

Murdock Elementary School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 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/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

2022-23 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 |

2022-23 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 |

2022-23 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. We believe "Success begins at Murdock!"

2022-23 School Overview

Mission Statement

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

About this School

2021-22 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 93 |
| Grade 1 | 84 |
| Grade 2 | 122 |
| Grade 3 | 96 |
| Grade 4 | 100 |
| Grade 5 | 96 |
| Total Enrollment | 591 |

2021-22 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 47.2 |
| Male | 52.8 |
| Non-Binary | 0.0 |
| American Indian or Alaska Native | 2.7 |
| Asian | 4.9 |
| Black or African American | 0.8 |
| Filipino | 0.0 |
| Hispanic or Latino | 51.8 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 2.4 |
| White | 36.5 |
| English Learners | 31.1 |
| Foster Youth | 0.3 |
| Homeless | 1.4 |
| Migrant | 0.0 |
| Socioeconomically Disadvantaged | 85.6 |
| 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

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 |

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 |

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 |

2021-22 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) | 0.00 | 3.80 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 7.10 | 7.10 |

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

2022-23 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 |
|-------------------------------|---|-----|---|

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 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 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 wing 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).
4. **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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | 19 | N/A | 24 | N/A | 47 |
| Mathematics (grades 3-8 and 11) | N/A | 17 | N/A | 17 | N/A | 33 |

2021-22 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 | 288 | 271 | 94.10 | 5.90 | 18.82 |
| Female | 137 | 129 | 94.16 | 5.84 | 24.81 |
| Male | 151 | 142 | 94.04 | 5.96 | 13.38 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 156 | 146 | 93.59 | 6.41 | 14.38 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 25.00 |
| White | 100 | 95 | 95.00 | 5.00 | 26.32 |
| English Learners | 92 | 86 | 93.48 | 6.52 | 8.14 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 252 | 236 | 93.65 | 6.35 | 17.37 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 24 | 23 | 95.83 | 4.17 | 13.04 |

2021-22 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 | 288 | 272 | 94.44 | 5.56 | 16.97 |
| Female | 137 | 130 | 94.89 | 5.11 | 17.05 |
| Male | 151 | 142 | 94.04 | 5.96 | 16.90 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Hispanic or Latino | 156 | 147 | 94.23 | 5.77 | 10.96 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 16.67 |
| White | 100 | 95 | 95.00 | 5.00 | 28.42 |
| English Learners | 92 | 86 | 93.48 | 6.52 | 5.88 |
| Foster Youth | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0.00 | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 252 | 237 | 94.05 | 5.95 | 16.10 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 24 | 23 | 95.83 | 4.17 | 4.35 |

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.

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

| Subject | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | 22.37 | 17.58 | 16.9 | 14.79 | 28.5 | 29.47 |

2021-22 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 | 95 | 91 | 95.79 | 4.21 | 17.58 |
| Female | 42 | 41 | 97.62 | 2.38 | 21.95 |
| Male | 53 | 50 | 94.34 | 5.66 | 14 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 49 | 47 | 95.92 | 4.08 | 8.51 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 40 | 38 | 95 | 5 | 31.58 |
| English Learners | 27 | 25 | 92.59 | 7.41 | 4 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 78 | 74 | 94.87 | 5.13 | 17.57 |
| 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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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 | 96.9% | 97.9% | 97.9% | 97.9% | 97.9% |
| Grade 7 | 94.1% | 97% | 97% | 96% | 97% |
| Grade 9 | 97.3% | 95.5% | 98.2% | 95.5% | 97.3% |

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.

2022-23 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.

2021-22 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 637 | 625 | 205 | 32.8 |
| Female | 300 | 294 | 92 | 31.3 |
| Male | 337 | 331 | 113 | 34.1 |
| American Indian or Alaska Native | 17 | 16 | 10 | 62.5 |
| Asian | 29 | 29 | 13 | 44.8 |
| Black or African American | 4 | 4 | 2 | 50.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 333 | 327 | 102 | 31.2 |
| Native Hawaiian or Pacific Islander | 1 | 1 | 0 | 0.0 |
| Two or More Races | 15 | 15 | 3 | 20.0 |
| White | 234 | 229 | 74 | 32.3 |
| English Learners | 209 | 206 | 66 | 32.0 |
| Foster Youth | 5 | 3 | 1 | 33.3 |
| Homeless | 8 | 8 | 4 | 50.0 |
| Socioeconomically Disadvantaged | 544 | 535 | 189 | 35.3 |
| Students Receiving Migrant Education Services | 2 | 2 | 0 | 0.0 |
| Students with Disabilities | 73 | 73 | 29 | 39.7 |

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 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 |

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 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|--------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Suspensions | 0.16 | 1.88 | 2.38 | 4.74 | 0.20 | 3.17 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.07 | 0.00 | 0.07 |

2021-22 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 1.88 | 0.00 |
| Female | 1.00 | 0.00 |
| Male | 2.67 | 0.00 |
| American Indian or Alaska Native | 11.76 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 1.50 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 2.14 | 0.00 |
| English Learners | 0.48 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 2.02 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 2.74 | 0.00 |

2022-23 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 2022.

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.

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 | |
| 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 | | |
| 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 | | |

2021-22 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 | 591 |

2021-22 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) | 1 |
| Psychologist | .5 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 1 |
| Resource Specialist (non-teaching) | 0 |
| Other | 5.0 |

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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 | \$81,767 |
| Percent Difference - School Site and District | N/A | N/A | -7.0 | 1.2 |
| State | N/A | N/A | \$6,594 | \$73,001 |
| Percent Difference - School Site and State | N/A | N/A | 24.4 | 12.5 |

2021-22 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:

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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 | \$46,419 |
| Mid-Range Teacher Salary | \$80,635 | \$69,902 |
| Highest Teacher Salary | \$103,220 | \$97,912 |
| Average Principal Salary (Elementary) | \$134,168 | \$111,731 |
| Average Principal Salary (Middle) | \$136,507 | \$122,012 |
| Average Principal Salary (High) | \$141,904 | \$122,212 |
| Superintendent Salary | \$160,000 | \$150,971 |
| Percent of Budget for Teacher Salaries | 32% | 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 | 2020-21 | 2021-22 | 2022-23 |
|--|---------------------------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 13 Part days; 2 Full days | 17 Part | 17 Part |