

District Name: Gerber Union Elementary School District **CD Code:** 52-71548

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 I 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.

Gerber Union Elementary School District is in Program Improvement Year 1. The district API score dropped from 760 Base API in 2012 to 744 Growth API in 2013. A seventeen point drop occurred amongst our White subgroup (768 Base API to 751 Growth API). Amongst our Hispanic subgroup there was a 9 point drop between the Base API (755) and Growth API (746). The English Learner subgroup's API data indicated a 19 point drop from the Base API (749) to the Growth API (730). A similar drop occurred amongst the Socioeconomically disadvantaged subgroup as their Base API (756) dropped 22 points (Growth API 734). The API for Students with Disabilities dropped 33 points from 617 Base API to 584 Growth API- although not statistically significant.

Gerber Elementary School is in Program Improvement Year 2. According to our CST data, the 2013 API for Gerber Elementary School dropped for all subgroups, with the most significant losses occurring amongst our Hispanic, English Learner and Socioeconomically disadvantaged subgroups. The school wide API dropped 14 points from 764 (Base API) to 750 (Growth API). A two point drop occurred amongst our White subgroup (773 Base API to 771 Growth API). Amongst our Hispanic subgroup there was a 10 point drop between the Base API (755) and Growth API (745). The English Learner subgroup API data indicated a 20 point drop from the Base API (750) to the Growth API (730). A similar drop occurred amongst the Socioeconomically disadvantaged subgroup as their Base API (757) dropped 18 points (Growth API 739). The API dropped 12 points for Students with Disabilities, from 796 Base API to 784 Growth API, although not statistically significant.

The 2013 AYP Target for LEAs was 89.5% for math and 89.2% for ELA. According to CST data, the percentage of students scoring proficient or advanced for the district for 2013 in Math were much lower than the NCLB targets: LEA-wide 46.3%, White 46.3%, Hispanic 48.2%, English Learner 45.3%, Socioeconomically Disadvantaged 44.1% and Students with Disabilities 21.7%. The gap between the AYP target and the AYP for our subgroups is wide (41-68 percentage point difference). We also did not meet safe harbor targets in Math with any of our subgroups. The percentage of students scoring proficient or advanced for 2013 in ELA were also much lower than the NCLB targets: LEA-wide 43.6%, White 48.8%, Hispanic 42.2%, English Learner 36%, Socioeconomically Disadvantaged 41% and Students with Disabilities 34.8%. Although the gap in AYP amongst the majority of our subgroups is small, the gap between the AYP target and the AYP for our subgroups is wide (41-55 percentage point difference). We also did not meet safe harbor targets with any of our subgroups in ELA. The API and AYP data clearly indicate a need to improve instruction in ELA and Math for all students attending Gerber Elementary, particularly as we transition to more rigorous state standards and assessments (CCSS and CASPP). The wide gap between the Students with Disabilities subgroup and all other subgroups (60+percentage point difference in Math) also indicate a high need to improve our special education instruction and mainstream instruction in ELA and Math for students with disabilities. One of our priorities is to improve universal instruction (Tier 1) for all students in ELA and math with a strategic focus on effective instruction for English Learners, Socioeconomically disadvantaged and Students with Disabilities. Another priority is to improve our Tier 2 interventions school wide to remediate our students' reading and math skills. We will improve Tier 2 interventions by providing support staff with professional development opportunities; purchasing appropriate supplemental materials such as Reading Mastery, Insides, and Imagine Learning licenses; and monitor student progress through locally measured assessments.

The 2013 AYP Target for schools was 89.2 for ELA and 89.5 for math. The AYP and API data for the Gerber Elementary and Gerber Union Elementary School District and the district are very similar. According to our CST data, the percentage of students scoring proficient or advanced for 2013 in Math were much lower than the NCLB targets: school wide 47%, White 49.3%, Hispanic 47.9%, English Learner 45.3%, Socioeconomically Disadvantaged 44.6% and Students with Disabilities 21.7%. Although the gap in AYP amongst the majority of our subgroups is small, the gap between the AYP target and the AYP for our subgroups is wide (42-67 percentage point difference). We also did not meet safe harbor Math targets with any of our subgroups. The percentage of students scoring proficient or advanced for 2013 in ELA were also much lower than the NCLB targets: school wide 44.2%, White 52%, Hispanic 41.8%, English Learner 36%, Socioeconomically Disadvantaged 41.4% and Students with Disabilities 34.8%. Although the gap in AYP amongst the majority of our subgroups is small, the gap between the

