

District Name: Sutter County
Superintendent of Schools

CD Code: 51-10512

LOCAL EDUCATIONAL

AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM TEMPLATE

The Elementary and Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116[c][7][A]), requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this LEA Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Prior to developing this revision, please use the State Assessment Tools, as applicable; to analyze school/district needs for improved student achievement. These tools are available on the California Department of Education (CDE) State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>. Contact the District Innovation and Improvement Office at 916-319-0836 if you have any questions regarding the State Assessment Tools or completing the LEA Plan Addendum.

Please submit your completed LEA Plan Addendum by uploading the completed document into the Program Improvement Year 1 monitoring instrument in the California Accountability Improvement System (CAIS). Contact Janice Morrison, Education Programs Consultant, District Innovation and Improvement Office by e-mail at jamorrison@cde.ca.gov if you need technical assistance in uploading the document.

The LEA Plan Addendum **must be submitted to the CDE no later than Friday, April 4, 2014**. The LEA Plan Addendum should:

1. Identify fundamental teaching and learning needs in the schools of the LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased academic achievement for all student groups.

Please provide a summary analysis of the needs assessment used to identify student learning needs (especially the academic problems of low achieving students). Include an analysis of why the prior LEA Plan was not successful.

1. Discuss the results of the assessments used to determine the teaching and learning needs of the schools and the district.
2. Identify academic priorities.
3. Discuss why the prior LEA Plan was not successful.

Feather River Academy remains in Program Improvement Year 4 but is classified as safe harbor. They did not make Adequate Yearly Progress AYP for 2009, 2010, 2011, and 2012, but did make Adequate Yearly Progress AYP for 2013. The school met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (AMO) showing progress in moving students from scoring at the below proficient level to the proficient level.

Percent Proficient

In 2009 FRA did not meet the school wide 44.5% target for English-Language Arts. They did not meet the school wide 43.5% target for Mathematics.

In 2010 FRA did not meet the school wide 55.6% target for English-Language Arts. They did not meet the school wide 54.8% target for Mathematics. FRA scored 13.3% ELA and 6.7% Mathematics.

In 2011 FRA did not meet the school wide 66.7% target for English-Language Arts. They did not meet the school wide 66.1% target for mathematics. FRA scored 17.6% proficient in ELA and 0.0% proficient in mathematics.

In 2012 FRA did not meet the school wide 77.8% target for English-Language Arts. They did meet the school wide 77.4% target for mathematics through **SH = Passed by safe harbor**: The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (AMO) if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.

In 2013 FRA met the school wide target for both English-Language Arts and mathematics through **SH = Passed by safe harbor**: The school, LEA, or student group met the criteria for safe harbor, which is an alternate method of meeting the percent proficient (AMO) if a school, an LEA, or a student group shows progress in moving students from scoring at the below proficient level to the proficient level.

Academic Performance Index (API)

The 2008 Base API is 497. The 2009 Growth API is 464. The 2008-2009 Growth is -33. They did not meet the 2009 API Criteria. In 2010 FRA did not meet the minimum 2010 Growth API score of 680. FRA had a 503 API. This was an increase in 39 points from the Base which was 464.

In 2011 the base API for FRA was 501 and the growth API is 424. This is a decrease of 77 points. The growth target for this year is 15 points.

In 2012 the base API for FRA was 528 and the growth API is 554. This is an increase of 26 points.

Graduation Rate

The 2010 Graduation (Class of 08/09) rate for FRA is 78.80; this did not meet the target graduation rate of 81.27.

The 2011 Target Graduation rate (Class of 09/10) is 80.04. FRA's graduation rate was 78.16. This did not meet the target.

The 2012 Target Graduation rate (Class of 10/11) is 76.41. FRA's graduation rate was 77.89 which exceeded the target.

The 2013 Target Graduation rate (Class of 11/12) is 78.35. FRA's graduation rate was 79.17 which exceeded the target.

Participation Rate

FRA did make the 95% participation rate for English-Language Arts and Mathematics for all years: 2009, 2010, 2011, 2012, and 2013.

The previous LEA plan and addendum helped to ensure that FRA met safe harbor of the AYP criteria including ELA and Math percent proficient, API, and graduation rates.

With technical assistance from the Sutter County Superintendent of Schools office, specifically from the Assistant Superintendent of Student Support Services, and from the Coordinator of Staff Development, this revised LEA addendum outlines the action plan FRA strives to achieve for all alternative education students. A renewed emphasis on increasing student engagement and assessment of students' academic needs led to subsequent adjustment of teaching strategies and assessment practices. FRA will continue to provide support for teachers with an emphasis on formative assessment including ongoing analysis of publisher assessments and Renaissance Learning STAR assessments. Additional learning support and extended learning opportunities will be provided for students performing below grade level. This will include extended school year and intensive CAHSEE prep classes for both ELA and Mathematics.

