

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION

Regular Meeting
January 19, 2011
5:30 p.m. – Closed Session; 6:30 p.m. – General Session
Support Services Center
2560 Skyway Drive, Santa Maria, CA 93455

The Santa Maria Joint Union High School District mission is to provide all students with an enriching high school experience that strives to enhance students' natural abilities, to promote the development of new capabilities, and to encourage the lifelong pursuit of wisdom and harmony as productive individuals in their community.

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours.

Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date.

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CSBA

PROFESSIONAL GOVERNANCE STANDARDS

Adopted by the Santa Maria Joint Union High School District April 11, 2001

THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

To operate effectively, the board must have a unity of purpose and:

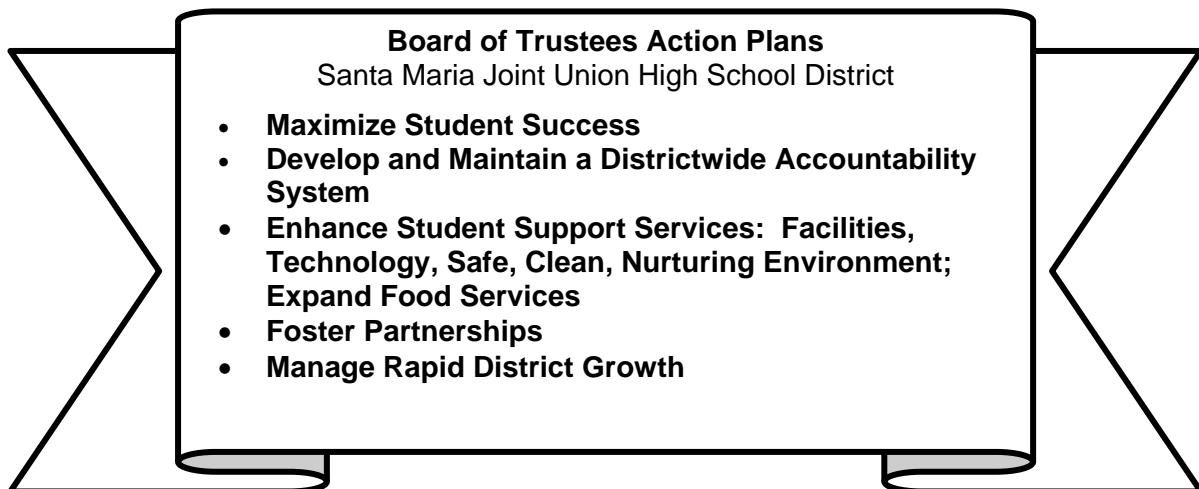
- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

To be effective, an individual trustee:

- Keeps learning and achievement for all students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



THE BOARD'S JOBS

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

Effective boards:

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

THE SUPERINTENDENT:

- Promotes the success of *all* students and supports the efforts of the Board of Trustees to keep the district focused on learning and achievement.
- Values, advocates and supports public education and all stake holders.
- Recognizes and respects the differences of perspective and style on the Board and among staff, students, parents and the community — and ensures that the diverse range of views inform board decisions.
- Acts with dignity, treats everyone with civility and respect, and understands the implications of demeanor and behavior.
- Serves as a model for the value of lifelong learning and supports the Board's continuous professional development.
- Works with the Board as a "governance team" and assures collective responsibility for building a unity of purpose, communicating a common vision and creating a positive organizational culture.
- Recognizes that the board/superintendent governance relationship is supported by the management team in each district.
- Understands the distinctions between board and staff roles, and respects the role of the Board as the representative of the community.
- Understands that authority rests with the Board as a whole; provides guidance to the Board to assist in decision-making; and provides leadership based on the direction of the Board as a whole.
- Communicates openly with trust and integrity including providing all members of the Board with equal access to information, and recognizing the importance of both responsive and anticipatory communications.
- Accepts leadership responsibility and accountability for implementing the vision, goals and policies of the district.

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF EDUCATION**

**Regular Meeting
January 19, 2011**

**Support Services Center
2560 Skyway Drive, Santa Maria, California 93455**



5:30 p.m. Closed Session/6:30 p.m. General Session

The Santa Maria Joint Union High School District mission is to provide all students with an enriching high school experience that strives to enhance students' natural abilities, to promote the development of new capabilities, and to encourage the lifelong pursuit of wisdom and harmony as productive individuals in their community.

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours.

Individuals who require special accommodation including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable amount of time before the meeting date.

I. Open Session

Call to Order

II. Closed Session Public Comments

This section of the agenda is intended for members of the public to address the Board of Education on items involving the school district that are being considered in Closed Session. Such testimony shall be limited to three minutes each person and fifteen minutes each topic. If an answer to a specific question is requested, the Board President will, if appropriate, direct administration to respond in writing.

III. Adjourn to Closed Session

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- A. Student Matters – The Board will review one proposed expulsion and four requests for reinstatement.

NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.

- B. Certificated and Classified Personnel Actions. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and

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resignations as reported by the Assistant Superintendent, Human Resources.

- C. Conference with Labor Negotiators. The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).

IV. Reconvene in Open Session

Call to Order/Flag Salute

V. Announce Closed Session Actions

The Board will announce the following actions:

- A. Student Matters – The Board will review one proposed expulsion and four requests for reinstatement.

NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.

- B. Certificated and Classified Personnel Actions. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources.
- C. Conference with Labor Negotiators. The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).

VI. Presentations

- A. Geri Coats & Curt Greeley – Region 8 High School Educator of the Year Finalists

Righetti High Schools teachers, Geri Coats and Curt Greeley, were recognized as Region 8 High School Educator of the Year Finalists for excellence in teaching by the California League of Schools.

- B. Stacy Newby – Recognition of Service as President of CSEA

VII. Items Scheduled for Information

- A. Superintendent's Report
 - 1. Santa Maria High School Pool Update
 - 2. Righetti High School Closed Campus Planning Update
- B. Principal Reports

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- C. Student Reports
- D. Reports from Employee Organizations
- E. Board Member Reports

VIII. Items Scheduled for Action

A. Instruction

- 1. Quarterly Report on Williams Uniform Complaints

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report that was submitted in January 2011 on the Williams Uniform Complaints for the months of October – December 2010. Each school site has reported that there have been no complaints in the general subject areas of Textbooks and Instructional Materials, Teacher Vacancy or Misassignments, Facilities Conditions or Valenzuela/CAHSEE Intensive Instruction and Services.

***** IT IS RECOMMENDED THAT the Board of Education approve the Williams Uniform Complaints report as presented.**

Moved _____ Second _____ Vote _____

- 2. New Supplemental Instructional Materials Approval

The following new supplemental instructional materials are being presented to the Board of Education for approval:

- Roadtrip Nation Experience (includes workbook and online access)

***** IT IS RECOMMENDED THAT the Board of Education approve the supplemental instructional materials as presented.**

Moved _____ Second _____ Vote _____

B. General

- 1. Early Notification Bonus

In order to help our district plan staffing needs as soon as possible, the administration would like to offer a cash bonus for early notification of any retirements that will take place prior to the start of the next school year.

The district will offer a \$500 cash bonus to any classified or certificated

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employee who notifies the Personnel Department by February 18, 2011 of their retirement and meets the following criteria:

1. The employee must be of retirement age according to STRS or PERS
2. The employee must retire by June 30, 2011
3. The employee must submit an irrevocable letter of retirement by February 18, 2011
4. The employee must submit proof of PERS/STRS application for retirement by March 31, 2011
5. The \$500 cash bonus will be paid following receipt of items 3 and 4 on the April 29, 2011 payroll.

***** IT IS RECOMMENDED THAT the Board of Education authorize the administration to offer an Early Notification Bonus to employees who meet the prescribed criteria.**

Moved _____ Second _____ Vote _____

C. Business

1. Fiscal Year 2009/2010 Audit Report and Plan of Corrective Actions

As required by Education Code §41010, the District retained the services of the auditing firm, Christy White Accountancy Corporation, to audit the books and accounts of the District. In accordance with Education Code §41020, the audit report for 2009/2010 is hereby submitted to the Board of Education for review at this public meeting and includes the district's plan of corrective actions for the findings and recommendations identified in the audit report.

***** IT IS RECOMMENDED that the Board of Education review the 2009/2010 annual audit report and approve the District's plan of corrective actions for the findings and recommendations identified in same and submit the plan to the County Superintendent of Schools as required by Education Code §41020.**

Moved _____ Second _____ Vote _____

2. Proposition 39/C2004 Bond Audit for Year Ended June 30, 2010

In accordance with Proposition 39 Bond Funding Requirements, an independent audit of the financial statements of the proceeds and expenditures from the issuance of the C2004 Bond was conducted for the year ended June 30, 2010. The audit was completed by the firm of Christy White Accountancy Corporation. The audit report is hereby presented to the Board of Education for review and acceptance. The report states: "There are no findings or questioned costs related to the fi-

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financial audit of the C2004 Bond Fund for the fiscal year ended June 30, 2010”.

Upon acceptance of this report, it will be forwarded to Citizens’ Bond Oversight Committee. Copies of the report are on file at the District Support Services Center for review by the public.

***** IT IS RECOMMENDED THAT the Board of Education review and accept the C2004 Bond Audit for the year ended June 30, 2010.**

Moved _____ Second _____ Vote _____

3. Governor’s Budget Proposal for 2011/2012

Staff is scheduled to attend the School Services of California budget conference of the Governor’s Budget Proposal for the 2010/2011 fiscal year on January 14, 2011. As the Board is aware, this serves as the primary starting point for all analysis and debates regarding the State’s fiscal plan for the upcoming fiscal year, as well as the balance of the current year. A summary of the Governor’s Budget Proposal as it relates to Santa Maria Joint Union High School District will be provided at the Board meeting.

***** IT IS RECOMMENDED THAT the Board of Education receive a verbal report on the Governor’s Budget Proposal for 2011/2012 State budget.**

Moved _____ Second _____ Vote _____

4. Authorization to Utilize WSCA for District-wide Purchases of Vertex Standard Handheld Radios for the length of the Contract through October 29, 2011

Section 10299 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the Public Contract Code, “school districts may, without competitive bidding, utilize contracts, master agreements, multiple award schedules...established by the department [DGS] for the acquisition of information technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of Vertex standard handheld radios be made utilizing the provisions of the Public Contract Code that allow purchasing from a WSCA (Western States Contracting Alliance – State of California) Contract, effective October 30, 2009 through October 29, 2011.

***** IT IS RECOMMENDED THAT notwithstanding Sections 20111 and 20112 of the Public Contract Code, the Governing Board of the Santa Maria**

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Joint Union High School District has determined it to be in the best interest of the district to grant approval of district-wide purchases of Vertex Standard Handheld Radios pursuant to WSCA Public Safety Communication Equipment and Services Contract Number 02702, utilizing Vertex Standard as the servicing vendor.

Moved _____ Second _____ Vote _____

5. Authorization to Piggyback on Palo Verde Unified School District for Flooring Materials and Installation District-Wide for the Length of the Contract through April 23, 2011

Section 20118 of the Public Contract Code provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as “piggybacking”, where notwithstanding Section 20111 and 20112 of the Public Contract Code, the governing Board of any school district without advertising for bids and if the Board of Education has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

Palo Verde Unified School District has awarded their flooring materials and installation bid to Collins and Aikman Floorcoverings DBA Tandus, (Piggyback Bid #B-080901, expires April 23, 2011, and with Board approval the district may “piggyback” on their bid.

***** IT IS RECOMMENDED THAT notwithstanding Sections 20111 and 20112 of the Public Contract Code, the Governing Board has determined it to be in the best interest of the district to grant approval to obtain flooring materials and installation pursuant to a “piggyback” clause in the Palo Verde Unified School District bid for which the originating district has complied with all competitive bidding requirements; pursuant to Piggyback Bid #B-080901, Term Dates: April 24, 2010 – April 23, 2011.**

Moved _____ Second _____ Vote _____

IX. Consent Items

***** IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented:**

Moved _____ Second _____ Vote _____

- A. Approval of Minutes
December 8, 2010 - Regular Meeting
- B. Approval of Warrants for the Month of December 2010

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Payroll	\$5,209,323.76
Warrants	<u>1,523,792.24</u>
TOTAL	\$6,733,116.00

C. Pupil Personnel Matters

ERHS student #325948, 11th grade.

For: Assaulted a school employee

Recommendation: Suspended expulsion through June 15, 2011 with preferred placement in Reach Program.

The following student has met the conditions of her suspended expulsion and is eligible to return to her home school January 2011.

Santa Maria High School Student No.: 326650

The following students have NOT met the conditions of their suspended expulsions and will remain in the Reach Program extending their expulsion through June 2011.

Pioneer Valley High School Student Nos.: 330502

Ernest Righetti High School Student Nos.: 329780, 329603

D. Acceptance of Gifts

Pioneer Valley High School

Donor	Recipient	Amount
SPE Education Collaborative	PVHS Science	1,500.00
Cal Poly	Band (4 tubas/value)	<u>8,000.00</u>
TOTAL PIONEER VALLEY SCHOOL		\$9,500.00

Santa Maria High School

Donor	Recipient	Amount
Tim Tacy	Golf Program (value/clubs)	500.00
Ted Bowsfield	Golf Program (value/clubs)	<u>250.00</u>
TOTAL SANTA MARIA SCHOOL		\$750.00

E. Request for Travel

School	Instructor in Charge	Event/Location	Dates
SMHS	Nadia Ventura	University Outreach Program, University of California, Santa Barbara	1/27-28, 2011

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Completed pre-arranged Absence and Release of Liability Forms with parent/guardian's signature are on file at each site. The names of students and chaperones are also on file and have been approved by the site principal.

F. Student Teaching Agreement/University of La Verne – 2011/2011

The University of La Verne has requested the district's participation and cooperation in their teacher training program whereby the district would provide teaching experience through practice teaching to their students. The District's participation in this program benefits both the new teachers that are training for the teacher credentialing program and also allows the District first-hand experience with prospective teaching candidates for future teaching vacancies.