AYP target and the AYP for our subgroups is wide (37-65 percentage point difference). We only met the safe harbor targets with our White subgroup in ELA. The API and AYP school data clearly indicate a need to improve student achievement in ELA and Math for all students attending Gerber Elementary, particularly as we transition to more rigorous state standards and assessments (CCSS and CASPP). The wide gap between the Students with Disabilities subgroup and all other subgroups (23-28 percentage point difference in ELA and 1.2-18 difference in Math) also indicates a high need to improve our special education and mainstream classroom instructional services in ELA and Math for students with disabilities. One of our priorities is to improve universal instruction (Tier 1) for all students in ELA and math with a strategic focus on effective instruction for English Learners, Socioeconomically disadvantaged and Students with Disabilities. Another priority is to improve our Tier 2 interventions school wide to remediate our students' reading and math skills. We will improve Tier 2 interventions by providing support staff with professional development opportunities; purchasing appropriate supplemental materials such as Reading Mastery, Insides, and Imagine Learning licenses; and monitor student progress through locally measured assessments.

According to our Title III Accountability data, our English learners are making adequate yearly progress on the CELDT tests, with 67.7% of English Learners meeting the annual growth requirement for AMAO 1 (57.5 NCLB Target) and 30.8% of <5 years cohort and 75% of >5 years cohort meeting AMAO 2 (21.4% and 47% NCLB Targets). Although their progress in terms of AMAO1 and AMAO2 exceeds the state targets, their progress in CELDT does not transfer equally to their performance on the CSTs. Our AMAO 3 data indicates that our English Learners do not meet the required targets on the CSTs. Since our ultimate goal is mainstreaming English Learners into our classrooms and preparing them for college and careers in the 21st Century, our data indicates a need to focus on improving educational services for our English Learner subgroup, with a strategic focus on English language development instruction.

Our previous LEA Plan failed to address the instructional needs of all students because it did not address how we would implement the common core state standards, prepare students for the CASPP, or introduce students to 21st Century Learning. The new plan designates resources that will support professional development for staff, new curriculum and technology for students, as well as increased instructional minutes and support resources. These efforts target improvements to our Universal Instruction (Tier 1) as well as efforts to improve our intervention services for students in ELA and math. Extended learning opportunities will allow more targeted support for our English learners, socioeconomically disadvantaged, and our students with disabilities. Our previous LEA Plan also failed to allocate sufficient resources to support the emotional and social needs of all students. Our referrals to counseling, psychology, special education, and mental health have risen over the years. Our resources have been limited due to financial constraints. The new plan allocates more resources to support students' social and emotional needs by providing more counseling time, supporting an engaging school culture, and offering parent outreach opportunities.

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>.)

By June 2017, the percentage of all students making growth towards attaining proficiency in Reading/Language Arts will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Reading/Language Arts.

By June 2017, the percentage of all students making growth towards attaining proficiency in Math will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state defined expectations for proficiency in Mathematics.

By June 2017, the percentage of English learners (kindergarten-eighth grade) attaining one level of growth on the CELDT (AMAO 1) and making growth towards attaining English Language Proficiency will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmarks, in order to move toward state-defined expectations for proficiency in English Language Development.

By June 2017, the percentage of students with disabilities making growth toward attaining proficiency in Reading/Language Arts and Math will increase by 5% as measured by Gerber Elementary School District's local assessment and/or benchmark, in order to move toward state defined expectations for proficiency in Reading/Language Arts and Mathematics.

The district's goal is to increase the attendance rate at Back to School Night and NEU Parent Forums by at least 6% each year with a goal of 70% overall parent/guardian attendance rate by the 2016-2017 school year. The parent attendance rate for the 2013-2014 school year was 52%. The Gerber Elementary School District will promote the involvement of parents and community members in the education of all students. School will improve and increase parent outreach strategies each year as measured by attendance at Back to School Night and NEU Parent Forums.

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.

The district intends on implementing the Gradual Release of Responsibility (GRR) model school-wide during the 2014-2015 school year. This model of delivery will act as a guideline for implementation of the common core state standards (ELA, ELD, Math, and Science). The district will seek assistance from Tehama County Department of Education for professional development opportunities. The Administration will assist teachers as they implement GRR. Teachers will be offered release time to observe each other and act as peer coaches. Staff meeting time will be used for collaboration and planning around GRR and CCSS. Administration will monitor collaboration time and implementation through classroom walkthroughs and observations.

