

San Miguel Joint Union

Components of Corrective Action 6 (As adopted by the State Board of Education in March 2010.)	Interim Benchmark Activities from LEA Plan			Quarterly Status			
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr
Instructional Materials: Mathematics							
District-wide implementation of State Board of Education (SBE)-adopted K-8 (2001 or later) and standards-aligned (grades 9-12) materials:							
§ Progress in adopting and/or implementing core mathematics materials:	Newly adopted curriculum: K-5 McMillian McGraw, 6th grade Holt Course 1, 7th grade Holt Course 2, 8th grade Holt Algebra and McDougal Littell Algebra Readiness						
<i>LEA Page 46-Pacing Guides</i>	New pacing guides for math were developed	All K-8 Teachers district-wide	June 2011	Complete			
<i>LEA Page 48/50-Lesson Plans/Observations</i>	Plans are being developed and submitted weekly. Through walk-throughs and monitoring lesson plans teachers are implementing the state adopted math materials Teachers use manipulatives to demonstrate concepts. Formative assessments are evaluated bi-weekly through collaboration. Teachers work in grade level teams as well as cross grade groups to determine the groups for interventions.	K-8 Teachers district-wide Deanna Ramos, Kathy Desonia, Kathy Jason, and Dr. Dubost K-8 Teachers district-wide	August 29, 2011- June 2012 August 29, 2011- June 2012 August 29, 2011- June 2012	Complete Complete Complete			
<i>LEA Page 49-Creation/Implementation of Assessments</i>	Teachers from both sites collaborated in grade levels to develop diagnostic benchmarks and end-of-year assessments	All K-8 Teachers district-wide	August 2011	Complete			
<i>LEA Page 52- Assessment Calendar</i>	An assessment calendar was developed	Deanna Ramos & Kathy Jason	August 2011	Complete			
<i>LEA Page 49-Use of data to inform student placement for interventions</i>	STAR and Gates MacGinitie Reading Tests (grades 4-8) data were used for intervention placement into the Gateways program. Formative assessments are used for strategic intervention (grades 1-5) groupings. DIBELS data is used for placement into intensive intervention grades K-3.	K-8 Teachers	May/June 2011	Complete			
<i>LEA Page 50- Future Adoption: Complete K-5 McMillien McGraw & 6-8 Holt 2008</i>	K-5 McMillen/McGraw & Holt 6-8 were approved by the Board in 2010. Order was placed in 2011 and were received/distributed in Summer of 2011						

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<i>LEA Page 52-Extended Core instructional time</i>	District/site administrators scheduled sufficient, priority, uninterrupted core instructional time and/or classes in mathematics during the school day of: 60 minutes in kindergarten- 60 minutes at grades 1 – 6 50 – 60 minutes (or one period) at grades 7 – 8 District/site administrators scheduled sufficient, priority, uninterrupted strategic intervention time and/or classes in mathematics using the state-adopted, locally board approved ancillary materials provided in the adoption during the school day of: 30 minutes in K-6	Teachers in Charge (Deanna Ramos, Carla Morris, and Aleea Brooks)	August 2011-June 2012	Complete			
§ Progress in adopting and/or implementing mathematics intervention materials:							
<i>LEA Page 51-Purchase of math intervention materials for strategic and intensive interventions: Complete K-7 Holt Fast Forward Math, 8th Holt Algebra Readiness 2008</i>	State adopted, locally approved, standards-based math intervention materials for strategic and intensive interventions have been purchased and used with fidelity on a daily basis in all classrooms	Sherrie (Business Manager) and Dr.Dubost	May/June 2011	Complete			
<i>LEA Page 47- Professional development for Math intervention materials</i>	Strategies for Math intervention materials are included within the adopted curriculum and presented during the 40 hr. training.	Action Learning	June 25-July 1 2011 and Sept. 12-16 2011	Complete			
<i>LEA Page 51-Implementation of math intervention materials</i>	These materials are being used during defined intervention times	K-6 Teachers	August- June 2012	Complete			
<i>LEA Page 52-Extended Intervention Learning time</i>	K-6 (self-contained) Middle School grades 6-8 has no intervention time scheduled	Dr. Dubost Dr.Dubost		Complete Incomplete			
§ Progress in adopting and/or implementing materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum).							
<i>LEA Page 47 (Purchased Forward Math for Intervention/ Math Core Material order included ancillary mterials)</i>	Ancillary materials targeting EL learners came with newly adopted math series K-8	Shannon Hattar K-5 Kathy Desonia 6-8	June 2011	Complete			
Instructional Materials: English/language arts (ELA)							
District-wide implementation of SBE-adopted K-8 (2001 or later) and standards-aligned (grades 9-12) materials:							
§ Progress in adopting and/or implementing core ELA materials:	We will be proposing to Board the adoption of new materials		April 2012	Incomplete			
<i>Core Materials: See LEA Plan Page 26 for listing of 2002 SBE-adopted core current ELA materials for all grade level</i>	Current adoption: K-5 Houghton Mifflin Reading 6-8 McDougal Littell The Language of Literature						

