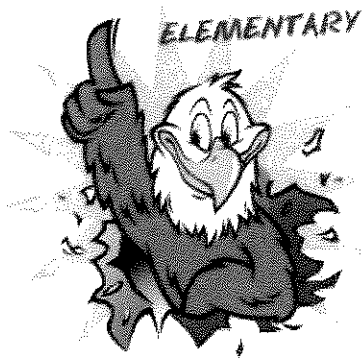




Single Plan for Student Achievement
OLIVEHURST ELEMENTARY SCHOOL

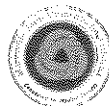
CDS Code 58 -72736-6056741

Date of this revision 6-2-12

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:

Contact Person:	Jimmie Eggers
Position:	Principal
Telephone Number:	(530) 741-6191
Address:	1778 McGowan Parkway Olivehurst, CA. 95961
E-mail Address:	jeggers@mjusd.com



Marysville Joint Unified School District

The District Governing Board approved this revision of the School Plan on _____.

Form A: 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 GOAL # <u>1</u> In meeting our site goals for target growth all EL students in all grade levels (K-6) will advance towards proficiency in language arts and math mathematics.				
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:			
Kindergarten-6th	Increase EL students' proficiency level on CST's 2% Increase EL student proficiency levels on Star Reading and Star Math by 2% Increase EL student proficiency in SIPPS by one full level each year. This will be grades 1 st through 3 rd . Increase student scores on District Benchmarks by 5%			
Means of evaluating progress toward this goal: MJUSD benchmark assessments SIPPS testing 3 times per year Star Reading and Math assessments throughout the year. CELDT scores	Group data to be collected to measure academic gains: Teacher and program assessments MJUSD benchmark assessments Avenues and HighPoint assessments CELDT scores Report Card performance SIPPS Levels			
Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ² Completion Date	Proposed Expenditures ³	Estimated Cost	Funding Source

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Provide bilingual EL Para-educator to provide direct instruction to promote student achievement, monitor student placement, assessments, and communicate with staff, district office and parents.	2012-2013 School Year	Instructional assistant	\$34,207 \$10,000	EIA/LEP 5295 Title 1 4100
Provide Structured Teacher Planning Time focusing on the progress of the EL students provide continuous monitoring and adjusting of instruction provided to positively impact each EL student's academic performance.		Substitute teacher for release time and/or extra duty	\$2667	EIA LEP 5295
Provide supplemental EL technology and software to enhance learning opportunities and increase student comprehension across various subject areas. These items will be used in conjunction with star reading and math, Waterford, smartboard products and software.		Provide technology equipment, such as: printers, projectors and document cameras, computers Rosetta Stone, software etc	\$0 \$0 \$0	EIA/LEP 5295 EIA/LEP 5295 EIA/LEP 5295
Provide students Ipads that will run various applications to work with students individual needs in targeted areas in the EL support room. Students will receive specific Language Arts support from letters and sounds to blending of words as well as reading comprehension.		Ipads and related materials	\$0	EIA/LEP 5295
Provide training materials to assist classroom teachers and support personnel with training in various curriculum including SIPPS, Star Reading and Math, High Point and Avenues. The camera will be used capture student responses to improve academic responses for students and to train teachers/ support personnel in the right way to		Video Camera	\$0	EIA/LEP 5295

perform the program.					EIA/LEP 5295
Provide Smart response systems to monitor student progress in the EL classroom.			Smart Senteo system	\$0	
Provide support Support materials such as SIPPs program			SIPPS	\$0	EIA/LEP 5295
Provide technology needs to maintain technology that is supporting the EL classroom			Supplemental materials and supplies as related to technology needs. Insure technology is working and available for student use. Provide additional materials and supplies. Cords, projector bulbs, cd player, etc.	\$100	EIA/LEP 5295
Provide paper for support of SIPPS, Star Reading and Math, Waterford and other supplementary programs that support EL learners in the EL classroom. The paper is used to provide hands on applications to improving students academics in specific need areas.			Paper	\$400	EIA/LEP 5295

Form A: 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 GOAL # <u>2</u> Based on conclusions from Analysis of Program Components and Student Data pages) Increase library resources available to students and families. Increase library hours to provide more opportunity for students to use library. Make library available for students before school, lunch recess and after school.				
Student groups and grade levels to participate in this goal: K-6	Anticipated annual performance growth for each group: K-6 Increase number of books checked out by students 2-6 Increase # students proficient on the CST's and Benchmark exams K-3 Increase # students proficient on Benchmark exams k-3 Increase students by one level in SIPPS			
	Group data to be collected to measure academic gains: Accelerated Reader participation grades 2-6 MJUSD benchmark assessments K-6 CST assessments 2-6 SIPPS level assessments Star Reading assessments			
Means of evaluating progress toward this goal: Monthly circulation reports Accelerated Reader participation statistics MJUSD benchmark assessments SIPPS level advancement Star Reading Assessments	Start Date⁵ Completion Date ongoing	Proposed Expenditures⁶	Estimated Cost	Funding Source
Actions to be Taken to Reach This Goal⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)				

