

California Department of Education  
Local Educational Agency Title III Year 4  
**ACTION PLAN ASSURANCE**

**Local Educational Agency (LEA) Plan Information:**

Name of LEA: GERBER Union Elementary School District

County District Code: 52-71548

Date of Local Governing Board Approval JANUARY 24, 2011

Address: 23014 CHARD Ave. City: GERBER Zip Code: 96035

**Contact Person:**

Any inquiries concerning this plan should be directed to the attention of:

ROD STONE SUPERINTENDENT  
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**Signatures:**

On behalf of LEAs, participants included in the preparation of this Online Action Plan:

[Signature] ROD STONE 1/24/2011  
Signature of Superintendent Printed Name of Superintendent Date

[Signature] Debbie Humphreys 1/24/11  
Signature of Board President Printed Name of Board President Date

[Signature] JENNY MARR 1/24/2011  
Signature of English Learner Coordinator/Director Printed Name of English Learner Coordinator/Director Date

**Certification:**

By submission of the local board approved LEA Title III Year 4 Action Plan (in lieu of the original assurance page in hard copy), the LEA certifies that the plan 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 Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and English Learner Coordinator/Director.

Action Plan for: Gerber Union School District

Challenge: Data shows that many ELs are scoring proficient on the CSTs yet remain stagnant in the Intermediate CELDT level.

Verified Cause: CELDT date is too close to the start of the school year for best student results.

State Goal: AMAO 2b Attaining English-Language Proficiency (Goal 1)

**District SMART Goal: Increase English-Language Proficiency of English Language learners' proficiency annually.**

**By November 2011, the percentage of ELs in language instructional programs fewer than 5 years attaining English-language proficiency will meet the state-defined target for English-language proficiency.**

**Strategy: Adjust testing window date to allow staff time to provide renewed instructional strategies for students that may have been lost over the summer.**

<b>Action Steps</b> (Description, Person Responsible, Start Date, End Date)	<b>Tasks</b> (Due Date)	<b>Budget</b>	<b>Funding Source</b>
<p><b>Action Step:</b> Adjust CELDT testing date <b>Description:</b> Push back the CELDT testing window three weeks to allow remedial instruction for EL students <b>Person Responsible:</b> Site administration, ELD teacher, Assistant Principal <b>Start Date:</b> 3 weeks after start of school year <b>End Date:</b> conclusion of testing</p>	<p>1.Change testing window (8/17/2011)</p>	<p>NA</p>	<p>No funding required</p>
<p><b>Action Step:</b> Hire and train additional CELDT testing staff <b>Description:</b> Hire additional staff to conduct the CELDT during the testing window to avoid interruptions to the regular education program. <b>Person Responsible:</b> Site administration, Assistant Principal, ELD teacher <b>Start Date:</b> Prior to testing <b>End Date:</b> Conclusion of testing</p>	<p>1.Hire additional staff to conduct CELDT testing. (8/2011)</p>	<p>\$1,700</p>	<p>Title III</p>

### Title III Year 4 Action Plan Template

<b>Strategy: Provide intensive intervention materials for pre-CELDT testing and for our after school program for EL students.</b>			
<p><b>Action Step:</b> Targeted ELD instruction using CELDT test prep materials for the first 3 weeks of school.</p> <p><b>Description:</b> Provide targeted ELD instruction for all EL students at the beginning of the school year.</p> <p><b>Person Responsible:</b> Certificated staff, support personnel and Assistant Principal</p> <p><b>Start Date:</b> First 3 weeks of school</p> <p><b>End Date:</b> June 2012</p>	<p>1. Provide curriculum resources for quick interventions prior to CELDT testing (8/2011)</p>	<p>\$2500</p>	<p>SBCP</p>
<p><b>Action Step:</b> Provide intensive interventions in the after school program to address individual ELs needs</p> <p><b>Description:</b> Define intervention program for all grade levels and content areas to increase consistency and support for after school program.</p> <p><b>Person Responsible:</b> Site administration, certificated staff and support personnel</p> <p><b>Start Date:</b> October 2011</p> <p><b>End Date:</b> April 2012</p>	<p>1. After school tutoring will be provided 3 days per week until April 2012.</p>	<p>\$25,000</p>	<p>Title I SBCP</p>