Since the subgroups at FRA are significantly insignificant, the specific academic problems faced by the entire student population are as follows. The students at FRA have many challenges including behavior issues, drug and alcohol abuse, family, gang, and emotional issues. Many have gaps in their education due to a transient lifestyle, incarceration, etc. Teachers understand that although they teach alternative education students, the focus is on academic achievement by building relationships through teaching and learning. Individual Learning Plans have been developed with students that will assist students in monitoring their transcripts/credits and post high school goal setting. FRA staff supports parental involvement and communication by meeting with parents and students, sending home a monthly newsletter and inviting parents to participate in their child's education whenever possible. Title I funds are available for transportation and home visits.

In terms of improving educational practices in reading and mathematics, we accomplished the following activities: 1) align courses with content standards; 2) provide state-aligned core, intervention, and CAHSEE prep materials; 3) extended learning time; CAHSEE prep and credit completion; 4) extended school year to include multiple intersession opportunities 5) individualized case management/credit monitoring of every student.

Activities that are in progress:

1) Inservices for data analysis of state and local assessments. There have not been consistent opportunities provided for analysis of publisher assessments

2) *Edge* was purchased in 2010 for students reading more than two years below grade level as per assessment. Due to the high mobility of students and master scheduling limitations; the implementation is challenging.

3) On-going training and discussions are in progress with staff regarding student's motivation and increasing student engagement.

2. Include specific, measurable achievement goals and targets for student groups identified as not making Adequate Yearly Progress (AYP), including students with disabilities and English learners, as appropriate.

Please describe specific, measurable academic goals and targets for student achievement for student groups identified as not making AYP. (Refer to the CDE AYP Reports Web page at <http://www.cde.ca.gov/ta/ac/ay/aypreports.asp>.)

All students including students with disabilities and English learners will have a 2% increased pass rate of the ELA and Math CAHSEE.

There will be a 2% increase in the number of students who complete Algebra 1.

All students including students with disabilities and English learners will show a 2% growth using Renaissance Learning English and Math as assessed 3 times per year.

ELs will advance at least one proficiency level on the CA English Learner Development Test (CELDT). Currently, all ELs at FRA score in the intermediate and early advanced levels on the CELDT. There is also a trend at FRA for students to remain at the intermediate level on the CELDT for three or more years.

3. Incorporate research-based strategies to strengthen the core academic program for identified student groups in schools served by the LEA, including students with disabilities and English learners, as appropriate.

Please describe the specific strategies that the district will use and how those strategies will be implemented and monitored to strengthen the core academic program.

Specific research-based strategies to strengthen the core academic program include the emphasis on effective teaching strategies and potential areas of integration of Common Core State Standards concepts and skills with current curriculum materials and implications for improved rigor in instruction, student engagement and depth of knowledge. Throughout the year, professional development opportunities will be used to discuss a school and individual focus for effective instruction. There will be discussions on effective teaching strategies. In addition, emphasis will be on school culture: student engagement, increasing student motivation and over-all student participation and attendance.

Teachers will identify and teach academic vocabulary for ELs to have access to the CAHSEE for ELA and Math
Teachers will use the CAHSEE released test items to prepare students for CAHSEE. Test results will be monitored and support given in areas where passing scores are not met.

Administration will meet with the EL County Coordinator to identify ELs and LTELs (Long Term ELs) to develop individual learning plans for each EL student; and to review reclassification policies for ELs including compliance for policies and procedures. Learning plans will be reviewed and updated quarterly.

4. Specify actions to implement the identified strategies that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions to be implemented to accomplish the identified strategies and how they will be supported and monitored. (See examples of full implementation descriptions in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
<p>FRA will implement the articulated high school materials and publishers’ texts including the ancillary materials for universal access. These will be used with fidelity to provide differentiated instruction for alternative education.</p> <p>Information gathered through County technical assistance, clearly revealed there is a need for a school wide assessment model to be used consistently throughout the campus. The Renaissance Learning STAR Assessment Program will provide on-going data to assist in placing students initially in classes as well as monitoring ongoing academic achievement while in attendance at FRA. Intervention groups will be developed and designed based on this assessment data. Renaissance Learning STAR assessments will be given at the beginning of the year and upon enrollment to each student. Assessment data will assist in properly placing students in classes and to monitor academic growth while in attendance at FRA.</p> <p>Students are placed and receive ELD instruction using results of CELDT and other proficiency measures. Supplementary materials will be purchased to support this instruction.</p> <p>All ELA classrooms will have the appropriate instructional minutes to provide time to master grade-level standards and skills needed for the CAHSEE.</p> <p>Specific actions will be incorporated to ensure student achievement in meeting the state standards through the use of test released items as instructional tools and also the blueprints for the CAHSEE. These tools will be emphasized in the CAHSEE intervention class.</p>	<p>Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p>	<p>August - June 2014</p> <p>August- June 2014</p> <p>August-June 2014</p> <p>August - June 2014</p>	<p>\$2,000 Lottery, Unrestricted General Funds</p> <p>\$5,000 Title I</p> <p>\$400 Title III</p>

