

District Name: Sutter County
Superintendent of Schools

CD Code: 51-10512

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary 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 Plan Addendum template to address the items below. Type your responses in the expandable text boxes.

Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov and indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (i.e., ZZZ Unified School District; PI Year 1; LEA Plan Addendum). If your LEA is also identified for Title III Year 2, please also note this in the subject line.

The Plan Addendum must be submitted to the California Department of Education (CDE) no later than January 23, 2012, if your LEA received a September 2011 notice letter. The Plan Addendum should:

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

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. (<i>First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.</i>)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
Feather River Academy is in Program Improvement Year 3 for the following reasons: They did not make Adequate Yearly Progress AYP for 2008, 2009, 2010, and 2011 for the following reasons:	<i>Unless otherwise indicated, the following persons will be responsible for the implementation of this plan:</i>	March - June 30, 2013		

<p>Percent Proficient In 2008 FRA met the schoolwide targets of 33.4% and 32.3% for English-Language Arts and Mathematics, respectively. In 2009 FRA did not meet the schoolwide 44.5% target for English-Language Arts. They did not meet the schoolwide 43.5% target for Mathematics.</p> <p>In 2010 FRA did not meet the schoolwide 55.6% target for English-Language Arts. They did not meet the schoolwide 54.8% target for Mathematics. FRA scored 13.3% ELA and 6.7% Mathematics.</p> <p>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.</p> <p>In 2010 28% passed the Mathematics section on CAHSEE and 28% passed the ELA section. In 2011 21% passed the Mathematics section and 32% passed the ELA section.</p> <p>The data for CELDT was inconsistent due to the nature of alternative education. The same students are rarely in attendance for more than one year. Only 9 students were tested in 2011, 44% of the students were Long Term English Learners LTELs (4). Only one student made annual progress on the CELDT.</p> <p>Academic Performance Index (API) FRA did not have API growth in 2008. The school did not have a valid 2007 Base API and did not have any growth or target information. The 2008 Base API is 497. The 2009 Growth API is 464. The 2008-2009 Growth is -33. They did not meet the 2009</p>	<p>Principal</p> <p>Vice Principal/Counselor</p> <p>4 Core Teachers</p> <p>RSP teacher (<i>Special Ed Funded</i>) 1 RSP Para-educator (.33 FTE <i>Special Ed Funded</i>)</p>		<p>\$5,541.45</p> <p>\$54,304</p>	<p>Title I Part A Allocation \$101,078.92</p> <p>Title I Part D \$5,171.98</p> <p>General Fund</p> <p>Special Education</p>
---	--	--	-----------------------------------	---

<p>API Criteria.</p> <p>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.</p> <p>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.</p> <p>Graduation Rate</p> <p>The rate for 2008, Class of 2006-07 is 83.4; and the rate for 2009, Class of 2007-08 is 80.3. This represents a change of -3.1 with an average 2-year change of -5.9. FRA did not meet the 2008 and 2009 graduation rate criteria.</p> <p>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.</p> <p>Participation Rate</p> <p>FRA did make the 95% participation rate for English-Language Arts and Mathematics for all years: 2008, 2009, 2010, and 2011.</p> <p>Improving Instructional Practices</p> <p>The previous LEA plan and addendum failed to ensure that FRA met the AYP criteria including API; ELA and Math percent proficient, API, and graduation rates.</p> <p>With technical assistance from the Sutter County Superintendent of Schools office, specifically from the Assistant Superintendent of Student Support Services, this revised LEA addendum outlines the action plan FRA strives to achieve for all alternative education students. A renewed</p>				
---	--	--	--	--

<p>emphasis on increasing student engagement and assessment of students' academic needs must lead 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 year and intensive CAHSEE prep classes for both ELA and Mathematics.</p> <p>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.</p> <p>Based on the analysis of the data, a focus to improve instructional practices in reading and mathematics was accomplished through the following activities: 1) FRA staff aligned courses with the content standards; 2) provided</p>			\$3,000 for bus passes	Title 1/Part A
--	--	--	------------------------	----------------

<p>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.</p> <p>Activities that are in progress:</p> <p>1) Inservices for data analysis of state and local assessments. There have not been consistent opportunities provided for analysis of publisher assessments</p> <p>2) <i>Edge</i> 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.</p> <p>3) On-going training and discussions are in progress with staff regarding student's motivation and increasing student engagement.</p>				
--	--	--	--	--

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe academic goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (Refer to the CDE AYP Reports Web page at http://www.cde.ca.gov/ta/ac/ay/aypreports.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Based on analysis of 2011 LEA Plan, the above-mentioned areas as outlined in #1 will include goals and targets.</p> <p>1) Beginning with the 2012-2013 school year, data analysis will occur using the Illuminate to evaluate assessments.</p>	Bi-weekly meetings with principal, vice principal	August 2012	\$ 4,000 for roll-out of STAR assessment	Title 1/PI Grant