Action Plan for: Gerber Union School District			
Challenge: Provide aligned ELA, ELD and Interventions curriculums for grades K-8			
Verified Cause: The district's current ELA and ELD curriculums are dated and not aligned or consistent with each preventing side by side instruction.			
State Goal: Input SBE approved, district-adopted ELA K-8 curriculum which include strong Intervention and ELD components. Also the purchase of an intensive intervention program for grades 6-8. Complete implementation will take place in the fall of 2011. (Goal 2)			
<b>District SMART Goal: Provide new ELA and ELD curriculums, which support and are aligned with each other.</b> <b>During the 2010/2011 school year, the district will adopt a new ELA and ELD curriculum. By the end of the 2010/11 school year all staff will be trained in the new curriculums.</b>			
<b>Strategy: AMAO 3 Adequate Yearly Progress in ELA and Math</b>			
<b>Action Steps</b> (Description, Person Responsible, Start Date, End Date)	<b>Tasks</b> (Due Date)	<b>Budget</b>	<b>Funding Source</b>
<b>Action Step:</b> Develop curriculum pacing schedules <b>Description:</b> Grade level clusters will work together to develop pacing schedules that align and are consistent with the ELD support teacher <b>Person Responsible:</b> Certificated staff and site administration <b>Start Date:</b> ongoing <b>End Date:</b> June 2012	1. Teachers will work collaboratively to develop pacing schedules (spring of 2011)	NA	No funding required
<b>Action Step:</b> Implement common formative assessments <b>Description:</b> Using the guidelines from the new curriculums, teachers will coordinate and develop formative assessments that are aligned with each other <b>Person Responsible:</b> Certificated staff, site administration <b>Start Date:</b> fall 2011 and ongoing <b>End Date:</b> June 2012	1. Teachers will use before school in-service days to begin working on new aligned assessments (fall 2011)	NA	No funding required
<b>Strategy:</b>			
<b>Action Step:</b> Purchase new curriculums <b>Description:</b> The district will purchase ELA K-8 curriculum which include strong Intervention and ELD components. Also the purchase of an intensive intervention	1. Selection committee for new adoption in fall 2010-spring 2011  2. Purchase new adoptions in winter 2011	NA	No funding required

<p>program for grades 6-8. Complete implementation will take place in the fall of 2011</p> <p><b>Person Responsible:</b> Site administration</p> <p><b>Start Date:</b> Spring 2011</p> <p><b>End Date:</b> June 2012</p>	<p>3. Staff training spring 2011</p> <p>4. Complete implementation of new curriculums in fall 2011</p>	<p>\$7,000</p> <p>NA</p>	<p>Title I</p> <p>No funding required</p>
<p><b>Action Step:</b> Supplemental ELD teacher</p> <p><b>Person Responsible:</b> Maria Tadeo</p> <p><b>Start Date:</b> 8/2009</p> <p><b>End Date:</b> on-going</p>	<p>1. Change from an instructional aide supporting classroom teachers, to the hire of an ELD teacher.</p>	<p>\$35,000</p>	<p>Title III &amp; General fund</p>

Action Plan for: Gerber Union School District

Challenge: Needs Assessment reflects additional training is needed for ELD instruction in classrooms within and outside of English language arts.

Verified Cause: Outdated ELD curriculum primarily used by ELD teacher

State Goal: High Quality Professional Development (Goal 3)

**District SMART Goal: The LEA will provide high quality professional development to teachers, and support personnel to improve the education of English learners.**

**By December 2011, 100% of LEA teachers and support staff will receive professional development on researched-based strategies to improve English Learners attainment of English language proficiency and/or achievement in reading/language arts, as determined by the LEA needs assessment.**

**Strategy: Utilize County professional development staff and representatives from the curriculum publishers to assist training for site staff.**

<b>Action Steps</b> (Description, Person Responsible, Start Date, End Date)	<b>Tasks</b> (Due Date)	<b>Budget</b>	<b>Funding Source</b>
<b>Action Step:</b> Train all Certificated <b>Description:</b> Provide professional staff development by newly adopted ELD curriculums publishers and County staff <b>Person Responsible:</b> Jenny Marr (Assistant Principal) <b>Start Date:</b> May 2011 <b>End Date:</b> December 2011	1. All certificated and appropriate support personnel will be provided training in the new ELD curriculums. (winter 2011)	\$2,300	Title III
<b>Action Step:</b> Train all appropriate support personnel <b>Description:</b> Train all appropriate support personnel in the newly adopted ELD curriculums <b>Person Responsible:</b> Jenny Marr (Assistant Principal) <b>Start Date:</b> August 2011 <b>End Date:</b> December 2011	1. See #1 above	\$450	Title III

Action Plan for: Gerber Union School District

Challenge: Inconsistent Parent Involvement

Verified Cause: Many parents are labor workers and work late hours or lack transportation.