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

The library will be accessible to students and staff. Students will receive assistance in reading, AR reading and AR quizzes. Introduction to fiction, non fiction materials, and different genres of literature. Assists students and parents with materials. Supports CA state standards by offering appropriate materials in all formats to ensure students have equal availability to informational literacy. Teaches the use of reference materials available in the library including atlases, encyclopedias, and dictionaries, books of quotes, thesaurus and almanacs. The library will support and encourage students to read more to improve fluency and comprehension across all subject areas. Students reading level will be monitored by areas such as star reading, A.R. reading, benchmarks and CST scores. Technology upgrades to the library computer, printer will be needed to keep records of student access and achievement. Paper will be needed to track student results for the A.R. reading program and the star reading program	2012-2013 School Year	Provide literacy resource tech salary,		
		position A	\$14,558	EIA SCE 5298 Carryover
		position B	\$0	
			\$0	
		books, subscriptions,	\$0	Title I 4100 EIA/SCE 5298
		Computer	\$0	EIA/LEP 5295
		Printer	\$0	
		Repairs	\$0	
		Paper	\$100	Title 1 4100

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

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Form A: 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 GOAL # <u>3</u> (Based on conclusions from Analysis of Program Components and Student Data pages) 5% of students in all grade levels (K-6) will improve their proficiency in language arts and in mathematics, moving students out of the far below basic, below basic, and basic levels, toward proficiency and advanced status.	
Student groups and grade levels to participate in this goal: Kindergarten-6th	Anticipated annual performance growth for each group: Increase students' proficiency level on CST's 2% Increase student proficiency levels on Star Reading and Star Math by 2% Increase student proficiency in SIPPS by one full level each year. This will be grades 1st through 3rd. Increase student scores on District Benchmarks by 5%
Means of evaluating progress toward this goal: MJUSD benchmark assessments SIPPS testing 3 times per year Star Reading and Math assessments throughout the year. CELDT scores	Group data to be collected to measure academic gains: Teacher and program assessments MJUSD benchmark assessments Report Card performance SIPPS Levels Star Reading and Math performance

Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source
Extended learning time: Provide newly developed curriculum and during-school and after-school tutoring to students who are performing below grade level in ELA and math. After school gate program to provided extended learning and challenges for Gate identified students.	2012-2013 School Year	Teacher extra duty	\$0	Title 1 4100
Provide supplemental intervention for students, meeting with families to align academic and social services based on needs. Small group intervention, counseling, choices, parent involvement training, assist in assemblies, parent/home communication, home visits, SST's, 6 th grade interventions coordinated with PE times.		Elementary Student Support Specialist	\$31,838	Title 1 4100 Carryover EIA/SCE 5298
Interventions for certificated classroom teachers to provide direct intervention instruction for students		Instructional Assistant	\$9,551	Title 1 4100
Provide equipment for the intervention PE specialist for activities performed during structured teacher planning time		PE equipment for activities performed during intervention time	\$4,291	Lottery 1009
Improvement of effective instructional strategies linking Essential Standards; reading instructional strategies to be taught at the application level. Provide substitute release time for teacher articulation and small group instruction		Structured Teacher Planning Time.	\$5651 \$11463	Title I 4100 EIA/SCE 5298
Provide supplemental intervention for students including EL				

⁷ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

support. Academic counseling. Pacing of standards, use of edusoft, and benchmark alignment. Small group intervention, behavior modification, parent involvement training coordinate assemblies, parent/home communication, home visits, IEP's, 6th grade interventions coordinated with PE times. Provide supplemental instructional materials and equipment to support Math ELA Science Art PE Music Social Science to enhance instruction, align the curriculum with California State Standards, and provide students with extended learning opportunities. Provide supplemental technology and software to enhance learning opportunities and increase student comprehension across various subject areas. These items will be used in conjunction with star reading and math, Waterford, smartboard products and software. Provide students ipads that will run various applications to		Student Services Coordinator	\$0	Title 1 4100
		Provide technology equipment to increase student comprehension and exposure to concepts, such as:		
		printers,,	\$600	EIA/SCE 5298
		projectors and document cameras	\$600	EIA/SCE 5298
		Smart Products	\$0	Title 1 4100 Carryover
		computers,	\$0	EIA/SCE 5298
		Supplementary Software etc.	\$7,952	Title 1 4100
		Supplementary Technology	\$0	Title1 4100

work with students individual needs in targeted areas in the classroom. Students will receive specific Language Arts support from letters and sounds to blending of words as well as reading comprehension. The calypso system is used in conjunction with all smart products to provide a coordinated presentation to further students use of the current technology by allowing greater hands on access to all computer and internet base software, educational games, and curriculum. Supplementary materials and supplies are used to provide support and supplement the core curriculum in areas where students can be provided with opportunities for intervention or extend learning opportunities beyond what can be provided by the core curriculum. These materials include supplementary workbooks, teacher manuals, or other materials that enhance student learning. These may also include replacements to supplementary materials that can become lost and or damaged through continuous student use.		ipads and related materials	\$0	Title 1 4100 EIA/SCE 5298
		Calypso Systems	\$5,000	Title 1 4100
		Supplemental materials and supplies as related to technology needs. Insure technology is working and available for student use.		
		Replacement bulbs, cords, or other necessary repairs	\$4,548 \$2,089	Title 1 4100 EIA/SCE 5298
		Provide additional materials, supplies, books, subscriptions, and copy materials	\$100 \$11,500	Lottery EIA/SCE 5298
		maintenance contracts,	\$6,256	Title 1 4100
			\$2,539	Lottery
		Paper	\$2,500 \$ 250	EIA/SCE5298 Lottery

