

Murdock Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 School Contact Information

School Name	Murdock Elementary
Street	655 French St
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6640
Principal	Stacy Lanzi
Email Address	slanzi@willowsunified.org
School Website	http://mes.willowsunified.org/
Grade Span	K-4
County-District-School (CDS) Code	11-62661-6007603

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Murdock Elementary School, located in Willows, California, is a diverse and thriving learning community serving approximately 500 TK–4 students from the surrounding rural area. Our student population is primarily Hispanic and White, with over 19% of our learners identified as English language learners. Situated at 655 French Street, about 85 miles north of Sacramento in the northern section of California's Central Valley, Murdock is supported by a highly dedicated team of 34 teachers and a strong, well-balanced support staff.

Our comprehensive curriculum includes phonemic awareness, Science of Reading practices, English language arts, mathematics, science, social studies, physical education, music, and social-emotional learning. All educational programs are aligned with the California Common Core State Standards and district curriculum guidelines to ensure a rigorous and well-rounded learning experience for all students. Teachers provide Tier 2 interventions within the classroom, and a schoolwide Positive Behavioral Interventions and Supports (PBIS) system is in place to promote positive behavior and help every student reach their full potential.

Murdock Elementary is committed to fostering a safe, nurturing, and inclusive environment that emphasizes collaboration and strong relationships among students, families, and the broader community. Our school culture is rooted in the core values of respect, responsibility, and safety, with a shared goal of cultivating confident, creative, and compassionate individuals who are well-prepared for future success. By engaging staff, parents, students, and community members in collaborative decision-making, Murdock Elementary remains focused on continuous improvement. This cooperative spirit builds a strong sense of family, instills school pride, and inspires a lifelong love of learning in our students.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	47
Kindergarten	74
Grade 1	92
Grade 2	93
Grade 3	87
Grade 4	95
Total Enrollment	488

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.5
Male	52.5
American Indian or Alaska Native	5.9
Asian	3.9
Black or African American	0.8
Filipino	0.2
Hispanic or Latino	49.6
Two or More Races	0.4
White	38.7
English Learners	19.9
Foster Youth	0.6
Homeless	1.2
Migrant	0.6
Socioeconomically Disadvantaged	74.8
Students with Disabilities	13.3

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.

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)	25.3	96.2	58.2	85.84	234405.2	84
Intern Credential Holders Properly Assigned	0	0	2	2.95	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.8	2.2	3.24	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	4.3	6.42	11953.1	4.28
Unknown/Incomplete/NA	0	0	1	1.53	15831.9	5.67
Total Teaching Positions	26.3	100	67.8	100	279044.8	100

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.

2022-23 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)	30.3	91.02	65.3	88.3	231142.4	83.24
Intern Credential Holders Properly Assigned	2	5.99	2	2.7	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0	0	0	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	5.6	7.64	11746.9	4.23
Unknown/Incomplete/NA	1	2.99	1	1.35	14303.8	5.15
Total Teaching Positions	33.3	100	74	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	31.3	83.95	63.1	77.47	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.9	2.44	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	2.67	2.9	3.67	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	2.67	4.8	6	12112.8	4.34
Unknown/Incomplete/NA	4	10.7	8.4	10.4	13705.8	4.91
Total Teaching Positions	37.3	100	81.5	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	1
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.8	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	5.4	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Murdock Elementary School provides sufficient, up-to-date textbooks and instructional materials for all students in all core subject areas. All adopted materials are aligned with current California State Standards and are in good condition for daily classroom use. In accordance with the Williams legislation, the District annually reviews and verifies that every student has access to their own standards-aligned textbook or instructional material in class and to use at home, and publicly reports whether the identified instructional materials meet State requirements.

Year and month in which the data were collected	11/20/2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2017 Benchmark Advanced k-4 2020 Frog Street T-K 2022 IMSE-Orton-Gillingham 2022 Heggerty-Phonemic Awareness 2022 Morpheme Magic	0
Mathematics	2015 McGraw-Hill Everyday Mathematics K-4	0
Science	2020 Inspire: Science McGraw-Hill Education K-4	0
History-Social Science	2019 Impact: California Social Studies K-4	0
Foreign Language	2022 Vista Higher Learning ELL: Connect 1-4, Sail/Soar K-4 Sail	0

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

School Facility Conditions and Planned Improvements

The original school was built in the 1950s; 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 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's main buildings were built in 1952. 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 school is in good condition despite its age. The cafeteria/multi-purpose room was updated with new equipment, floors, bathrooms and walls. It is available to accommodate our food service program and our music program. In 2020, 8 modular classroom were built to add what is now our School Library, 5

School Facility Conditions and Planned Improvements

classrooms, & a full service staff room. In 2024, a new wing was added with five additional classrooms and a set of student bathrooms.

