

The Single Plan for Student Achievement

MURDOCK ELEMENTARY SCHOOL

11-62661-6007603
CDS Code

Date of this revision: January, 2012

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 March, 2012

School Description

Murdock Elementary School, located at 655 French Street in Willows, has an enrollment of approximately 550 students, who come, for the most part, from a rural community. Twenty-three teachers serve a population of students that are mostly White, Hispanic, and Asian.

The core curriculum consists of English, reading, math, science, social studies, and physical education as mandated by the State Board of Education and set forth in the district curriculum guidelines. The content of the curriculum is the same for all students, but the method of delivery is adjusted to meet the needs of all students. Some of the adjustments may include program changes, altering the amount and/or difficulty of homework assignments, using cooperative learning techniques, assigning peer tutors, participating in team teaching, and consulting with the parents and support services (i.e., counseling, psychologist, speech and language therapist).

Mission Statement

Murdock is committed to developing a learning community of responsible citizens and lifelong learners. We will cultivate and celebrate our differences and work in partnership with our community to help our students achieve their full potential and realize their dreams.

It is the mission of Murdock Elementary School to develop an environment in which high expectations and academic achievement go hand in hand with social, psychological, and moral development. Within state and local guidelines, we will provide an effective instructional program based on shared decision-making and communication by staff, students, parents, and the community that will meet the needs of a diverse student population.

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/>.

State Programs

- Economic Impact Aid
- School Safety & Violence Prevention Act

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
- Title IV, Part A, Safe & Drug-Free Schools & Communities

Programs Included in this Plan and Funding

State Programs		Allocation
X	Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$ 201,682
X	School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$ Tier III
Total amount of state categorical funds allocated to this school		\$ 201,682

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	\$ 138,183
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	\$ 9,963
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	\$ 21,460
X	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 2,128 (c/o)
Total amount of federal categorical funds allocated to this school		\$ 171,734
Total amount of state and federal categorical funds allocated to this school		\$ 373,416

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:

Murdock teachers and staff complete an extensive process throughout the adoption year to identify materials that align to the standards and meet the rigors of the curriculum being taught. As soon as the adoption process is complete, professional development training and workshops are scheduled to ensure teachers have every opportunity to align their curriculum and instruction to the content and performance standards at their grade level. Due to the postponement of the adoption cycle at the state, the district has made the decision to purchase CA Treasures ELA, ELD, and EL materials.

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 provide aides in grades K-4 to work with small groups of children in reading. Teachers work with under-performing students providing appropriate interventions in the regular education. After school and noon time interventions are offered for under-performing 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 before school, after school and noontime interventions taught by credentialed classroom teachers. The following parent education programs are provided by the school/district/county: Parent Education Class, Migrant 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 2005 through 2011

<u>Murdock Elementary</u>																					
English Language Arts																					
% of Students	2005	2006	2007	2008	2009	2010	2011	2005	2006	2007	2008	2009	2010	2011	2005	2006	2007	2008	2009	2010	2011
	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>
Advanced	12	13	16	9	7	5	<u>10</u>	12	6	8	9	10	10	<u>9</u>	15	16	17	17	19	19	<u>18</u>
Proficient	21	21	31	33	30	15	<u>33</u>	27	23	26	31	28	21	<u>19</u>	24	36	28	34	36	32	<u>18</u>
Basic	39	41	39	32	38	41	<u>30</u>	39	40	42	36	29	35	<u>39</u>	35	31	40	30	36	31	<u>35</u>
Below Basic	19	17	10	22	16	25	<u>18</u>	14	18	19	19	23	24	<u>22</u>	21	11	9	14	6	14	<u>20</u>
Far Below Basic	10	8	4	5	10	13	<u>8</u>	8	13	5	6	10	9	<u>11</u>	5	5	6	5	2	4	<u>10</u>
Math																					
% of Students	2005	2006	2007	2008	2009	2010	2011	2005	2006	2007	2008	2009	2010	2011	2005	2006	2007	2008	2009	2010	2011
	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 2</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 3</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>	<u>grade 4</u>
Advanced	20	18	17	16	12	9	<u>13</u>	31	28	25	30	35	27	<u>22</u>	18	12	15	14	23	20	<u>9</u>
Proficient	25	31	34	31	33	20	<u>33</u>	29	30	36	36	26	26	<u>22</u>	23	25	28	24	27	35	<u>25</u>
Basic	31	30	27	26	33	29	<u>26</u>	25	22	23	21	23	28	<u>29</u>	37	41	34	44	38	30	<u>24</u>
Below Basic	22	17	19	25	18	36	<u>25</u>	11	18	14	10	14	16	<u>27</u>	19	20	21	17	11	13	<u>36</u>
Far Below Basic	2	5	2	2	4	7	<u>4</u>	4	3	1	3	1	3	<u>0</u>	3	2	3	1	1	2	<u>6</u>