Provide staff development opportunities, release time for instructional staff to attend conferences, receive technology lessons and participate in computer intervention programs for (K-6).. Provide Site Technology assistance to support supplemental technology that enhances the core learning program.		technology resources to supplement classroom instruction including software:		
		Accelerated Reader and STAR Math/ Reading	\$5,000	Title 1 4100
		Education City	\$0	
		SIPPS	\$0	Title 1 4100
		Waterford system	\$1,400	Title 1 4100
		Conferences and conference related expenses	\$0	Title 1 4100
		data analysis support consultants and related expenses	\$0	Title 1 4100
		Update/upgrade site supplemental programs such as AR and Accel Math. Site repairs, set up and purchase of and/or servers to support supplementary programs. Purchase/Upgrade server	\$0	5298 EIA/SCE

Provide a copy machine to be used to copy supplementary materials. These materials include use with the SIPPS program, and providing copies for supplementary materials. The machine will be located in the teacher work room and used for supplementary copies only		Copy machine to support supplementary programs such as star reading/math, accelerated reader, SIPPS, and other supplementary	\$0	5298 EIA/SCE Lottery
Increase parent support, home school and community connections, and attendance. This is used to create a more informed family environment that allows parents to support student achievement through greater awareness of student activities and needs.		Provide materials and equipment for home school communication, fingerprinting, advertising, back to school night, and supplies, printing, mailers, newsletters, materials, supplies, books, and or to improve communication between school, parent, and classroom.	\$908	Title 1 4101
		Visible school sign to increase parent and community awareness and participation	\$0	Title 1 4101
		School Messenger System	\$1000 \$0	Title 1 4101 Carryover

Form A: 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 GOAL # <u>4</u> (Based on conclusions from Analysis of Program Components and Student Data pages)					
Student groups and grade levels to participate in this goal: K-6		Anticipated annual performance growth for each group: 5% reduction in suspensions 5% reduction in referrals			
Means of evaluating progress toward this goal: Reduced discipline referrals, fewer suspensions		Group data to be collected to measure academic gains: Discipline referrals Suspension Attendance Parent participation logs Meeting attendance logs Parent Phone Logs			
Actions to be Taken to Reach This Goal ¹⁰ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ¹¹ Completion Date	Proposed Expenditures ¹²	Estimated Cost	Funding Source
Establish incentive system with weekly, monthly, trimester and yearly awards.		2012-2013 School Year	Certificates, awards, school supplies, decorations, film, photo developing.	\$1,000	Lottery donations 1009
Provide inspirational and/or motivational assemblies, guest			4 Assemblies and related expenses	\$0	Title 1

¹⁰ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

¹¹ List the date an action will be taken or will begin, and the date it will be completed.

¹² If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

speakers, and/or performers.					4100
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Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/or exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Start Date ¹⁴ Completion Date		Proposed Expenditures		Estimated Cost	Funding Source
Actions to be Taken to Reach This Goal¹³ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$1,435.00 \$3,696.00	EIA/LEP EIA/SCE

² See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

³ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ¹⁵ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ¹⁶ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source	
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth of all students; provide social skills training, friendship/support groups, violence	2012-13	Direct services to students, teacher collaboration, and professional development activities	\$11,639.00	Title I	

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.					
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Form C: Programs Included in this Plan OLIVEHURST

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education Purpose: Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$76,148.00 \$3,696.00 \$
☒ Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$37,374.00 \$1,435.00 \$
☐ List and Describe Other State or Local funds (list and describe ¹⁷)		\$
Total amount of state categorical funds allocated to this school		\$118,653.00

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: School wide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$ \$88,125.00 \$1,908.00 \$11,639.00 \$ \$
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$101,672.00
Total amount of state and federal categorical funds allocated to this school		\$220,325.00

¹⁷ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: 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:¹⁸

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jimmie Eggers	X				
Lisa Shaw		X			
Melissa White		X			
Kim Moody		X			
Jan Cook			X		
Patricia Dorris				X	
Leticia Collier				X	
Jose Andrade				X	
Renee Avila				X	
Melissa Leahy				X	
Numbers of members of each category	1	3	1	5	

¹⁸ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: 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:

Jimmie Eggers
Typed name of school principal

Signature of school principal

Date

Melissa White
Typed name of SSC chairperson

Signature of SSC chairperson

Date

Form D: 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:²⁰

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Jimmie Eggers	X				
Lisa Shaw		X			
Melissa White		X			
Kim Moody		X			
Jan Cook			X		
Patricia Dorris				X	
Leticia Collier				X	
Jose Andrade				X	
Renee Avila				X	
Melissa Leahy				X	
Numbers of members of each category	1	3	1	5	

²⁰ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: 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.
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☐ 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: _____.

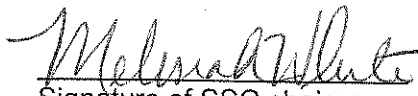
Attested:

Jimmie Eggers
Typed name of school principal


Signature of school principal

6-7-12
Date

Melissa White
Typed name of SSC chairperson


Signature of SSC chairperson

6-7-12
Date



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
OLIVEHURST ELEMENTARY SCHOOL

JIMMIE EGGERS, PRINCIPAL

1778 MCGOWAN PARKWAY-OLIVEHURST, CA 95961 (530)741-6191

PARENT COMPACT

The 2012-13 **School-Parent Compact** outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards.

Olivehurst Elementary School will ensure students' success in the following ways:

- Provide high-quality curriculum, and instruction aligned to the California Content Standards in a positive, safe, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Back-to-School Night, Parent Summit, and Open House welcome parents and the community onto campus.
- Consult with parents in meaningful dialogue about individual student's achievement through annual parent-teacher conferences. Teachers are also available to meet with parents by appointment throughout the school year.
- Welcome parents to be a part of their child's education by volunteering and participating in their child's class, observing classroom activities, or helping with extra-curricular activities at the school.