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<i>LEA Page 25-Pacing Guides</i>	Revised Pacing Guides to align with new benchmark assessments	K-8 Teachers	May/June 2011	Complete			
<i>LEA Page 26- -Lesson Plans/Observations</i>	Lesson Plans are being developed and submitted weekly.	K-8 Teachers district-wide	August 29, 2011-June 2012	Complete			
	Through walk-throughs and monitoring lesson plans teachers are implementing the state adopted ELA materials	Deanna Ramos, Kathy Desonia, Kathy Jason, and Dr. Dubost	August 29, 2011-June 2012	Complete			
<i>LEA Page 28-Creation of Assessments</i>	Revised Assessments using OARS program	K-8 Teachers	May/June 2011	Complete			
<i>LEA Page 31-Creation of Assessment Calendar</i>	An assessment calander was developed	Deanna Ramos & Kathy Jason	August 2011	Complete			
<i>LEA Page 28/36-Use of data to inform student placement for intervention</i>	Use Dibels, STAR, Gates-MacGinitie for initial Student Placement. Biweekly collaboration using weekly formative assessments determine movement of students needing specific intervention	K-8 Teachers	August- June 2012	Complete			
<i>LEA Page 31-Extended Core instructional time</i>	District/site administrators schedule sufficient, priority, uninterrupted core instructional time and/or classes in reading/ language arts during the school day of: - 75 minutes in kindergarten - 86 minutes at grades 1-3- - 125 minutes at grades 4-6 - 110 minutes at the middle school level. District/site administrators schedule sufficient, priority, uninterrupted strategic intervention time and/or classes in reading/ language arts using the state-adopted, locally board approved ancillary materials provided in the adoption during the school day of: 30 minutes at grades K-6 60 minutes grades 6-8	Dr.Dubost	August 2011-June 2012	Complete			
<i>LEA Page 26 – Future Adoption</i>	RLA to be adopted in 2012-2013:K-8 RLA Adoption identified and approved by Board	Adoption Committee and Superintendent Selection and Board Approval by 4/2012		Incomplete			
§ Progress in adopting and/or implementing ELA intervention materials:	Gateways intensive intervention materials for grades 4-8 were purchased and currently being implemented	ELD instructor and SPED teacher	July 2011-June 2012	Complete			

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<i>LEA Page 26 – Future Adoption</i>	Need to purchase materials for grades K-3	ELD and SPED Personnel	April 2012	Incomplete			
§ Progress in adopting and/or implementing materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum).							
<i>LEA Page 26/29 (To be included with Core Material Purchase)</i>	Avenues K-5, High Points 6-8, and Gateways 4-8, and ELA Universal Access with current adoption have been purchased and are being implemented	K-8 Teachers	August 2011-June 2012	Complete			
Professional Development for Teachers							