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.

Our school has recently undergone extensive modernization, which has significantly enhanced the learning environment for our students. One notable addition is the construction of a brand-new ELOP (Educational Learning Opportunities Program) wing, featuring five state-of-the-art classrooms and new bathroom facilities. This expansion has allowed us to provide more targeted and individualized instruction, ensuring that all students have access to the resources they need to thrive academically. Moving forward, we remain committed to ongoing improvement and will continue to seek opportunities to upgrade and modernize our campus to provide the best possible educational experience for our students.

Year and month of the most recent FIT report	12/26/2025
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Restroom: The walls in the 200 and 300 wing restrooms have cracked tile from settling. Bathrooms are very outdated and need to be redone.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Restroom: The walls in the 200 and 300 wing restrooms have cracked tile from settling. Bathrooms are very outdated and need to be redone.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	14	19	22	27	47	48
Mathematics (grades 3-8 and 11)	14	22	18	21	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	171	97.16	2.84	19.30
Female	84	82	97.62	2.38	18.29
Male	92	89	96.74	3.26	20.22
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77	3.23	12.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	62	96.88	3.12	29.03
English Learners	47	45	95.74	4.26	4.44
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	136	97.14	2.86	16.91
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	25	92.59	7.41	12.00

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	176	170	96.59	3.41	21.76
Female	84	81	96.43	3.57	18.52
Male	92	89	96.74	3.26	24.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	93	90	96.77	3.23	17.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	61	95.31	4.69	32.79
English Learners	47	45	95.74	4.26	6.67
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	135	96.43	3.57	16.30
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	26	96.30	3.70	3.85

CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3—Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.41		15.72	18	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	98.47%	99.24%	99.24%	99.24%	98.47%
Grade 7	95.83%	95.00%	95.00%	95.00%	95.00%
Grade 9	100%	100%	99.09%	100%	99.09%

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.

2025-26 Opportunities for Parental Involvement

Murdock Elementary has an active Parent Teacher Organization (PTO). Our PTO focuses on three main goals: Organizing parents for special student and family activities that enhance and benefit Murdock Elementary School. Fundraising to support classroom learning, student success, and fun school-spirit activities. Facilitating communication between the school and parents while strengthening community relationships.

Murdock Elementary provides many other opportunities for parental involvement, which include but are not limited to: attending our school-wide assemblies and celebrations, School Site Council, English Learner Advisory Committees (ELAC & DLAC), classroom volunteers, library volunteers, PTO volunteers, drivers and chaperones on field trips, Coffee with the Principal, and Community Schools events.

Additional ways parents can volunteer at Murdock include: Helping with special projects such as organizing materials, prepping classroom supplies, or assisting with bulletin boards; volunteering in creating a Maker Space or technology activities, supporting students with STEM tasks or digital learning projects, supporting literacy events, such as reading to students; helping at book fairs, assisting with reading groups, assisting with school gardens or beautification projects, including planting, painting, or campus clean-up days; joining or supporting after-school clubs based on staff-led opportunities (art, STEM, running club, music, etc.); helping with family engagement nights such as Math Night, Literacy Night, or Science Night; volunteering in our PBIS events, including reward days, celebrations, and Mallard recognition activities; serving on safety or traffic teams, such as assisting with morning drop-off or afternoon pick-up.

Please contact the school principal at 530-934-6640 to find out how you can participate, bring fresh ideas, and make positive changes for Murdock Elementary.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	523	512	61	11.9
Female	250	243	31	12.8
Male	273	269	30	11.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	30	27	6	22.2
Asian	19	19	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	270	264	31	11.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	195	193	22	11.4
English Learners	108	108	10	9.3
Foster Youth	--	--	--	--
Homeless	13	12	2	16.7
Socioeconomically Disadvantaged	413	403	51	12.7
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	88	86	6	7.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.5	2.96	6.12	4.22	4.78	5.87	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.2	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.12	0.00
Female	2.00	0.00
Male	9.89	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	30.00	0.00
Asian	5.26	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.70	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.64	0.00
English Learners	4.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.78	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	11.36	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

An extensive districtwide School Safety Plan, updated annually in accordance with SB 187, has been developed and implemented. This plan includes emergency procedures for traumatic incidents, imminent danger, evacuation/relocation, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students participate in monthly safety drills, with earthquake drills conducted two times each year and lockdown/evacuation drills two times each year. Teachers and students are familiar with all procedures.