Administrator Signature: _____ Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my child attends school every day and is on time.
- Provide a quiet time and place for homework to be completed.
- Monitor amount of television my child watches.
- Volunteer in my child's classroom.
- Participate in decisions relating to my child's education.
- Stay informed about my child's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.
- Regularly monitor my child's progress in school.
- Serve on school advisory or policy groups.

Parent Signature: _____ Date: _____

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Do my homework every day and ask for help when I need to.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.
- Be responsible for my own behavior.

Student Signature: _____ Date: _____

Olivehurst Elementary School-Level Parental Involvement Policy

Olivehurst Elementary has developed a written Title I parent involvement policy with input from Title I parents. Olivehurst Elementary involved parents in the joint development and joint agreement of the school parental involvement policy and the school-wide plan. The school used the District-wide Parental Involvement Policy, the Olivehurst Elementary Parental Involvement Policy, the Olivehurst Elementary school-parent compact, and the Olivehurst Elementary parent handbook. The policy was distributed to parents of Title I students at the annual Title I meeting in September, the Olivehurst Elementary website, parent-teacher conferences at the beginning of the school year, and sent home with back to school information.

Involvement of Parents

Olivehurst Elementary does the following:

1. Convenes an annual meeting to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. An evening in September is designated to meet with parents to inform them of Title I requirements and rights. There is a question and answer period. The date is advertised in the Parent and Student Handbook, the website, and notification through the monthly newsletter and a reminder home the day before the annual meeting.
2. Offers a flexible number of meetings. Title I annual meeting at 6:00pm. Parent conferences, Back to school BBQ, and Site council
3. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. This occurs at the Title I annual meeting, Parent Day, and using personnel, such as the site's student services coordinator, to get parents involved in the Title I Parental Involvement Policy.
4. Provides parents of Title I students with timely information about Title I programs. Parents are notified at the annual Title I meeting about Title I along with our website and monthly newsletter.
5. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. This is provided through Parent Day and the Back to School individual parent conferences with the teacher, parent(s), and student.
6. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. [This is done through Site Council, and parent meetings with the principal.

School-Parent Compact

Olivehurst Elementary has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The Parent Compact was originally developed by Site Council. It has since been redesigned by the district and now includes Parent, Student, Teacher, and Principal. The Parent Compact is explained and agreed by all parties at the Back to School Conferencing.

Building Capacity for Involvement

Olivehurst Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. This is accomplished by sending the annual CST scores home in late summer. The content standards and assessments are gone over at the Back to School Conferences as well as during Parent Day.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. Love and Logic classes to help parents just be better parents through the district. We use character counts at our school and include activities for families at home. We conference with parents, call them, send monthly newsletters, and celebrate monthly, their student's accomplishments.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. Parents and teachers are urged to work together to help in the development and learning of our children. This is done also at Parent Day, Site Council, ELAC, and daily classroom participation by parents.
4. Coordinates and integrates the Title I parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. We use our Student Services Coordinator and our English Language Coordinator to notify parents to participate in school activities with their children.
5. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands. Information is sent home in both English and Spanish.
6. Provides support for parental involvement activities requested by Title I parents. A parent and student handbook is given to each student which contains a calendar of the school year and its events. A monthly reminder is sent home listing parent and student activities.

Accessibility

Olivehurst Elementary provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. Information and reports are sent home in both English and Spanish. Our English Language Coordinator calls all parents with limited English proficiency when we know that exists.

Parent Information and Resource Centers (PIRCs)

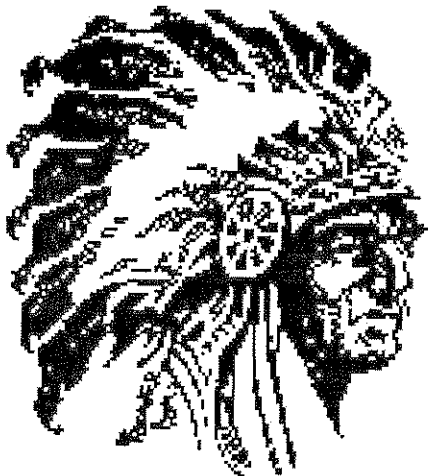
PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.

<http://www/nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office

of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



Single Plan for Student Achievement

MARYSVILLE HIGH SCHOOL

2011-2012

58-72736-5835202

CDS Code

Date of this revision: September 27, 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:

Contact Person: Gary Cena
Position: Principal
Telephone Number: (530) 741-6180, Ext. 3102
Address: 12 E. 18th Street
Marysville, CA 95901
E-mail Address: gcena@mjusd.k12.ca.us



Marysville Joint Unified School District

The District Governing Board approved this revision of the School Plan on **October 9, 2012**.