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Professional development for all mathematics teachers.							
§ Percent of mathematics teachers who have completed materials-based professional development in the curriculum adopted by the district.							
<i>LEA Page 47 and 80</i>	All K-5 teachers have completed materials based professional development in the newly adopted mathematics materials. None of the 6-8 teachers have completed materials based professional development in the newly adopted mathematics materials.	All K-8 teachers, Sherrie (Business Manager), and Dr. Dubost	September 2011 September 2011	Complete Incomplete			
§ Progress in providing materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district to all mathematics teachers who have not yet received this training.							
<i>LEA Page 49-50 and 86/87</i>	All K-5 teachers have completed materials based professional development in the newly adopted mathematics materials. None of the 6-8 teachers have completed materials based professional development in the newly adopted mathematics materials. Holt training to be completed Sept. 2011 Teacher collaboration time will occur on minimum day Wednesdays during the 2011-2012 school year	All K-8 teachers, Sherrie (Business Manager), and Dr. Dubost Deanna Ramos	September 2011 September 2011 August 2011-June 2012	Complete Incomplete Complete			
Professional development for all ELA teachers.							
§ Percent of ELA teachers who have completed materials-based professional development in the curriculum adopted by the district.							
<i>LEA Page 26/80</i>	None of the teachers in the district have been trained in the current ELA curriculum that is being implemented by the district	Dr. Dubost	September 2012	Incomplete			
§ Progress in providing materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district to all ELA teachers who have not yet received this training.							
<i>LEA Page 28 and 86/87</i>	Teacher collaboration time will occur on minimum day Wednesdays during the 2011-2012 school year	Deanna Ramos	August 2011-June 2012	Complete			

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Professional Development for Administrators							
Professional development for all administrators.							
§ Percent of administrators who have completed materials-based administrator training in the most recent curricula adopted by the district:							
<i>LEA Page 25/26 (ELA) and Page 46 (Math) / Page 80/83</i>	Not Completed-Will be completed by 8/15/12 at which time site administrators for each site will have been named and trained	Dr. Dubost		Incomplete			
§ Progress in providing materials-based administrator-level training, including the use of effective instructional strategies, for all administrators who have not completed this training:							
<i>LEA Page 25/26 (ELA) and Page 46 (Math) / Page 80/83</i>	Not Completed-Will be completed by 8/15/12 at which time site administrators for each site will have been named and trained	Dr. Dubost		Incomplete			
§ Progress in providing administrators with training on the implementation of strategies for English learners, including Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) programs:							
<i>LEA Page 43 (ELA) and Page 61 (Math) / Page 80/83</i>	ELD Coordinator Maria Cedill has SDAIE training and models strategies for staff as part of her daily assignment	Maria Cedillo	Daily work schedule	Complete			
§ Progress in providing administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (Rti):							
<i>LEA Page 44 (ELA) and 62 (Math) /Page 83</i>	Director of Special Education was trained in pervious year in RTI. Principal to assume Cappy Culver Elementary is trained in RTI. Special Education teachers at Lillian Larsen Elementary (Carla Morris and Christina Wilkinson) are to be trained this year.	Gabe Luna and Stephanie Schofield	8/15/12	Incomplete			
Focus on High Priority Students							
Progress made on addressing the learning needs of English learners							
§ Policies for assessing, placing in, and exiting English learners from ELD programs.							

