

**District Name:** Sutter County  
Superintendent of Schools

**CD Code:** 51-10512

### LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM

**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 I monitoring instrument in the California Accountability Improvement System (CAIS). Contact Jacqueline Matranga, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov), and Jane Liang, Education Programs Consultant, District Innovation and Improvement Office by e-mail at [jliang@cde.ca.gov](mailto:jliang@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 Tuesday, April 19, 2016**. 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 5.

FRA met 4 out of 5 of the AYP criteria for 2014. Not meeting all 5 moved them into Program Improvement Year 5. They currently remain in Year 5.

1. The results of assessments used to determine the teaching and learning needs of the school are as follows:

**Percent Proficient**

California's education system went through landmark changes in 2014 with the implementation of the Local Control Funding Formula (LCFF), the transition to a new testing system, and the shift to develop a new state accountability system. Given these changes, at the March 2015 meeting, the State Board of Education approved the State Superintendent of Public Instruction's (SSPI's) recommendation to not calculate the following API reports:

2014 Base API  
2015 Growth API  
2015 Base API

As a result of suspending the APIs, the SBE also approved the removal of the API as an additional indicator for all schools for AYP reporting purposes.

**Graduation Rate**

The 2013 Target Graduation rate is 78.35. FRA's graduation rate was 79.17 which exceeded the target.  
The 2014 Target Graduation rate is 80.29. FRA's graduation rate was 82.23 which exceeded the target.  
The 2015 Target Graduation rate is 81.09. FRA's graduation rate was 82.2 which exceeded the target.

**Participation Rate**

FRA did make the 95% participation rate for English-Language Arts and Mathematics for both years: 2014 and 2015.

The previous LEA plan and addendum helped to ensure that FRA met 2 out of 2 of the AYP criteria. The criteria met were participation rate in both English-Language Arts and Math.

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.

2. Academic priorities include a continued effort 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 in addition to extended school year.

3. 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, making home visits 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 materials; 3) extended learning time; 4) extended school year to include multiple intersession opportunities 5) credit monitoring of every student.

FRA went through a WASC review in 2014-15 and received the highest accreditation of 6 years with a 1 day visit at 3 years.

Activities that are in still in progress:

1) Data analysis of state and local assessments.

2) *Edge* is used with 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.

4) The staff are continuing to develop a common pacing guide and syllabi with the guidance of a newly designated instructional coach.

5) A mental health clinician has been hired to provide social emotional support to both students and parents as needed.

6) Life skills are taught in the existing health class and a new elective course: computer and career readiness is being offered.

**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>.)

FRA will establish a baseline on the new performance index from the California Assessment of Student Performance and Progress which replaced the STAR Standardized Testing and Reporting System.

8 students completed Algebra 1 in 2013-14; 13 students completed Algebra 1 in 2014-15 which is greater than a 4% increase in the number of students completing this requirement. Our target this year will continue to be a 4% increase in the number of students who complete Algebra 1 in 2015-16 compared to the number in 2014-15.

Renaissance assessment growth in 2014-15: Math 28% of students showed a greater than 2% growth in overall scores; ELA, 35% of students showed a greater than 2% growth in overall scores as assessed 3 times per year. Our target this year is for a 2% increase in the number of students, including students with disabilities and English learners, to show a 2% growth using Renaissance Learning English and Math as assessed 3 times per year.

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. Our goal is for all ELs to advance at least one proficiency level on the CA English Learner Development Test (CELDT).

**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 continue to identify and focus their teaching on academic vocabulary making it possible for all students, including English learners and students with disabilities, to have better access to ELA and Math.

Administration meets 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 <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Person(s) Responsible	Specific Timeline	Estimated Cost/ Funding Source
FRA will implement the articulated high school materials with publishers' texts including the ancillary materials for universal access. These will be used with fidelity to provide differentiated instruction for alternative education.	Teachers	August - June 2016	\$2000 Restricted Lottery \$2000 Pathways Grant
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.	All Staff	August – June 2016	\$3000 Title I, Part A
Students are placed and receive ELD instruction using results of CELDT and other proficiency measures. Supplementary materials are purchased as needed to support this instruction.	All Staff	August – June 2016	Title III

<p>Staff attended professional development focusing on academic vocabulary/language.</p> <p>All ELA classrooms will have the appropriate instructional minutes to provide time to master grade-level standards and skills needed.</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 Smarter Balanced Assessment (SBA).</p> <p>Opportunities for Supplemental Educational Services (SES) for eligible students will be provided.</p>	Teachers	February 2016	\$880 Title III
	Teachers	August – June 2016	
	SES Providers	Fall 2015	\$16,000: 20% of the Title I budget set aside

**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 2016	\$10,000 Title I, Part A

<p>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.</p> <p>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.</p> <p>Structured teacher collaboration time is used to analyze and use assessment data to inform classroom instruction.</p> <p>Common Core State Standards professional development will be offered to increase awareness and understanding of the main concepts of the SBE-adopted CCCSS.</p> <p>Professional development is provided for understanding the Smarter Balanced Assessment.</p>	Staff	August – June 2016	\$5,000 Unrestricted General Fund
	Coordinator of Staff Development	Various scheduled days August - June 2016	\$2,500 Unrestricted General Fund
	Teaching Staff	Wednesdays August – June 2016	
	Coordinator of Staff Development	Spring 2016	

**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 2015-16 academic year there will be 9 days offered for intersession, and 20 days for summer school. These before-and after-school activities are an extension of the academic work in smaller class sizes.	Vice Principal (designee) 2 teachers 1 secretary	October 2015, March and June 2016	\$32,500	Title I, Part A

FRA also provides after school team sports. This is an exception for alternative schools. Students are required to keep schoolwork current to be able to participate.	Principal and various staff	Throughout the school year	\$2,000	MediCal Mini Grant
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**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
<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>	Intervention and Prevention staff	August – June 2016	\$60,000	Title I Part A, Unrestricted Lottery, Unrestricted General Fund
	Campus Supervisor		\$46,500	Unrestricted General Fund
	Academic Counselor		\$28,500	Title I Part A and Part D



**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:** March 9, 2016

**District Superintendent:** Bill Cornelius, Superintendent

**Address:** 1895 Lassen Boulevard

**City:** Yuba City

**Zip Code:** 95993







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**Signatures:**

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

		
Signature of Superintendent	Printed Name of Superintendent	Date
		
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.