Form A: 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 GOAL # <u>1</u> (Based on conclusions from Analysis of Program Components and Student Data pages) Implement to a greater degree, a variety of instructional strategies to provide differentiated standards-based instruction and intervention, to enable all students to achieve proficiency in English Language Arts and math by 2013-2014.					
Student groups and grade levels to participate in this goal: All 9th, 10th, and 11th grade students are included in this goal. Only 10th grade students are included in the CAHSEE goal.		Anticipated annual performance growth for each group: API = 750 or above AYP= Ten percent increase in the number of students, in each subgroup, scoring proficient in math and ELA CAHSEE CAHSEE = 87% of 10th graders passing both CAHSEE exams			
Means of evaluating progress toward this goal: STAR Testing: Content Standards Tests, CAHSEE, and District Interim Assessment data along with site assessment data		Group data to be collected to measure academic gains: Math, ELA, Science, and Social Science performance data for educationally disadvantaged youth, special education, and EL students.			
Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date² Completion Date	Proposed Expenditures³	Estimated Cost	Funding Source
Collaboration for Literacy, strategic math, strategic ELA, and core area SDAIE teachers (math, ELA, AVID, EL, RtI, social science, and science standards), four times a year, for the purposes of pacing, processing student assessments, and enhancing intervention strategies so all EDY students will attain a minimum of 89% proficiency on the ELA/mathCAHSEE.		7-1-12 to 6-30-13	Substitutes and/or extra duty pay for teacher release and collaboration	\$ 11,343	Title I--4100

¹ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

² List the date an action will be taken or will begin, and the date it will be completed.

³ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Supplemental classroom supplies and instructional materials for student intervention strategies in Literacy, strategic English, Strategic math, and EL classes to raise minimum academic achievement of special education, EL, and educationally disadvantaged students to 88% on math/ELA CST's and for 89% of all students to pass the CAHSEE the first time they take the exam---most importantly for five percentage points of our socioeconomically disadvantaged, white, and schoolwide students to score proficient on the CAHSEE.	7-1-12 to 6-30-13	ALEKS subscriptions, novels, Keystone Materials, News publications, resource materials, reference materials, instructional videos/DVD's, instructional software, Newsbank, binders, printing, additional paper and ink cartridges for providing individual student interventions in strategic classes and for reviewing student benchmark assessments and individual daily assessments.	\$13,822 \$15,200 \$3,000	Title I-4100 EIA-SCE-5298 EIA-ELD-5295
Provide 25% of salary for student services coordinator to provide direct services to all students in order for 89% of all students to score "Proficient" or higher on math and ELA CST's and for all students to pass the CAHSEE.	7-1-12 – 6-30-13	Student Services Coordinator will facilitate grade level meetings, and in tandem with the counselor meet with targeted EDY students and parents to communicate, monitor, motivate, and "plug in" to services, oversee school climate programs, and guide students toward positive conflict resolution.	\$26,398 (SSC)	Title I --4100
MHS will continue to fund a counselor to further reduce the student to counselor ratio from 1,000 to 1 to 500 to 1.	7-01-12 – 6-30-13	Portion of counselor's salary in order to maintain performance matrix for, monitor progress of, and meet, motivate, and communicate with, targeted EDY students and parents on math and ELA performance standards and passing the CAHSEE.	\$97,040 (Couns)	EIA/SCE-5298
Tutoring for EL students after school	8-23-13 – 6-11-13	Credentialed tutors and peer student tutors provide after school tutoring for EDY students.	\$22,000	Title I-4100
Provide 37.5% of EL Instructional Assistant (Part time) Salary	8-20-12 – 6-30-13	EL instructional assistant will provide in-class tutoring for students, make parent contact on language acquisition and academic performance levels, assist with district benchmark assessments and provide direct services under EL teacher's guidance.	\$15,353	EIA/LEP --5295

Supplemental classroom tools, including technology, to enhance learning for all students including Elmos, LCD projectors, I-Pads, Smart Boards, <i>lap tops</i>, <i>net books</i>, <i>lap top carts</i>, and necessary tools for application. Provide private tutoring in ELA and math for all educationally disadvantaged 10th graders to best position each student to score "Proficient" or higher on both portions of the CAHSEE.	7-1-12 ~ 6-30-13	Classroom tools that enhance learning, or provide additional learning, for students	\$17,905 \$17,240 \$2,511	Title I--4100 EIA/SCE-5298 EIA/ELD-5295 <i>Other</i>
	9-25-12 to 6-11-13	Pretest and private tutoring for students Monday -- Thursday		
Provide supplies up to 25% of office and staff room copy machines and 90% of Rizzo machines for large volume production of student learning tools, sheets, work sheets, supplemental learning tools, assessments, and assessment data to increase academic performance of EDY.	7-1-12 to 6-30-13	Ink, service repairs, for maintaining high quality performance of copy and Rizzo machines.	\$5,535	EIA/SCE-5298
	8-15-12 to 6-30-13	Provide substitutes or extra duty pay to receive training or perform service toward utilizing tools and/or developing tools designed to increase student achievement.	\$6,477	
In core content areas, especially math and ELA, and all curricular areas, following full staff inservice on Common Core Content Standards, improve benchmark assessments, review and collaborate around benchmark assessment data, provide staff development on Common Core Content standards, Standards Based Instruction (pacing, assessing, collaborating, intervening), and toward School Wide Continuous improvement (Shared vision, shared understanding, collaboration).	8-15-12 to 6-30-13	Provide instruction from specialists (Including Christine Anderson and Brad Geise) for student academic achievement and school wide continuous improvement.	\$4,077	Title I--4100
	7-1-12 to 6-30-13	Provide an ELA curriculum and instruction specialist from SCOE to provide training to ELA teachers.	\$2,023	
Provide professional development for ELA teachers teaching adopted 9th--11th grade ELA materials. Provide professional development for all core staff to increase understanding of all EDY subgroup students, especially from poverty, to improve proficiency, A-G, student failure, graduation, and dropout rates.	8-12-11 to 6-30-12	Providing reading materials and speakers to increase understanding and develop strategies for teaching students from poverty.	\$2,700	Title I--4100