<p>Teachers will analyze student assessments and discuss instructional effectiveness based on the results of the assessments. Principal and Staff will compile the results of the analysis and monitor student achievement.</p> <p>2) Professional development will be provided by the principal, vice principal, and the assistant superintendent. The professional development for effective teaching using Explicit Direct Instruction, which will expand student engagement through the use of the SMART Board technology which was purchased in 2011, will be included during built-in collaboration time on Wednesday afternoons and administration planned days.</p> <p>3) FRA will purchase the Standards Based Renaissance Learning STAR assessment for ELA and math.</p> <p>4) To help meet the graduation target of 90%, FRA will purchase Cyber High courses for those students who need credit recovery.</p> <p>5) FRA is researching the purchase of Catch-up Math to support CAHSEE prep and credit recovery.</p> <p>6) Student Support Services will provide technical support to staff for implementation of the intervention programs.</p> <p>The measurable goal and target for participation rate is to increase the rate to 95% school wide, by 2012. This will be accomplished with an emphasis on notifying parents through an automated telephone system, motivational incentives, i.e. breakfast, for students, and home pickup of absent students.</p>		August-June 2013	program	
		August-June 2013	\$13,392	Title I Set Aside(10%) for Professional development
		March 2012	\$ 7,000 for purchase of STAR	Title 1/ PI Grant
		March 2012	\$ 4,000 for <i>Cyber High</i>	Title 1/PI Grant
	Staff/Student meetings throughout year	March-May 2012	\$4,000 for <i>Catch-up Math</i>	
		August –June 2013	\$500	Community Schools 2420 Opportunity 0313
	Staff meetings throughout the year	August –June	Included	

The measurable goal and target for API is that there will be an increase of 5% of students showing growth in proficiency levels. Teachers will analyze the scores and strands where students need improvement (Sept 2012). The Individual Learning Plans will assist students in staying on track and will help in goal setting to accomplish growth.		2013	above	
---	--	------	-------	--

3. *Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.*

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
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. 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. FRA will review and incorporate the strategies of Explicit Direct Instruction to expand the use of the SMART Board technology which was purchased in 2011.	Principal, Vice Principal and Assistant Superintendent of Student Support Services	August –June 2013	Included above \$10,000 \$5,000	Flexibility Funds Title I, Part A 3010 Title 1/PI Grant Title I, Part D 3025

<p>Policies and practices for placing English learners (ELs) in, and exiting them from, English Language Development programs are included in the County Master Plan for English Learners. These include the following: Students are placed and receive ELD instruction using results of CELDT and other proficiency measures, students are reclassified once they have achieved an overall CELDT proficiency level of early advanced or higher, an ELA total scale score of 320 or greater, an ELA grade of C or higher, a letter sent to the parent and a conference held.</p> <p>Multiple measures are used to place English learners in English Language Development programs including the EDGE curriculum placement tools, and teacher input based on informal evaluation of students' skills. EDGE curriculum assessments, subject matter grades, state assessment results, and teacher and parent input are also used to exit students from English Language Development programs.</p> <p>All teachers are highly qualified, have EL authorization, and use SDAIE and ELD strategies daily to support ELs in the core instructional program. These are verified through classroom walkthroughs by FRA administration and discussion at weekly minimum day meetings.</p> <p>Strategic and intensive classes are currently in place during the regular school day in addition to the core program to provide support for high priority students in reading/ELA and mathematics. Third period is designated for struggling readers, second period is designated for struggling math students and the RSP teacher incorporates Response to Intervention (RTI) strategies in periods four and six for students who have other classes during second and third</p>				
---	--	--	--	--

<p>period. It should be noted that all students at FRA are struggling in these areas and are given extra support as the master schedule allows.</p> <p>Plans to provide more intensive and strategic intervention include providing staff with more professional development in the RTI model including emphasis on Effective Direct Instruction (EDI) and behavioral interventions.</p> <p>Transitional and support activities for students requiring strategic intervention in reading/ELA and mathematics include using curriculum imbedded assessments to determine specific areas of focus, using on-going monitoring of improvement through Renaissance Learning STAR assessment and through weekly discussion of student progress during teacher collaboration.</p> <p>Intervention in reading/ELA and mathematics will take place during the regular school day through the use of EDGE curriculum by those teachers who have been trained and by differentiation in each class. There are insignificant numbers of students in each grade span to be able to offer separate intervention classes. As was noted before, periods two, three, four and six are designated as intervention classes for particular levels and subjects.</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 to ensure improving student achievement in meeting the state standards are the use of test released items as instructional tools and also the blueprints for the CSTs and CAHSEE. These tools will be emphasized in the CAHSEE intervention class.</p>				
--	--	--	--	--

Opportunities for Supplemental Educational Services (SES) for eligible students are provided.	SES Providers	Fall 2012	\$24,844	20% Title I Set Aside for SES
---	---------------	-----------	----------	-------------------------------