To increase student achievement in ELA and Math the district will implement the common core state standards and monitor student growth through our local benchmark and progress monitoring assessments as well as utilize online resources that prepare students for the CASPP and other state related assessments. 100% of teachers and administrators will receive professional development on new curriculum adoption and common core. This will improve student achievement because the staff will be more skilled and prepared to deliver the content. The CCSS will be implemented in each classroom by the classroom teacher. The district will purchase technology and hire a Technology/STEM teacher to support implementation of the CCSS K-8 and transition to the CASPP 3-8. The district will seek assistance from Tehama County Department of Education's Educational Support Services Department; attend Leadership Matters Symposium around literacy, 21st century learning, and formative assessment; and participate in structured collaboration opportunities with colleagues and other staff members from around the county.

The district will use the RTI model school-wide TK-8 to provide interventions for at risk students. The district will provide targeted interventions to students who are performing in the Tier 2 and Tier 3 range according to our local measures. The district will purchase Reading Mastery, Insides, and Imagine Learning licenses to use as a direct intervention for at risk students. Support staff will be allocated to assist in the RTI model of support. The district will provide professional development for Reading Mastery, Insides, and Imagine Learning and monitor progress through local assessments.

To increase English language proficiency for our second language learners the district will implement the common core ELD/ELA state standards. The district will seek assistance from Tehama County Department of Education for professional development opportunities in building our general education teachers' capacity to develop lessons that reflect the integrated ELD concept and our ELD teacher's capacity to develop lessons that reflect the designated ELD concept (ELD trainings by Tehama County Department of Education curriculum consultants and Kate Kinsella's training on academic language through the county's Leadership Matter Symposium). The district will purchase additional ELD curriculum such as Insides, Imagine Learning licenses,

and HM60 to engage students and increase the quality of language development instruction provided to English Learners. These programs provide targeted support for our at risk and EL students. Student progress will be monitored through local benchmark and progress monitoring assessments. The ELD program will be modified to fit student needs. Our ELD teacher will act as the district's ELD coordinator and will oversee the ELD program. The ELD coordinator will work directly with administration. Administration will analyze program needs yearly and report state results to SSC and on the website.

100% of teachers and administrators will participate in professional development related to improving parent and student engagement and school climate. This will help support students' social and emotional development fostering a sense of pride and self worth, which we believe will result in higher academic achievement. The district will implement effective parent engagement strategies such as: a parent notification system; outreach to families and community by offering parenting classes (parent surveys), increasing the number of family activities offered (movie nights, literacy nights) and keep website updated. We will track parent involvement by attendance at Back to School Night and Parent Forums. Our goal is to increase parent attendance to at least 70% at these two events. We believe that if parents attend these two events their awareness about the school and how to partner with the school will increase, they will better understand the expectations and resources that are available to them. We believe that if our partnership with parents increases so will student achievement. To increase attendance at Back to School Night and the Parent Forums the district will send notices home, have students write personalized invitations, use the parent notification system, and advertise on the website. The district has purchased a whisper microphone system that will be used to translate the presentation during the Parent Forum.

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
Provide ongoing professional development for staff that focuses on the Gradual Release of Responsibility (GRR) model.	Administration	May 2015	Minimal
Gerber Elementary School District will purchase materials to help	Administration	Yearly	\$100

support implementation of GRR.			0000
The administration will monitor the implementation of GRR.	Administration	Monthly	Minimal
Purchase supplemental materials for ELD and RTI (Insides, Imagine Learning, Reading Mastery, etcetera). The RTI and ELD programs support English learners, students with disabilities, socioeconomically disadvantaged, and all other students that are at risk of not meeting state defined proficiency guidelines.	Administration	August 2014	\$8000 Lottery and 7250
The district will implement the Common Core State Standards and prepare for the CASPP. The district will provide teachers with professional development opportunities related to CCSS and CASPP. The district will update the Technology Plan that will identify how it will phase in new technology. The new technology will support CCSS, CASPP and 21 st Century Learning.	Administration	May 2015	\$10000 7250
Hire Technology/STEM teacher. The district intends on hiring a full time teacher to support teachers as they implement CCSS, prepare students for the CASPP, and create 21 st Century Learning opportunities. The Tech/STEM teacher will provide professional development for staff, model lessons, teach students STEM related lessons, and act as the district Technology Coordinator and liaison between county tech services.	Administration	July 2014	\$70000 0000
Hire support staff for RTI and ELD. The district will hire a full time RTI and ELD teacher. The district will hire support staff to support the RTI program. The teachers and support staff will be used to provide direct instruction to students that are at risk of not meeting state identified proficiency levels.	Administration	July 2014	\$159000 3010 & 4203