Form A: 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 GOAL # 2_ (Based on conclusions from Analysis of Program Components and Student Data pages) <i>Heighen Marysville High School students' awareness of post-secondary career and college opportunities available to them and strengthen students' skills and knowledge to pursue the career path of their individual aptitude, interest, and choice.</i>				
Student groups and grade levels to participate in this goal: ALL STUDENTS	Anticipated annual performance growth for each group: SEE GOAL #1 and 2012-2013 34% of students completing A-G Requirements 2013-2014 35% of students completing A-G Requirements			
Means of evaluating progress toward this goal: Students' demonstrated performance in terms of % of students completing A-G requirements.				
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development) Reduce the number of students receiving F's in 9 th grade by establishing a literacy team comprising of EL, special ed., strategic English, and ninth grade English teachers to monitor, support, tutor, and collaborate in order for students to achieve mastery of ELA standards, thus helping them be successful in other areas.	Start Date ⁵ Completion Date 8-20-12 to 6-30-13	Proposed Expenditures ⁶ Substitutes for release time, training, supplemental supplies and instructional materials	Estimated Cost See Goal # 1 and Actions within Goal #1	Funding Source Title I EIA-SCE EIA-LEP General Fund

⁴ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁵ List the date an action will be taken or will begin, and the date it will be completed.

⁶ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Conduct bi-monthly parent meetings, in accordance with ELAC meetings, to communicate with parents and inform/equip them with the knowledge and tools to help their student be academically successful at school. Trainings will be held on development of four year plan, A-G requirements, How to get into College, How to pass the CAHSEE, How to navigate ARIES, How to read a transcript, how to read attendance sheets, "Who to see for What at MHS", How to get a hold of staff members.	7-1-12 – 6-30-13	Supplies, materials, and snacks for parent trainings	\$500	Title I 4101
Implement home-to-school communication equipment that allows school to communicate specific information to Title I families.	7-1-12 to 6-30-13	Extra duty pay for a classified employee to call parents, prepare materials to assist and provide training for parents.	\$424	Title I 4101
Postage, paper, labeling, and printing costs for supplemental parent newsletters.	8-20-12 to 6-30-13	Purchase SchoolMessenger to make automatically dialed messages to specific families.	\$900	Title I--4101
Tutor 11th and 12th grade students, weekdays after school, who have not passed the CAHSEE to help 100% of students pass the exam.	8-20-12 to 6-30-13	Print supplementary parent newsletters focused on Title I and student performance data issues.	\$1,063	Title I--4101
CAHSEE Saturday "Boot Camps" for 11th and 12th grade students who have not passed the CAHSEE. This tutoring provides strategic tutoring for students on consecutive Saturdays just prior to CAHSEE administration.	8-20-12 to 6-30-13			

Form A: 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 GOAL # <u>3</u> (Based on conclusions from Analysis of Program Components and Student Data pages) PERSONALIZATION OF LEARNING GOAL: Numbers of suspension, expulsions, and referrals will reduce. Total attendance will meet or exceed 95%. All students				
Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group: Numbers of suspensions, expulsions, and referrals will reduce 10% in 2012-2013 will reduce 10% from 2011-2012. Attendance will meet or exceed 95%			
ALL STUDENTS	Group data to be collected to measure academic gains:			
Means of evaluating progress toward this goal:				
ARIES attendance and student discipline printouts				
Actions to be Taken to Reach This Goal ⁷ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date ⁸ Completion Date	Proposed Expenditures ⁹	Estimated Cost	Funding Source
MHS will provide 100% of PASS Officer's salary	7-1-12 to 6-11-13	MHS will provide dropout prevention services that provide intervention strategies, guidance, and counseling to at risk students. Pay 100% of PASS Officer's Salary	\$65,902	Title I-4100

⁷ See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

⁸ List the date an action will be taken or will begin, and the date it will be completed.

⁹ If funds appropriate to this goal are allocated to the school through the Consolidated Application or other source, list each proposed expenditure, such as "middle grades reading tutor" or "laptop computer", and the quantity to be acquired. Schools participating in programs for which the school receives no allocation may omit proposed expenditures.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 1 Track and Monitor Student Performance					
Groups participating in this goal: Teachers, Administrators, Students, Parents		Anticipated annual growth for each group:			
Means of evaluating progress toward this goal: Teachers and administrators will utilize student assessment data to provide students with appropriate instruction that will help them meet/or exceed the NCLB Annual Measurable Objectives, the California State Academic Performance Index, and the High School Exit Exam, with particular focus on Program Improvement schools.		Group data to be collected to measure gains: Collect Attendance, Grade Reporting, and Course Selection Data Regular MJUSD Technology Committee meetings			
Actions to be Taken to Reach This Goal ² Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ³ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
The site will use Edusoft as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Edusoft will help the site administer district benchmarks and classroom tests quickly and easily; delivering rapid results; improving the reliability of assessment programs; and connecting assessment to instructional decisions, enabling us to provide supplemental assistance to specific groups based on tracking of critical content standard benchmarks and student progress.		2012-13		\$448.00 \$6,335.00	EIA/LEP EIA/SCE

²See Appendix B: Chart of Requirements for the SPSSA for content required by each program or funding source supporting this goal.

³ List the date an action will be taken or will begin, and the date it will be completed.