G. Authorization for Sale of Obsolete Equipment (Appendix C)

Education Code §17545 allows the district to sell personal property that is no longer necessary or suitable for school use. The district administration is requesting authorization to conduct a public auction through the internet at *interschola.com* to sell equipment that is obsolete, surplus or damaged beyond repair to the highest responsible bidder.

The obsolete equipment is listed in Appendix C. Each school and program will have an opportunity to request surplus property from the list. Notices of items for sale are posted at all district sites, on the internet at www.interschola.com or www.publicsurplus.com and e-mailed to all staff.

H. Second Quarter Progress Report for Santa Maria Joint Union High School District (Appendix D)

As part of our District's Corrective Action under Program Improvement, attached is the Second Quarterly Report submitted to the State Board of Education and the California Department of Education. As noted in the report, our District is making good progress in addressing the goals and objectives in our LEAP and Title III Improvement Plans.

I. Attendance Reports

Ms. Diane Bennett, Assistant Superintendent of Business Services, will be available to answer questions regarding the fourth month attendance report presented on page 10.

J. Facilities Report, Appendix B

X. Open Session Public Comments

The public may address the Board on any matter (except personnel) concerning the District and not on the agenda. Note: The time limit to address the Board may not exceed three minutes. The Board is not required to respond to the Public Comment. The

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public may also address the Board on each item on the Agenda as the Board takes up those items. Persons wishing to speak should complete a blue request form and hand it to the Board secretary.

XI. Items not on the Agenda

Note: The law generally prohibits the Board from discussing items not on the agenda. Under limited circumstances, the Board may discuss and act on items not on the agenda if they involve an emergency affecting safety of persons or property, or a work stoppage, or if the need to act came to the attention of the District too late to include on the posted agenda.

XII. Next Meeting Date

Unless otherwise announced, the next regular meeting will be held on February 9, 2011, with a closed session at 5:30 p.m. and open session at 6:30 p.m. at the Santa Maria Joint Union High School District Support Services Center at 2560 Skyway Drive, Santa Maria, CA 93455.

XIII. Adjourn

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
MONTHLY REPORT OF ATTENDANCE
FOURTH MONTH OF 2010-11

November 8, 2010 through December 3, 2010

	Fourth Month 2009-10			Fourth Month 2010-11			Cumulative ADA				Increase @ 1.506% Y-T-D PROJECTED ADA	Difference between Projected Y-T-D ADA & Actual ADA
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Prior Year		Current Year			
							ADA % to CBEDS	ADA	ADA % to CBEDS	ADA		
ERNEST RIGHETTI HIGH												
Regular	2055	1968.19	95.6%	2079	2004.33	96.1%		1997.17		2030.27		
Special Education	88	84.63	94.8%	92	91.20	96.7%		85.79		91.04		
Independent Study	0	0.00	---	4	3.47	86.7%		---		2.55		
Home and Hospital Reg Ed	3	2.19	---	11	10.20	---		1.92		6.01		
Home and Hospital Spec Ed	2	0.75	---	3	3.33	---		0.17		2.23		
TOTAL RIGHETTI	2148	2055.75	95.5%	2189	2112.53	96.1%		2085.04		2132.11		
SANTA MARIA HIGH												
Regular	2174	2060.94	94.5%	2137	2037.00	94.8%		2102.54		2078.32		
Special Education	98	89.81	90.2%	92	82.20	89.3%		87.86		85.67		
Independent Study	0	0.00	---	87	55.07	66.0%		---		37.64		
Home and Hospital Reg Ed	8	7.75	---	4	4.40	---		5.63		3.36		
Home and Hospital Spec Ed	1	0.69	---	1	0.33	---		0.43		0.10		
TOTAL SANTA MARIA	2281	2159.19	94.3%	2321	2179.00	94.6%		2196.46		2205.08		
PIONEER VALLEY HIGH												
Regular	2330	2257.81	96.7%	2346	2281.80	96.8%		2297.15		2332.95		
Special Education	177	165.44	93.2%	141	133.20	93.8%		169.69		142.10		
Independent Study	0	0.00	---	79	50.47	68.8%		---		34.52		
Home and Hospital Reg Ed	5	4.00	---	9	8.60	---		3.04		5.53		
Home and Hospital Spec Ed	3	2.50	---	2	1.27	---		2.97		0.95		
TOTAL PIONEER VALLEY	2515	2429.75	96.4%	2577	2475.33	96.6%		2472.86		2516.04		
DISTRICT SPECIAL ED TRANSITION	12	11.13	92.7%	10	9.13	91.3%		11.14		8.90		
ALTERNATIVE EDUCATION												
Delta Continuation & Resource	207	172.18	80.7%	332	243.54	74.1%		176.91		236.30		
Delta Independent Study	0	0.00	---	32	17.84	56.8%		0.00		17.98		
12 + Reg Ed DHS	0	0.00	---	25	17.34	68.1%		0.00		23.78		
Home and Hospital Reg Ed	0	0.00	---	0	0.00	---		0.00		0.00		
12 + Ind Study Prog PVHS	0	0.00	---	12	6.73	56.1%		0.00		7.84		
12 + Ind Study Prog SMHS	0	0.00	---	23	19.20	83.5%		0.00		14.22		
12 + Ind Study Prog RHS	0	0.00	---	7	6.80	87.2%		0.00		4.68		
12 + Ind Study Prog DHS	0	0.00	---	27	15.34	57.2%		0.00		11.76		
Freshman Prep	0	0.00	---	62	63.75	99.3%		0.00		68.00		
Reach Program	0	0.00	---	34	22.60	73.5%		0.00		21.44		
Home School @ Library Program	54	48.19	89.8%	54	50.33	94.3%		47.38		45.05		
Independent Study - All Programs	341	223.87	65.7%	NOW SEPARATED BY SITE, SEE ABOVE				200.26		0.00		
TOTAL ALTERNATIVE EDUCATION	602	444.25	73.8%	608	463.47	76.2%		424.55		451.06		
TOTAL HIGH SCHOOL DISTRICT	7558	7100.06	93.9%	7705	7239.47	94.0%		7190.05		7313.19	7298	15

SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

CERTIFICATED PERSONNEL ACTIONS

January 19, 2011

Name	Status	Action	Location	Salary	Effec. Dates	FTE	Assignment
	Permanent	Retirement	SMHS	V, 37	6/10/2011	1.0	Intern. Language
	Permanent	Retirement	SMHS	V, 22	6/10/2011	1.0	Science
	Temporary	Employ	RHS	TBD	TBD - 6/10/11	1.0	On Campus Suspension
	Temporary	Employ	SMHS	TBD	TBD-6/10/11	1.0	On Campus Suspension
	Temporary	Employ	PVHS	TBD	1/10-6/10/11	1.0	Mathematics
	Temporary	Employ	SMHS	TBD	1/10-6/10/11	0.33	Social Science

CLASSIFIED PERSONNEL ACTIONS

January 19, 2011

Name	Action	Assignment	Site	Effective	Salary	Hours
	Employ	Campus Security Assistant	PVHS	01/11/11	12/A	3.00
	Employ	Campus Security Assistant	RHS	01/10/11	12/A	3.00
	Employ	Health Technician	SMHS	01/10/11	20/A	7.50
	Resign	Instructional Asst-Special Ed I	SMHS	01/11/11	13/E	3.00
	Resign	Asst Director/Fiscal Services	DO	01/01/11	M/3	8.00
	Increase Hours	Campus Security Assistant	PVHS	01/10/11	12/B	4.00 to 5.00
	Promote	Grounds Maintenance I	SMHS	12/13/10	15/E	8.00
	Resign	Instructional Asst-Special Ed I	PVHS	01/03/11	13/D	5.50
	Employ	Campus Security Assistant	PVHS	01/10/11	12/A	3.00
	Resign	Food Service Lead	PVHS	06/10/11	23/E	8.00

COACHING PERSONNEL ACTIONS

January 19, 2011

SITE	SPORT	ASSIGNMENT	NAME	ASB STIPEND	DO STIPEND	SEASON	ACTION
SMHS	Wrestling	Asst. Varsity Boys			\$1,369.00	Winter 2010	
PVHS	Basketball	Head Varsity Boys			\$2,367.00	Winter 2010	Revised Stipend

Appendix B
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT
FACILITIES REPORT
December 2010

1. Delta High School Construction Projects

C2004 DHS Continuation School Replacement – WWCOT Architects

- Phase 1 work is complete.
- Phase 2 work performed this period includes retaining wall concrete, sidewalks, parking lot asphalt, lawn irrigation, and basketball pole installation.
- The Phase 2 project completion is anticipated January 2011.

2. Ernest Righetti High School Construction Projects

C2004 ERHS Administration Building Renovation – Westberg + White Architects

- Work performed this period includes continued installation of communication infrastructure, electrical, plumbing, windows, tile, paint, and exterior concrete.
- The project anticipated completion date has moved to early February 2011.

3. Santa Maria High School Construction Projects

C2004 SMHS New Pool – Rachlin Architects

- The Division of the State Architect (DSA) Approval of Plans Letter for Santa Maria High School, DSA Application Number 03-113281 – Santa Maria High School New Pool (07-029) dated December 27, 2010 has been received by the District.
- Final document reviews and bid package development are underway. The bid period is expected to commence in February with issuance of contracts in April.

C2004 SMHS Ethel Pope Auditorium Renovation – Rachlin Architects

- A meeting was held with the architect on December 8 to review assessments, preliminary scope of work options, and potential costs. Early reviews indicate the scope of work which drives the cost would vary significantly dependent upon the type and level of desired use specifications. Information gathered during the meeting will be presented to the Board at the next Facility Planning meeting.

C2004 SMHS New Classroom Building at Broadway – Rachlin Architects

- A meeting was held with the architect on December 8 to review previous design options, modifications to these options, and potential costs. The architect was asked to make changes to the preliminary designs allowing for more class use flexibility. Findings of the meeting will be discussed with the Board at the next Facility Planning meeting.

4. Pioneer Valley High School Construction Projects

PVHS Remediation HVAC System Installation – Westberg + White Architects

- The results of the revised pilot program have been received. The District is analyzing the data to determine what direction to take in completing the modifications to the HVAC units.

PVHS Remediation Phase 1: Buildings A, B, and C – Westberg + White Architects

- The final pay application payment has been released. The final retention release is in process pending receipt of closeout documents from the contractor.

PVHS Remediation Phase 2: Building E & H – Westberg + White Architects

- The architect and district management conducted site review visits to establish the level of work required at each of the remaining buildings. The information will be used in the development of the scope of work and scheduling for the next phase of remediation efforts related to the windows, doors, and roofs as required.
- Construction is anticipated to occur during summer of 2011.

PVHS Performing Arts Building Needs Assessment – Westberg + White Architects

- A preliminary programming analysis conducted by the architect to determine facility options, construction cost alternatives, and schedule estimates remains under review.
Gathered information will be presented to the Board at the next Facility Planning meeting.

Maintenance & Operations

PVHS

- Replaced three SMART Boards with new units.
- Replaced the rolling casters on 25 staff chairs in administration.
- Prepared the multipurpose room for the fall fashion show: runway, lights, chairs, and support equipment.
- Replaced parking lot lights throughout campus.
- Performed the annual smoke detector inspection and cleaning.
- Setup for and hosted a soccer tournament.
- Prepared baseball and softball fields for the new season.
- Performed Holiday energy shutdown.
- Cleaned and trimmed the planters on the north end of campus: bus unloading and staff parking areas.
- Replaced restroom door hardware.
- Assembled student stools for art classrooms.
- Lubricated all rolling gates.
- Assisted Santa Maria High with preventive maintenance tasks while the SMHS Maintenance II position is vacant.
- Reset thermostats to comply with Board energy policy.
- Installed corner protectors on the kitchen walls.
- Provided traffic control during student drop-off and pick-up .
- Replaced pool heater bypass water valves on both heaters.
- Plant manager attended Safe School Plan Training in preparation for updating the safe school plans.
- Total work orders completed –83
- Event setup hours – 12

REGULAR MEETING

January 19, 2011

RHS / DHS

- Prepared baseball and softball fields for the new season.
- Repainted bus loading zone and parking lot lanes.
- Repaired restroom partition door hardware throughout campus.
- Assisted with Administration Building power shut down. Performed the related clock and lighting timer adjustments that result from shutdowns.
- Repainted the floor in the drama classroom.
- Repaired the doors leading from the boys' and girls' locker rooms into the gym. Locks have been jammed with paper.
- Performed Holiday energy shutdown.
- Repaired and replaced shower heads in the boy's locker room.
- Repainted the coach's office in the boy's locker room.
- Plant manager attended Safe School Plan Training in preparation for updating the safe school plans.
- DHS – Installed a new mailbox in front of the school.
- Total work orders completed – 56
- Event setup hours - 53

SMHS

- Assembled and installed basketball hoops at the Learning Center.
- Removed the old backstop at the Junior Varsity softball field.
- Performed semi-annual incline chair lift inspections at the football stadium and the small gymnasium.
- Assembled uniform storage for the band program.
- Investigated a hot water supply problem in the boy's locker room.
- Diagnosed and repaired heating problems for the SAPID program.
- Annual Fire Department inspection – completed correction items and completed follow-up inspection.
- Removed the choir risers from the old choir room. Cleaned, repainted, and carpeted the room for use as a standard classroom.
- Repainted interior walls of Wilson Gymnasium.
- Performed Holiday energy shutdown.
- Setup 32 events, followed by restoring facilities for regular school operation.
- Plant manager attended Safe School Plan Training in preparation for updating the safe school plans.
- Continued to operate with District maintenance lead, electrician, and carpenter partially located at Santa Maria High School until the Maintenance II is available to work at this campus.
- Total work orders completed – 138
- Event setup hours – 133

