

The Single Plan for Student Achievement

MURDOCK ELEMENTARY SCHOOL

11-62661-6007603
CDS Code

Date of this revision: January 2017

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 2, 2017.

School Description

Murdock Elementary School, located at 655 French Street in Willows, has an enrollment of approximately 618 students in grades K - 5, who come, for the most part, from a rural community. Twenty-nine 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

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.
- 6. Use of state and local assessments to modify instruction and improve student achievement:**
The district provides extensive data using both local and state 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 local and state assessments. These students receive direct instruction and have opportunities to attend intervention 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 and Migrant Education 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.

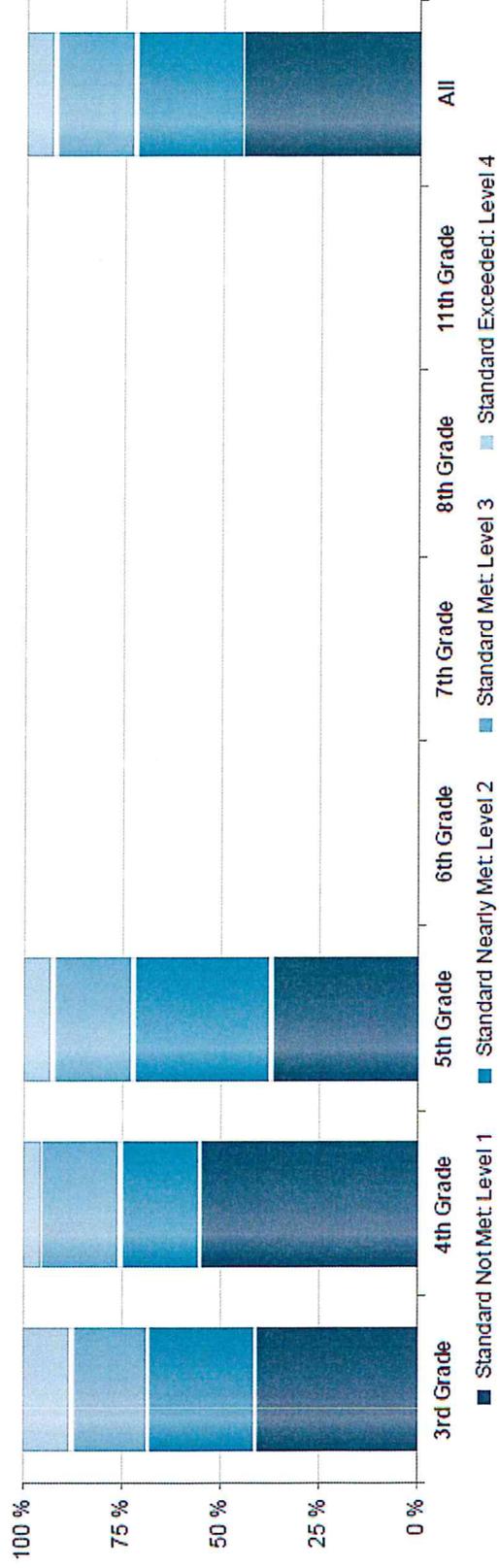
Analysis of Student Performance Data

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

Smarter Balanced Results (2016)

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution



All Students (accessible data)

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	89	105	122	N/A	N/A	N/A	N/A	316
# of Students Tested	83	102	118	N/A	N/A	N/A	N/A	303
# of Students With Scores	83	102	118	N/A	N/A	N/A	N/A	303
Mean Scale Score	2385.7	2400.2	2464.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	12 %	4 %	7 %	N/A	N/A	N/A	N/A	7 %
Standard Met: Level 3	19 %	20 %	20 %	N/A	N/A	N/A	N/A	20 %
Standard Nearly Met: Level 2	27 %	20 %	35 %	N/A	N/A	N/A	N/A	27 %
Standard Not Met: Level 1	42 %	57 %	38 %	N/A	N/A	N/A	N/A	46 %

READING: How well do students understand stories and information that they read?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	7 %	5 %	11 %	N/A	N/A	N/A	N/A	8 %
Near Standard	45 %	40 %	37 %	N/A	N/A	N/A	N/A	40 %
Below Standard	48 %	55 %	52 %	N/A	N/A	N/A	N/A	52 %

WRITING: How well do students communicate in writing?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	11 %	9 %	14 %	N/A	N/A	N/A	N/A	11 %
Near Standard	42 %	43 %	47 %	N/A	N/A	N/A	N/A	44 %
Below Standard	47 %	48 %	40 %	N/A	N/A	N/A	N/A	45 %

LISTENING: How well do students understand spoken information?



Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	12 %	5 %	8 %	N/A	N/A	N/A	N/A	8 %
Near Standard	63 %	58 %	69 %	N/A	N/A	N/A	N/A	64 %
Below Standard	25 %	37 %	22 %	N/A	N/A	N/A	N/A	28 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?



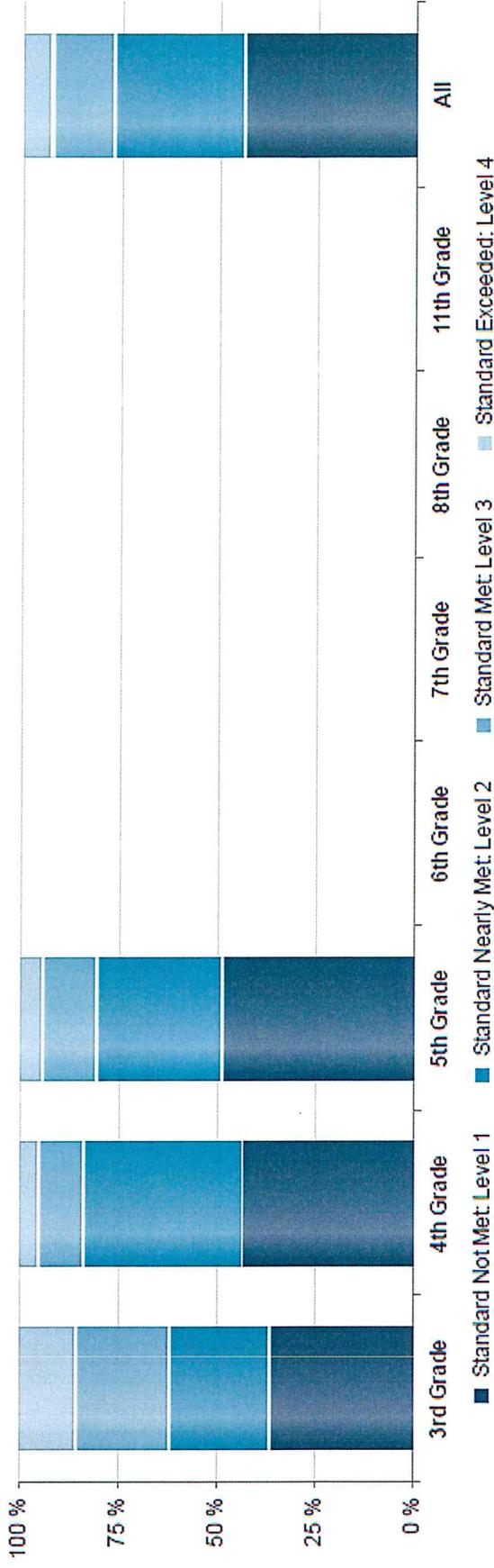
Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	14 %	7 %	19 %	N/A	N/A	N/A	N/A	14 %
Near Standard	48 %	43 %	64 %	N/A	N/A	N/A	N/A	52 %

Below Standard 37 % 50 % 18 % N/A N/A N/A N/A 34 %

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
# of Students Enrolled	89	105	122	N/A	N/A	N/A	N/A	316
# of Students Tested	83	101	119	N/A	N/A	N/A	N/A	303
# of Students With Scores	83	101	119	N/A	N/A	N/A	N/A	303
Mean Scale Score	2410.3	2417.7	2459.2	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	14 %	4 %	5 %	N/A	N/A	N/A	N/A	7 %
Standard Met: Level 3	23 %	11 %	13 %	N/A	N/A	N/A	N/A	15 %
Standard Nearly Met: Level 2	25 %	41 %	32 %	N/A	N/A	N/A	N/A	33 %
Standard Not Met: Level 1	37 %	45 %	50 %	N/A	N/A	N/A	N/A	45 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Area Performance Level								
Above Standard	19 %	4 %	8 %	N/A	N/A	N/A	N/A	10 %
Near Standard	37 %	44 %	35 %	N/A	N/A	N/A	N/A	39 %
Below Standard	43 %	52 %	57 %	N/A	N/A	N/A	N/A	52 %

CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	20 %	6 %	13 %	N/A	N/A	N/A	N/A	13 %
Near Standard	35 %	27 %	24 %	N/A	N/A	N/A	N/A	28 %
Below Standard	45 %	67 %	64 %	N/A	N/A	N/A	N/A	60 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Above Standard	25 %	5 %	6 %	N/A	N/A	N/A	N/A	11 %
Near Standard	53 %	42 %	42 %	N/A	N/A	N/A	N/A	45 %
Below Standard	22 %	53 %	52 %	N/A	N/A	N/A	N/A	44 %

2014-2015 ELA Results

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	110	123	92	N/A	N/A	N/A	N/A	325
Number of Students Tested	105	120	87	N/A	N/A	N/A	N/A	312
Percent of Enrolled Students Tested	95.5 %	97.6 %	94.6 %	N/A	N/A	N/A	N/A	96.0 %
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	*
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 %

2015-2016 ELA Results

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	89	105	122	N/A	N/A	N/A	N/A	316
# of Students Tested	83	102	118	N/A	N/A	N/A	N/A	303
# of Students With Scores	83	102	118	N/A	N/A	N/A	N/A	303
Mean Scale Score	2385.7	2400.2	2484.3	N/A	N/A	N/A	N/A	N/A
Standard Exceeded: Level 4	12 %	4 %	7 %	N/A	N/A	N/A	N/A	7 %
Standard Met: Level 3	19 %	20 %	20 %	N/A	N/A	N/A	N/A	20 %
Standard Nearly Met: Level 2	27 %	20 %	35 %	N/A	N/A	N/A	N/A	27 %
Standard Not Met: Level 1	42 %	57 %	38 %	N/A	N/A	N/A	N/A	46 %

2014-2015 Math Results

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
Number of Students Enrolled	110	123	92	N/A	N/A	N/A	N/A	325
Number of Students Tested	105	120	87	N/A	N/A	N/A	N/A	312
Percent of Enrolled Students Tested	95.5 %	97.6 %	94.6 %	N/A	N/A	N/A	N/A	96.0 %
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	*
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 %

2015-2016 Math Results

Overall Achievement

	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	11th Grade	All
# of Students Enrolled	89	105	122	N/A	N/A	N/A	N/A	316
# of Students Tested	83	101	119	N/A	N/A	N/A	N/A	303
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Standard Met: Level 3	23 %	11 %	13 %	N/A	N/A	N/A	N/A	15 %
Standard Nearly Met: Level 2	25 %	41 %	32 %	N/A	N/A	N/A	N/A	33 %
Standard Not Met: Level 1	37 %	45 %	50 %	N/A	N/A	N/A	N/A	45 %

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

Results from the AYP for the 2015-16 school year indicates the State and Federal targets for both English-Language Arts and Mathematics were met for all subgroups. Results on the 2015-2016 CAASPP for English Language Arts indicate 27% of the students met or exceeded the standard. This is an increase of 5% from last year's results. When breaking the scores down, 52% in Reading and 45% in Writing indicate that our students are still scoring below standard. Results on the 2015-2016 CAASPP for Mathematics indicate that only 22% of the students met or exceeded the standard. This is an increase of 7% from last year's results. When breaking down the scores, 60% of the students scored below standard in concepts & procedures, and 52% of the students are still below standard in Problem Solving and Modeling Data & Analysis.

