

# The Single Plan for Student Achievement

MURDOCK ELEMENTARY SCHOOL

11-62661-6007603  
CDS Code

Date of this revision: January 2015

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

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Willows Unified School District

The District Governing Board approved this revision of the School Plan on February 4, 2016.

### **School Description**

Murdock Elementary School, located at 655 French Street in Willows, has an enrollment of approximately 650 students in grades K - 5, who come, for the most part, from a rural community. Thirty-three teachers serve a population of students that are mostly White, Hispanic, and Asian.

The curriculum consists of English, reading, math, science, social studies, physical education, music, and computer literacy 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, participating in team teaching, and consulting with the parents and support services (i.e., counseling, psychologist, speech and language therapist).

### **Mission Statement**

#### **Mission:**

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

#### **Vision:**

Murdock Elementary School provides a safe, respectful, and responsible environment where each student is:

- Empowered to reach their highest potential.
- Supported in their social, psychological, and character development.
- Inspired to become a lifelong learner.

### **Core Values**

Murdock students leave with:

- A lifelong love of learning
- A healthy attitude about self and others
- A love of reading
- Tolerance for others

#### **Learning:**

- Learners feel a sense of accomplishment.
- Are challenged to their maximum potential
- Are empowered with strategies for success in life, citizenship and future education

Staff beliefs:

- All students belong to the community.
- We are committed to success. We work to continually improve ourselves, our students and our school.
- All students can learn.
- We continue to offer diverse and differentiated instruction to all learners.

### **Development of Single Plan for Student Achievement**

As we move toward developing a plan that addresses the needs of our students, the following information will be used for discussion to determine practices, policies, and procedures to maintain a cycle for continuous improvement:

- Review Programs Funded through the Consolidated Application
- Programs Included in this Plan and Funding
- Analyze Current Instructional Program
- Analyze Demographic Data
- Analyze Student Performance
- Conclusion of Student Performance
- Goals

### **Programs Funded through the Consolidated Application**

The following programs are reported in the Consolidated Application. Information on the Consolidated Application and program profiles are available at <http://www.cde.ca.gov/fg/aa/co/>.

#### **Federal No Child Left Behind (NCLB) Programs**

Information and CDE contacts for NCLB programs are available at <http://www.cde.ca.gov/nclb/sr/pc.>

- Title I, Part A, Basic Grant
- Title II, Part A, Teacher & Principal Training & Recruiting
- Title III, LEP Students



Programs Included in this Plan and Funding

Federal Programs under No Child Left Behind (NCLB)		Allocation
X	Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$ 164,017.00
X	Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 6,050.00
X	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 21,983.55
Total amount of federal categorical funds allocated to this school		\$ 192,050.55

Analysis of Current Instructional Program

The following statements characterize educational practice at this school:

1. **Alignment of curriculum, instruction and materials to content and performance standards:**  
During the 2011-12 school year, CA Treasures was purchased to ensure alignment of the ELA, ELD, and EL instruction to the standards. Professional development training and workshops are ongoing to ensure teachers have every opportunity to align their curriculum and instruction to the content and performance standards at their grade level.
2. **Availability of standards-based instructional materials appropriate to all student groups:**  
All textbooks and materials purchased are aligned to the standards and are designed to address all student needs. A complete list of textbooks aligned to the standards can be viewed at the school site or at the district office. Additional materials are purchased for English Learners and Special Education students to accommodate different learning modalities while staying focused on the standards.
3. **Alignment of staff development to standards, assessed student performance and professional needs:**  
Opportunities for collaboration have allowed teachers time to analyze and interpret assessment data, align instruction to standards and student needs. District sponsored professional development has focused on standards implementation.