Graffiti & Vandalism

- **RHS** \$ 1,000
- **DHS** \$ 0
- **SMHS** \$ 1,600
- **PVHS** \$ 0

Reese Thompson
Director – Facilities and Operations

Photo Gallery



Delta High Retaining Wall Improves The Neighborhood



Delta High Parking Lot Access Like the Big Schools



Real Parking for Delta High School



Delta High Sports Field in New Sod



Righetti High Administration Architectural Arch Takes Shape



Righetti High Entrance Receives a Cleaner Look

**Obsolete Equipment
Appendix C
1/19/2011 Board Meeting**

Tag #	Group	Description	Serial #
322	AV	VIDEO RECORDER COLOR, SHINTOM VCR560	S104119894
449	AV	TELEVISION COLOR, SHARP 25"	631904
1004	COMP	SAMSUNG 14"	HCBH903116
1139	HE	PROOF OVEN, METRO HM2000	7525
2946	COMP	HP LASERJET 5	USKC280452
3458	AV	SHARP 25"	661197
3498	AV	ELMO OVERHEAD	151907
3532	ART	BUFFER BENCH, W 1276	C80750
6116	AV	Elmo Overhead	341046
6208	COMP	P2/266	9800082211
6297	COMP	Power MAC	XB911034EUX
6298	COMP	17" STUDIO DISPLAY	CY90544LCVS
7067	COMP	IMAC	XA92803AGSQ
7146	AV	27" W/S-VIDEO	11411313
7457	COMP	Power MAC	RN9467BVHEG
7601	COMP	Olympus Instant Photo	2215462
7732	COMP	P/3	111013
7936	AV	Sony CD/DVD	0873682-K
7942	COMP	HP Laser Jet	USQLO46037
8195	COMP	La Cie CD-RW 4X 4X 24X External	10210876
8447	COMP	P/III	39009X31
8629	OFFICE	Panasonic Relocate to PV from Migrant	GAWMB316581
8699	CAFETERIA	Intermetro #C199-HVN Mobile Insulated	14319
9335	COMP	Mitsubishi Diamond 17"	1550223YE
9347	COMP	P/III	2000155041
9354	COMP	Viewsonic 17"	21P011303563
9671	COMP	Viewsonic 15"	1.00011E+11
9674	COMP	Viewsonic 15"	1.00011E+11
9688	COMP	Viewsonic 15"	1.00011E+11
9693	COMP	Viewsonic 15"	1.00011E+11
9696	COMP	Viewsonic 15"	1.00011E+11
9854	COMP	HP Business InkJet	SG11A120FF
9879	COMP	Viewsonic 17"	23b013506906
9946	COMP	Premio 17"	GC18411941
10070	AV	Focus Enhancement TView Micro	104084
10082	COMP	Elite 17"	GC212D1700
10117	COMP	Viewsonic17" LCD	A09014301812
10275	AV	JVC Model AV27120 27" Television	8728866
10375	COMP	P/IV	2001049338
10624	AV	Sony SLVN77 4-Head VCR, HI FI, with	232111
10640	COMP	301360 IBM NetVista A22p	KARHMK7

Sort dates: 11/1/10-12/16/10

**Obsolete Equipment
Appendix C
1/19/2011 Board Meeting**

Tag #	Group	Description	Serial #
10713	COMP	IBM NetVista	KARHTD4
10724	COMP	P/4	KARHRM3
10736	COMP	Viewsonic 15"	9.05021E+11
10738	COMP	Viewsonic 15"	9.05021E+11
10889	COMP	NEC BK LCD Panel, Black	2804119GA
11016	COMP	P/4 OptiPlex GX260D	GK5Q321
11042	COMP	P/4 OptiPlex GX260D	2G5Q321
11071	COMP	OptiPlex GX260D P/4 512MB, 266MHz DDR	CM12821
11094	COMP	Flat panel 15"	C2C3
11556	COMP	17"	1N1T
11904	COMP	15" Flat	2AI-N83Q
11930	COMP	15" Flat	2AIN8AF
11954	COMP	15" Flat	2AVN1E3
11955	COMP	15" Flat	2AVN1LQ
11956	COMP	15" Flat	2AVN12C
11957	COMP	15" Flat	2AVN1EY
11983	COMP	15" Flat	2AM-L5TR
12006	COMP	15" Flat	2AM-L5UO
12060	OFFICE	Panasonic, 20 bin sorter	AIEKC314585
12102	COMP	Epson Stylus Photo	ERZKOO6255
12141	COMP	HP LaserJet Multi-Function Prints, Scans & Copies	SGG24104RH
12207	AV	Elmo Overhead 4,000 Lumens	383444
12338	COMP	Latitude C640 Mobile Pentium 4 Processor, 2.0GHz-M w/14.1" SXGA+ Display, 512MB SDRAM, 1 DIMM	6GZD331
12590	COMP	17" Flat Panel	CNOJ18067161842 FCD10
13108	COMP	HP Deskjet 6540	SG47R110MN
13161	COMP	15" FLAT PANEL MONITOR	4C6OGWU
13758	COMP	15" FLAT PANEL MONITOR	4C6OGFU
13760	COMP	15" FLAT PANEL MONITOR	4C6OH3U
13834	COMP	15" Flat Panel Monitor	CNOC5369641804 B1AXHC
13937	COMP	OptiPlex GX620 Desktop P4 541/3.2GHz 1M 800 FSB, 512MB 533MHz DDR2 2x256 USB Keyboard No Hot Keys	567-0WVL
20742	COMP	DELL 15"	63L-0V1A
20775	COMP	DELL 15"	646-1PYU
000326	Food Trailer	Century Food Trailer, 1995. License #1042066	1XCV16281S30012 16

REGULAR MEETING
January 19, 2011

APPENDIX D

Second Quarter Progress Report
Santa Maria Joint Union High School District

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17		
I. Instructional Materials									
PERFORMANCE GOAL 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.									
A. CULTURE AND BELIEFS.									
1. The District and sites will develop a systematic process in which educators work together interdependently to analyze and to impact their professional practice in order to achieve improved results for students, departments and schools.	<p>Starting with the August management meetings and the start of school opening staff meetings, the focus has been around student achievement and working in a cooperative and collaborative manner around the LEA Plan goals. At the first Curriculum Council meeting held on September 2nd, department chairs reviewed LEA P goals applicable to their content areas. A math articulation summit was held with all Santa Maria junior high sites, senior high sites and districts represented in February of 2010. SMHS began a Freshman Academy during the 2009-2010 school year. It tracks students working together with a team of teachers in an A-B block schedule all year long. This work was put together by teachers in a collaboration group as a way of increasing student achievement and professional collaboration benefiting freshman students. Whole staff discussions on how to adapt PLC to DHS have occurred last year and this summer. Implemented an interdisciplinary PLC process based on two core areas of need: Math and Reading Literacy teams. Currently working on establishing PLC meetings 2X monthly.</p> <p>Second Quarter Report: Above activities continue. In addition, Curriculum Council comprised of all department chairpersons districtwide meet monthly to discuss curricular priorities, concerns and issues. At ERHS, CAHSEE practice data will be used both by English & Math teachers to improve results through instructional practices. At SMHS, a second math articulation summit was held with all Santa Maria junior high sites, senior high sites and districts represented in October of 2010. At Delta, an interdisciplinary PLC process has been implemented based on two core areas of need: Math and Reading Literacy teams. Three PLC meetings have been held.</p>	Administrative Cabinet and Curriculum Council	August 2010 overview (site-based), September - June quarterly collaboration meetings by department						
2. The District and sites will work to collaboratively identify and communicate common goals and a clear focused instructional direction in support of student learning.	<p>At the May Curriculum Council, each department chair was asked to discuss with his/her department at each school the department's priorities and needs in relation to the common formative assessments, pacing guides or curriculum calendars, and professional development goals outlined in the LEA P. These departmental action steps were submitted to the Assistant Superintendent of Curriculum and Instruction in June. Districtwide priorities were identified and support for achievement of these action steps were put in place. Currently, each school is in the process of developing its Single Plan for Student Achievement to be an extension of the LEA Plan. In addition, WASC, QEIA, and other school initiatives are aligned with the goals in the LEA P and incorporated in the SPSA. PVHS Pyramid of Intervention team developed entrance, exit criteria and assessment calendar in the spring, 2010. ERHS: Curriculum Calendars developed by Math, Eng 1, Soc. Studies and Science. Data analysis and continued use of Edusoft. PLC's continued through Early Out meetings twice a month. SMHS participated as an active member of the curriculum council as a means of creating a collaborative approach to increasing student achievement and increasing interventions assisting graduation rate. Curriculum calendars or pacing guides have been created in all core curricular departments in a cooperative effort between the district and school sites. In lieu of Department Heads, DHS has designated a Curriculum Lead to oversee curriculum and assessment for all teachers on site. This person will attend all district meetings concerning Curriculum, Leadership, and LEA actions. Core teachers, including ELD, attend district and departmental meetings concerning Benchmark Exams and other critical LEA areas.</p> <p>Second Quarter Report: Above activities continue. Program Improvement notification letters to parents written in both English and Spanish indicating PI status for the SMJUHSD, SMHS, PVHS, and ERHS were mailed in September. At the September and October Board of Education meetings, instructional goals, student achievement data and program improvement status/efforts were discussed. All school sites revised their Single Plans for Student Achievement with the SMJUHSD's Board of Education taking action at its December meeting to approve all of the plans. Both ERHS and SMHS submitted two-year plans with PVHS and DHS submitting one-year plans. All sites will submit revised SPSA to the Board of Education on an annually basis. Next plans will be submitted to the Board of Education no later than November 2011. In addition, all sites are involved in data analysis and continued use of Edusoft. At ERHS, PLC's continued through early out meetings twice a month. (on-going). At PVHS- Pyramid of Intervention team had a release day October 2010, shared AimsWeb data access and results of entrance/exit criteria and Pyramid of Interventions focus shared with department chairs in November 2010, and entire staff during a Monday AM before 2011. On Sept. 30, 2010 SMHS participated with the District in an ELD Teacher Collaboration Day.</p>	Administrative Cabinet and Curriculum Council	<p>By June 2010: departments will begin developing action steps for CFAs, curriculum calendars, data analysis, collaboration, and PD.</p> <p>Sept 2010: departments will finalize action steps</p>						

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)					
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
3. The District and sites will actively facilitate a collegial and collaborative culture among all professionals within the district.	<p>Continued efforts to support the District/Board goal of "Open and Transparent Communication and Collaboration" are in place. The Curriculum Council comprised of all department chairpersons from each of the high schools meets on a monthly basis around curriculum and instructional related issues. Meeting norms have been established and are in place. Regularly scheduled meetings with Faculty Association representatives and the Superintendent and Assistant Superintendent of Curriculum and Instruction have been scheduled for the year. The first meeting occurred on Wednesday, September 11, 2010. Typically the meetings take place twice per month. SMHS has a "late-start" academic schedule allowing teachers on-site collaborative time to work together in collegial groups and as departmental groups. SMHS Freshman Academy teachers work together as teams with year-long classes and common students. The group meets weekly to collaborate and create common practices.</p> <p>Second Quarter Report: Above activities continue. In addition, PVHS- All staff, including PE has been especially accommodating as PV has held numerous events in our gym/pe facilities - including academic assemblies, awards ceremonies, career days, CST celebration parties, etc.. This sense of team promotes camaraderie across the campus and support across all departments and offices. A SMHS ELD-PLC has begun meeting three times per month during to conduct collaborative sharing, educational literature study, create an instructional focus and conduct action research.</p>	Administrators, Curriculum Council and Teachers' Association	August 2010 Administrative Retreat				
4. The District and sites will work together to establish systematic safety nets for students to ensure that all students maximize their learning potential.	<p>A continuing goal of the District and Board of Education is to expand learning opportunities for students. Last year, three new programs were offered: Delta Satellite Program, On Track Credit Recovery, and the REACH program. These programs provided needed "safety nets" for students at-risk academically and/or behaviorally. Other safety nets included the following: PVHS has 2 teachers on TOSA, one to work w/ ELA students below proficiency levels and one to work with math students. Each teacher is off one block. They use the academic protocol established by the Pyramid of Intervention team for student placement. SMHS has cooperated with the District in creating new programs for students as interventions assisting them complete the requirements for graduation. One such example was the revamping of the "Interventions through Technology" business education class. There is also a tutorial program offered after school at SMHS in the renovated library facility. Two different departments at SMHS also utilize tutorial services for students who do not turn in assignments. At Delta, an ELD and special education teacher were hired to assist students. Delta is also currently working on an Academic and Behavioral Pyramid of Intervention within alternative education setting.</p> <p>Second Quarter Report: Above activities continue. At ERHS, progress monitoring is currently done with freshmen students and some sophomores. The monitoring of behavior versus monitoring of instruction has also been of concern. One of our assistant principals will be working on a pyramid of interventions for behavior with a staff committee. PVHS- Pyramid of Intervention team had release day (October 2010) to share AimsWeb data access, and plan dc/staff training. Business- The Interventions through Technology class has been expanded to PVHS this year to assist students in meeting graduation requirements.Schoolwide - PVHS graduated 79 parent from PIQE in October 2010 to maximize parent education regarding the educational progress of their student.SMHS has cooperated with the District in creating new programs for students as interventions assisting them complete the requirements for graduation. They are the Delta Satellite Program and On-Track Credit Recovery Programs offered at SMHS. Each was successful during the 2009-2010 school year in assisting students complete their high school studies curriculum. There is also a tutorial program offered after school at SMHS in the renovated library facility. Two different departments at SMHS also utilize tutorial services for students who do not turn in assignments. Students needing academic support are referred to the counseling staff at SMHS for academic advisement. At Delta, the EL and Special Ed teachers are providing intervention classes.</p>	Administrators and Curriculum Council	<p>Rtl: By June 2011: districtwide Rtl academic protocol will be developed; by June 2012: behavioral protocol will be developed.</p> <p>Guidance: By spring 2011, meetings will be held to identify needs and begin to develop supports and structures.</p>				
B. ALIGNMENT BETWEEN PROGRAM PLANS							
1. The District will ensure that the LEA Plan is carefully reviewed with applicable councils and committees (e.g., DSLT, Cabinet, Superintendent/Cabinet/Principals, SSCs, ELAC/DELAC, Curriculum Council, QEIA committee) to ensure that all of the plans focus on student learning, and to create continuity between the plans with respect to goals, actions and budgets.	<p>The LEA Plan has been carefully reviewed with the DSLT, Cabinet, Administrative Cabinet, School Site Councils, ELAC/DELAC, Curriculum Council, QEIA, and the Board of Education. The LEA Plan was also reviewed and discussed at each school's opening staff meetings. The LEA Plan will be an ongoing agenda or discussion item at subsequent meetings. At the September Board of Education meeting, principals reported on their progress in meeting the goals in the LEA Plan. ERHS: Information shared with parent and staff groups in spring meetings; ELAC, SDMC, PTSA, PIQE. At SMHS, the School Site Council, QEIA Committee, Department Chairs and Administrative Team are all reviewing the LEA Plan in order to implement its recommendations.</p> <p>Second Quarter Report: Above activities continue. All sites have submitted and received Board approval for their Single Plans for Student Achievement (SPSA) in December 2010. Goals and activities are aligned with the LEA Plan, Title III improvement plan, WASC action goals, special education self review activities, and other local initiatives such as QEIA. PVHS- reviewed with PV SSC and 9/27/10 and with SPSA.</p>	Superintendent Asst. Supt, Curriculum & Instruction Director of Special Education Director of EL and Migrant Ed Principals	August 2010: review of LEA and Title III Plan with entire Management team Quarterly discussions at Administrative Cabinet: aligning the plans.				
2. The District will create a quarterly monitoring system to evaluate the implementation and effectiveness of the action steps outlined in the LEA Plan.	<p>In progress. Second Quarter Report: A systematic process for reporting progress of the action steps in the LEA Plan has been implemented. All sites, as well as the English Learners and Special Education departments, submit quarterly reports to the Assistant Superintendent of Curriculum and Instruction approximately one month prior to the CDE and SBE deadlines.</p>	Asst Supt, Curriculum & Instruction	November February May August				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS) --1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6	Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17	
3. The District will create a structure for communicating the results of the quarterly monitoring system with the Board of Education and the stakeholders delineated in B.1 above.	<p>At the September 10th Board meeting, each principal shared their progress in addressing the LEAP goals outlined in the quarterly report that will be posted on the website by September 17th.</p> <p>Second Quarter Report: The first quarterly report has also been shared and discussed at all school sites, DELAC meeting, DSLT, Curriculum Council, as well as incorporated in the November-December Road Shows (voluntarily staff meetings with sites and central office staff conducted by the Superintendent and Assistant Superintendents). The second quarterly progress report will be posted by January 3, 2011.</p>	Asst Supt, Curriculum & Instruction	Board Rpts: Quarterly Annual					