Form B: Centralized Support for Planned Improvements in Student Performance

The school site council has analyzed the planned program improvements and has adopted the following program support goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

PROGRAM SUPPORT GOAL # 2 Differentiated Learning					
Groups participating in this goal: School Psychologists, Teachers, Administrators, Students, Parents		Anticipated annual growth for each group: Increase academic achievement and peer relations			
Means of evaluating progress toward this goal: 25% of psychologist time at Title I schools dedicated to direct services to students, teacher collaboration, and professional development activities		Group data to be collected to measure gains: California Standards Tests, District Benchmark Assessments, behavioral referrals			
Actions to be Taken to Reach This Goal ⁴ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)		Start Date ⁵ Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
School psychologists will serve as both a consultant and direct service provider to school site teams and individual groups of students in order to maximize student learning and student achievement based on individual learning differences and best teaching practices during 25% of their contracted time at Title I schools. Psychologists will also: assist school intervention teams in designing effective individual and group plans in order to most effectively instruct all students toward achieving master of the California State Standards; provide ongoing consultation to both general and special education teachers regarding best instructional practices for academic, social, and behavioral growth of all students; provide social skills training, friendship/support groups, violence		2012-13	Direct services to students, teacher collaboration, and professional development activities	\$14,549.00	Title I

⁶ See Appendix B: Chart of Requirements for the SPSA for content required by each program or funding source supporting this goal.

⁷ List the date an action will be taken or will begin, and the date it will be completed.

prevention, anger and stress management; and assist with staff development as it relates to effective instructional techniques and practices for students at-risk and students with special needs.				
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Form C: Programs Included in this Plan MARYSVILLE

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Alloc Type	Allocation
☒ Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program	5298 Form B Carryover	\$96,965.00 \$6,335.00 \$43,723.51
☒ Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	5295 Form B Carryover	\$11,668.00 \$448.00 \$9,196.32
☐ List and Describe Other State or Local funds (list and describe ¹)		\$
Total amount of state categorical funds allocated to this school		\$168,335.83

Federal Programs under No Child Left Behind (NCLB)	Alloc Type	Allocation
☒ Title I, Part A: School wide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	4100 4101-Parent Inv Form B 4100 Carryover 4101 Carryover	\$112,364.00 \$2,642.00 \$14,549.00 \$60,284.00 \$246.30
☐ List and Describe Other Federal Funds (list and describe ¹)		\$
Total amount of federal categorical funds allocated to this school		\$190,085.30
Total amount of state and federal categorical funds allocated to this school		\$358,421.13

¹ For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Form D: 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:²⁶

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Gary Cena (Principal)	X				
Hilke Sligar (Limited English Proficiency)		X			
Amy Eggleston (Special Education)		X			
Dean Allen (Core Content Teacher--Math)		X			
Amanda Escherman (English Language Arts Teacher)		X			
Liz Diaz (Classified)			X		
Dixie Cozine (Chairperson)				X	
Susan Arostegui (Vice-Chair)				X	
Amy Reherrmann (Secretary)				X	
Crystal Monjares (10 th Grade Student)					X
Mattyann Townsend (11 th Grade Student)					X
Millie Givens (12 th Grade Student)					X
Numbers of members of each category	1	4	1	3	3

²⁶ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: 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: September 27, 2012.

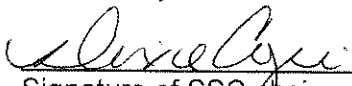
Attested:

Gary Cena
Typed name of school principal


Signature of school principal

9-27-12
Date

Dixie Cozine
Typed name of SSC chairperson


Signature of SSC chairperson

9/27/12
Date



MARYSVILLE HIGH SCHOOL

"Home of the Indians"

12 East 18th. St. Marysville, CA. 95901

Telephone (530)741-6180

Fax (530) 741-7828

Where attention goes, energy flows, and results show.

MARYSVILLE HIGH SCHOOL School-Level Parental Involvement Policy

Marysville High School has developed a written Title I parent involvement policy with input from Title I parents. Title I parents met in an early fall evening meeting to review the School-Parent Compact and parent involvement policy. The policy is distributed to parents of Title I students via mail in home language and is available at Back to School night and in the main office.

Involvement of Parents

Marysville High School does the following:

1. Convenes an annual meeting in early fall to inform parents of Title I students of Title I requirements and their rights to be involved in the Title I program. A *School Messenger* call is made to all Title I parents and notification is sent all parents via the July newsletter.
2. Involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and the Title I Parental Involvement Policy. Parents review the policy at the initial Title I parent meeting in early fall, in the ELAC meetings, in the Site Council meetings, and in PRIDE meetings.
3. Provides parents of Title I students with timely information about Title I programs in the student handbook, at 8th grade parent information meetings, in one-on-one sessions with guidance counselor, and regular contact throughout the year.
4. Provides parents of Title I students with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet at bi-monthly informational meetings.
5. Provides parents of Title I students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children. Teacher contact information (email & voicemail) is printed in fall newsletter and shared at Back-to-School Night.

School-Parent Compact

Marysville High School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I students:

1. The school's responsibility to provide high-quality curriculum and instruction.
2. The parent's responsibility to support their children's learning.
3. The importance of ongoing communication between parents and teachers through, at least, annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program.

The School-Parent Compact was drafted with input from Title I parents at an evening fall meeting. The compact was reviewed with the site council and staff before being printed and distributed to parents and students at Back to School Night. Copies not signed at Back to School night were sent to homes of Title I students for review and signature. The compact is shared at ELAC and general bi-monthly parent meetings.