State Goal: The LEA will promote the involvement of parents in the education of ELs. (Goal 4)

**District SMART Goal: The LEA/site administration will offer workshops that address ways that parents can support, monitor, and advocate for their children's education.**

**Strategy: The LEA will work closely with ELD teacher, ELAC and School Site Council representatives to promote involvement of parents in education of ELL.**

<b>Action Steps</b> (Description, Person Responsible, Start Date, End Date)	<b>Tasks</b> (Due Date)	<b>Budget</b>	<b>Funding Source</b>
<p><b>Action Step:</b> Evaluate dates and times of ELAC meetings <b>Description:</b> Site administration will work with staff to modify dates and times of meetings to reflect parent availability <b>Person Responsible:</b> Administration, ELD teacher, SSC representative <b>Start Date:</b> ongoing <b>End Date:</b> ongoing</p>	<p>1. Meet with parents and site personnel to discuss and plan meeting dates and times that will accommodate the majority of interested parents.</p>	<p>NA</p>	<p>No funding required</p>
<p><b>Action Step: Provide adult education classes</b> <b>Description:</b> Based upon a needs assessment, provide adult classes to support parents with the education of their children. <b>Person Responsible:</b> ELD teacher, site administration <b>Start Date:</b> September 2011 <b>End Date:</b> ongoing</p>	<p>1. Conduct a parent needs assessment to offer adult classes for parents to help their children with their education. Classes would coincide with ELAC meetings to reduce meeting times. August 2011.</p>	<p>\$175.00</p>	<p>Title III</p>

**Strategy:**

## Gerber Union Elementary School District Title III Year 4 LEA Needs Assessment

### 1. IDENTIFY THE PROBLEM: Describe the challenge area(s) for the LEA.

- a. Provide a description of findings from the results of analysis of the CELDT, CST, CAHSEE, and other assessments and findings suggested from other state tools (e.g., ELSSA, APS) used by the LEA to measure EL student English proficiency and academic achievement.

#### A. Analysis of Data

During the 2010-11 school year, Gerber Union Elementary School District conducted a self-analysis of ELD services to the district's EL students, staff and parents. The intent of this analysis was to maximize resources available to support English Language Learners in acquiring the English language development skills necessary to meet proficiency standards in the content areas. The analysis used the English Learner Subgroup Self Assessment (ELSSA) as one tool to guide the team in analyzing student outcomes and specific program services for English Language Learners. Specifically, program components for Self-Review and Improvement Plan Development included:

- a. Data and Assessment (Identification, Redesignation, Comparison)
- b. ELA/ELD (side by side)
- c. Supplemental Programs/Intervention Programs (i.e. tutoring, RTI, etc.)
- d. Professional Development
- e. Parent Involvement

Component analysis included analyzing current practices (including resource allocations), best practices, prioritizing areas of need, and developing an Action Plan. This careful analysis of student outcomes and program services has helped the district to plan for services for EL students and parents that will enhance student achievement, teacher knowledge of targeted instructional strategies for EL students, and parent participation in active support of their student's learning. Data collection came from various sources. Student data analysis included information available through ELD portfolios, and Genesis (district's student information system). Additional data analyzed included number of tutoring hours, parent attendance at ELAC meetings, and feedback from classroom teachers.

The 2010/11 self-analysis and 2010/11 ELSSA results resulted in recommendations in the following areas.

- AMAO 1 – The Percent of ELs Making Annual Progress in Learning English

Listening, speaking, reading and writing proficiency is measured by the CELDT test, which is administered to every ELL student K-8 every fall (between August and September) until the student is reclassified as Fluent English Proficient. In order to meet the federal AMAO 1 a certain percentage of students need to make at least one level of progress on the CELDT each year; that level increases each year. The pre-post comparison results from 2009 to 2010 show that 67.3% of the English Learners made at least one level or more of growth on the CELDT overall. The 2009/10 Target was 53.1%; GUESD exceeded the target by 14.2%. GUESD has met AMAO 1 for the past 3 years by an average of 12.9%. Students showing the most growth in the Beginning and Early Adv. /Advanced CELDT levels with a percentage of 84.6% meeting target.

- AMAO 2 – The Percent of ELs Attaining the English Proficient Level on the CELDT

Although EL students in GUESD did not meet AMAO 2b, it is a noteworthy accomplishment that GUESD met AMAO 2c (68.5% vs. the target of 41.3%) by a margin of 27.2%. The percentage of ELs in a language instruction education program for 5 years or more far exceeded the target. GUESD EL students in an education program less than 5 years did not meet the target (14.6% vs. 17.4%) by a margin of 2.8%. We recognize that this percentage may represent a very small population of GUESD EL students. We also recognize that the data reflects students at the intermediate level are not showing the necessary growth. A significant number of students are scoring proficient on the CST, but have not moved beyond the intermediate CELDT level.