School grounds are monitored by staff in alignment with Murdock safety protocols and procedures. All visitors are required to enter through the main gate, be buzzed in, sign in at the main office, and wear a visitor badge. Murdock is equipped with a camera security system that records activity during and after school hours. The school also utilizes ParentSquare to notify staff and the safety team of potential safety concerns on campus. In addition, ParentSquare is used to maintain clear, timely, and personal communication with our families. Safety is of the utmost importance and remains a high priority at Murdock Elementary School. The School Safety Plan was most recently reviewed and updated in December 2025.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	13.5	2	0	0
K	18	3	3	0
1	21	1	3	0
2	18	1	4	0
3	25	1	4	1
4	24	0	4	0
5	19	1	4	0
6	0	0	0	0
Other	2	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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
TK	13	2	0	0
K	22	0	4	0
1	22	0	4	0
2	19	4	0	0
3	23	0	4	0
4	25	0	5	0
5	25	0	4	0
6	0	0	0	0
Other	2	1	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	15.6	3	0	0
K	18	4	0	0
1	23	0	4	0
2	23	0	4	0
3	17	2	3	0
4	23	0	4	0
Other	4	2		

2024-25 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	592

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	11987.17	1613.65	10373.53	88099
District	N/A	N/A	8880.37	88099
Percent Difference - School Site and District	N/A	N/A	15.5	29.4
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-3.8	11.3

Fiscal Year 2024-25 Types of Services Funded

We are required to report financial data from the 2021-2022 school year by the California Department of Education. More recent financial data is available on request from the district office. It is important to note when comparing Teacher and Administrative Salaries, these salaries include BOSS (Benefits on Salary Schedule).

Spending per Student

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2021-2022 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials, economic impact aid, and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the schools spending varies from the

Fiscal Year 2024-25 Types of Services Funded

district and state averages. For example, we calculate the school's variance from the district average using this formula:

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	70851	\$54,773
Mid-Range Teacher Salary	88099	\$78,981
Highest Teacher Salary	120204	\$117,337
Average Principal Salary (Elementary)	131695	\$128,425
Average Principal Salary (Middle)	133925	\$137,947
Average Principal Salary (High)	143455	\$138,809
Superintendent Salary	182480	\$176,162
Percent of Budget for Teacher Salaries	27.68%	24.71%
Percent of Budget for Administrative Salaries	5.54%	5.91%

Professional Development

Willows Unified School District provides two full days of professional development throughout the school year. During the 2025-26 school year the focus has been on developing Professional Learning Communities (PLCs) to help guide instruction, assessment, and continuous improvement. In addition to the 2 full days, the district provides 17 collaboration days which provide staff with additional time in the afternoon to work in PLC teams and focus on student achievement.

Murdock Elementary School, in partnership with the Glenn County Office of Education, prioritizes comprehensive professional development opportunities for our educators. Teachers participate in a variety of workshops and training programs throughout the year to enhance their instructional skills and deepen their subject knowledge. A significant focus is placed on the integration of technology into teaching and learning, enabling our staff to leverage the latest digital tools and resources effectively.

In addition to technology, our school emphasizes professional development in the areas of Standards-Based Learning, Explicit Direct Instruction, and Positive Behavior and Intervention Support. This multifaceted approach ensures that our teachers remain well-versed in the latest educational methodologies and can provide targeted support to students. Some teachers also participate in professional development grants that focus on enhancing instruction in English Language Arts, mathematics, and science.

At Murdock Elementary, our commitment to continuous improvement is evident in our extensive professional development offerings. We prioritize technology integration, literacy, Positive Behavior and Intervention Support (PBIS), Common Core State Standards, Social and Emotional Learning (SEL), and Multi-Tiered Systems of Support (MTSS). Through these initiatives, our educators are equipped with the skills and knowledge necessary to foster student success in an ever-evolving educational landscape.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	13 part	20 part	17 part