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 & Evaluation

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 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:

<p>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.</p> <p>Goal Applies to: All Students</p> <p>Applicable Pupil Subgroups: All student subgroups</p> <p>Expected Annual measurable Outcomes: Students will continue to receive CCSS aligned instruction and will show a 1% increase over baseline on CAASPP.</p> <p>Actual Annual Measurable Outcomes: Overall proficiency (percentage of students meeting standards) increased by 5% in ELA and increased by 7% in Mathematics.</p> <p>Analysis of the Goal Data: When comparing CAASPP Results from 2014-2015 to 2015-2016, it showed that 3rd graders increased by 15% in ELA and increased by 20% in Math, 4th graders declined by 7% in ELA and increased by 7% in Math, 5th graders increased by 2% in Math, 5th graders increased by 7% in ELA and increased by 7% in Math.</p>						
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom	Yes- everyday there is a school-wide intervention period for 45 minutes.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal	-BPST -STAR Reading -Fluency test -SBAC	The admins & teachers analyzed the data.	Yes, for a majority of the students, grades went up as well as students' comprehension of the content.	No modifications but goals were developed to help set the tone for the following year.

learning									
2. Provide additional staffing for classroom assistance (Paraprofessionals I & II)	No. Not at this time.	-Teachers -Administration Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	NA	NA	NA	NA	NA	NA	Pending on when funds become available.
3. Provide teachers and staff supplemental materials and supplies to promote different learning styles	Yes- supplemental math materials were purchased to help teachers.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-STAR Math -Classroom Assessments	The admins & teachers analyzed the data.	Yes, using a variety of materials allow students to be creative in solving solutions for different problems.	Currently looking for supplemental materials for intervention.			
4. Provide opportunities for teacher training & paraprofessional training	Teachers were able to participate in many PD such as collaboration days, staff meeting, C2TC, CPM Training, NGSS, coaching, etc.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-Formal and informal observation	This involves admins, teachers, and instructional coaches.	Yes, it is always important to grow as a professional that support quality pedagogy.	There are no modifications.			
5. Continue to provide and	Yes- this was implemented this	-Teachers -Administration	-STAR Math -STAR Reading	The admins & teachers analyzed	Yes, for a majority of the students,	Improve/Update Program/Curriculum			

update Accelerated Math and Reading Programs for all classrooms	school year.	-Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-Grades	the data.	grades went up as well as students' comprehension in ELA & math.	
6. Continue to provide learning opportunities through technology for staff and students	Teachers are constantly using document cameras, chromebooks, computers, and projectors to deliver their lessons.	-Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Director of State & Federal Programs	-Classroom observation	The admins & teachers analyzed the data.	Yes. This allows our students to be connected with the world and the chance to be prepared for their future in this increasing digital economy.	MES will need to have more PD for technology as this is a concept that is forever changing.

Goal 2: Continue to improve our safe school climate - maintaining a zero tolerance for drugs, weapons, violence, gang behavior, and bullying.						
Goal Applies to: All Students						
Applicable Pupil Subgroups: All student subgroups						
Expected Annual measurable Outcomes: 2016-2017 Baseline data- Students will decrease office referrals by 3% until reaching 5% or less.						
Actual Annual Measurable Outcomes: Waiting for Aeries 2017-2018 data						
Analysis of the Goal Data: Waiting for Aeries 2017-2018 data						
Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Provide materials, supplies, and programs necessary for tobacco awareness	There's an annual Red Ribbon Week at the site.	-Teachers -Administration -Counselors	-Observation -Office Referrals	The administrations analyzed this data.	Yes- it teaches students about the harmful effects of tobacco and the short-life span of what it does to the individual.	There are no modifications.
2. Surveillance equipment – lighting & cameras	Yes- the surveillance equipment are always running 24/7. Yes- this is ongoing.	-Teachers -Administration -Counselors	-Film/recording	The administrations analyzed this data.	It was more for school safety.	None at the moment and pending upon available funds.
3. Implement PBIS Program School wide & Catapult	Yes- this is ongoing.	-Teachers -Administration -Counselors	-Office referrals -Catapult EMS	The admins & teachers analyzed the data.	Yes- it helps decline bullying at school. With catapult, it allows	There are no modifications.

						staff members to be informed at all times using real-time student accounting.	
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Goal 3: Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding.

Goal Applies to: All Students

Applicable Pupil Subgroups: All student subgroups

Expected Annual measurable Outcomes: MES will conduct 5 or more community opportunities for parents to develop greater cultural awareness, tolerance, and understanding.

