

District Name: Twin Ridges Elementary CD Code: 29 66415 6089403

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

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.

Overview of the LEA

Twin Ridges Elementary School District enrollment is 108 students. This small district is composed of two unique and isolated schools within rural Nevada County. The largest, Grizzly Hill School is a public K-8 school located in the historically significant area known as “Columbia Hill” in the town of North Columbia. The school is a traditional school that serves the greater San Juan Ridge community. This campus currently serves 95 students. The second school, Washington, is a traditional one room schoolhouse with a single teacher serving 13 students.

The district has seen a continuous decline in its enrollment over the past decade. The isolation and the poor economy have forced many families to move from the area. In addition, many more have taken advantage of new charter schools within the county. These schools offer a variety of options that are unique and attractive to our community. As our enrollment has declined so has our ability to offer critical academic courses as well as extra-curricular activities. This loss of course offerings has a detrimental impact on families and their choice to remain in our small district. The families that have traditionally been our most active in support of our schools have moved away. For these reasons, we have also seen a high turnover rate among our teaching staff. The district has lost over 60% of their veteran teachers. The district also suffers from an extremely high percentage of poverty. Our free and reduced numbers have reached 81%.

In spite of these challenges, the district has maintained several exemplary programs. The recent and ongoing state fiscal crisis creates challenges to the district’s attempts to improve instructional services and programs. Nevertheless, district leadership is dedicated to meeting the educational needs of all students enrolled in Twin Ridges Schools.

DISTRICT VISION AND MISSION

The Mission of Twin Ridges is dedicated to providing a rich, nurturing learning environment to promote the development of student character, academic excellence, and positive attitudes for life-long success.

Twin Ridges Elementary School District values:

- Educational practices that operate on the principle that success fosters self-esteem and self-esteem fosters success,
- A belief that each student is gifted because each student is a gift,
- A dedication to practices that are inclusive and relevant,
- Educational practices that focus on high standards utilizing cohesive and rigorous, research-based curriculum, instruction and assessment,
- A traditional and innovative approach that integrates a broad curriculum, including the fine arts, service and knowledge and celebration of place,
- A deep fostering of creativity to promote academic growth and development of self,
- Recognition and integration of diversity as a source of strength,
- Celebration of academic, social, emotional, physical and cultural development of students.

Twin Ridges will promote this learning through the arts, technology, community service, place-based projects, and through traditional methods of instruction. The school collaborates with local agencies and organizations to create ties between the district and the community. These groups include the North Columbia Schoolhouse Cultural Center, the North San Juan Volunteer Fire Department, the Yuba Watershed Institute, the Post Office, the United States Forest Service, local State Parks, the Senior Center of North San Juan, the Family Resource Center, the Yuba River Lions Club, the South Yuba River Citizens League, Sierra Streams Institute, and other local schools, shops, and stores. Parents attend school events, participate in the Parent Teacher Club, help transport students to school sponsored activities, and help with fund raisers.

OUR SCHOOLS

Grizzly Hill School is a rural school located in the Sierra Foothills between the communities of North San Juan and North Columbia, California. It opened its doors in 1985. Currently, there are 95 students enrolled in Kindergarten through 8th grades. The school enjoys an active and involved community and staff. Grizzly Hill School's vision is one in which the staff, community, and students work together to encourage responsibility, integrity, and an enthusiasm for learning.

Grizzly Hill School has seven classrooms, a library, administrative offices, and a half-size gymnasium that serves as a multi-purpose room. There are five multi-aged classrooms, a learning center that also serves as a music room, and an art room. The library is impressive, with over 14,000 books, and incorporates a computer bank to serve students in grades K-4 daily. Students in grades 5-8 have personal laptops. The grounds incorporate two large playing fields that include a reading garden, picnic tables to promote outdoor settings for learning, a track, a baseball field, an outdoor hardtop area, and two playgrounds. There is a school garden, a school orchard, a PG & E solar panel for classroom monitoring, football and soccer goals on the track field, and a 95% solar conversion is scheduled for the summer of 2012.

Grizzly Hill School is designated as a school-wide Title 1 school. The school is located in a geographically isolated, low-income rural community.

Parents play important roles at Grizzly Hill School through their participation and involvement in School Site Council, Parent Teacher Club, and volunteerism in classrooms and school sponsored events.

On-site counseling is available through the Safe Schools/Healthy Students initiative and county mental health. Students in grades 5-8 participate in a volunteer program that benefits the local community. Student volunteers have worked at the fire departments, Family Resource Center, Senior Citizens site, helped senior citizens at their homes, and worked at their school to improve the grounds.

The local Head Start is currently providing a home-visit-program-only as a result of low enrollment.

Grizzly Hill School benefits from the Family Resource Center, a center funded through a First Five grant and dedicated to servicing local families. The Family Resource Center provides many services for needy families including a clothing bank, parenting workshops, counseling, social service/health referrals, a food bank, and a safe and comfortable haven for families.