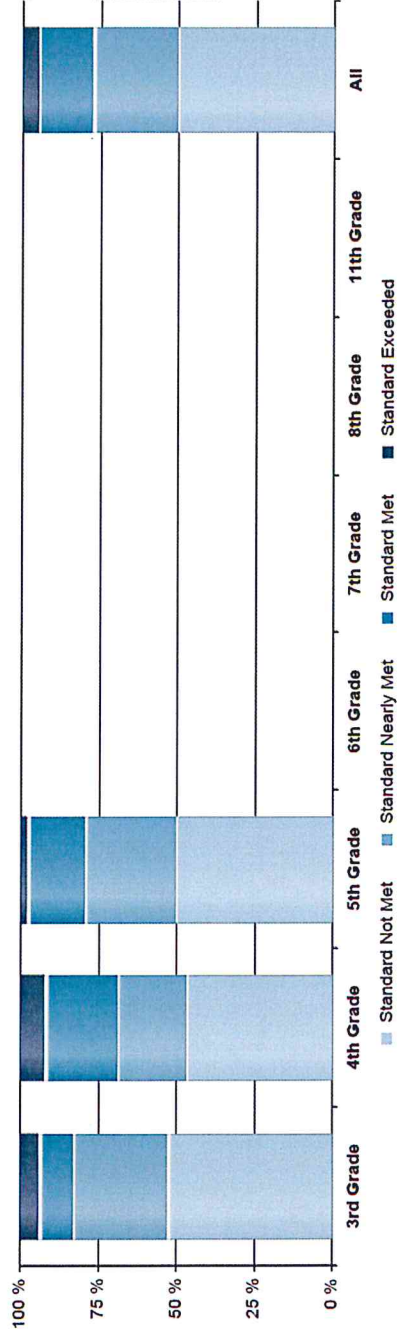
4. **Services provided by the regular program to enable Underperforming students to meet standards:** Teachers work to provide differentiated instruction in the regular education setting. All grades offer flexible reading and math groups based on individual need as indicated by assessments. Ongoing collaboration at each grade level and staff development workshops offers teachers opportunities to address all student needs.
5. **Services provided by categorical funds to enable Underperforming students to meet standards:** Our school wide categorical funds allow Second Language Instructional Aides in grades K-5 to work with English learners. Teachers work with underperforming students providing appropriate interventions in the regular education. Before and After School interventions are offered for underperforming students.
6. **Use of state and local assessments to modify instruction and improve student achievement:** The district provides extensive data using both state and district assessments for analysis. Teachers use data to improve student achievement by attending specific workshops related to the areas needed for improvement and to identify individual student needs.
7. **Number and percentage of teachers in academic areas experiencing low student performance:** There are students in all classrooms who perform at levels below "basic" on district and state assessments. These students receive direct instruction and have opportunities to attend intervention before, after, and during the school day.
8. **Family, school, district and community resources available to assist these students:** The County Office of Education provides an after-school homework and activities program (SPARK). In addition, Murdock provides interventions during the school day taught by credentialed classroom teachers. The following parent education programs are provided by the school/district/county: Parent Education Class, Migrant Education, PIQE (Parent Invested in Quality Education), Adult Literacy to assist parents in supporting their child to achieve grade level standards.
9. **School, district and community barriers to improvements in student achievement:** The diversity of student needs represented in a classroom continues to be a challenge. Teachers and staff work very hard to meet the needs of all students who have varied levels of performance, as well as those who are English Learners. Support from parents is critical to student learning, therefore, in addition to our existing parent education program; Murdock will continue to seek opportunities to encourage parent participation.
10. **Limitations of the current program to enable Underperforming students to meet standards:** Managing small group and individualized instruction when class sizes are large is challenging. We will continue to find ways to meet the challenges and improve student learning.

**Analysis of Student Performance Data**

**Percentage of Students at each Performance Level from CAASPP  
ENGLISH**

**ENGLISH LANGUAGE ARTS/LITERACY**

**Achievement Level Distribution**




**Overall Achievement**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	108	121	89	N/A	N/A	N/A	N/A	318
Number of Students Tested	105	120	85	N/A	N/A	N/A	N/A	310
Percent of Enrolled Students Tested	97.2 %	99.2 %	95.5 %	N/A	N/A	N/A	N/A	97.5 %
Number of Students With Scores	105	120	85	N/A	N/A	N/A	N/A	310
Mean Scale Score	2361.0	2421.1	2444.1	N/A	N/A	N/A	N/A	N/A
Standard Exceeded	6 %	8 %	2 %	N/A	N/A	N/A	N/A	5 %
Standard Met	10 %	23 %	18 %	N/A	N/A	N/A	N/A	17 %
Standard Nearly Met	30 %	22 %	29 %	N/A	N/A	N/A	N/A	27 %
Standard Not Met	53 %	48 %	51 %	N/A	N/A	N/A	N/A	51 %