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	Person(s)	Specific	Estimated Cost/
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instructional staff to address the identified strategies and actions.	Responsible	Timeline	Funding Source (including 10% set-aside from Title I, Part A)
<p>The district will seek assistance from Tehama County Department of Education and other outside agencies to provide professional development in GRR, ELD, and CCSS. The district will provide release time to teachers and administrators to attend trainings (TCDE trainings around ELD, Technology, and CCSS) and Leadership Matters Symposium trainings (Carol Jago on Literacy, Kate Kinsella on academic language, Doug Fisher on Literacy). The representatives that attend the trainings will bring back and share information with the staff. The staff will engage in collaborative conversations to identify successful strategies. The administration will offer support and will monitor progress through walk-throughs.</p>	Administration	May 2015	\$2000 7405
<p>To increase engagement and school culture, the district will send a representative to the Rachel's Challenge Summit in June and the staff will attend a full day of Rachel's Challenge/Engagement professional development on August 18th. In addition, as part of our commitment to the NEU network, the district is required to send a team to the NEU convention every other year. The district will send a team of teachers and an administrator to the NEU Convention in October. The team will bring back information to share with the staff. The staff will have collaborative conversations throughout the year and identify ways to increase parent/student engagement and school culture.</p>	Administration	November 2014	\$15000 7250 & 3010
<p>Technology-The district will seek assistance from TCDE and other outside agencies to provide PD that relates to technology and common core. The district will hire a Technology/STEM teacher to provide ongoing professional development to staff.</p>	Administration	July 2014	\$500 0000

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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
<p>The district will support the SERRF afterschool program. The SERRF program is an afterschool program that provides extended learning opportunities for students in grades TK-8. The district will also support the Summer SERRF program. The Summer SERRF program will offer extended learning opportunities during the summer when at risk students often times fall further behind their peers. The SERRF program offers students enrichment opportunities as well as academic remediation during Power Hour and small group tutoring for ELA and math.</p>	Administration	Summer 2015	\$2000 \$3000	7250 0000
<p>As part of the school district's PI Year 2 requirement, the district will offer SES tutoring for identified students. If interested, parents will fill out a request with the SES Coordinator. The district will allocate the required amount of resources to support SES.</p>	Administration	May 2015	\$34000	3010
<p>Beginning in the 2014-2015 school year, the district will have 20 additional instructional minutes daily for students in grades K-5. These additional instructional minutes will be used to improve the instructional program for all students allowing increased time for exposure to the CCSS, 21st Century Learning, and preparation for the CASPP. Our current instructional day allows little to no time for science, history, and technology. The extra 20 minutes per day will provide extended learning opportunities for all core subjects. It also provides our at-risk students more learning opportunities to close the achievement gap.</p>	Administration	August 2014	\$97000	0000

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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>The district believes that student achievement will increase if parents and schools partner with each other. The district will provide many opportunities for parents to get involved and help support their children. The district will communicate these opportunities in various methods such as written correspondences, parent notification system, and the website. The district will communicate classroom and school expectations at Back to School Night and Title 1/Parent Forums. The district encourages parental involvement in advisory committees such as SSC and ELAC/DELAC. The district also encourages parents to get involved in other ways such as volunteering in the classroom, at school, at school events, and with the Parent Club. The district will partner with outside agencies to offer parent/family support. The district will periodically provide outreach opportunities such as PIQUE (if sponsored by a college organization), CCSS Nights, movie nights and community events such as the Halloween Carnival to encourage parents to come on campus and develop a relationship that will foster an educational partnership focused on improving student achievement. The district will provide whisper microphones at the Title 1/Parent Forums to translate for our Spanish speaking families.</p>	Administration	May 2015	\$100	0000

**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Gerber Elementary School

County District Code: _____

Date of Local Governing Board Approval: _____

District Superintendent: _____

Address: _____ **City:** _____ **Zip Code:** _____

Phone: _____ **FAX:** _____ **E-mail:** _____

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
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Signature of Board President	Printed Name of Board President	Date
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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.

Assurances
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**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN ADDENDUM
ASSURANCE PAGE**

Local Educational Agency (LEA) Plan Information:

Name of LEA: Gerber Elementary School

County District Code: 52-71548

Date of Local Governing Board Approval: 5-19-14

District Superintendent: Jenny Marr

Address: 23014 Chard Ave

City: Gerber

Zip Code: 96035

Phone: 530-385-1041

FAX: 530-385-1451

E-mail:

jmarr@gerberschool.org

Signatures:

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

	Jenny Marr	5-19-14
Signature of Superintendent	Printed Name of Superintendent	Date
	Silvia Caldera	5-19-14
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.