C. CORE PROGRAM - FIRST LEVEL INSTRUCTION

1. INSTRUCTIONAL MATERIALS: All core curriculum teachers will implement a standards-aligned program of instruction utilizing current standards-based, SBE-approved instructional materials including ancillaries, software and technology for all students assigned to their classes, <u>including identified English Learners and Students with Disabilities</u> . As soon as financially feasible, the District will adopt and purchase updated textbooks for ELA and mathematics for those subjects with outdated publication dates.	<p>All schools use standards-based instructional materials including ancillaries, software and technology. Starting with the 2010-11, Language! has been adopted and implemented to address the needs of our English Learners. ERHS: Core areas used standards based supplemental materials; ELA, EL uses the Language! Program. PLATO used for intervention, credit recovery and CAHSEE preparation. PLATO computer reading program is being utilized in ELD English classes, intervention classes and in the PLATO Lab. Language curriculum is being implemented. The Rosetta Stone program is being utilized with ELD students in classroom settings. Received appropriate amount of district adopted Textbooks and Readers Companions for all Eng. Levels. Received all needed materials for EL Language! Program. Currently researching Math Intervention programs and materials.</p> <p>Second Quarter Report: The Board of Education at its December 2010 meeting has approved the purchase districtwide of new algebra textbooks for all schools. The order which consisted of 3900 textbooks with ancillary materials was submitted to the publisher on December 16, 2010. In addition, Momentum Math intervention materials were purchased for the Freshmen Prep program this year. District math & social studies staff met to review blueprints and update curriculum calendars and CFAs. Tentative dates have been set for future meetings. Core areas use standards based supplemental materials (ongoing).</p>	Site Admin	Continuous				
2. IDENTIFICATION OF ESSENTIAL LEARNING: Teachers, site and district leaders with subject matter expertise will identify and agree upon the most essential standards-based learning outcomes for core courses (e.g., "What is it we want all students to know and be able to do as a result of this course?") The following resources will be utilized when identifying essential learning: CA Content Standards, Common Core State Standards (still in draft form), Curriculum Frameworks, and CST blueprints.	<p>All core department chairpersons met on September 16, 2010 to be trained in Strategic Schooling to focus on enhancing student learning through a standards-based, data-driven instructional approach. All mathematics department chairpersons met this summer on August 12 to begin discussions on refining "essential learnings" and leading data dialogues with their colleagues. QEIA did staff development with Dr. Dennis Parker regarding strategic schooling. Curriculum Lead worked with other Eng. Dept. heads to update Eng. CFAs for 2010/2011. Currently DHS is working to complete aligned course journals for all core classes requiring CFA assessments. Both math teachers are currently in BTSA and are working closely with Math Dept. Head at SMHS to formulate new Math Program at DHS that meet state and district standards.</p> <p>Second Quarter Report: Above activities continue. At ERHS, mathematics and English departments at upcoming PLCs will include discussion regarding core standards. PVHS- PE has worked with all district schools to align curriculum, meet the needs of both Spanish and English population with handouts and technique videos to meet the health needs of our students, and improve overall fitness which leads to better academic performance. At SMHS, strategic schooling efforts have continued to create and implement a model for raising student achievement at the school. Teachers are monitoring how they are addressing the state standards and CST released questions have been duplicated for instructional purposes. At Delta, the Curriculum Lead continues to work with other sites' Eng. Department chairpersons to update Eng. CFAs for 2010-2011. DHS continues to work to complete aligned course journals for all core classes requiring CFA assessments. Both math teachers are currently in BTSA and are working closely with mathematics Department chairpersons at SMHS to formulate new Math Program at DHS that meet state and district standards.</p>	Asst Supt, Curriculum & Instruction Site Admin Curriculum Council	Summer 2010: Updating of ELA CFAs 2010-11: refinement of ELA / Math CFA				
3. INSTRUCTIONAL STRATEGIES: Teachers, site and district leaders will work collaboratively to study and implement research-based instructional strategies that will improve student achievement. Emphasis will be given to instructional strategies that promote higher order/critical thinking skills, academic vocabulary, SDAIE strategies, Marzano's instructional strategies and the effective use of Technology to enhance student learning.	<p>There is a districtwide focus on implementing effective instructional strategies. Every teacher received training on Robert Marzano's effective instructional strategies and received a copy of Classroom Instruction that Works with English Learners during the 2009-10 school year. Follow-up staff development around effective instructional strategies has taken place at the school sites. Currently, teachers are being encouraged to submit proposals to conduct paid after school trainings to share best instructional practices with their colleagues during "Workshop Wednesdays." Teachers PVHS: English Department Book Club will read <u>Deeper Meaning- Comprehending Challenging Texts</u> grades 4-12 by Kelly Gallagher. Created School-Wide Vocabulary program based on Academic Language Acquisition. Implemented this Program through advisement period as a Pilot. Weekly Academic Vocabulary is highlighted and incorporated into all classes through lessons and activities in each department.</p> <p>Second Quarter Report: Above activities continue. At ERHS, Marzano EL strategies are in place. At Delta, schoolwide vocabulary program was created based on academic language acquisition. Implemented this program through advisement period as a pilot. Weekly academic vocabulary is utilized and incorporated into all classes through lessons and activities in each department.</p>	Asst Supt, Curriculum & Instruction Curriculum Council DSL T	PD will be provided: August 2010 January 2011 February 2011				
b. A structure will be agreed upon by teachers, site and district leaders that will facilitate teachers schoolwide and/or districtwide to share their expertise and experience in implementing agreed-upon research-based strategies (e.g., district and school trainings, department meetings, collaboration time, and/or structured observations).	<p>ERHS: Aug. 16, 2010 Professional Development Day included Special Ed, Critical Thinking and Technology in Education sessions. Freshman Academy teachers share strategies and best practices in collegial manner. QEIA professional learning communities collaborate together. Word Bank and Test Prep.</p> <p>Second Quarter Report: Above activities continue. At ERHS, data and strategies from EL principal's workshop will be shared with staff.</p>	Asst Supt, Curriculum & Instruction Principals Curriculum Council	January 2011 – continuous throughout the school year				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS) --1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6	Interim Benchmark Activities from LEA Plan (Site/District Action Step)						
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
<p>4. COMMON FORMATIVE ASSESSMENTS (CFAs): The district will continue with districtwide development and refinement of core CFAs. Guided by district leadership, emphasis will be placed on ensuring that teachers have greater input into the development and ongoing refinement of CFAs, and greater emphasis will be placed on effective utilization of CFA results.</p>	<p>Districtwide English-language arts common formative assessments were revised during Summer 2010.</p> <p>Second Quarter Report: Development and refinement of districtwide CFAs have taken place with English-language arts, social science and mathematics. At ERHS, PLC time is allocated for teacher review and dialogue regarding CFAs.</p>	<p>Asst Supt, Curriculum & Instruction Curriculum Council</p>	<p>See #2 above Summer 2010: Updating of ELA CFAs 2010-11: refinement of ELA / Math CFA.</p>				
<p>a. Established CFAs will be reviewed by teacher, site and district leaders with subject matter expertise to ensure that they measure the identified essential learning for each respective course of study.</p>	<p>Completed summer, 2010. English CFAs have been updated. Algebra I, Geometry and Algebra II were revised in September 2010. Working with other departments throughout the district to update other core areas.</p> <p>Second Quarter Report: Above activities continue. ELA, Math, Soc. Studies, and Science continue to review curriculum calendars (pacing guides) and common formative assessments (CFAs).</p>	<p>Asst Supt, Curriculum & Instruction Curriculum Council</p>	<p>By October 2010</p>				
<p>d. CFAs will be analyzed by teachers throughout the year to ensure that they:</p> <ol style="list-style-type: none"> 1. measure identified student learning; 2. inform and improve individual and collective instructional practice; 3. provide diagnostic information for reteaching; 4. identify students who need additional time and support for learning (strategic intervention); 5. determine additional timely and systematic interventions that may be needed. 	<p>Data Teams are in place at PVHS. Currently working to have Edusoft computer software uploaded and functioning. Discussions on how "roll-over" in Edusoft will more appropriately fit DHS scheduling needs.</p> <p>Second Quarter Report: Above activities continue. At ERHS, PLC time is allocated for teacher review and dialogue regarding CFAs. PVHS - Social Science - DCs districtwide had a day long review session to formulate a clear plan to revise and implement CFAs in MWH and USH (Nov 2, 2010).</p>	<p>Asst Supt, Curriculum & Instruction Curriculum Council</p>	<p>At department collaboration meetings that follow the administration of CFAs</p>				
<p>e. CFAs will be annually reviewed and refined, if needed, by a districtwide committee</p>	<p>English CFAs were revised in Summer 2010 and Algebra I, Geometry, and Algebra II were revised in September 2010.</p> <p>Second Quarter Report: World History and U.S. History teachers met to review and refine CFAs in November with a follow-up meeting for World History in December.</p>	<p>Asst Supt, Curriculum & Instruction Curriculum Council</p>	<p>Annually, by May</p>				
<p>5. CURRICULUM CALENDARS (PACING GUIDES): Curriculum Calendars that have already been developed in all curricular areas will be reviewed by teachers and administrators with subject matter expertise to determine if they provide the appropriate amount of time for the instruction of a unit of study. Teachers and administrators will agree on the dates that CFAs will be administered. Pacing on a day-to-day basis will be left to the discretion of each teacher, but all teachers will be expected to administer the CFA within a common window.</p>	<p>English CFAs were revised in Summer 2010 and Algebra I, Geometry, and Algebra II were revised in September 2010. DHS is currently working to write "Course Journals" for each Core course that will incorporate CFA assessment at appropriate intervals as DHS does not have a "common window" of time to work within as many classes are on individualized pacing schedules.</p> <p>Second Quarter Report: Above activities continue. Math articulation held October 20 with SMJUHS and feeder schools. Follow-up meeting in December was held to review CFA data.</p>	<p>Asst Supt, Curriculum & Instruction Curriculum Council</p>	<p>By October 2010</p>				
<p>b. Curriculum Calendars will be monitored to ensure that CFAs are administered according to the identified window period.</p>	<p>Each site will monitor the use of CFAs and calendars.</p> <p>Second Quarter Report: At English-Language Arts and Math are in progress. Soc Studies is meeting with future dates in place.</p>	<p>Department Chairs/Teacher representatives</p>	<p>According to Curriculum Calendars</p>				
<p>7. DATA ANALYSIS and COLLABORATION</p> <p>a. The district will work with school administrators to provide department chairs, PLC leaders, and teachers with training on how to facilitate effective collaboration meetings that focus on:</p> <ul style="list-style-type: none"> □ expectations for student achievement □ strengths and gaps in student achievement □ instructional strategies for reteaching □ identifying students in need of additional assistance for strategic support, and □ identifying interventions for students with critical needs 	<p>In August 2010, mathematics department chairs received training on leading data dialogue discussions and effective collaboration meetings. PVHS has developed criteria for incoming students as well as current students who need strategic support. PVHS has developed criteria for incoming students as well as current students who need strategic support. At Delta, currently seeking training on how to implement effective collaboration at our newly formed PLC groups.</p> <p>Second Quarter Report: Above activities continue. Site and district representatives attended the EduSoft/Data Director User Conference in October 2010 in Ontario. At ERHS, attendance at an upcoming CLHS - PLC training is planned. At Delta, continuing to seek training on how to implement effective collaboration in the newly formed PLC groups.</p>	<p>Asst Supt, Curriculum & Instruction</p>	<p>October 2010 January 2011</p>				
<p>b. Site administrators will participate in regularly-scheduled PLC meetings and support effective data discussions to include:</p> <ul style="list-style-type: none"> □ CST results □ CAHSEE results □ CELDT results □ CFA results □ Progress monitoring results □ Identification of students for support □ Grades □ A-G attainment □ College acceptance 	<p>PVHS has regularly scheduled PLC meetings during the Monday morning late starts. The calendar for 2010-11 has been provided to the entire staff. ERHS: PLC meetings on August 30th, discussed year ahead and curricular calendars. SMHS administration is discussing data with QEIA, Department Chairs, Site Council, and SDM (shared decision making).</p> <p>Second Quarter Report: Above activities continue. At ERHS, PLC's reviewed and analyzed pre-CAHSEE test data (October 25) and at staff meeting on November 15. PVHS- PV administration attends core department meetings during Monday late start days. At SMHS during collaborative time and at other regularly scheduled times, Freshman Academy teachers, Math teachers, ELD and English Teachers all share strategies and best practices in a collegial manner. QEIA professional learning communities collaborate together. Word Bank and Test Prep.</p>	<p>Site Admin Dept. Chairs/ Teacher representatives</p>	<p>During regularly scheduled monthly meetings</p>				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)					
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c. District and school staff will evaluate whether data software is being utilized to its potential by: 1. determining whether the hardware is in functional, in good operating order, and easily accessible to all core departments 2. isolating and addressing any logistical or Technical issues associated with data software 3. implementing solutions to class and student roster update concerns 4. continue to provide in-depth training for site administrators, department chairs, PLC leaders, and faculty on how to create and align assessments with standards and run reports (particularly item analysis) 5. determining which teachers need initial training and ensuring that training is provided	In May, teacher representatives who regularly used data software were assembled to evaluate the effectiveness of the current data software program. PVHS: EduSoft is being used by all English department members to print answer dos, scan answer docs, and print reports. Two new department members will be informally trained on how to use the system. Second Quarter Report: Above activities continue. At ERHS, CAHSEE practice exams for Math & ELA were both created using Edusoft.	Asst Supt, Curriculum & Instruction Director of Information Systems Dept Chairs/ Teacher representatives Ad Hoc Committee	During Quarterly District Technology Committee Meetings				
8. The District will continue to articulate with feeder districts to align curricular offerings and enhance student learning.	PVHS English department teachers articulate with the junior high teachers at month meetings. ERHS: Admin articulated with feeder districts on 9/3/10. SMHS participates in the Jr. High Articulation meetings and events. Second Quarter Report: Feeder school articulation with mathematics teacher representatives from each of the high schools and all feeder schools (8th grade mathematics teachers) took place on October 20. Regular articulation meetings with feeder schools focusing on English-language arts, English Learners, mathematics, counseling and guidance, and science (SMHS and PVHS only) have been occurring.	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	Monthly				
D. INTERVENTIONS / PYRAMID OF INTERVENTIONS / RESPONSE TO INTERVENTION							
1. District and school staffs will continue to review and refine the Pyramid of Interventions (Rtl), including learning and behavior supports. The Pyramid will include interventions that are proactive and preventive (e.g., systematized tutoring, "mandatorials", etc.) and will include a structure for "intentional non-learners." The Pyramid will reflect a "failure is not an option" philosophy.	PVHS used research-based program SRA REACH in the reading intervention courses. PVHS's Pyramid of Interventions Team developed criteria for incoming and current students which includes the non-intervention departments such as social science and PE. Interventions exist at SMHS with eight Academic Counselors, departmental tutorials, and after-school tutoring. Second Quarter Report: Supplemental educational services (SES) are in place at Santa Maria High School and Pioneer Valley High School. A second window for students to participate will be offered in January 2011. At ERHS, in the process of developing a Pyramid of Interventions for behavioral issues and interventions. PVHS- Pyramid of Intervention team met in October 2010 to review entrance/exit criteria in intervention courses. Quarterly meetings are scheduled. Interventions exist at SMHS with eight Academic Counselors, departmental tutorials, and after-school tutoring.	Director of EL / Migrant Ed Director of Special Education Site Admin (in collaboration with Asst Supt, Curriculum & Instruction)	Rtl: By June 2011: districtwide Rtl academic protocol will be developed				
b. District and school staffs will work collaboratively to create consistent and comparable entrance & exit criteria for all intervention programs throughout the district (e.g., CST results, placement tests, CFAs, CELDT results, etc.).	PVHS: Entrance and exit criteria established. Calendar of assessments complete. Freshman Academy teachers, administrators and counselors look at school data in support of student achievement. Second Quarter Report: ERHS currently uses 3 points of entrance for the criteria in our Intervention program. 562 9th graders were assessed. At SMHS, Freshman Academy teachers, administrators and counselors look at school data in support of student achievement.	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	By June 2011				
c. District and school staffs will work collaboratively to determine the best structure for implementing progress monitoring, identify which specific students should be monitored, specify tools for measuring academic performance and ongoing growth and determine who should be involved in the process.	PVHS: AIMSWEB and EduSoft used by Toss with intent to use with all Sp Ed, Linguistics, Writing intervention and ELD students. Calendar of Assessments is established. QEIA staff work collaboratively together through PLC's to develop structures and targeted "band jumpers." Second Quarter Report: At ERHS, 562 9th graders were assessed using the Maze reading level diagnostic fluency assessment. Students will be assessed three times per year. At SMHS, QEIA staff work collaboratively together through PLCs to develop structures and targeted "band jumpers."	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	2010-11				
d. District and school staffs will routinely monitor individual student progress to examine student achievement.	PVHS has purchased site licenses to AIMSWEB. The TOSA teachers are working with departmental teachers to implement the use for progress monitoring of students in intervention classes. At SMHS, Freshman Academy monitors through their small learning community of students. Counselors targeted specific students for academic growth. DHS students' progress is monitored daily by an advisor, weekly at staff meetings when appropriate, and each term by the Academic Coordinator who updates students DRC (Diploma Record Card.) Second Quarter Report: At ERHS, students are monitored through intervention courses and ELD courses. A group of 9th grade students were identified for program monitoring. DHS students' progress is monitored daily by an advisor, weekly at staff meetings when appropriate, and each term by the Academic Coordinator who updates students DRC (Diploma Record Card.)	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	According to agreed upon timeline in "c"				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