English Language Arts/Literacy Scale Score Ranges

Areas


Reading: Demonstrating understanding of literary and non-fictional texts

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	6 %	7 %	7 %	N/A	N/A	N/A	N/A	6 %
At or Near Standard	43 %	49 %	44 %	N/A	N/A	N/A	N/A	45 %
Below Standard	51 %	43 %	49 %	N/A	N/A	N/A	N/A	48 %


Writing: Producing clear and purposeful writing

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	7 %	8 %	8 %	N/A	N/A	N/A	N/A	8 %
At or Near Standard	37 %	53 %	38 %	N/A	N/A	N/A	N/A	44 %
Below Standard	56 %	38 %	54 %	N/A	N/A	N/A	N/A	48 %

Listening: Demonstrating effective communication skills

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	5 %	7 %	5 %	N/A	N/A	N/A	N/A	5 %
At or Near Standard	58 %	66 %	58 %	N/A	N/A	N/A	N/A	61 %
Below Standard	37 %	28 %	38 %	N/A	N/A	N/A	N/A	34 %

Research/Inquiry: Investigating, analyzing, and presenting information

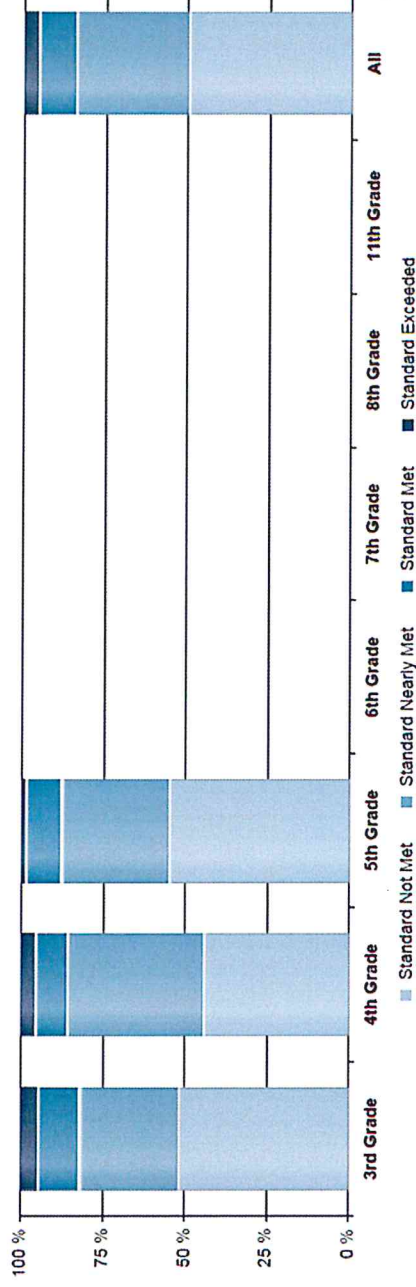
	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
 Above Standard	6 %	8 %	12 %	N/A	N/A	N/A	N/A	8 %
At or Near Standard	46 %	40 %	60 %	N/A	N/A	N/A	N/A	47 %
Below Standard	49 %	31 %	28 %	N/A	N/A	N/A	N/A	36 %