To summarize, of concern is the performance of the short-term EL students who score lower (intermediate level) on the CELDT, yet score at the proficient level on the CST.

- AMAO 3 – Adequate Yearly Progress for English Learner Subgroup at the LEA Level

GUESD has met AMAO 3 in years 06/07, 08/09 and is in safe harbor for 09/10 in the area of ELA. GUESD did not meet its ELA target in 07/08. GUESD has met the AMAO 3 targets in each year from 06/07 through 08/09. GUESD did not meet the target for 09/10. In 09/10 GUESD adopted a new math curriculum. It is the opinion from teacher surveys that the lack of complete understanding of the new curriculum played a significant role on not meeting the target in 09/10. GUESD staff have established math as a key focus for the 10/11 school year.

- b. Describe strengths and weaknesses in the implementation of the LEA's current Title III Year 2 Improvement Plan Addendum or Title I LEA Plan Addendum.

### **Instructional Program Implementation**

#### **STRENGTHS:**

1. Hired English Language Development teacher in 2008/09.
2. Implementation of RTI model including the hiring of a teacher along with two instructional aides to support teacher instruction in the classroom.
3. Computerized support instruction with SuccessMaker and Ellis programs.
4. Targeted after-school tutoring.

#### **WEAKNESSES:**

1. Inconsistent district-wide benchmark assessments for ELD students.
2. Inconsistent standards-based ELD instruction for students in levels 3-5.
3. Lack of a district-wide ELD pacing schedule.
4. Lack of an intensive intervention program for grades 6-8.

## **Professional Development**

### **STRENGTHS:**

1. District has taken advantage of staff development through Tehama County Department of Education personnel.
2. All certificated staff have completed CLAD certification.

### **WEAKNESSES:**

1. Because of the burden of testing and compliance documentation, the ELD teacher has not been able to provide as many coaching and demonstration lesson opportunities to teachers.
2. More targeted training is needed for ELD instruction in classrooms within and outside of English language arts.
3. Lack of teacher collaboration time.

## **Parent Participation**

### **STRENGTHS:**

1. The district ELAC committee meets four times per year. The ELAC committee fulfills its role in advising the school on issues related to EL students. A member of the ELAC committee also serves as a member of the School Site Council.

### **WEAKNESSES:**

1. While announcements in the primary language are sent home to parents, participation in ELAC meetings has not grown to a level the district would like. Similarly, parent participation in other district sponsored parent activities, other than Cinco de Mayo, is minimal for our English Learner parents.

## **2. IDENTIFY THE CAUSE(S): Identify and describe the root causes of the challenge(s) or what prevented the LEA from achieving the AMAO(s). Describe how the root causes were verified.**

After careful analysis of both quantitative and qualitative data that outlined current practices, the Gerber Union Elementary School District team believes that in order to improve the language of proficiency and academic achievement of English Language Learners, the district must improve in the following areas:

- Fully implement consistent standards-based ELD, targeting identified essential ELD standards for the EL students, especially for students at the Early Intermediate level. *The district's current ELD curriculum is not aligned or consistent with what is being used in both K-5 and 6-8.*
- Provide students with appropriate math and reading language arts instruction and strategic interventions based upon identified areas of need along with incorporating the components of a comprehensive RTI program for the primary grade levels. *With the use of our RTI model for primary students, strategic interventions are consistently being used in grades K-2. The district after-school tutoring program does not separately track ELD proficiency levels.*
- Develop an ELD district-wide pacing schedule. *Currently the district does not have a district-wide pacing schedule.*

*The ELD teacher has worked independently with her own pacing schedule.*

- Establish consistent district-wide benchmark assessments for ELD students. *Assessments are being used in both ELD and regular education classrooms, however assessments are not consistent and do not show growth towards proficiency.*
- Establish a means to identification and monitor student's proficiency levels with classroom teachers. *CELDT results are not being shared with classroom teachers.*

**3. IDENTIFY THE SOLUTION(S): Describe the research-based solutions chosen specifically to solve the academic achievement and/or English language development challenge(s) identified above.**

- GUESD will adopt a new SBE approved K-8 ELA curriculum with a focus on the ELD component. GUESD will also purchase an intensive intervention program for those students in the 6<sup>th</sup> – 8<sup>th</sup> grades.
- Through the adoption of a new ELA curriculum and with ongoing teacher collaboration with the ELD teacher, develop and implement an ELA pacing schedule.
- Implement common formative assessments which are imbedded in the new ELA and Intervention curriculums.
- Provide teacher collaboration time to share assessment and student performance data.
- Push back the CELDT testing window to allow for staff to work with students after the summer break.
- Revisit our after school tutoring program to address the needs of students who remain in the Intermediate CELDT level.