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp.)</i>	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Leadership strategies to support and monitor the use of formative and summative assessments including common standards-based curriculum and benchmark assessments will be offered.</p> <p>Structured teacher collaboration time to analyze and use assessment data to inform classroom instruction will be scheduled every Wednesday. Staff has built-in collaboration time to meet on a weekly basis. Teachers will meet to discuss individual needs of students and will participate in core curriculum specific trainings focused on the effective implementation of the reading/ELA and mathematics core and intervention programs.</p> <p>Ongoing training in EDGE will be offered to teachers and administrators to ensure effective implementation of instructional strategies for students with disabilities.</p>	Weekly meetings with the assistant superintendent of student support services	<p>March 2012 – June 2013</p> <p>March 2012 – June 2013</p> <p>March 2012 – June 2013</p>	<p>Included above</p> <p>Included above</p> <p>Included above</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.</p> <p>Intervention groups will be developed and designed based on this assessment data. Teachers will spend part of their Wednesday afternoon on-going scheduled meetings each week collaborating between the general education and special education teachers discussing strategies to support students with disabilities in the core instructional program. IEPs will be reviewed to assure appropriate accommodations and modifications are implemented. Instructional strategies used to support SWDS in the core instructional program include scaffolding of material, modified workload and assignments, use of all modalities for assessment and ongoing checking for understanding.</p> <p>As the STAR program and others outlined previously (Cyber High, Catch-up Math) are adopted, professional development will be offered to all staff to assure consistent implementation.</p> <p>Common Core State Standards professional development will be offered as materials are available to increase awareness and understanding of the main concepts of the SBE-adopted CCSS.</p>	<p>Assistant Superintendent, Educational Services</p>	<p>March 2012 – June 2013</p>	<p>Included above</p>	
--	---	-------------------------------	-----------------------	--

6. English Learners

a. For LEAs in Title III Status and Title I Program Improvement (PI) Status, please check below:

- ☐ If Title I only: Complete 6b
☐ If Title III Year 1: Complete 6b
☐ If Title III Year 2 or 3: Title III Year 2 Plan in CAIS
☒ If Title III Year 4 or 4+: Title III Year 4 Plan in CAIS

b. ***Include specific academic achievement and English Language Proficiency goals, targets, and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB. (See Title III Accountability Report Information Guide available on the CDE Title III Accountability Web page at <http://www.cde.ca.gov/ta/ac/t3/index.asp>).***

Please describe those goals and targets.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>Goal #1 Students will reach high standards.</p> <p>The overall goal for ELs is that they will attain proficient and advanced levels on the CST for ELA and Mathematics. This will be accomplished in increments. In 2011, all ELs at FRA scored below basic or far below basic on the CST for ELA. All ELs in Math scored at the basic and below level. By 2012, 25% of ELs will advance at least one level on the CST in ELA. By 2012, 25% of ELs will advance at least one level on the CST in Math. By 2013, an additional 25% will advance at least one level on the CST in ELA.</p> <p>By 2013, an additional 25% will advance at least one level on the CST in Math.</p>	Staff	July 2012-June 2013		

7. Incorporate, as appropriate, activities before school, after school, during the summer, and 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
<p>In order to increase learning time, FRA provides extended school year including intercessions, and summer school. For the 2011-12 academic year there will be 9 days offered for intersession, and 15 days for summer school. These before-and after-school activities are an extension of the academic work in smaller class sizes.</p> <p>In an effort to improve student attendance and motivation for students to do well academically, FRA 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. There are attendance procedures in place to insure regular attendance. Specifically, these include the campus supervisor driving the county van to pick up students at their homes to attend school. There are also incentive breakfasts before school to motivate students to arrive at school on time.</p> <p>FRA identifies homeless students and provides support for academics, transportation, and clothing.</p> <p>An Intervention Specialist provides academic support to students living in a group home in Sutter County.</p> <p>An Intervention Specialist provides career counseling and Individual Learning Plan coaching one day a week to FRA students.</p>	Teacher-In-Charge 2 teachers 1 secretary	October 2011 June 2013	\$20,000	Title I, Part A
	Principal and staff	March 2012- June 2013	\$5,000 \$4,000	Flexibility Funds
	Intervention Specialist	March 2012- June 2013	\$4,933	Title I Homeless Set Aside
	Intervention Specialist	January 2012-June 2012	\$2500 \$500	Title I Part D
			\$5,940.00	Title 1/Part A

8. 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
<p>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).</p> <p>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.</p>	<p>Academic Counselor</p> <p>Campus supervisor</p> <p>Intervention Prevention Program (IPP) Specialists</p> <p>IPP Coordinator</p>	<p>Ongoing</p>	<p>Campus Supervisor salary \$40,000</p> <p>Specialists and Coordinator Salaries for SART</p>	<p>Title I, Part A Community Schools 2420 Opportunity 0313</p> <p>Community Schools 2420</p> <p>School Safety and Violence (IPP funded)</p>

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
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: Pending

District Superintendent: Bill Cornelius, Superintendent

Address: 1895 Lassen Blvd

City: Yuba City, CA

Zip Code: 95993

Phone: (530) 822-2400

FAX: (530) 822-3267

E-mail:
Gayelynng@sutter.k12.ca.us

Signatures:

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

Bill Cornelius

Signature of Superintendent	Printed Name of Superintendent	Date
-----------------------------	--------------------------------	------

Dale Davis

Signature of Board President	Printed Name of Board President	Date
------------------------------	---------------------------------	------

Dorothy Griffin

Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
---	--	------

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

By submission of the local board approved LEA 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.*