# Percentage of Students at each Performance Level from CAASPP MATH

## MATHEMATICS

Achievement Level Distribution



### Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	108	121	89	N/A	N/A	N/A	N/A	318
Number of Students Tested	105	119	86	N/A	N/A	N/A	N/A	310
Percent of Enrolled Students Tested	97.2 %	98.3 %	96.6 %	N/A	N/A	N/A	N/A	97.5 %
Number of Students With Scores	105	119	86	N/A	N/A	N/A	N/A	310
Mean Scale Score	2374.1	2422.7	2448.9	N/A	N/A	N/A	N/A	N/A
Standard Exceeded	5 %	4 %	1 %	N/A	N/A	N/A	N/A	4 %
Standard Met	12 %	9 %	10 %	N/A	N/A	N/A	N/A	11 %
Standard Nearly Met	30 %	42 %	33 %	N/A	N/A	N/A	N/A	35 %
Standard Not Met	53 %	45 %	56 %	N/A	N/A	N/A	N/A	51 %

[Mathematics Scale Score Ranges](#)

Areas

**CONCEPTS & PROCEDURES: Applying mathematical concepts and procedures**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	5 %	3 %	N/A	N/A	N/A	N/A	7 %
At or Near Standard	28 %	30 %	33 %	N/A	N/A	N/A	N/A	30 %
Below Standard	61 %	65 %	64 %	N/A	N/A	N/A	N/A	63 %



$$\frac{a}{b} = c$$

**PROBLEM SOLVING & MODELING/DATA ANALYSIS: Using appropriate tools and strategies to solve real world and mathematical problems**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	9 %	7 %	1 %	N/A	N/A	N/A	N/A	6 %
At or Near Standard	30 %	40 %	36 %	N/A	N/A	N/A	N/A	35 %
Below Standard	62 %	53 %	63 %	N/A	N/A	N/A	N/A	59 %



**COMMUNICATING REASONING: Demonstrating ability to support mathematical conclusions**

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	6 %	8 %	3 %	N/A	N/A	N/A	N/A	6 %
At or Near Standard	47 %	37 %	44 %	N/A	N/A	N/A	N/A	42 %
Below Standard	48 %	55 %	52 %	N/A	N/A	N/A	N/A	52 %



Mathematics Area Achievement Level Descriptors

Strengths & Areas of Improvement for English	Strengths & Areas of Improvement for Math
<p>72%- Listening: demonstrating effective communication skills</p> <p>47%-Writing: Producing clear and purposeful writing</p>	<p>51%- Communicating Reasoning: demonstrating ability to support mathematical conclusions</p> <p>64%-Concepts &amp; Procedures: Applying mathematical concepts and procedures</p>
<p>66%- Listening: demonstrating effective communication skills</p> <p>48%-tie with Reading: Demonstrating understanding of literary and non-fictional texts AND Writing: Producing clear and purposeful writing</p>	<p>48%-Communicating Reasoning: demonstrating ability to support mathematical conclusions</p> <p>63%- &amp; PROCEDURES: Applying mathematical concepts and procedures</p>



2015 CAASPP Test Results

Murdock Elementary School

All Students - California Standards Test Scores

County Name:  
 Glenn County  
 District Name:  
 Willows Unified District  
 School Name:  
 Murdock Elementary School  
 CDS Code:  
 11-62661-6007603  
 Total Enrollment:  
 318  
 Total Number Tested:  
 314  
 Total Number Tested in Selected Subgroup:  
 314

Note: The first row in each table contains numbers 2 through 11 which represent grades two through eleven respectively.

An asterisk (\*) appears on the Internet reports to protect student privacy when 10 or fewer students had valid test scores.

Reported Enrollment

Result Type	2	3	4	5	6	7	8	9	10	11
Reported Enrollment										89

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Result Type	2	3	4	5	6	7	8	9	10	11
Students Tested										81
% of Enrollment										91.0 %
Students with Scores										80
Mean Scale Score										323.1
% Advanced										4 %
% Proficient										27 %
% Basic										40 %
% Below Basic										17 %
% Far Below Basic										11 %

**Participation Rate: Targets and Met Criteria**

2015 AYP Participation Rate Web page.

Content Area	Target	Met
English Language Arts/Literacy (ELA)	95%	Yes
Mathematics	95%	Yes