- State Accountability: Academic Performance Index (API)

2010 Base API	2011 Growth API	Growth in the API from 2010 to 2011
729	732	3

Met 2010 - 11 Growth API Targets:

Schoolwide No
 All Subgroups No
 Both Schoolwide and Subgroups No

Bottom of Form

- Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: No

Met 14 of 21 AYP Criteria

Participation Rate

GROUPS	English-Language Arts Target 95% <u>Met all participation rate criteria? Yes</u>					Mathematics Target 95% <u>Met all participation rate criteria? Yes</u>				
	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>	<u>Enrollment</u> <u>First</u> <u>Day of</u> <u>Testing</u>	<u>Number</u> <u>of</u> <u>Students</u> <u>Tested</u>	<u>Rate</u>	<u>Met</u> <u>2011</u> <u>AYP</u> <u>Criteria</u>	<u>Alternative</u> <u>Method</u>
Schoolwide	352	351	100	Yes		350	349	100	Yes	
Black or African American	5	5	100	--		5	5	100	--	
American Indian or Alaska Native	15	15	100	--		15	15	100	--	
Asian	21	21	100	--		21	21	100	--	
Filipino	1	1	100	--		1	1	100	--	
Hispanic or Latino	154	153	99	Yes		153	153	100	Yes	
Native Hawaiian or Pacific Islander	1	1	100	--		1	1	100	--	
White	155	155	100	Yes		154	153	99	Yes	

Two or More Races	0	0	--	--	0	0	--	--
Socioeconomically Disadvantaged	252	251	100	Yes	251	250	100	Yes
English Learners	131	131	100	Yes	131	131	100	Yes
Students with Disabilities	28	27	97	--	27	27	100	--

Percent Proficient - Annual Measurable Objectives (AMOs)

GROUPS	English-Language Arts Target 67.6 % <u>Met all percent proficient rate criteria? No</u>					Mathematics Target 68.5 % <u>Met all percent proficient rate criteria? No</u>				
	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>	<u>Valid</u>	<u>Number</u>	<u>Percent</u>	<u>Met</u>	<u>Alternative</u>
	<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2011</u>		<u>Scores</u>	<u>At or</u>	<u>At or</u>	<u>2011</u>	
Schoolwide	337	129	38.3	No		335	146	43.6	No	
Black or African American	5	--	--	--		5	--	--	--	
American Indian or Alaska Native	11	1	9.1	--		11	3	27.3	--	
Asian	21	7	33.3	--		21	9	42.9	--	
Filipino	1	--	--	--		1	--	--	--	
Hispanic or Latino	151	41	27.2	Yes	<u>SH</u>	151	48	31.8	No	
Native Hawaiian or Pacific Islander	1	--	--	--		1	--	--	--	
White	147	77	52.4	No		145	84	57.9	No	
Two or More Races	0	--	--	--		0	--	--	--	
Socioeconomically Disadvantaged	238	75	31.5	Yes	<u>SH</u>	237	85	35.9	No	
English Learners	130	29	22.3	Yes	<u>SH</u>	130	36	27.7	No	
Students with Disabilities	26	18	69.2	--		26	14	53.8	--	

Top of Form

/w EPDw ULLTE3†		
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Conclusions from Student Performance Data:

An analysis of the data indicates that our students at Murdock Elementary are performing at a solid average level in all subjects in grades 2-4. Students scored at a slightly higher level in mathematics at each grade level and School wide targets have been met in both English Language Arts and Mathematics. English Learners and Hispanic are making significant growth in Mathematics, but scores in English Language Arts are below the target.

Our performance can be described as within the average range. The data indicates that our gains can be attributed to the continued implementation of standards based methods of instruction, diverse teaching strategies, a uniform curriculum, and intervention assistance which afford every student appropriate instruction based on individual needs.

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.

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 STAR Assessments by meeting or surpassing targeted growth API - 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:

I. 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 & Math</u></p> <ul style="list-style-type: none"> • Provide supplemental services to meet the needs of all students including at-risk, English learners, and special needs 	<ul style="list-style-type: none"> -Identify students early in the school year who are at-risk and implement standards based intervention to enhance their classroom learning -Provide additional staffing for classroom assistance (Paraprofessionals I & II) -Provide teachers and staff supplemental materials and supplies to promote different learning styles -Provide opportunities for teacher training and paraprofessional training -Continue to provide and update Accelerated Math and Reading Programs for all classrooms -Continue to provide learning opportunities through technology for staff and students 	<ul style="list-style-type: none"> -Teachers -Administration -Paraprofessionals I & II -Technology Director & Assistant - Categorical Director 	<ul style="list-style-type: none"> -Before School Intervention -After School Intervention -Noon Time Intervention -Throughout the school year 	<p><u>Title I</u> - \$138,183 – teachers, para-professionals materials and supplies</p> <p><u>EIA</u> \$201,682 – teachers, para-professionals materials and supplies</p>	<ul style="list-style-type: none"> - At the end of each trimester, staff will evaluate student progress and determine placement into supplemental programs -Annually, SSC will evaluate data from STAR and make recommendations
<p>2. <u>School Safety</u></p> <ul style="list-style-type: none"> • Maintain a zero tolerance for drugs, weapons, violence, and gang behavior at 	<ul style="list-style-type: none"> -Purchase and provide training for “Too Good for Drugs”, “Too Good for Violence” Program -Provide materials, supplies, and programs necessary 	<ul style="list-style-type: none"> -Teachers -Administration -Counselors 	<ul style="list-style-type: none"> -Ongoing -10 weeks-annually for implementation of curriculum 	<p><u>Title IV</u> - \$2,128 Curriculum <u>Safety</u> - \$ Determined by</p>	<ul style="list-style-type: none"> -Annually -staff, teachers, admin. & SSC will review Con App-UMIRS -Staff will review curriculum annually to evaluate effectiveness

<p>Murdock</p>	<p>for tobacco awareness -Surveillance equipment – lighting & cameras</p>			<p>district-wide needs</p>	<p>and participate in the annual review of the School Safety Plan</p>
<p>3. <u>Parent Involvement</u></p> <ul style="list-style-type: none"> • Develop a partnership with the community in developing greater cultural awareness, tolerance, and understanding 	<ul style="list-style-type: none"> -Provide opportunity for parents to receive training for supplemental services -Support Glenn County Adult Literacy Program -Support Community Based English Tutoring Program -Support Family Math Night -Provide opportunities for Parents to be involved in developing school policy -Continue to promote communication between school and home 	<ul style="list-style-type: none"> -Administration -Staff -SSC -Glenn County Office of Education Adult Program 	<ul style="list-style-type: none"> -Ongoing workshops -Community Based English Tutoring -SSC monthly meetings 	<p><u>Title I</u> - \$5,803 Determined by district-wide needs</p>	<ul style="list-style-type: none"> -Annually, Administration, staff, and SSC will review and update the direction for parent involvement and opportunities

Murdock Budget

PROGRAMS	Resource Code	2011-12	Prof. Dev.	Indirect Cost	Program	Parent Education	Class Size Red.	NET TO
			10% - PI	9.61% current year expenditures	Coordination Costs	1.00%		Programs
FEDERAL								
TITLE I	3010	\$ 580,306	\$ 58,031	\$ 51,629	\$ 117,970	\$ 5,803		\$ 346,873
TITLE II - Improving Teacher Quality and	4035	\$ 116,683		\$ 2,846			\$ 84,500	\$ 29,337
TITLE III - LEP Subgrant	4203-1	\$ 34,298		\$ 641				\$ 33,657
								\$ -
STATE								
EIA	7090	\$ 315,663		\$ 9,884	\$ -			\$ 305,779
TOTALS		\$ 1,046,950	\$ 58,031	\$ 65,000	\$ 117,970	\$ 5,803		\$ 715,646

Murdock Elementary School			
	Title I (3010)		EIA (7090)
INCOME	\$ 138,183		\$ 201,682
Teachers 1100	\$43,645		\$42,145
Counselors 1200	\$28,542		\$28,542
Instr Aides 2100/library	\$37,094		\$79,716
Total Salaries	109,281		150,403
STRS 3101	\$5,955		5,832
PERS 3202	\$1,120		\$3,351
FICA/MC 3301-3302	\$3,884		\$7,126
Health 3401-3402	\$5,933		\$17,799
Unempl 3501-3502	\$1,760		\$2,421
Work Comp 3601-3602	\$2,601		\$3,579
Vac Payout			
opeb 3751-3752	\$7,649		\$10,527
PERS REDUCT 3802	\$0		\$643
Benefits	28,902		51,278
TOTAL Sal/Ben	138,183		201,682
Left to Allocate	-		-
	Title I		EIA
carryover	10,000		-
Total Discretionary	10,000		-
	with c/o		

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. the carrying 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 provided 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;
 - Sunday message - "phone call"

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
Holly McLaughlin	X				
Karen Colombo		X			
Aleta Goings		X			
Susan Cameron		X			
Kim Welsh		X			
Cathy Cooper			X		
Monica Throm				X	
Gina Taylor				X	
Rosa Angelica Reyna				X	
				X	
				X	
				X	
	1	4	1	3 (need 3 more)	

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: _____.

Attested:

Holly McLaughlin
Typed name of school principal

Signature of school principal

Date

Gina Taylor
Typed name of SSC chairperson

Signature of SSC chairperson

Date