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e. District and school staffs will conduct routine evaluations of intervention programs to ensure efficacy. These program evaluations will be analyzed and communicated, and results will be used to make program modifications, when needed.	PVHS has 2 TOSAS to monitor programs in ELA and math. Students are assessed every grading period, 10 times annually. At SMHS, site administration is working with the academic counselors to refine their intervention program. At SMHS, Freshman Academy monitors through their small learning community of students. Counselors target specific students for academic growth and interventions. Second Quarter Report: At ERHS, PLC groups are in place to monitor effectiveness of intervention programs. At SMHS, site administration is working with the academic counselors to refine their intervention program.	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	Ongoing extension of "a" above				
2. STRATEGIC INTERVENTION: Students, including English Learners and students with disabilities, who are working 1-2 years below grade level standards will be properly identified as needing core program strategic intervention based on the use of identified entrance and exit criteria (see 1.b above). Ongoing progress monitoring will be conducted (see 1.c above) to ensure that students are meeting their learning goals.	PVHS: 60 ELA students are enrolled in Linguistics, an intervention class for students reading below 6.0. Students functioning below 4.0 in math are enrolled in Math Concepts. AIMSWEB is the program used for progress monitoring. A math articulation summit was held with all Santa Maria junior high sites, senior high sites and districts represented in February of 2010. SMHS began a Freshman Academy during the 2009-2010 school year. The Academy tracks students working together with a team of teachers who share common strategies within a small learning community. At Delta, currently working to modify schedule and course offerings to appropriately place students in needed levels of intervention: ELD courses/ Reading Intervention/Sections of Resource/Math Intervention Blocking. Second Quarter Report: PVHS- PE department is supporting Math and Reading intervention courses by increasing the number of Z block courses during the day. These additional offerings allow for students to fulfill their graduation requirements. At SMHS, the Guidance and Counseling staff work with the Special Education Department, ELD staff and administration to track achievement and needed interventions for students who are not at grade level. At Delta, the Academic Counselor, Curriculum Lead, and principal have modified the schedule and course offerings to appropriately place students in needed levels of intervention: ELD courses/ Reading Intervention/Sections of Resource/Math Intervention Blocking.	Site Admin	By June 2011: identification protocols will be in place 2010-11: quarterly monitoring will occur				
a. ELA: Strategic / Additional Class for "High-Priority" Students: Students identified as needing an additional course of strategic support for pre/re-teaching concepts and skills taught in the grade-level English nine and ten courses will be provided the appropriate course. Targeted differentiated instruction will be provided through the use of core ancillary materials and research-based methods.	PVHS implemented a Freshmen 101 class that is part of the 9 week rotation with the PE wheel. This class will provide students with the foundation in writing. 52 EL freshmen are enrolled in a Writing Intervention class for Terms 1 and 2. This will prepare these students for English 1 in Terms 3 and 4. ELD classes have identified ELD students needing extra support in reaching ELA standards. Rosetta Stone and Plato computer programs. At SMHS, ELD classes have identified ELD students needing extra support in reaching ELA standards. Rosetta Stone and Plato computer programs. Second Quarter Report: At ERHS, <i>Language!</i> Instruction is provided for ELD, regular ed, and SPED student on a regular basis for a hundred minutes and monitored through the Voyage (Vport) program. Activities at SMHS and PVHS continues. The <i>Language!</i> Program has been re-adapted into DHS schedule for Term 3. Currently, offering ELD 3 and L2 courses in a modified manner to address majority of need.	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	2010-11: Planning year				
b. ELA: Strategic Support within the core class: For 9th & 10th grade students in need of strategic support who are not enrolled in an extra period, targeted differentiated instruction will be provided through the use of core ancillary materials and research-based methods.	PVHS: ELA teachers use Readers Companion and selected support workbooks. At SMHS, PLATO and Rosetta Stone computer programs. Second Quarter Report: At ERHS, students are given instruction using ancillary materials in both English 1 & 2. Activities continue at SMHS and PVHS.	Site Admin Dept Chairs/ Teacher representatives	During quarterly collaboration meetings				
c. Math: Transition Course for High-Priority Students: Students identified as needing support through a strategic period to pre/re-teach concepts and skills taught in the grade-level Algebra 1 course will be provided the appropriate transition course in addition to the Algebra 1 course. The content of the transition course must directly reflect and provide access to Algebra 1 content. In this course, students receive ongoing, interactive, engaging instruction to build understanding of Algebra 1 concepts. This course is not designed to practice skills in isolation, nor is it intended to be as an independent, computer-based program. The pre/re-teaching must help students solidify and connect Algebra 1 concepts and skills. Ideally, the transition course will be taught by the student's Algebra 1 teacher; however, an acceptable alternative would be another teacher who is currently teaching Algebra 1.	PVHS: 87 students functioning below Algebra 1 standards are enrolled in Algebra Concepts. 2 Year Algebra students who are not successful are restarted in the program at Term 3. At SMHS, pre-Algebra classes, two-year algebra class and L2 classes provided for students needing remediation. At DHS, Term 2 schedule will allow for Math Blocking which will allow students to get intervention while also working on Grad. Req. This works somewhat like shadow classes. Second Quarter Report: Above activities continue.	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education Site Admin	2010-11: Implementation				
c.1 Due to the variation of course offerings among the high schools, the District will work with the department chairs to identify common courses and curricular pathways.	At SMHS, PLATO and Rosetta Stone computer programs. DHS follows comprehensive site course offerings for Core curriculum. Second Quarter Report: Math articulation meetings. Development of pacing calendars and CFAs amongst the core departments at the District level. Curriculum Council meetings. At ERHS, math pathways have been identified through our six year plan. Pamphlet have been created that are given to students and parents.	Asst Supt, Curriculum & Instruction Site Admin Curriculum Council	2010-11				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS) --1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)					
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
c.2 The District will consult with SBCEO to study curricular alignment, common pathways and approaches to Algebra.	The District has consulted with SBCEO to study curricular alignment, common pathways and approaches to Algebra. A plan is in development. Second Quarter Report: Meetings with Ellen Barger of SBCEO regarding math curriculum have been held and a math pathways all day meeting with all math chairs planned for January 21, 2011.	Asst Supt, Curriculum & Instruction Site Admin Curriculum Council	2010-11				
d. Math: Strategic Support within the core class: Students in need of strategic support who are not enrolled in an extra period will be provided with targeted differentiated instruction using adopted ancillary materials and research-based methods.	At DHS, flexible instructional mathematics groups are in place. For example, Algebra 1A and 1B are offered at the same time by two different teachers. Based on student needs, teachers can easily move students to the appropriate math level as needed. Second Quarter Report: At ERHS, 2-year Algebra program provides differentiated instruction with support from ancillary materials. At SMHS, textbook orders and ancillary material orders. Williams Visit verified instructional materials. At Delta, using multiple preparatory math periods to more appropriately address students need and to create more access to needed math courses.	Site Admin Dept Chairs/ Teacher representatives	During quarterly collaboration meetings				
3. INTENSIVE INTERVENTION: Students, including English Learners and students with disabilities, will be properly identified as needing intensive intervention based on specific cut points for entry and exit and careful analysis of achievement data demonstrating that they are working more than 2 years below grade level standards.	PVHS: Students reading below 6.0 are enrolled in Linguistics, a reading program. Math students more than 2 years below grade level are enrolled in Match Concepts or Algebra Concepts. Exit and entrance criterion, CST scores, junior high recommendations, CELDT score, placement tests and writing samples are all considered. At DHS, looking to purchase AIMSWeb for reading intervention identification. Second Quarter Report: Righetti uses three points of entry for all intensive intervention cut points. CST, MAZE and grade level reading assessments are used. Students who are two years below grade level standards are placed in our Language! Program. At SMHS, the Counseling and Guidance Department groups are refining their placement and registration processes in support of all students including those performing below grade level among all groups. Delta is still investigating AIMSWeb.	Site Admin	By June 2011: a districtwide protocol will be developed				
a. ELA: Instructional Minutes: Reading intensive intervention programs vary at each school. Students needing intensive intervention will be served by the identified programs offered at each site. Site administrators will work with teachers, counselors, and guidance Technicians to determine how to implement multi-period, stand-alone intensive intervention courses that are designed to accelerate students' successful reentry into the grade level core within two years or less.	The READ 180 program is being implemented at the Freshmen Prep program to assist with increasing reading-language arts skills of identified incoming ninth grade students. PVHS students are enrolled in Linguistics for the entire school year. All classes are during the same block so students may be moved easily from course-to-course in order to accelerate through the program or move at a slower pace. At SMHS, Rosetta Stone and PLATO labs. At DHS, Language! Is being used for a Reading Intervention course which serves students who have not passed the CAHSEE and are reading 2 or more levels beneath grade level. Second Quarter Report: At ERHS, reading improvement is a course where students are identified that need additional support along with their English 1 content course. At SMHS, PLATO computer reading program is being utilized in ELD English classes, intervention classes and in the PLATO Lab. Language curriculum is being implemented. The Rosetta Stone program is being utilized with ELD students in classroom settings.	Asst Supt, Curriculum & Instruction Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	2010-11				
a.1 Explore options for maximizing course offerings to include intervention in the A or Z period at the block schedule schools.	PVHS: CAHSEE English and math classes are offered during Z block. At SMHS, core curricular courses are being offered both A and Z Blocks. Second Quarter Report: Above activities continue.	Site Admin Dept Chairs/ Teacher representatives	August-10				
b. ELA: Instructional Materials: Reading intervention curriculum will continue to be provided at all three comprehensive high schools, with SRA Reach being implemented at PVHS and SMHS, and Language! being implemented at ERHS.	PVHS has implemented SRA REACH. Language! Is used in ELD classes. At DHS, Language! will be used to support students not passing CAHSEE and reading 2 or more grade levels below. Second Quarter Report: SMHS is using the Language! Curriculum. The ELA instructional materials are being discussed in the ELD/ELA PLC.	Asst Supt, Curriculum & Instruction Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	2010-11				
c. Math: Intensive Intervention – Algebra Readiness: Intensive intervention for mathematics should be considered a Tier III intervention available to a limited percentage of students for whom a preponderance of evidence indicates that a year of intensive acceleration is necessary. Such Algebra Readiness courses should embody the content and principles described in Chapter 10 and Appendix E of the California Mathematics Framework.	Momentum Mathematics is being implemented at the Freshmen Prep program to assist with improving mathematics skills of identified incoming ninth grade students. PVHS: 141 students are enrolled in Algebra Concepts. At Delta, PLATO is currently being used as a Math Intervention for students struggling at this level in Core courses. Second Quarter Report: A second math articulation summit was held with all feeder Santa Maria Valley junior high/ K-8 sites, senior high sites with district representatives in October 2010. Algebra readiness was a topic of discussion as well as year long classes. CFAs were shared with feeder schools. Eighth grade and ninth grade mathematics teachers requested a desire to visit each other classroom via a teacher exchange with dates to be determined.	Asst Supt, Curriculum & Instruction Site Admin Dept Chairs/ Teacher representatives	By August 2010: Plan/Pilot 2010-11: • Implement				
d. Instructional Strategies: The district will ensure that teachers implement targeted instruction for intensive level students who are working more than 2 years below grade level standards, including identified English Learners and Students with Disabilities, ensuring the use of focused instructional strategies (e.g., frontloading, systematic and explicit instruction, text comprehension instruction, structured/guided practice, scaffolding, vocabulary and concept development, word walls, active engagement, etc.) in the daily instructional program.	Target date is June 2011. Second Quarter Report: To be developed at a later in the Spring.	Asst Supt, Curriculum & Instruction Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	By June 2011: classroom observation protocol will be developed				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