**Participation Rate: Schoolwide and Student Groups**

Student Groups	ELA Enrollment	ELA Number of Students Tested	ELA Rate	ELA Met 2015 Criteria	ELA Alternative Method	Math Enrollment	Math Number of Students Tested	Math Rate	Math Met 2015 Criteria	Math Alternative Method
Schoolwide	323	316	98	Yes	--	323	316	98	Yes	--
Black or African American	3	3	100	--	--	3	3	100	--	--
American Indian or Alaska Native	8	8	100	--	--	8	8	100	--	--
Asian	19	19	100	--	--	19	19	100	--	--
Filipino	2	2	100	--	--	2	2	100	--	--
Hispanic or Latino	179	173	97	Yes	--	179	175	98	Yes	--
Native Hawaiian or Pacific Islander	1	1	100	--	--	1	1	100	--	--
White	105	104	99	Yes	--	105	102	97	Yes	--
Two or More Races	5	5	100	--	--	5	5	100	--	--
Socioeconomically Disadvantaged	268	262	98	Yes	--	268	262	98	Yes	--
English Learners	142	139	98	Yes	--	142	140	99	Yes	--
Students with Disabilities	34	33	98	--	--	34	33	98	--	--

Attendance Rate Target: 90 Percent

Average Daily Attendance	School Attendance Enrollment	Met Criteria
95%	--	Yes



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**Conclusions from Student Performance Data: (Need to revise with the new CAASPP scores)**

Results from the AYP for the 2014-15 school year indicates the State and Federal targets for both English-Language Arts and Mathematics were met for all subgroups. Results on the CAASPP English Language Arts indicates that 66% of the students met or exceeded the standard for “Listening: demonstrating effective communication skills”, while 48% of the students still need improvement in “Reading: demonstrating understanding of literacy and nonfictional texts,” as well as “Writing: producing clear and purposeful writing.” Results on the CAASPP for Mathematics indicates that 48% of the students met or exceeded the standard for “Communicating Reasoning: demonstrating ability to support mathematical conclusions”, while 63% of our students still need improvement in “Concepts & Procedures: Applying mathematical concepts and procedures.”

Our goal is to be a top performing school. To achieve that end, we need to continue to develop and offer a balanced, integrated approach to reading, language, spelling and mathematics instruction. Therefore, in addition to reviewing Student Performance Data from prior years, staff will continue to monitor and review student grades, CELDT scores, classroom assessments, and trimester assessments to determine if growth is occurring.

The Murdock Elementary School family takes pride in student achievement. It is our desire to help every child succeed to their potential.

**School Goals for Improving Student Achievement:**

- Goal #1: ***Improve student performance on school, district, and state assessments by meeting or exceeding the standards - addressing the needs of all students (including At-risk, English learners, and special needs students).***
- Goal #2: **Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.**
- Goal #3: **Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding.**



**Planned Improvements in Student Performance**

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOALS	SUGGESTED ACTION/STEPS FOR ACHIEVING THIS GOAL?	SUGGESTED PERSON TO DO THIS?	SUGGESTED TIMELINE?	PROGRAM/ COST?	EVALUATION PROCESS – HOW, WHO, WHEN?
<p>1. <u>English &amp; Math</u></p> <ul style="list-style-type: none"> <li>Improve student performance on school, district, and state assessments by meeting or exceeding the standards- addressing the needs of all students including at-risk, English learners, and special needs</li> </ul>	<ul style="list-style-type: none"> <li>Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning</li> <li>Provide additional staffing for classroom assistance (Paraprofessionals I &amp; II)</li> <li>Provide teachers and staff supplemental materials and supplies to promote different learning styles</li> <li>Provide opportunities for teacher training and paraprofessional training</li> <li>Continue to provide and update Accelerated Math and Reading Programs for all classrooms</li> <li>Continue to provide learning opportunities through technology for staff and students</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administration</li> <li>Paraprofessionals I &amp; II</li> <li>Technology Director &amp; Assistant</li> <li>Director of State &amp; Federal Programs</li> </ul>	<ul style="list-style-type: none"> <li>Intervention during the school day</li> </ul>	<p>Title I - \$164,017</p> <p>teachers, paraprofessionals, materials and supplies</p> <p><u>General Fund/LCFF</u></p> <p>teachers, paraprofessionals, materials and supplies</p>	<ul style="list-style-type: none"> <li>At the end of each trimester, staff will evaluate student progress and determine placement into supplemental programs</li> <li>Annually, SSC will evaluate data from state assessments and make recommendations</li> </ul>
<p>2. <u>School Safety</u></p> <ul style="list-style-type: none"> <li>Maintain a zero tolerance for drugs, weapons, violence, and gang behavior at Murdock</li> <li>Ensure all students are safe, respectful, and responsible</li> </ul>	<ul style="list-style-type: none"> <li>Provide materials, supplies, and programs necessary for tobacco awareness</li> <li>Surveillance equipment – lighting &amp; cameras</li> <li>Implement PBIS Program</li> <li>School wide &amp; Catapult</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Administration</li> <li>Counselors</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>10 weeks- annually for implementation of curriculum</li> </ul>	<p><u>General Fund/LCFF</u></p> <p>Determined by district-wide needs</p>	<ul style="list-style-type: none"> <li>Staff will review curriculum annually to evaluate effectiveness and participate in the annual review of the School Safety Plan</li> <li>reduced amount of suspensions</li> </ul>