Washington School is a rural school located in the Sierra Foothills 16 miles east of historic Nevada City, California. It opened its doors in 1905. Currently, there are 13 students enrolled in Kindergarten through 8th grades. There is one certificated staff member and one classroom aide. The school enjoys an active and involved community and staff. Washington School's vision is one in which the staff, community and students work together to encourage responsibility, integrity, and an enthusiasm for learning.

Washington School has two classrooms, a library, an administrative office, a kitchen and a multi-purpose room. There is a playground, basketball court, and a small playing field. All classes are equipped with computers, printers, and Internet access.

Washington School is a Designated Small School and is also designated as a Title 1 school. The school is located in a geographically isolated, low-income rural community.

Parents play important roles at Washington School through their active support, fund raising, participation in the School Site Council and the Parent Teacher Club, volunteering in classrooms, and participation and support of various annual events.

Learning Needs in the Schools and Specific Academic Problems of Low Achieving Students

The District's sole administrator and teachers analyzed student achievement and demographic data, and discussed the information and implications at both school sites. In addition to these analyses, the superintendent/principal led the staff in identifying our relative strengths and weaknesses and areas in need of improvement. With only 108 students in the entire district we believe that we have a strong connection and understanding of our students. Their individual weaknesses and strengths are clearly defined and understood. The staff knows their students intimately. All certificated and classified employees work with our students as if they each had their own I.E.P.

Our LEA was identified as a district in year one Program Improvement for the 2011-2012 school year. District-wide student performance on the CST for Mathematics at grades 2-8 was below the AYP target for both 2010 and 2011. Additionally, our API Growth was a -25 for 2010 and a -9 for 2011.

Due to our small size, we have only one Numerically Significant Student sub-group: Socioeconomically Disadvantaged. This group dropped 1 point from 2010 to 2011. The LEA as a whole rose 3 point during the same time.

The district believes that our prior LEA Plan failed because of the lack of fidelity and continuity. The staff at Grizzly Hill School has seen dramatic turnover. The teaching staff consists of 6 teachers and there have been 7 new teachers in the past two years alone. This turnover has had a negative impact on the students due to the lack of consistency and clear expectations from year to year. Our students have suffered from the revolving door.

Results of our self assessments:

The data shows that several components need to be addressed. These include: instructional interventions (primarily in Math), teacher and administrator training in the use of adopted curricula, use of data to monitor student progress and determine appropriate instruction, ongoing instructional support for teachers, teacher collaboration on the use of student performance data, the use of pacing guides, and allocation of sufficient instructional time for Mathematics and English/Language Arts.

We have hired a full time intervention teacher starting in 2012, provided professional development in Step Up to Writing and Explicit Direct Instruction. In addition, we have hired 3.5 full time instructional aides for six teachers.

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful.	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>The previous LEA Plan was not successful for several reasons. Twin Ridges Elementary School District is a very small district. Our class sizes range from 0 students in a particular grade level to 20+ kids per class. These small sizes allow for potential dramatic swings in test scores. One or two students can make a huge difference up or down. The small size also impacts all administrative duties. The district has one administrator that acts as both superintendent and principal. There is no administrative team for collaboration or shared responsibilities. Past superintendents did not fully implement the plan. This lack of fidelity and limited supervision impacted test scores.</p> <p>Plan to address the needs of students:</p> <p>Hire a full time intervention specialist</p> <p>Hire instructional aides for every teacher</p> <p>Professional Development</p> <p>Title I Services</p> <p>Researched Based Instruction and Intervention</p>	<p>Superintendent/ Principal</p> <p>Superintendent</p> <p>Superintendent</p> <p>Teacher/Aides</p> <p>Teachers/Aides</p>	<p>Start 2011-12 On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>\$25,000</p> <p>\$41,000</p> <p>\$20,000</p> <p>\$0</p> <p>\$0</p>	<p>Title I</p> <p>Title I</p> <p>General Fund</p> <p>Title I</p> <p>General Fund</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>As an LEA we will continue to meet or exceed our participate rates. Our goal for API is to meet or exceed our growth targets.</p> <p>The chart below delineates the goals for growth in the "Percent Proficient" category.</p> <table border="1" data-bbox="781 1108 919 1877"> <thead> <tr> <th>English Language Arts</th> <th>Target 11-12</th> <th>Target 12-13</th> </tr> </thead> <tbody> <tr> <td>Sub Groups</td> <td></td> <td></td> </tr> <tr> <td>White</td> <td>60%</td> <td>67%</td> </tr> <tr> <td>Soc. Eco</td> <td>50%</td> <td>65%</td> </tr> <tr> <td>SWD</td> <td>40%</td> <td>50%</td> </tr> </tbody> </table> <table border="1" data-bbox="987 1108 1125 1877"> <thead> <tr> <th>Mathematics</th> <th>Target 11-12</th> <th>Target 12-13</th> </tr> </thead> <tbody> <tr> <td>Sub Groups</td> <td></td> <td></td> </tr> <tr> <td>White</td> <td>40%</td> <td>65%</td> </tr> <tr> <td>Soc. Eco</td> <td>40%</td> <td>65%</td> </tr> <tr> <td>SWD</td> <td>40%</td> <td>60%</td> </tr> </tbody> </table> <p>All other subgroups are insignificant.</p>	English Language Arts	Target 11-12	Target 12-13	Sub Groups			White	60%	67%	Soc. Eco	50%	65%	SWD	40%	50%	Mathematics	Target 11-12	Target 12-13	Sub Groups			White	40%	65%	Soc. Eco	40%	65%	SWD	40%	60%	<p>Superintendent/ Principal</p> <p>Classroom Teachers</p> <p>Instructional Aides</p> <p>Intervention teacher</p>	<p>On-going 2011-2013</p>		<p>General Fund</p>
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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
<p>Staff Development :</p> <p>RTI-Response to Intervention</p> <p>EDI-Explicit Direct Instruction</p> <p>Step-Up to Writing</p> <p>Mathematic Collaboration County-wide</p> <p>Using data to direct instruction</p> <p>The district will employ the RTI process to determine individual learning needs of the students. We use a variety of scientifically research-based learning materials correlated to the CA Content Standards, Accelerated Reader, STAR Math, Renaissance Math and Reading, Study Island and Step-up to writing.</p>	<p>Superintendent/ Principal</p>	<p>On-going</p>	<p>\$10,000</p>	<p>General Fund</p>