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Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17		
E. ENGLISH LEARNERS									
See Goal # 2									
F. STUDENTS WITH DISABILITIES									
1. Site administrators and teachers will receive training focused on the legal requirements for including students in the Least Restrictive Environment (LRE).	PVHS teachers received training on LRE on the Staff Development Day on August 16, 2010. At SMHS, special education students are placed in core curricular courses with an instructional aide. DHS has hired a Special Education teacher who discusses the laws and legal requirements concerning Special Education to make sure we stay in compliance. Second Quarter Report: Ongoing staff development with administration and special education staff on special ed student placement. Monthly meetings being held with the Assistant Principals of Counseling and Guidance with special education responsibilities.	Director of Special Education Admin Cabinet Gen Education teachers Spec Education teachers	May 2010 November 2010						
2. Site administrators and teachers will develop an action plan to increase student involvement in the LRE.	Training took place May 15, 2010 to inform sites about needs to increase mainstreaming in the 10/11 school year. Second Quarter Report: Site administration and counseling department involvement in IEP process and scheduling to mainstream more students into LRE.	Site Admin Gen Education teachers Spec Education teachers	May 2010 November 2010						
3. Site administrators and teachers will receive training in special education law and IEP processes to ensure compliance of IEP implementation.	PVHS teachers received training on LRE on the Staff Development Day on August 16, 2010. Special education teachers received training on IEPs using SEIS in the spring, 2010. Second Quarter Report: On going training on IEP law and practice. Monthly coordinators minutes reviewed with district special ed staff.	Director of Special Education Admin Cabinet Gen Educ teachers Spec Educ teachers	August 2010 December 2010						
4. Site administrators and teachers will receive training on the purpose and elements of the IEP (including goals and program accommodations), strategies for teaching students with diverse needs, curriculum modifications, assessment (including the use of modified report cards), effective use of instructional assistants, and behavioral supports.	Special education teachers received training on IEPs using SEIS in the spring, 2010. Second Quarter Report: To be completed Spring 2010.	Director of Special Education Admin Cabinet Gen Education teachers Spec Education teachers	August 2010 December 2010						
5. The Director of Special Education will work with site administrators and special education and general education teachers to develop a collaboration model that includes an implementation schedule. This model will emphasize collaboration between special education teachers with expertise in particular subject areas and methodology and general education teachers in order to allow special education students to receive instruction in the least restrictive environment. This collaboration model will include both training and consultation and co-teaching with special education teachers and general education teachers.	Special Education Coordinators review CAPA CMA checklist. Second Quarter Report: Special education department chairs collaborating with general education department chairs on information sheet for general education teachers.	Director of Special Education Admin Cabinet Gen Education teachers Spec Education teachers	August 2010 December 2010						
6. The Director of Special Education will routinely assess program compliance with state targets, provide feedback, guidance, and ongoing staff development to site administrators who will work with their staffs to ensure that state required targets are met districtwide.	Continue to monitor LRE placements and IEP placements. Second Quarter Report: Director of Special Education assesses system daily to check for system errors and compliance issues.	Director of Special Education	May 2010 November 2010						
7. District and site administrators, special education teachers/support staff, and general education staff will receive training on the alternative assessments to CSTs, including an analysis of prior year's data and the use of CMA checklists. Currently 1.1% of SMJUHSD students are assessed using an alternative assessment (0.8% with CAPA and 0.3% with CMA), and this percentage is far below the allowable 3%.	Special Education Coordinators review CAPA CMA checklist. Training on May 15, 2010 regarding CST, CMA, CAPA eligibility. Second Quarter Report: Assistant Principals of Counseling and Guidance and special ed coordinators trained in Sept 2010 to used the CMA/CAPA checklist to determine eligibility for CMA/CAPA.	Director of Special Education Admin Cabinet Gen Education teachers Spec Education teachers	August 2010 December 2010						

PERFORMANCE GOAL 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

A. English Language Development for English Learners

1. Identification and Placement:

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Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17		
A. All students will be placed in ELD courses using the following data: • CELDT scores • ELA Placement Test such as AIMS web Fluency/MAZE Test • Writing samples • CST scores • Length of time in U.S. schools • Adopted curriculum's diagnostic placement test.	PVHS: <i>Language!</i> Diagnostic Test was given to all ELD students on the first day of school. Student schedules were changed to appropriate levels as indicated by the test results. Entrance/exit criteria used. ERHS: All 9th grade students were assessed using Maze fluency test, CST, CELDT, and teacher recommendation. DHS is currently working to modify/adapt ELD courses to fit the alternative Schedule. Students are placed in these courses based on CELDT, CAHSEE, and Writing samples. During the first week of August all ELD teachers administered the <i>Language!</i> placement test to verify correct student placement. When needed students were moved to a different class as prescribed by the placement test. Second Quarter Report: 12-2010 As new EL students enter the district they are being tested with the <i>Language!</i> Placement test before being assigned to an ELD class. EL Director has met with AP s at the 3 comprehensive sites to plan for the <i>Language!</i> Placement testing for all incoming 9th grade students.	Director of EL Programs and ELD Assessment and Monitoring Team	Mar-10						
B. A more precise, district wide identification and placement procedure will be developed for:	During district wide administration meetings in August 2010 an initial discussion regarding this target took place with site administration. Target date is December 2010. Second Quarter Report: See B-E sections.	EL Director	Dec-10						
C. Incoming ninth grade English Learners in order to appropriately place students in ELD courses. This procedure will include curriculum-based placement assessments in the spring of the eighth grade year.	<i>Language!</i> Diagnostic test will be given to 8 th grade students, Spring, 2011. Assessment criteria developed spring, 2010. At ERHS, <i>Language!</i> Assessment. At SMHS, incoming 9th grade students are assessed in English and math in order to give them appropriate placements at the ninth grade level. By December the EL director will meet with the site level administrator at each school to plan the <i>Language!</i> Placement Testing for incoming 9th graders for 2011-2012. Second Quarter Report: 12-2010 The AP s of guidance at SMHS and PVHS and the AP of C & I at ERHS are planning for the <i>Language!</i> Placement testing for all incoming 9th grade EL students for the 2011-12 school year.. EL Director has ordered the placement tests.	Asst. Principals of 9 th Grade Registration	Asst. Principals of 9th Grade Registration						
D. Long-term ELs at CELDT Level 3 and below who have been in U.S. schools for 6 or more years.	The target date is December 2010. Second Quarter Report: 12-2010 Entrance criteria is based on the <i>Language!</i> Placement Test placement table. Exit criteria is in accordance with the <i>Language!</i> Summative Assessment Results.	EL Director, APs of Registration, Language Assessors	Dec-10						
E. Refine the district wide entrance and exit criteria for EL students in ELD classes and revise the placement matrix for all EL students to reflect these changes.	The target date is December 2010. Second Quarter Report: 12-2010 Teachers will be able to access CELDT data in ABI for their second semester students.	EL Director, Site Admin. ELD Teachers	Dec-10						
2. Data/Procedures Required:									
D. The district technology department will provide teacher access to Aeries Browser Interface (ABI) to access the following student information: o Overall CELDT Scores 1-5 o Domain Scores 1-5 o Length of time in U.S. schools	All district teachers have access to this data. ERHS: All 9th grade students were assessed using Maze fluency test, CST, CELDT, and teacher recommendation. Each principal will provide instructions for ABI access of test data (to include CELDT data) during a staff meeting or early out/late start day. Second Quarter Report: July 2010 This task was completed before the school year started.	District Tech. Personnel	August 2010 and ongoing						
E. ELD teachers will receive training on how to access language proficiency data to include: o Overall CELDT Scores 1-5 o Domain Scores 1-5 o Length of time in U.S. schools	In progress. ELD teachers know how to access student CELDT scores, Domains and time in US schools. EL Director will verify that each ELD teacher has been successful accessing this ELD student data in ABI. This will be an agenda item at the 9-30-10 ELD Collaboration Day. Arrangements will be made for peer coaching if necessary. Second Quarter Report: August - October 2010 All principals verified that staffs have been trained.	District Tech. Personnel, EL Director, Site Admin.	August 2010 and ongoing as needed						
3. Instructional Materials:									
A. The district will support the piloting of two SBE approved ELD curricula.	Completed, Spring, 2010. Second Quarter Report: Spring 2010 Task Completed	EL Director Selected ELD Teachers	April 19, 2010 – May 28, 2010						
B. The district will purchase and adopt a State Board of Education approved ELD Intensive Intervention curriculum.	The <i>Language!</i> Program was approved and is currently in use. The <i>Language!</i> FOEL California 4th Edition is a state adopted intensive intervention program for EL students. At SMHS, PLATO and Rosetta Stone computer programs are also used in addition to <i>Language!</i> Second Quarter Report: June - July 2010 Task Completed	EL Director, ELD Teachers, Principals	P.O.s verifying purchase of curriculum Teacher verification						