<p>3. <u>Parent Involvement</u></p> <ul style="list-style-type: none"> <li>Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding</li> </ul>	<p>-Provide opportunity for parents to receive training for supplemental services</p> <ul style="list-style-type: none"> <li>-Support Glenn County Adult Literacy Program</li> <li>-Support Community Based English Tutoring Program</li> <li>-Support Family Math Night</li> <li>-Provide opportunities for Parents to be involved in developing school policy</li> <li>-Continue to promote communication between school and home (Blackboard Connect, Aeries Portal)</li> </ul>	<p>-Administration -Staff -SSC -Glenn County Office of Education Adult Program</p>	<p>-Ongoing workshops -Community Based English Tutoring -SSC monthly meetings</p>	<p>General Fund/LCFF Determined by district-wide needs</p>	<p>-Annually, Administration, staff, and SSC will review and update the direction for parent involvement and opportunities</p>
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**MURDOCK ELEMENTARY 2015-16 SITE BUDGET**

Discretionary

Office Supplies District Share of Cost		\$1,500.00	No
Principals Discretionary Budget	(4)	\$2,074.00	Yes
Classrooms @ \$50/Per Student	(5)	\$17,620.00	Yes
Copies	(3)	\$6,400.00	No
Teacher allocation @ \$100/Each		\$2,640.00	Yes
Supplemental/Concentration Interv	(1)	\$4,800.00	Yes
Library Budget		\$500.00	No
Opportunity Classrooms Supplies		\$500.00	No
Music Program Classroom Supplies		\$1,500.00	No
Additional Access Points		\$5,000.00	No
WUTA MAA Carryover		\$2,696.69	No
PAR Carryover		\$863.05	No

Substitute Teachers	No
Everyday Math Prof Dev.	No
Staff Devl Days - 2 X Each FTE	No

\$37,500.00  
\$6,000.00

(2)	Yes/No
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\$1,000.00

Murdock Mallard Garden Start Up \$

Office Supplies District Share of Cost	No
Principals Discretionary Budget	Yes
Classrooms @ \$50/Per Student	Yes
Copies	No
Teacher allocation @ \$100/Each	Yes
Supplemental/Concentration Interv	Yes
Library Budget	No
Opportunity Classrooms Supplies	No
Music Program Classroom Supplies	No
Additional Access Points	No
WUTA MAA Carryover	No
PAR Carryover	No

\$1,500.00  
\$2,074.00  
\$17,620.00  
\$6,400.00  
\$2,640.00  
\$4,800.00  
\$500.00  
\$500.00  
\$1,500.00  
\$5,000.00  
\$2,696.69  
\$863.05