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.

Please identify actions and how they will be supported. (See full implementation statements 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/tl/stateassessmentpt.asp .)	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>As a small school we can offer each student individual instruction and intervention. Each teacher has been given an instructional aide to work with students as needed. The district hired an intervention specialist to work with struggling students that do not qualify for Special Education services. The resource teacher has a full time certificated aide to work with students that are not being successful academically.</p> <p>Last year we trained all of our 3rd, 4th, 5th and Algebra teachers in conceptually based math instruction. Next year we will provide the same training for 1st, 2nd, 6th and 7th grade teachers. We have rolled out the CA Common Core Standards to these groups as well. The Explicit Direct Instruction model used by instructors is likely to have a significant positive impact on student achievement.</p>	Classroom Teachers Instructional Aides	On-going	\$80,000	General Fund

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

	Person(s) Responsible	Specific Timeline	Estimated Cost	Funding Source
<p>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></p> <p>When examining our percent proficient (AMOs) in both mathematics and English Language Arts it became clear that we needed to focus our professional development in these areas. The LEA has begun to offer trainings to our staff in:</p> <p>Step-Up to Writing</p> <p>Explicit Direct Instruction</p> <p>Math Collaboration county wide.</p> <p>Olweus Antibullying Program, Journal Program, Classroom Management, Instructional Strategies,</p>	<p>Superintendent</p> <p>Superintendent</p> <p>Superintendent</p> <p>Superintendent/ SSHK Grant Coordinator</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>\$4,000</p> <p>\$2,500</p> <p>\$2,500</p> <p>\$1,000</p>	<p>General Fund Title II</p> <p>General Fund General Fund</p>

6. English Learners

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

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>This area is N/A because English Learners are not a statistically significant sub-group. English Learners did not contribute to this LEA's PI status as per Data-Quest</p> <p>All students in the district will be assessed using the CELDT assessment in accordance with State Regulations when they are enrolled at that School. 100% of the Eng. Learners will be assessed using the appropriate language assessment and placed in the appropriate level of CELDT instruction.</p> <p>Reclassification of English Language Learners is done in accordance with state guidelines using information from the CELDT and input from the IEP team</p> <p>The district has only four English Language Learners. It is our goal to move all four into the Overall Advanced performance level as measured by the California English Language Development Test.</p>	<p>ELD- assessment personnel</p>	<p>On-going</p>	<p>\$350</p>	<p>General Fund</p>

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>N/A Currently we do not offer instruction outside of regular school hours.</p>	<p>Superintendent/ Principal</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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>Parents are a crucial and vital component of every school. Grizzly Hill and Washington both have many opportunities for parents/guardians to participate in their school. All parents will participate in student intake procedures and are notified of student progress procedures, reporting periods and IEP meetings. Parents are also key players in governance through Site council(s). They collaboratively make decisions regarding, educational programs, budget, policy and staff evaluation. Several parents always make up our hiring committees for both certificated and classified employees. We have an active PTO and parents can be found in the classroom as volunteers.</p>	<p>Superintendent/ Principal Teachers School secretary</p>	<p>On-going</p>		

LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE

Local Educational Agency (LEA) Plan Information:

Name of LEA: Twin Ridges Elementary School District

County District Code: 29 66415

Date of Local Governing Board Approval: _____

District Superintendent: James Berardi

Address: 16661 Old Mill Road

City: Nevada City

Zip Code: 95959

Phone: 530 265-9052

FAX: 530 265-3049

E-mail:
Jberardi@tresd.k12.ca.us

Signatures:

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

Signature of Superintendent	Printed Name of Superintendent	Date
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Signature of Board President	Printed Name of Board President	Date
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Signature of Title III English Learner Coordinator/Director	Printed Name of Title III English Learner Coordinator/Director	Date
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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.*