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17		
C. Implementation, monitoring and support of the new Language! ELD Curriculum.	<p>ELD teachers were trained on August 3-5, 2010 in the new ELD adoption of <i>Language!</i> With implementation at the start of the 2010-11 school year at all sites. At ERHS, implemented 2010 - placement of EL were done using <i>Language!</i> Assessment tools. Need to purchase online monitoring tool. All sites utilized the <i>Language!</i> Placement assessment to verify correct placement of students. ERHS is expressing the need for the online monitoring tool. The EL Director will investigate to see if this is separate from the VPORT online assessment monitoring that is provided with the program. An additional order was placed for Language! binder materials as suggested by the summer trainers. Materials have arrived and are in use.</p> <p>Second Quarter Report: August - December 2010 Curriculum implemented in classes of all 8 ELD teachers. Designated site administrators observed new <i>Language!</i> curriculum in use in classes of all 8 ELD teachers. District Administration completed the first round of observation by November 4, 2010. Additional materials purchased such as <i>Language!</i> Binders, spring materials, laminated masterpiece sentence strips.</p>	<p>EL Director Site Administrators ELD Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)</p>	<p>Implementation: August 2010</p> <p>Monitoring: 2x per year (fall & spring) 2010 and ongoing</p> <p>Support: Quarterly during district ELD Collaboration Meetings</p>						
4. Instructional Delivery Strategies:									
A. The district will support and monitor the use of ELD strategies that will strengthen the delivery of the ELD curriculum. 1. ELD Strategies include: a. Language objectives will be identified and shared with students at the beginning of each lesson b. Lessons will access and build background knowledge by relating the new learning to students' experiences c. Sentence frames/starters d. Research-based vocabulary instruction e. Structured academic discourse routines/accountable student talk	<p>ERHS: Progress monitoring from online assessment tool. At SMHS, SDAIE and CLAD strategies are used.</p> <p>Second Quarter Report: Above activities continue. December 2010: The EL Coach under the direction of the EL Director will plan for staff focus on a minimum of two of the SDAIE strategies listed for the Spring 2011 semester.</p>	<p>District Admin. Principals Assistant Principals Teacher Leaders EL Coach/TOSA to be determined (in discussions to create position with employee union)</p>	<p>Fall 2010 and ongoing</p> <p>2x per year (fall & spring) 2010 and ongoing</p>						
5. Student Achievement Monitoring									
A. District and school staff will explore the effect of an alternative testing window for CELDT testing that will take place exclusively during the regular school year at a designated pilot site. The purpose of the pilot is to assess if CELDT testing that takes place exclusively during the regular school results in significant growth on AMAO Targets 1 and 2.	<p>PVHS is piloting the administration of the CELDT test during the instructional year, beginning September 13, 2010. PVHS Panther Forum teachers conducted CELDT chats before the pilot began on September 13th.</p> <p>Second Quarter Report: December 2010: When the CELDT 2010-11 Annual Window results arrive the EL director with the assistance of the district technology department will analyze the results of the pilot at PVHS to assess the effect of the pilot.</p>	<p>EL Director Language Assessors</p> <p>Pilot School Administrators and site staff</p>	<p>Analysis: Summer 2010</p> <p>Implementation: August-October 2010</p>						
B. District and school staffs will utilize the core ELD curriculum battery of assessments with fidelity according to agreed upon curriculum calendar to monitor student progress.	<p>Using AIMSWEB to progress monitor ELD students. At ERHS, Language online assessment tool.</p> <p>Second Quarter Report: December 13, 2010: The second ELD Collaboration Day will take place when teachers will enter all of their mastery /summative assessment into VPORT the online Voyager tracking system.</p>	<p>ELD Teachers EL Director Site Admin.</p>	<p>Based on curriculum calendar maps</p>						
C. District and school staffs will review and analyze the core curriculum battery of assessments to determine if they are effective. 1. This includes curriculum-embedded assessments in the new Language! materials.	<p>ERHS: <i>Language!</i> online assessment tool.</p> <p>Second Quarter Report: The initial analysis will take place on the ELD Collaboration Day on December 13, 2010</p>	<p>EL Director ELD Teachers</p>	<p>Fall 2010 and ongoing (according to curriculum calendar)</p>						
D. District and school staffs will continue to monitor English Learner achievement through the use of existing school-based and district wide assessments such as those listed below: o AIMSweb Fluency Probes or AIMS MAZE Test o Language! Online Assessment System (LOLA) (Righetti High School Only) o Writing samples o CFAs	<p>PVHS has administered AIMSWEB. Entrance/exit criteria established. ERHS did purchase AimsWeb. Need to purchase LOLA. Pending pacing guide. Will review CFA data. At SMHS, CFA's. At DHS, currently using <i>Language!</i> assessment All ELD teachers have access to the online S assessment tracking through VPORT. All fall class rosters have been uploaded to VPORT and the system is ready for use. Use of the program is an agenda item for the 9-30-10 collaboration day.</p> <p>Second Quarter Report: December 13, 2010: VPORT has replaced the LOLA system. All teachers entered their data on 12-13-2010.</p>	<p>Principals and Intervention Teachers</p>	<p>Spring 2010 and ongoing at quarterly ELD Collaboration meetings</p>						
F. District and school staffs will develop and implement procedures for a Four Year English Learner Success Plan that ensures: 1. ELs will meet graduation requirements 2. ELs are placed in the appropriate electives 3. ELs meet language proficiency targets 4. Quarterly or bi-annual review of goals and transcripts 5. Incentives and recognition for reaching predetermined goals	<p>ERHS: Will be reviewing 10th and 11th grade EL transcripts. Currently pulling data. Also using Edusoft. Sites have been asked to share their 4 Year or 6 Year Plans with the ELD teacher group. The Four Year Success Plan will be a topic of discussion at the first ELD collaboration day on 9-30-10.</p> <p>Second Quarter Report: 12-2010 During the ELD Collaboration Day on 9-30-10 the ELD teachers adopted a version of the PVHS Four Year Success Plan. The plan will be disseminated at the 12-13-2010 Collaboration Day for use in the ELD classes.</p>	<p>Principals Designee for Creation of the 4 Year Success Plan ELD Teachers Counselors Guidance Technicians</p>	<p>Planning and Development: November 2010- March 2011</p>						
6. Communication / Collaboration									

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17		
A. ELD/ELA teachers will continue to analyze EL student assessment data and determine course placement changes based on the data during <u>school level</u> PLC meetings.	ERHS: Correct course placement changes have occurred. The first District ELD PLC is scheduled for 09/30/10. At SMHS, PLC's are underway in department groups. Course placement changes also occurred at PVHS and SMHS the first two weeks of school as a result of the Language! Placement Test administration. Second Quarter Report: 12-2010 Ongoing during PLC meetings at the sites.	Principals and Asst. Principals	Minimum 2x per year for proper placement each semester						
B. ELD and science, social studies and mathematics teachers will meet periodically to articulate EL student needs across content areas and determine appropriate intervention when students are deemed to need additional support.	ERHS: This process will take place through EL teacher meetings. At SMHS, PLC's underway in department groups. Second Quarter Report: Meeting the needs of English Learners continues to be a focus area at site department meetings, Curriculum Council, and at the Santa Maria Valley articulation meetings with teachers, administrators and staff from feeder school districts and the SMJUHSD.	Principals	Two times per year						
C. District wide ELD PLC meetings will continue to be held to share cross-district data for the purpose of sharing best practices.	ERHS: PLC Dates The first district ELD PLC is scheduled for 9-30-10. Second Quarter Report: 9-30-10 First Collaboration Day 12-13-10 Second Collaboration Day	Director of EL Programs ELD Teachers	Fall 2010 and every quarter thereafter						
7. Program Monitoring									
A. District and school administrators will participate in class visits to ELD classrooms to monitor implementation of ELD curriculum and research-based strategies.	Entrance/exit criteria developed and used for current placement. ERHS scheduled visits. At SMHS, walkthroughs and observations-evaluations. Second Quarter Report: Above activities continue. First round of visits by SMJUHSD Director of English Learners completed. 11-15-10 First round of visits by site administrators completed.	Director of EL Programs Principals Asst. Principals	2 x per year (fall and spring) starting 2010 and ongoing						
B. English Language Arts for English Learners									
1. Identification and Placement:									
A. All students will be placed in ELA courses using the following data: o CELDT scores o ELA Placement Test such as AIMSweb Fluency/ or MAZE Test o Writing samples o CST scores o Length of time in U.S. schools	At PVHS, Direct Instruction/REACH Placemen is also used. ERHS has not used writing samples to place students. At SMHS, incoming 9th grade students are assessed in English and math in order to give them appropriate placements at the ninth grade level. First round of visits by SMJUHSD Director of English Learners completed. Second Quarter Report: 12-2010 In addition to these measures EL students are being placed in ELD courses according to the results of the Language! placement tests.	Site Data Specialist Site Administrators Guidance Technicians Intervention Teachers ELA Teachers	Yearly in the spring beginning with Spring 2011						
B. District and school staffs will work collaboratively to identify and place ELs who exit the ELD Level 1-3 sequence and who are within 1 performance level of their grade level standard so they will be placed in an A-G approved English course with appropriate in-class academic and linguistic modifications and support.	ERHS: EL's who exit ELD 1, 2, 3 take Eng 1 A/B L2 and sequential courses. In August of 2010 all ELD students were administered the <i>Language!</i> placement test to verify correct placement. Guidance techs and counselors received the updated EL Matrix "English Learner Proficiency Levels and Corresponding Instructional Programs" that they utilized as a guide for EL student placement. Second Quarter Report: 12-2010 L2 Literature courses or CLAD certified ELA teachers in mainstream class providing the EL support.	Site Administrators Guidance Technicians Language Assessors	Yearly in the spring beginning with Spring 2011						
C. District and school staffs will work collaboratively to identify and place ELs who exit the Intensive Intervention ELD Level 1-3 sequence and who are more than one but within two performance levels of their grade level standard in an A-G approved English Course with an additional support class.	ERHS: Students may be placed in a Writing Intervention and Reading Improvement concurrent with Eng 1A/B. PVHS and SMHS: students can also be placed in a Writing Intervention support/shadow class. Second Quarter Report: 12-2010 Support classes available in Fall 2010: EL Writing Intervention Classes, ELA CAHSEE Prep. Classes, Reading Improvement Classes, Linguistics Classes.	Asst. Principal 2010-11 Guidance Techs ELD Teachers English Dept. Chairs	August 2010 and quarterly thereafter to allow opportunities for advancement before and at semester breaks						
D. Pilot EL Shadow classes in other curricular areas such as drama, music, art and vocational education classes to include: 1. Review of research in support of these method. 2. Language acquisition and development training for instructors assigned to these courses.	The target date is Spring 2011. Second Quarter Report: 12-2010 First discussion of pilot VPA or Voc. Ed EL classes discussed in curriculum council meeting. EL Director and EL Academic Coach will meet with VPA and Voc. Ed. Department chairs early spring to identify the pilot course for Fall 2011, identify the teachers, and plan the curriculum.	EL Director Site Administrators ELD Teachers Electives Teacher Reps	Planning: 2010-2011 Teacher Identification & Training: Spring 2011						
E. District and school staffs will work collaboratively to more appropriately identify and place English Learners who exit the ELD Level 1-3 sequence and who are more than two performance levels below their grade level standard in a SBE approved/standards-aligned replacement core intervention curriculum that includes appropriate linguistic support/ELD components.	<i>Language!</i> is implemented at all school sites. At PVHS, Readers' Companion Selection, support workbooks. ERHS: English Learners who complete ELD 1.2,3 may go into Language! Levels E and F. Department chairs at all sites, guidance techs, and administrators in charge of guidance are communicating by email to get the students in the appropriate standards aligned replacement core intervention curriculum. Second Quarter Report: 12-2010: Researched based replacement core intervention curriculum now available: Read 180 (Reach Program); SRA Corrective Reading, Language! Levels E and F.	ELD Teachers Principals EL Director	August 2010 and quarterly thereafter to allow opportunities for advancement before and at semester breaks						

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUUSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)						
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17	
2. Instructional Materials:								
A. All core ELA teachers will continue to implement a standards-aligned program of instruction utilizing the current standards-based SBE-approved instructional materials for all students assigned to their classes, including ancillary materials that support English Learners i.e. EL support workbooks for Prentice Hall English Program	ERHS: ELA Teacher use ancillary materials and follow a pacing guide. At SMHS, Rosetta Stone and PLATO labs. In July of 2010 the Ancillary EL materials for Prentice Hall were purchased for L2 classes. Second Quarter Report: 12-2010 Additional EL support materials for Prentice Hall Literature Program purchased as needed.	ELA Teachers Site Admin.	Daily per curriculum instructional sequence					
B. All core ELA teachers will utilize existing appropriate AB 1802 approved EL supplemental materials in addition to ancillary materials to support English Learners needing additional strategic support.	In July of 2010 the Ancillary EL Materials for Prentice Hall were purchased for L2 classes. Second Quarter Report: 12-2010 AB 1802 materials (i.e. Rosetta Stone in use) as well as Prentice Hall EL support materials.	ELA Teachers	Daily per curriculum instructional sequence					
C. All core intensive intervention teachers will continue to implement a SBE adopted or standards-aligned intensive intervention curriculum for all students assigned to their classes, including ancillary materials that support EL literacy and English proficiency progress.	All ELD teachers in the Fall 2010 semester are implementing the <i>Language!</i> FOEL California 4th Edition program which is a SBE adopted core intensive intervention program for EL students. Second Quarter Report: 12-2010 Programs in use Fall 2010: <i>Language!</i> , <i>Read 180</i> , <i>SRA Reach</i> .	ELA Core Intensive Intervention Teachers	Daily per curriculum instructional sequence					
3. Instructional Delivery Strategies								
A. Teacher, site and district leaders will work collaboratively to study research-based instructional practices that will improve student achievement and identify strategies to incorporate into instructional practice. Emphasis will be given to: 1. Instructional strategies that promote higher order/critical thinking skills. 2. SDAIE strategies that include: o Language objectives o Accessing and building background knowledge o Sentence frames/starters o Research-based vocabulary instruction o Structured academic discourse routines/accountable student talk o Graphic organizers o Non-linguistic representations	All teachers and administrators at PVHS hold SDAIE, CLAD or BCLAD certification. ERHS: ELA Teacher use ancillary materials and follow a pacing guide. At SMHS, a targeted instructional delivery focus is using leadership groups such as Dept. Chairs and QEIA. Consultant Dennis Parker conducted a workshop with SMHS teachers in August of 2010. He also conducted a district wide workshop with representative department chairs on 9/16/10 and began the discussion of strategies and approaches to improve student achievement from his successful "Strategic Schooling" model. Second Quarter Report: 12-2010 Beginning in January 2011 the EL Academic Coach will work with school sites to focus on a minimum of 2 strategies to be utilized in all classrooms during the Spring 2010 semester.	District Admin. Site Administration Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)	According to District and Site Staff Development Plan Calendar					
B. An agreed upon structure will be utilized to encourage teachers school-wide and/or district-wide to share their expertise and experience in implementing research-based SDAIE strategies (e.g., district and school trainings, department meetings, collaboration time, structured observations).	ERHS: 1. Staff development 2010/11 A. Critical Thinking; B. Technology; C. Special Ed. On 9/16/10 consultant Dennis Parker began a discussion that will lead to an agreed upon structure. Second Quarter Report: 12-2010 Beginning in January 2011 the EL Academic Coach will work with the site staffs to facilitate sharing sessions during the spring of 2011.	District Administration Monitoring DSLIT Team	According to District and Site Staff Development Plan Calendar					
4. Student Achievement Monitoring								
A. District and school staffs will continue to monitor EL achievement through the use of existing school-based and district-wide assessments such as those listed below: a. CFA's b. Language! Online Assessment System (LOLA) c. Writing Samples d. AIMSweb Fluency Probes or AIMS MAZE tests	ERHS: A. Use of Intervention of Edusoft Working with PLC's; B. Need to purchase; D. MAZE and fluency monitoring. At SMHS, CFA's are being implemented. ELD classes will use the Language! assessments and the online assessment tracking system called VPORT. Second Quarter Report: 12-2010 In addition to these measures ELD students are being placed in ELD courses according to the results of the Language! placement tests.	Site Administrators Intervention Teachers ELA Teachers	October 2010 and Every 4-6 weeks thereafter					
C. RFEP students will be monitored for two years after redesignation to determine if they need additional support.	The EL TOSA will monitor RFEP achievement at the comprehensive sites. Until the TOSA is hired the schools will develop an interim plan. Second Quarter Report: 12-2010 Beginning in January 2011 the EL Academic Coach will work with the school sites to facilitate the RFEP student monitoring and referral to interventions.	Principal's Designee for RFEP	January/ February of each year					
5. Communication / Collaboration								