Actual Annual Measurable Outcomes: Baseline is this year- will look at after **SPRING 2017**

Analysis of the Goal Data: Spring 2017: Back-to School Nights, Fall Festival, Open House, Spaghetti Feed, Bike-a-Thon

Actions/Activities	Was this action/activity implemented and to what extend?	Who monitored implementation?	What data were used to measure the effectiveness of this action/activity?	Who analyzed the data?	Was this action/activity effective in increasing student achievement?	What modifications, if any, are necessary to continue this action/activity? Or will this action/activity be discontinued?
1. Provide opportunities for Parents to be involved in developing school policy	This involves: -ELAC/DELAC -SSC -School Board Meetings -District Committee Meetings	Administrators and committee members	-Sign in sheets and the involvement of parents	Administrators analyzed the data.	Yes. Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary	Pending on funding- Hoping to host more Parent Education Night(s) in WUSD and opportunities for them to be engaged in the school.

<p>2. Continue to promote communication between school and home (Blackboard Connect, Aeries Portal)</p>	<p>Yes- all year long through phone calls and emails.</p>	<p>Admins and teachers</p>	<p>-Phone calls -emails -Surveys</p>	<p>Admins and teachers</p>	<p>reasons. Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.</p>	<p>Always looking for other ways to improve and get better.</p>
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MURDOCK ELEMENTARY 2016-17 SITE BUDGET

DISCRETIONARY?

Office Supplies District Share of Cost		\$1,500.00	No
Principals Discretionary Budget		\$1,000.00	Yes
ONE TIME Principals Budget			
\$25/Student		\$16,125.00	Yes
Classrooms @ \$50/Per Student		\$16,500.00	Yes
Copies		\$8,320.00	No
Teacher allocation @ \$100/Each	(4)	\$3,100.00	Yes
Supplemental/Concentration	(2)	\$4,440.00	Yes
Supplemental/Concentration Interv	(1)	\$3,225.00	Yes
Accelerated Reader Software Subscr		\$8,300.00	No
Library Budget		\$500.00	No
Music Program Classroom Supplies		\$1,500.00	No
Murdock Mallard Garden Supplies		\$1,000.00	No
Postage - District Contribution		\$250.00	No
School Nurse - Postage		\$200.00	No
BTSA Program Tuition		\$8,000.00	No
Maggies Garden		\$1,000.00	No

MISC. PAYROLL ACCOUNT STRINGS:

Substitute Teachers (400 Days)		\$40,000.00	No
Stipends \$200 per Teacher	(3)	\$6,000.00	No
C2TC Stipends (Daily Rate X 1 Day)		\$13,200.00	No
BTSA Mentor Stipends (\$1600 Each)		\$6,400.00	No
Yard Duty/Crossing Guards		\$62,000.00	No
Site Sec OT 10 Hours		\$500.00	No

Note that student counts are based upon the 8 month average at P2 in 2015-16.

- (1) \$ must be moved where you want to spend, intervention BudRs 337 must follow all accounts.
- (2) Allocation = \$12,740 less Accl Reader Program of \$8,300. \$ must be moved out of Obj 4390 before spending. Accounts need to retain 42030 DD, \$ became available by charging EL Teacher to Title III beginning in 2016-17.
- (3) Tutoring, Detention, Coaching, Supervision, Special tasks. **To be used when no other \$ is available.**

(4) Includes \$100 for Counselor.

Please note, WUTA will have \$37,000 +/- in MAA carryover and \$8,000 +/- in PAR in 2016-17. WUTA will direct how this \$ will be allocated out to the sites.

***Provided to Site Principals on 5/24/16 (Last Mgmt Team)
emailed to M. Squire on 6/8/16***

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;
- ELAC/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;
 - ELAC/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 SPSA 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
Stephen Montana	X				
Marsha Squier			X		
Shelley Amaro		X			
Annie Mascadri		X			
Monica Harrigan				X	
Autumn Collins				X	
Amanda Lopez				X	
Eileen Niblack				X	
	1	2	1	4	

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 of programs 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: February 2, 2017.
Attested:

Stephen Montana
Typed name of school principal


Signature of school principal

2/2/17
Date

Annie Mascadri
Typed name of SSC chairperson


Signature of SSC chairperson

2/2/17
Date