Building Capacity for Involvement

Marysville High School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:

1. Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. This is the focus of ELAC meetings, bi-monthly general meetings, and one-on-one meetings with counseling staff.
2. Provides materials and training to help Title I parents work with their children to improve their children's achievement. Helpful articles are printed in each month's newsletter. The A's, B's, C's, D's, and E's of Student Success in High School are shared at 8th grade parent nights, Back to School Night, and SST meetings as well as one-on-one counseling meetings. Love & Logic trainings are available throughout the school year.
3. Educates staff, with the assistance of Title I parents, in the value of parent contributions and how to work with parents as equal partners. This is accomplished during staff meetings, buy back days, trainings on how to use the Aeries grading system for parents, and trainings on promoting teachers' professional web pages.
4. Distributes to Title I parents information related to school and parent programs, meetings, and other activities in a form and language that the parent understands.
5. Provides support for parental involvement activities requested by Title I parents. Bi-monthly parent meetings, including ELAC and general parent meetings, are the manifest of Title I parent recommendation.

Accessibility

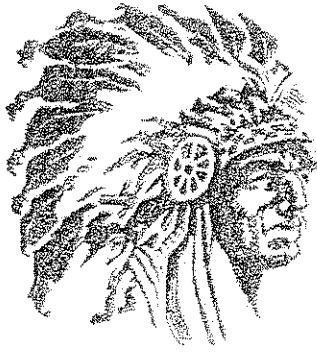
Marysville High School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand.

Parent Information and Resource Centers (PIRCs)

PIRCs are funded by the US Department of Education. They provide both local and statewide services. California has two PIRCs: PIRC 1, Project Inspire at the California Association of Bilingual Education, Covina, CA and PIRC2, Cal-PIRC at Cambridge Academies, Modesto, CA.
<http://www.nationalpirc.org/directory/CA-7.html>.

PIRC1, Project Inspire is the result of a partnership among the California Association for Bilingual Education, the San Bernardino County Superintendent of Schools, and the Alameda County Office of Education. Project Inspire provides parent training workshops and will be funded through 2011. A list of workshop topics and a brochure in English and Spanish that describes services are available at http://www.bilingualeducation.org/programs_parent.php. Workshops are available in multiple languages.

PIRC2, Cal-PIRC has established three Parent Information and Resource Center hubs in Northern and Central California. CalPIRC provides direct services to parents and schools in selected communities within Merced and Stanislaus Counties, and West Sacramento areas. It also provides support throughout the state through conferences, workshops, and a Web site. Cal-PIRC will be funded through 2011. Whenever available, resources are posted in English, Spanish, Russian, Chinese, Arabic, and Hmong. <http://www.calpirc.org/>.



MARYSVILLE HIGH SCHOOL

"Home of the Indians"

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Where attention goes, energy flows, and results show.

The 2012-2013 SCHOOL-PARENT COMPACT outlines how the school, parents, and students will share in the responsibility for improved student academic achievement and the means by which the school, parents, and students will build and develop a partnership to help students achieve high academic standards.

Marysville High School will ensure students' success in the following ways:

- Provide high-quality curriculum and instruction aligned to the California Content Standards in a positive, safe, healthy, supportive, and effective learning environment.
- Provide appropriate professional development to improve teaching and learning to support collaborative partnerships with families and the community.
- Maintain open two-way communication between the home and school. Monthly newsletters provide parents up-to-date information and opportunities to strengthen relationships. Freshmen Orientation, Back-to-School Night, and Eighth grade parent meetings welcome parents and the community onto campus. *School Messenger* helps communicate directly and strategically with parents. Teacher and school web pages help communicate daily activities and teacher syllabi. *Aeries* parent portal allows parents and students to access each of their teacher's grade books and get updates on student grades, attendance, and progress.
- Consult with parents in meaningful dialogue about individual student's achievement. Teacher phone extensions and email addresses are sent home to parents in the newsletter. Teachers are available to meet with parents by appointment throughout the school year. Teachers are available to students before school, at break, during lunch, and/or after school.
- Welcome parents to be a part of their student's education by observing classroom activities, participating in *Love & Logic* trainings, or helping with extra-curricular activities at the school. Please contact the principal for additional ways to become involved.

Administrator Signature: _____

Date: _____

As parents, we will support our child's learning in the following ways:

- Ensure my student attends school every day and is on time.
- Provide same quiet time (one hour) and place each day (Sunday thru Thursday) for homework to be completed
- Motivate students by monitoring student homework and progress in class. Regularly monitor my student's progress in school via the *Aeries* online grading system, web pages, newsletters, phone contacts, one-on-one meetings.
- Volunteer in my student's extra/co-curricular activities (driver, snack bar, etc.)
- Participate in decisions relating to my student's education.
- Stay informed about my student's education and communicate with the school by reading all notices received from the school or district and respond as appropriate.

Parent Signature: _____

Date: _____



CALIFORNIA DEPARTMENT OF EDUCATION

As a student, I will share the responsibility to improve our academic achievement in the following ways:

- Come to school ready to learn and work hard.
- Commit to treating other students, and staff, with respect and not harassing anyone.
- Be responsible for my own behavior.
- Do my homework every day and ask for help when I need assistance.
- Limit television watching and read every day outside of school.
- Give my parents or guardian all notices and information received at school.
- Know and follow school and class rules.

Student Signature: _____

Date: _____