------|
| 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 23 | 26 | 22 | 32 | 44 | 48 |
| Mathematics | 14 | 22 | 12 | 20 | 34 | 36 |

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 94 | 87 | 92.5 | 31.0 |
| | 4 | 107 | 104 | 97.2 | 23.1 |
| | 5 | 127 | 123 | 96.8 | 26.0 |
| Male | 3 | 50 | 45 | 90.0 | 24.4 |
| | 4 | 60 | 58 | 96.7 | 17.2 |
| | 5 | 77 | 75 | 97.4 | 20.0 |
| Female | 3 | 44 | 42 | 95.5 | 38.1 |
| | 4 | 47 | 46 | 97.9 | 30.4 |
| | 5 | 50 | 48 | 96.0 | 35.4 |
| Asian | 5 | 11 | 10 | 90.9 | 30.0 |
| Hispanic or Latino | 3 | 43 | 42 | 97.7 | 19.1 |
| | 4 | 54 | 53 | 98.2 | 24.5 |
| | 5 | 69 | 66 | 95.7 | 19.7 |
| White | 3 | 38 | 33 | 86.8 | 51.5 |
| | 4 | 40 | 38 | 95.0 | 26.3 |
| | 5 | 39 | 39 | 100.0 | 33.3 |
| Socioeconomically Disadvantaged | 3 | 69 | 63 | 91.3 | 22.2 |
| | 4 | 81 | 79 | 97.5 | 22.8 |
| | 5 | 105 | 101 | 96.2 | 23.8 |
| English Learners | 3 | 32 | 31 | 96.9 | 6.5 |
| | 4 | 34 | 33 | 97.1 | 27.3 |
| | 5 | 34 | 32 | 94.1 | |
| Students with Disabilities | 3 | 11 | 7 | 63.6 | 28.6 |
| | 4 | 20 | 18 | 90.0 | |
| | 5 | 13 | 13 | 100.0 | 7.7 |

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 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.

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 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|--|----------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 3 | 94 | 87 | 92.5 | 35.6 |
| | 4 | 107 | 104 | 97.2 | 14.4 |
| | 5 | 127 | 124 | 97.6 | 17.7 |
| Male | 3 | 50 | 45 | 90.0 | 31.1 |
| | 4 | 60 | 58 | 96.7 | 15.5 |
| | 5 | 77 | 76 | 98.7 | 18.4 |
| Female | 3 | 44 | 42 | 95.5 | 40.5 |
| | 4 | 47 | 46 | 97.9 | 13.0 |
| | 5 | 50 | 48 | 96.0 | 16.7 |
| Asian | 5 | 11 | 10 | 90.9 | 20.0 |
| Hispanic or Latino | 3 | 43 | 42 | 97.7 | 19.1 |
| | 4 | 54 | 53 | 98.2 | 11.3 |
| | 5 | 69 | 68 | 98.5 | 11.8 |
| White | 3 | 38 | 33 | 86.8 | 63.6 |
| | 4 | 40 | 38 | 95.0 | 21.1 |
| | 5 | 39 | 38 | 97.4 | 23.7 |
| Socioeconomically Disadvantaged | 3 | 69 | 63 | 91.3 | 27.0 |
| | 4 | 81 | 79 | 97.5 | 10.1 |
| | 5 | 105 | 103 | 98.1 | 15.5 |
| English Learners | 3 | 32 | 31 | 96.9 | 9.7 |
| | 4 | 34 | 33 | 97.1 | 9.1 |
| | 5 | 34 | 34 | 100.0 | |
| Students with Disabilities | 3 | 11 | 7 | 63.6 | 14.3 |
| | 4 | 20 | 18 | 90.0 | 5.6 |
| | 5 | 13 | 13 | 100.0 | 15.4 |

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 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.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|--------------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 39 | 30 | 21 | 43 | 33 | 31 | 60 | 56 | 54 |

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|--|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 126 | 123 | 97.6 | 21.1 |
| Male | 76 | 75 | 98.7 | 22.7 |
| Female | 50 | 48 | 96.0 | 18.8 |
| Asian | 11 | 10 | 90.9 | 20.0 |
| Hispanic or Latino | 68 | 67 | 98.5 | 11.9 |
| White | 39 | 38 | 97.4 | 34.2 |
| Socioeconomically Disadvantaged | 104 | 102 | 98.1 | 18.6 |
| English Learners | 33 | 33 | 100.0 | 9.1 |
| Students with Disabilities | 13 | 13 | 100.0 | 46.2 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 18.3 | 15.9 | 15.1 |

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 Parental Involvement State Priority (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 2016-17)

Murdock Elementary has one parent club: Parent Teacher Organization. The goals of the parent group are to:

- Organize parents for special activities that benefit Murdock School
- Fund-raising to support classroom learning
- Parent education/information and community relations

In addition to participating in the Parent Organizations, here are further ways you can participate in your child's school:

- Classroom volunteer
- Library volunteer
- PTO volunteer
- Drive on field trips
- Help with special classroom projects
- Make a presentation on your travels, job, hobby, etc.
- Decorate for events
- Help with reading, writing, math, science, computers, PE, fine arts, history projects
- Organize a party
- Post student art in the halls
- Do things outside school hours: make copies, shop for supplies, assemble party favors, make costumes

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

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|--------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.0 | 0.0 | 2.0 | 4.5 | 2.7 | 2.4 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.9 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

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, 2016.

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 2016-17)

| 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 | 100.0 |

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

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|-------------|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|-----------------|-------------------|-------|-----|
| | 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 | 1 | 4 | | 24 | | 5 | | 24 | | 4 | |
| 1 | 31 | | 3 | | 26 | | 4 | | 24 | | 4 | |
| 2 | 26 | | 4 | | 21 | 2 | 2 | | 27 | | 4 | |
| 3 | 31 | | 4 | | 27 | | 4 | | 23 | 1 | 3 | |
| 4 | 30 | | 3 | | 32 | | 4 | | 26 | | 4 | |
| 5 | 25 | | 4 | | 19 | 2 | 3 | | 30 | | 4 | |
| Other | 4 | 1 | | | 2 | 1 | | | 5 | 2 | | |

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 2015-16)

| 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) | | 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 | | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | \$8,802 | \$1,409 | \$7944 | \$76,318 |
| District | N/A | N/A | \$32,515 | \$81,211 |
| Percent Difference: School Site and District | N/A | N/A | -75.6 | -6.0 |
| State | N/A | N/A | \$5,677 | \$60,705 |
| 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 2015-16)

We are required to report financial data from the 2015-2016 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 2015-2016 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 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$56,860 | \$40,430 |
| Mid-Range Teacher Salary | \$75,360 | \$58,909 |
| Highest Teacher Salary | \$96,467 | \$77,358 |
| Average Principal Salary (Elementary) | \$98,829 | \$94,634 |
| Average Principal Salary (Middle) | \$118,929 | \$97,839 |
| Average Principal Salary (High) | \$123,631 | \$100,453 |
| Superintendent Salary | \$144,547 | \$123,728 |
| Percent of Budget for Teacher Salaries | 38% | 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)

Most Murdock Elementary Teachers are fully credentialed. You can find three years of data about teachers' credentials in the Data Almanac that accompanies this report.

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Tehama, Butte, and Glenn County Offices of Education provide extensive opportunities for additional learning to include: Leadership Matters Workshop Series, Professional Learning Communities Training, Explicit Direct Instruction (EDI), Everyday Math Curriculum Training, and CA Treasures Curriculum Training. Teachers are also provided with opportunities to attend Common Core workshops to continuously master in meeting the California State Standards.