Office Supplies District Share of Cost  
Principals Discretionary Budget  
Classrooms @ \$50/Per Student  
Copies  
Teacher allocation @ \$100/Each  
Supplemental/Concentration Interv  
Library Budget  
Opportunity Classrooms Supplies  
Music Program Classroom Supplies  
Additional Access Points  
WUTA MAA Carryover  
PAR Carryover

Substitute Teachers	No
Everyday Math Prof Dev.	No
Staff Devl Days - 2 X Each FTE	No

\$37,500.00  
\$6,000.00

(2)	Yes/No
-----	--------

\$1,000.00

Murdock Mallard Garden Start Up \$

DISCRETION

ARY

No
Yes
Yes

\$1,500.00  
\$2,074.00  
\$17,620.00

Office Supplies District Share of Cost  
Principals Discretionary Budget  
Classrooms @ \$50/Per Student

(4)  
(5)



Copies	(3)		No
Teacher allocation @ \$100/Each		\$6,400.00	Yes
Supplemental/Concentration Interv	(1)	\$4,800.00	Yes
Library Budget		\$500.00	No
Opportunity Classrooms Supplies		\$500.00	No
Music Program Classroom Supplies		\$1,500.00	No
Additional Access Points		\$5,000.00	No
WUTA MAA Carryover		\$2,696.69	No
PAR Carryover		\$863.05	No

Substitute Teachers		\$37,500.00	No
Everyday Math Prof Dev.		\$6,000.00	No
Staff Devl Days - 2 X Each FTE			No

(1) Do not spend from this account string. Process a BT to move the \$ where you want to use it. Represents \$10 for each Unduplicated Student in subgroups: EL/Free or Reduced/Foster Youth.

(2) Can be moved to pay for anything related to Maggies Garden, however must remain in Resource 9513.

(3) Adjusted to reflect 2014-15 actuals.

(4) Increased from \$500 to \$1,000 plus \$1,174.00 in prior year copies credit.

(5) Increase of \$5 per student.

**INCREASE IN 2015-16 TO SITE BUDGET:**

Additional 5th Grade Teacher	\$69,700.00	No
Opportunity Teacher	\$69,700.00	No
Opportunity Instr Aide 3.9 Hrs/Day	\$13,320.00	No
Instructional Aide II to 6 Hours per Day	TBD	No

TITLE 1 3010 (No Carryover from Prior Year)

TEACHER SAL & BENEFITS \$69,172.00  
 COUNSELOR SAL & BENEFITS \$53,793.00  
 LIBRARY MEDIA SAL & BENEFITS \$11,005.00  
 INSTRUC AIDES SAL & BENEFITS \$25,375.00  
 \$159,345.00

**DECRETIONARY** \$4,672.00 SPENT \$451.50 BALANCE \$4,220.50

*Site receives 42% of the 2015-16 Allocation!*

TITLE II 4035 (For Professional Development)

Discretionary with Site Council/Admin Approval:

Substitute Teachers \$1,000.00  
 Stipends for Teachers \$2,500.00  
 Travel & Conferences \$2,000.00  
 Mileage \$250.00  
 Hotels/Meals \$300.00  
 \$6,050.00

SPENT \$100.00 BALANCE \$1,000.00  
\$2,500.00  
\$1,900.00  
\$250.00  
\$51.55  
\$248.45

These funds may be used for any professional development opportunity with Site Council/  
 Cat Prog Director approval.

TITLE III 4203 English Learners

Discretionary with Site Council/Admin Approval:

Share of 2014-15 Carryover:  
 255 English Learners @ \$86.21 = \$21,983.55

Currently Budgeted in 01-4203-5-1110-1000-7699-003-338-00000  
 Funds must be moved into the budget areas of need prior to spending.

TITLE IV 4126 Rural Education

2015-16 Allocation = \$34,775 100% of this funding is used to cover 30% of MES/WIS Asst.  
 Principal Salary and Benefits.

