

Murdock Elementary School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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

2021-22 District Contact Information

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

2021-22 School Overview

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-two 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 (and Mallards for life!).

Mission Statement

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	92
Grade 1	108
Grade 2	92
Grade 3	100
Grade 4	102
Grade 5	87
Total Enrollment	581

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	2.9
Asian	4.5
Black or African American	0.3
Hispanic or Latino	53.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.4
White	34.8
English Learners	32.5
Foster Youth	0.2
Homeless	2.8
Socioeconomically Disadvantaged	85.7
Students with Disabilities	10.5

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

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

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)	25.5	96.2	56.8	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	0.0	0.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	0.2	0.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	3.8	5.9	12115.8	4.4
Unknown	1.0	3.8	4.8	7.4	18854.3	6.9
Total Teaching Positions	26.5	100.0	65.8	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
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

2021-22 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

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/2021 K-5 McGraw-Hill Education, 2019 Impact: California Social Studies	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Despite the age, 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 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

11/08/21

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

School Facility Conditions and Planned Improvements

			happens, the individual classrooms won't call 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.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Roaches and rodents are present but abatement is consistent.
Electrical	X		
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
	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).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	262	93.24	6.76	22.31
Female	110	104	94.55	5.45	29.81
Male	171	158	92.4	7.6	17.31
American Indian or Alaska Native	--	--	--	--	--
Asian	13	11	84.62	15.38	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	153	146	95.42	4.58	16.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	97	88	90.72	9.28	35.23
English Learners	92	86	93.48	6.52	3.53
Foster Youth	--	--	--	--	--
Homeless	22	22	100	0	9.09
Military	14	12	85.71	14.29	0
Socioeconomically Disadvantaged	238	221	92.86	7.14	18.26
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	25	86.21	13.79	8

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	281	259	92.17	7.83	16.60
Female	110	102	92.73	7.27	18.63
Male	171	157	91.81	8.19	15.29
American Indian or Alaska Native	--	--	--	--	--
Asian	13	11	84.62	15.38	0.00
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	153	145	94.77	5.23	9.66
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	97	86	88.66	11.34	31.40
English Learners	92	86	93.48	6.52	1.16
Foster Youth	--	--	--	--	--
Homeless	22	22	100.00	0.00	9.09
Military	14	12	85.71	14.29	8.33
Socioeconomically Disadvantaged	238	218	91.60	8.40	13.76
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	26	89.66	10.34	11.54

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	22.37	N/A	16.90	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	76	92.68	7.32	22.37
Female	27	26	96.30		
Male	55	50	90.91		
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	48	44	91.67	8.33	22.73
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	24	92.31	7.69	29.17
English Learners	22	20	90.91	9.09	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	68	63	92.65	7.35	22.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 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 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	634	613	226	36.9
Female	284	274	108	39.4
Male	350	339	118	34.8
American Indian or Alaska Native	19	19	13	68.4
Asian	29	29	10	34.5
Black or African American	4	4	3	75.0
Filipino	0	0	0	0.0
Hispanic or Latino	333	323	123	38.1
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	19	17	6	35.3
White	221	212	67	31.6
English Learners	206	203	71	35.0
Foster Youth	6	4	3	75.0
Homeless	22	22	15	68.2
Socioeconomically Disadvantaged	544	524	213	40.6
Students Receiving Migrant Education Services	2	2	2	100.0
Students with Disabilities	72	70	31	44.3

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.35	0.16	5.50	2.38	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.93	4.62	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.16	0.00
Female	0.35	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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. 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 October 2021.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	22	1	4	
1	20	3	1	
2	26		5	
3	21	1	4	
4	23		4	
5	26		4	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25	1	4	
1	23		4	
2	25		4	
3	26		4	
4	23		4	
5	23		4	
6				
Other	3	2		

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		
6				
Other	52	1		1

2020-21 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	581

2020-21 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)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	2.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	\$82,964
Percent Difference - School Site and District	N/A	N/A	-7.0	-0.3
State			\$8,444	\$71,544
Percent Difference - School Site and State	N/A	N/A	-0.2	14.5

2020-21 Types of Services Funded

We are required to report financial data from the 2019-2020 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 2019-2020 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:

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$60,840	\$45,813
Mid-Range Teacher Salary	\$80,635	\$70,720
Highest Teacher Salary	\$103,220	\$93,973
Average Principal Salary (Elementary)	\$134,168	\$111,613
Average Principal Salary (Middle)	\$136,507	\$119,477
Average Principal Salary (High)	\$141,904	\$120,270
Superintendent Salary	\$175,883	\$150,704
Percent of Budget for Teacher Salaries	36%	29%
Percent of Budget for Administrative Salaries	6%	6%

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	2019-20	2020-21	2021-22
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

Willows Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	690	648	93.91	6.09	27.60
Female	327	312	95.41	4.59	33.44
Male	363	336	92.56	7.44	22.16
American Indian or Alaska Native	14	13	92.86	7.14	16.67
Asian	28	26	92.86	7.14	11.54
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	371	352	94.88	5.12	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	36.84
White	246	228	92.68	7.32	38.16
English Learners	156	147	94.23	5.77	4.79
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	12.50
Military	42	40	95.24	4.76	7.50
Socioeconomically Disadvantaged	550	514	93.45	6.55	22.70
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	68	88.31	11.69	2.94

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	690	640	92.75	7.25	17.81
Female	327	307	93.88	6.12	20.85
Male	363	333	91.74	8.26	15.02
American Indian or Alaska Native	14	11	78.57	21.43	36.36
Asian	28	26	92.86	7.14	23.08
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	371	349	94.07	5.93	12.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	20	19	95.00	5.00	15.79
White	246	225	91.46		24.00
English Learners	156	147	94.23	5.77	2.72
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	18.75
Military	42	40	95.24	4.76	17.50
Socioeconomically Disadvantaged	550	507	92.18	7.82	14.79
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	77	68	88.31	11.69	7.35

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.