Opportunities for Supplemental Educational Services (SES) for eligible students will be provided.	SES Providers	Fall 2013	20% of the Title I budget set aside \$23,000
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5. Provide high-quality professional development for the instructional staff that focuses on instructional improvement and supports the strategies and actions described above.

Please describe the professional development the LEA will provide to instructional staff to address the identified strategies and actions.	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source (including 10% set-aside from Title I, Part A)
Specific strategies for professional development include the emphasis on effective teaching strategies and potential areas of integration of Common Core State Standards concepts and skills with current curriculum materials and implications for improved rigor in instruction, student engagement and depth of knowledge.	Principal, Assistant Superintendent, Coordinator of Staff Development	August – June 2014	\$12,000 Unrestricted General Fund, Title I, part A
Throughout the year, professional development opportunities will be used to discuss a school and individual focus for effective instruction. There will be discussions on effective teaching strategies. In addition, emphasis will be on school culture: student engagement, increasing student motivation and over-all student participation and attendance.	Staff from Capturing Kids’ Hearts	August 2013 and April 2014	\$10,000 Unrestricted General Fund
Professional development will be offered in strategies to support and monitor the use of formative and summative assessments including common core standards-based curriculum and benchmark assessments.	Coordinator of Staff Development	August- June 2014 various days	\$1,000 Unrestricted General Fund
Structured teacher collaboration time is used to analyze and use assessment data to inform classroom instruction.	Staff	Wednesdays August –June 2014	

Common Core State Standards professional development will be offered to increase awareness and understanding of the main concepts of the SBE-adopted CCCSS. Professional development is provided for understanding the Smarter Balanced Assessment.	Coordinator of Staff Development	Spring 2014	\$1,000 Unrestricted General Fund
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6. Incorporate, as appropriate, activities before school, after school, during the summer, and/or during an extension of the school year.

Please describe those activities and how the LEA will incorporate them.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
In order to increase learning time, FRA provides extended school year including intercessions, and summer school. For the 2013-14 academic year there will be 10 days offered for intersession, and 25 days for summer school. These before-and after-school activities are an extension of the academic work in smaller class sizes. FRA also provides after school team sports. This is an exception for alternative schools. The soccer, football, and baseball team are attendance boosters. Students are required to keep schoolwork current to be able to participate.	Vice Principal Teacher-In-Charge 2 teachers 1 secretary Principal and Staff	October 2013-July 2014	\$32,000	Title I, Part A Title I, Part D

7. Include strategies to promote effective parental involvement in the school.

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
FRA makes every effort to involve parents including Back to School Night, initial enrollment interview with principal or vice principal, School Site Council, personal calls home for attendance, home visits for attendance, and Student Attendance Review Team (SART).	Academic Counselor Campus supervisor	August-June 2014 August-June 2014	\$9,000 \$40,000	Unrestricted General Funds Unrestricted General Funds/Title I Part A

Other strategies include: notifying parents in home language, updating parental policies, informing parents in an organized way of student progress, and involving parents not only in site council decision making opportunities, but also, decisions relating to the education of their children.	Intervention Prevention Program (IPP) Specialists	August-June 2014	\$10,000	Unrestricted General Fund and Intervention and Prevention funds
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Feather River Academy (County Community School)

County District Code: 51105120114207

Date of Local Governing Board Approval: July 9, 2014

District Superintendent: Bill Cornelius, Superintendent

Address: 1895 Lassen Blvd.

City: Yuba City, CA

Zip Code: 95993



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Gayelynn@sutter.k12.c
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Signatures

On behalf of LEAs, participants included in the preparation of this LEA Program Improvement Plan Addendum:

	Bill Cornelius	7-9-14
Signature of Superintendent	Printed Name of Superintendent	Date
	June McJunkin	7-9-14
Signature of Board President	Printed Name of Board President	Date

By submission of the local board approved LEA PI Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.