*For Information Only - Does not require Site Council Approval*

SUPPLEMENTAL/CONCENTRATION-Formerly Paid from EIA

TEACHER SAL & BENEFITS  
 COUNSELOR SAL & BENEFITS  
 LIBRARY MEDIA SAL & BENEFITS  
 INSTRUC AIDES SAL & BENEFITS

\$69,172.00  
 \$53,793.00  
 \$44,018.00  
 \$73,121.00  
 \$240,104.00

\$5,300.00      SPENT      BALANCE  
 \$814.20      \$4,485.80

**Discretionary for Interventions:**

Currently Budgeted in 01-0001-0-1110-1000-4390-003-337-00000

Funds must be moved into the budget areas of need prior to spending.

## ***Murdock Elementary*** **School Parental Involvement Policy**

**Part I: General Expectations**

***Murdock Elementary*** agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children, a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-*

- a. *that parents play an integral role in assisting their child's learning;*
- b. *that parents are encouraged to be actively involved in their child's education at school;*
- c. *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- d. *they carry out of other activities, such as those described in section 1118 of the ESEA.*



## **Part II: Description of How the School Will Implement Required School Parental Involvement Policy Components**

1. ***Murdock Elementary*** will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

The following will be disseminated to parents for review through newsletters, informational meetings, opening day packets, advisory committees, and school site council:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- School-Parent Compact;
- Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance.

2. ***Murdock Elementary*** will convene an annual meeting during the first trimester of the school year at a convenient time to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- About their school's participation in Title I.

3. ***Murdock Elementary*** will provide timely information about Title I programs to parents of participating children in a timely manner:

- Newsletters;
- "Back to School" Night;
- Parent-Teacher Conferences;
- "Open House";
- School Site Council;
- First Day Packets;
- DELAC Meetings;

4. ***Murdock Elementary*** will provide parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity for parents of participating children to provide suggestions as practicably possible through:

- School Site Council Meetings;
- Parent-Teacher Conferences;
- School Board Meetings;

- Title I Annual Meetings;
  - DELAC Meetings.
5. **Murdock Elementary** will submit to the district any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating children. Submission of comments will be made to the Superintendent or Categorical Director and parent will be notified by the district for conference.

**Part III: Shared Responsibilities for High Student Academic Achievement**

1. **Murdock Elementary** will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement; through the following activities specifically described below:
  - Newsletters;
  - School Website - <http://www.willowsunified.org/mes>
  - "Back to School" Night;
  - Parent-Teacher Conferences;
  - "Open House";
  - School Site Council;
  - First Day Packets;
  - DELAC Meetings;
  - All-call messages;
  - Social Media announcements.
2. **Murdock Elementary** will incorporate the school-parent compact as a component of its School Parental Involvement Policy and will be disseminated in the "First Day" Packets at the beginning of every school year.
3. **Murdock Elementary** will, with the assistance of the district, provide assistance to parents of children served by the school in understanding topics such as the following:
  - The State's academic content standards;
  - The State's student academic achievement standards;
  - The State and Local Academic Assessments including alternate assessments;
  - The requirement of Title I;
  - How to monitor their child's progress, and
  - How to work with educators.

4. **Murdock Elementary** will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of participating children in an understandable and uniform

format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

### School Site Council Membership

Education Code Section 64001(g) requires that the SPFA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Carrie Brown	X				
Marsha Squier			X		
Shelly Amaro		X			
Josh Niehues		X			
Annie Mascadri		X			
Autumn Collins				X	
Lourdes Ruiz				X	
Jamie Hashman				X	
Amanda Lopez				X	
Eileen Niblack				X	
	1	3	1	5	



**Recommendations and Assurances**

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
  - \_\_\_ School Advisory Committee for State Compensatory Education Programs
  - \_\_\_ English Learner Advisory Committee
  - \_\_\_ Community Advisory Committee for Special Education Programs
  - \_\_\_ Gifted and Talented Education Program Advisory Committee
  - \_\_\_ Other (*list*)
4. The school site council reviewed the content requirements for school plans included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: Wednesday, January 27, 2016.

Attested:

Carrie Brown  
Typed name of school principal

Annie Mascadri  
Typed name of SSC chairperson

  
Signature of school principal

  
Signature of SSC chairperson

1-27-16  
Date

1/27/16  
Date