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<p><i>LEA Page 69-76</i></p>	<p>CELDT Testing: Using CELDT results to group students by two consecutive score levels to form ELD classes. Students receive instruction using state adopted High Points intervention curriculum.</p> <p>Using the previous years overall CELDT scores 4 or 5, the CST scores, and student academic performance along with teacher recommendation EL studenra are exited from the ELD program.</p>	<p>Theresa Smith and Maria Cedillo</p>	<p>9/30/11 to 10/12/11</p>	<p>Incomplete</p>			
<p>§ Progress in implementing delivery strategies for students learning English.</p>							
<p><i>LEA Page 29/43 (ELA) and Page 50/61 (Math) Page 86</i></p>	<p>Teachers have received coaching on teaching strategies using verbal language development and SDAIE strategies</p> <p>ELA : Differentiated Instruction strategies</p>	<p>Maria Cedillo</p> <p>Kathy Desonia/Maria Cedillo</p>	<p>To be conducted weekly from 9/30/11 to 6/12</p>	<p>Incomplete</p>			
<p>§ Progress in providing support for general and special education teachers delivering specialized instruction for students with disabilities.</p>							
<p><i>LEA Page 30/44 (ELA) and 51 /61-62 (Math) /Page 86</i></p>	<p>The Special Education staff meets weekly with the general education teachers for lesson plan modifications.</p> <p>The RSP/SDC teachers of the district meet annually to discuss/implement IEP student driven goals. Goals are created by teacher/serviceprovider collaboration.</p> <p>Additional support mechanisms are learning centers, implementation of Gateways intervention program, and optional CMA accomodations based on student performance.</p>	<p>Stephanie Schofield, Kelly Wilson, and Carla Morris</p>	<p>August 2011-June 2012</p>	<p>Complete</p>			
<p>§ Progress in creating collaboration among general education and special education teachers by grade-level or program.</p>							
<p><i>LEA Page 30/44 (ELA) and 51/ 61(Math) Page 86</i></p>	<p>The Special Education staff meet collaboratively with teachers to modify lesson plans and assist class accomodations.</p> <p>RSP collaborated with specialist (speech, OT) weekly.</p> <p>RSP collaborates with general education teachers weekly and instructional aides daily.</p> <p>SST's are not being held monthly to monitor all intensive, IEP + 504 student progress.</p>	<p>Stephanie Schofield and Kelly Wilson</p>	<p>August 11, 2011 to June 2012</p>	<p>Complete</p> <p>Incomplete</p>			
<p>Progress made on addressing the needs of other high priority students</p>							

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§ Progress in providing SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/ELA and/or mathematics.							
<i>LEA Page 42 and 43 (ELA) Page 60 and 61 (Math)</i>	RSP teachers meet student goals in the classroom, out of the class in learning center (language arts, math.) Additionally, reading interventions is provided through Gateways intervention program daily.	RSP	August 2011-June 2012	Complete			
§ Progress in providing transitional and support classes for students requiring strategic intervention in reading/ELA and/or mathematics.							
<i>LEA Page 42 and 43 (ELA) Page 60 and 61 (Math)</i>	RSP teachers meet with student goals in the classroom, out of the class in learning center (language arts, math.) Additionally, reading interventions are provided through Gateways intervention program daily.	RSP	August 2011-June 2012	Complete			
Schools in Program Improvement (PI)							
Progress made in PI Year 3 Schools							
§ Assignment of Corrective Action(s) to each PI Year 3 school							
	Establishment of Temp. Superintendent	School Board	June 2010				
§ Progress in school implementation of assigned Corrective Action(s)							
Progress made in PI Year 4 Schools							
§ Progress in preparing the restructuring plan for each PI Year 4 school.							
	Establishment of Permanent Superintendent Reassigned Teachers to different grade-levels assignments Reassign Asst. Principal to non-Tile 1 school reduced to half-time Parent Letter Notification of PI Status School Choice given to High priority students first SES information provided with preference given to High priority students	School Board Superintendent School Board/Superintendent Superintendent Superintendent	September 2010 August 2010 August 2010 September 2010 August 2010 August 2010				
Progress made in PI Year 5 Schools							

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§ Progress in actions taken in implementing the restructuring/alternative governance plans in each PI Year 5 school.							
	A Governance "cabinet" consists of stipened Teachers in Charge and a retired teacher at each of the two sites to provide leadership for the district. Cappy Culver Elementary: Curt Dubost, Stephanie Schofield (TIC/RTI/PTO), Kathy Jason (Teacher Leader/LEAP) Lillian Larsen Elementary: Curt Dubost, Kathy Desonia (Teacher Leader/LEAP), Deanna Ramos (LEAP), Gabe Luna (RTI), Carla Morris (RTI), Maria Cedillo (ELD), and Aleea Brooks (Parent Liaison/Cal Poly)	Superintendent/ School Board	July 2011-June 2012				
District Assistance and Intervention Team (DAIT) Recommendations							
Progress made on implementing the DAIT recommendations in one or more areas of district work							
§ Governance							
§ Alignment of curriculum, instruction, and assessments to state standards							
§ Fiscal operations							
§ Parent and community involvement							
§ Human Resources							
§ Data systems and achievement monitoring							
§ Professional development							

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