

Murdock Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Murdock Elementary School
Street	655 French Street
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6640
Principal	Carrie Brown
E-mail Address	cbrown@willowsunified.org
Web Site	http://www.willowsunified.org/mes/
Grades Served	K-5
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 (Most Recent Year)

Murdock Elementary School, located at 655 French Street in Willows, has an enrollment of approximately 650 students. Murdock has thirty-three teachers serving students that are mostly White, Hispanic, and Asian in grades K - 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 2014-15)

Grade Level	Number of Students
Kindergarten	120
Grade 1	105
Grade 2	83
Grade 3	110
Grade 4	128
Grade 5	93
Total Enrollment	639

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	3
Asian	6.1
Filipino	0.5
Hispanic or Latino	54.3
Native Hawaiian or Pacific Islander	0.5
White	33.3
Two or More Races	1.4
Socioeconomically Disadvantaged	75.9
English Learners	39.9
Students with Disabilities	5.2
Foster Youth	2

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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	27	33	72
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	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	1	1
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 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	99.0	1.0
High-Poverty Schools in District	99.0	1.0
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 2015-16)

Year and month in which data were collected: 06-04-2015

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.

Core Curriculum Area	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. The school is also currently getting 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 in which data were collected: 10-12-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Staff lounge east facing window/wall has dry rot around it. It will be removed and the damaged framing will be replaced.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Water damage from an old roof leak. Will be replaced by sheet rock and paint.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10-12-2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		The roof is currently being replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10-12-2015				
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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	22	22	44
Mathematics	14	12	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	110	105	95.5	53	30	10	6
	4	123	120	97.6	48	22	23	8
	5	92	87	94.6	49	29	17	2
Male	3	110	57	51.8	54	30	11	5
	4	123	72	58.5	53	25	15	7
	5	92	41	44.6	51	27	12	5
Female	3	110	48	43.6	52	31	10	6
	4	123	48	39.0	42	17	33	8
	5	92	46	50.0	48	30	22	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	3	110	1	0.9	--	--	--	--
	4	123	1	0.8	--	--	--	--
American Indian or Alaska Native	3	110	1	0.9	--	--	--	--
	4	123	4	3.3	--	--	--	--
	5	92	2	2.2	--	--	--	--
Asian	3	110	6	5.5	--	--	--	--
	4	123	11	8.9	55	9	27	9
	5	92	2	2.2	--	--	--	--
Filipino	4	123	1	0.8	--	--	--	--
	5	92	1	1.1	--	--	--	--
Hispanic or Latino	3	110	55	50.0	56	27	15	2
	4	123	67	54.5	52	25	19	3
	5	92	49	53.3	59	27	10	0
Native Hawaiian or Pacific Islander	3	110	1	0.9	--	--	--	--
White	3	110	40	36.4	48	35	8	10
	4	123	33	26.8	42	21	24	12
	5	92	30	32.6	30	30	33	7
Two or More Races	3	110	1	0.9	--	--	--	--
	4	123	1	0.8	--	--	--	--
	5	92	3	3.3	--	--	--	--
Socioeconomically Disadvantaged	3	110	81	73.6	56	30	12	2
	4	123	99	80.5	55	18	21	6
	5	92	68	73.9	59	29	9	0
Students with Disabilities	3	110	8	7.3	--	--	--	--
	4	123	5	4.1	--	--	--	--
	5	92	10	10.9	--	--	--	--
Students Receiving Migrant Education Services	5	92	1	1.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
All Students	3	110	105	95.5	53	30	12	5
	4	123	120	97.6	44	42	9	4
	5	92	87	94.6	55	32	10	1
Male	3	110	57	51.8	49	32	12	7
	4	123	72	58.5	44	42	11	3
	5	92	41	44.6	49	34	12	2
Female	3	110	48	43.6	58	27	13	2
	4	123	48	39.0	44	42	6	6
	5	92	46	50.0	61	30	9	0
Black or African American	3	110	1	0.9	--	--	--	--
	4	123	1	0.8	--	--	--	--
American Indian or Alaska Native	3	110	1	0.9	--	--	--	--
	4	123	4	3.3	--	--	--	--
	5	92	2	2.2	--	--	--	--
Asian	3	110	6	5.5	--	--	--	--
	4	123	11	8.9	55	45	0	0
	5	92	2	2.2	--	--	--	--
Filipino	4	123	1	0.8	--	--	--	--
	5	92	1	1.1	--	--	--	--
Hispanic or Latino	3	110	55	50.0	56	31	9	4
	4	123	67	54.5	52	40	6	1
	5	92	49	53.3	65	29	6	0
Native Hawaiian or Pacific Islander	3	110	1	0.9	--	--	--	--
White	3	110	40	36.4	48	28	18	8
	4	123	33	26.8	27	42	15	12
	5	92	30	32.6	43	40	13	0
Two or More Races	3	110	1	0.9	--	--	--	--
	4	123	1	0.8	--	--	--	--
	5	92	3	3.3	--	--	--	--
Socioeconomically Disadvantaged	3	110	81	73.6	58	32	7	2
	4	123	99	80.5	47	41	8	2
	5	92	68	73.9	63	28	6	1
Students with Disabilities	3	110	8	7.3	--	--	--	--
	4	123	5	4.1	--	--	--	--
	5	92	10	10.9	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard	Standard	Standard	Standard
Students Receiving Migrant Education Services	5	92	1	1.1	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	27	39	30	38	43	33	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	33
All Student at the School	30
Male	39
Female	23
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	13
White	57
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	0
Students with Disabilities	22
Students Receiving Migrant Education Services	--
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.10	20.90	16.30

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 (Most Recent Year)

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		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.55	0.87	0.00	5.56	4.46	2.70	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

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, 2015.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

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	2012-13				2013-14				2014-15			
	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	27		4		24	1	4		24		5	
1	27		3		31		3		26		4	
2	28		4		26		4		21	2	2	
3	30		3		31		4		27		4	
4	26		4		30		3		32		4	
5	27		4		25		4		19	2	3	
Other	28		1		4	1			2	1		

Note: 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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.80	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1.00	N/A
Psychologist	.40	N/A
Social Worker		N/A
Nurse	0.313	N/A
Speech/Language/Hearing Specialist	.5	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$8,802	\$1,483	\$7,319	\$73,374
District	N/A	N/A	\$32,515	\$75,483
Percent Difference: School Site and District	N/A	N/A	-77.5	6.7
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	67.7	31.9

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

Types of Services Funded (Fiscal Year 2014-15)

We are required to report financial data from the 2014-2015 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 2014-2015 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 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$55,579	\$38,953
Mid-Range Teacher Salary	\$72,058	\$57,103
Highest Teacher Salary	\$86,813	\$74,127
Average Principal Salary (Elementary)	\$93,235	\$90,225
Average Principal Salary (Middle)	\$112,197	\$98,146
Average Principal Salary (High)	\$116,633	\$97,758
Superintendent Salary	\$133,402	\$117,803
Percent of Budget for Teacher Salaries	40%	34%
Percent of Budget for Administrative Salaries	7%	7%

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.