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS) --1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)					
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
A. The district will work with school administrators during curriculum council meetings with tools, data, and protocols for supporting site department chairs and/or PLC leaders with training on how to: 1. Facilitate effective PLC meetings and discussions around: a. Expectations for EL student achievement b. Strengths and gaps in EL student achievement c. Classroom observations d. Data analysis e. Instructional strategies for re-teaching f. Identifying students in need of additional assistance for strategic support, and g. Identifying interventions for students with urgent needs h. Progress monitoring system	ERHS: Support for PLC's through the use of data, spiral teaching and changes to support student needs through intervention. At SMHS, established norms created and protocol. DHS Curriculum Lead and Principal attend Curriculum Council and share information back to site at Friday staff meetings. Second Quarter Report: November Curriculum Council meeting focused on English Learners. Will be setting spring calendar dates with the sites.	District Administration School Administrators Teachers	Designated Curriculum Council Meetings and department collaboration meetings				
B. District and school staff will schedule timely opportunities for collaboration meetings specific to addressing the needs of English Learners and provide ongoing support for effective collaborative practices.	ERHS: Research instructional models. At SMHS, late start days and after school meetings. Second Quarter Report: Spring dates being set.	District and School Administrators	Beginning August 2010 and thereafter according to site collaboration schedules				
C. District will provide training for how to effectively use district data management systems. See LEAP Goal 1 #7	ERHS: Edusoft. At SMHS, Edusoft Training. Second Quarter Report: Site and district representatives participated the EduSoft/Data Director Users Conference. 12-2010 Each site provided training to teachers regarding accessing student test data through ABI/Aeries.	District and School Administrators Teachers Information Systems Director	Fall 2010 with quarterly updates				

C. Core- Mathematics, Science, Social Studies for English Learners

1. Identification and Placement:							
A. All incoming 9th grade students will take a math placement test 1. Cut scores will determine student placement in the appropriate math class: Algebra 1, Geometry, or a more advanced class.	PVHS uses the entrance criteria which includes placement test and CST scores. ERHS: All 9th grade students tested and placed. At SMHS, incoming 9th grade students are assessed in English and math in order to give them appropriate placements at the ninth grade level. Second Quarter Report: 12-2010 PVHS and ERHS will continue to administer the math placement test that has been administered in the past. SMHS will identify the math test they will administer to the 9th grade student during the spring of 2011.	Site Administration Principal Designee for Placement Testing Administration Guidance Technicians	Each Spring				
2. CELDT scores and teacher recommendation will identify the students to be placed in the L2 math class /CLAD certified teacher.	ERHS: L2 classes are in 2 yr Algebra A, B, C, D. Algebra 1 AB and Geometry. Second Quarter Report: 12-2010 AP s that interface with incoming 9th grader registration are in the process of working out the details regarding gathering CELDT data and 8th grade feeder school math placement teacher recommendations during their articulation meetings with the feeder middle school personnel.	Admin. in charge of Master Schedule Guidance Technicians	Each Spring				
B. ELs who are within one performance level of their grade level standard shall be placed in an approved A-G core mathematics course for their grade level with appropriate in-class linguistic and academic modifications and support. See LEAP Goal #1 Section D #2d	ERHS: 2 yr Algebra C/D, Algebra 1 A/B, Geometry, Algebra 2. All DHS students are placed in A-G math courses taught by CLAD certified teacher. Second Quarter Report: 12-2010 These students being placed in the two year Algebra 1 course.	CLAD Certified Math Teachers	Fall to Spring Yearly				
C. ELs who are within two performance levels of their grade level standard shall be placed in an approved A-G core mathematics course appropriate for their linguistic and academic grade level with an additional mathematics support class. See LEAP Goal 1 Section D #2c	All DHS students are placed in A-G science courses taught by CLAD certified teacher. Second Quarter Report: Will monitor progress at the beginning of the second semester.	Admin in charge of registration Guidance Technicians	Each Semester				
D. ELs at Levels 1-3 will be placed in A-G approved science courses with sheltered instruction provided by a CLAD certified teacher in a manner that ensures ELs successfully complete 2 years of Lab Sciences.	ERHS: Biology AB L2; Marine Science; Geology. All DHS students are placed in A-G science courses taught by CLAD certified teacher. Second Quarter Report: 12-2010 EL s were placed in L2 classes in Fall of 2010 and Spring of 2011. Fall 2010 teachers were proactive to contact guidance techs if an error was made and Guidance Techs were more responsive to making changes to be in compliance with this plan.	Principals, Admin. in charge of registration, Guidance Technicians Site Data Specialist	Each Semester				
A. ELs at Levels 1-3 will be placed in A-G social science courses with sheltered instruction provided by a CLAD certified teacher in a manner that ensures ELs' successfully complete 2 years of social sciences.	ERHS: Mod Wild History L2; U.S. History L2; Gov/Econ L2. Second Quarter Report: 12-2010 EL s were placed in L2 classes in Fall of 2010 and Spring of 2011. Fall 2010 teachers were proactive to contact guidance techs if an error was made and Guidance Techs were more responsive to making changes to be in compliance with this plan.	Principals, Admin. In charge of registration, Guidance Technicians Site Data Specialist	Each Semester				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)						
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17	
2. Data/Procedures Required								
A. Identification criteria for placement in core Math, Science and Social Studies courses: o Mathematics placement test data o CST Scores o CELDT Scores o Junior High teacher recommendations o Periodic PLC analysis of CFA data	ERHS: Math: Placement tests, CST, CELDT, Jr Hi Recommendation; Science and Soc Studies: ELD3, CELDT, CST, PLC Analysis and CFA Data. Second Quarter Report: 12-2010 Assistant Principals of Counseling and Guidance facilitated the gathering of this data for placement of incoming 9th graders for Fall of 2010 placement and will do the same during the spring of 2011 for Fall 2011 placement.	Site Data Specialist, Admin. in charge of registration Dept. Chairs / Teacher representatives	August 2010 and every semester thereafter					
4. Instructional Delivery Strategies:								
A. Teacher, site and district leaders will work collaboratively to study research-based instructional strategies that will improve student achievement and identify strategies to incorporate into instructional practice. Emphasis will be given to: 1. Instructional strategies that promote higher order/critical thinking skills. 2. SDAIE Strategies that include: o Language objectives o Accessing and building background knowledge o Sentence Frames/Starters o Research-based vocabulary instruction o Structured academic discourse routines/accountable student talk o Graphic organizers o Non-linguistic representations	ERHS: Marzano - Instructional Strategies that Work; Critical Thinking The SMHS administration is researching instructional strategies and bringing in researched based consultants regarding research based strategies. Currently, DHS shares and uses Marzano strategies throughout the departments. Academic Language Acquisition is our focus for the year. 9-16-10 Consultant Dennis Parker presented system wide actions that can result in improved student achievement for the district to consider adopting for a phase one program improvement initiative. The actions were presented to a representative sampling of department chairs from all schools and all academic departments. Second Quarter Report: EL Director and EL Academic Coach will identify a minimum of two of the listed strategies to be the instructional focus for Spring of 2011 and will create a plan for all teachers to implement the selected strategies.	District Admin. Principals Asst. Principals Dept. Chairs Teachers	Monthly					
5. Monitoring								
A. Ongoing student progress 1. Early identification of ELs who received D & F grades by the first progress report to provide additional support. 2. Analysis of individual CFA performance 3. Progress monitoring	ERHS: 1. Review progress grades at six week grading period; 2. CFA; 3. Intervention Coordinator. At SMHS, D & F grades are being analyzed by department. Second Quarter Report: As a result of the Counseling and Guidance Summit, site action plans include identification and intervention goals of early identification of students who are receiving D and F grades.	Principals Site Admin. Site Data Specialist Dept. Chair Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)	Fifth week of each semester					
B. For 2 years after reclassification 1. Early identification of RFEF students who received D & F grades by the first progress report to provide additional support 2. Analysis of individual CFA performance. 3. Progress monitoring assessment review	ERHS: District TOSA. At SMHS, Counselors and TOSA. Until District EL TOSA is hired the sites will devise an interim plan. Second Quarter Report: 12-2010 Beginning in January 2011 the EL Academic Coach will work with school sites to accomplish the R-FEP monitoring.	Principals Site Administrators Dept. Chairs Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)	By the 5th week					
6. Communication/Collaboration								
A. Collaboration structures for math teachers and ELD/ELA teachers will be established that include: 1. Regularly scheduled collaboration time for course-specific discussions about EL student performance data and instructional strategies 2. Ample time period for regularly scheduled collaboration	ERHS: PLC Dates - Early Outs. At SMHS, late start days, lunch and after school meetings. Second Quarter Report: Site meetings are in place.	Principals Site Admin. Dept. Chairs Teachers	Monthly					
D. Professional Development for Teachers and Administrators of English Learners								
1. ELD								

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)					
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
A. District will provide ELD teachers with a 3-5 day modified SB472 training in the new district adopted ELD Curriculum.	Completed summer, 2010. August 3-5 2010. Second Quarter Report: Completed in August of 2010. New ELD teachers will be sent to Language! training or receive training via the 24 hour on line module.	EL Director & ELD Teachers	Aug-10				
B. District will provide administrators with a 1-day training in the new district adopted ELD Curriculum.	The target date is early Fall 2010. Second Quarter Report: January 5, 2011: The Language! training for the administrators is scheduled for January 5, 2011.	EL Director & Site Administrators	Early Fall 2010				
C. District will train ELD teachers in the effective use of technology software such as Rosetta Stone and ELD Curriculum specific software.	The target date is Fall 2010. Second Quarter Report: January 20, 2011: A districtwide 6 hour Rosetta Stone training has been scheduled for all ELD teachers and other Rosetta Stone users (such as speech 7 special ed. Teachers and computer lab technicians).	EL Director ELD Teachers Site Tech Staff	Fall 2010				
E. District will study the economic feasibility of developing a coaching plan.	PVHS has had an intervention coach for 3 years. It was modified this year with the addition of TOSAs, 2 teachers with one block off each. In June of 2010 the administrative cabinet decided to hire a full time EL coach to serve all of the sites instead of a one period/block TOSA at each site. The job description needs to be discussed with CTA before the job can be posted. Second Quarter Report: Job posting in December with the start date second semester.	District Admin. Principals Teacher Leaders	Study to be completed by September 2010				
F. If a coaching plan is economically feasible the district, principals, and teacher leaders will develop a job description that will outline specific activities, duties and responsibilities.	A draft job description was created in June of 2010. The description will be discussed with Faculty Association. Second Quarter Report: Repeated discussions with employee association occurred first semester with job posting at the end of the first semester. 12-2010 The job description was reviewed with CTA and is in the final stages of review so the new EL Academic Coach can be hired for the Spring 2011 semester.	District Admin. Principals, Teacher Leaders	Fall 2010				
H. When economically feasible teachers will engage in periodic peer observations to support one another in the implementation of ELD strategies.	ERHS: Instructional visits. Second Quarter Report: 12-2010 The EL Academic Coach will explore implementation of this activity in the Spring 2011 semester with staff development funding provided by Asst. Superintendent of C & I.	District Admin. Principals, Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)	Spring 2011				

2. ELA

A. The District will develop a coherent, cohesive, research-based, data-driven multi-year District-wide Professional Development Plan for administrators and teachers that covers the following topics at a minimum: 1. EL strategies including SDAIE and explicit language instruction 2. Writing strategies 3. Release time for observation of other teachers as funding becomes available 4. Release time for mentoring by master EL teachers to novice EL teachers 5. Differentiated instruction for EL students	9-16-10 Discussions with consultant Dennis Parker and department chairs were the first step to forming this plan. Second Quarter Report: 12-2010 The Assistant Superintendent of C & I, the Director of EL Programs, the EL Academic Coach, and a subcommittee of the DSLT will create this plan beginning in January of 2011.	District Admin. Principals Asst. Principals Teacher Leaders Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)	By January 2011				
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3. Math, Science and Social Studies

A. The District will develop a coherent, cohesive, research-based, data-driven multi-year Districtwide Professional Development Plan for administrators and teachers that covers the following topics at minimum: 1. EL strategies including SDAIE and explicit language instruction 2. Ongoing professional development and instructional support on research based math instructional strategies 3. Release time for observation of other teachers skilled in instructional delivery of EL strategies as funding becomes available.	9-16-10 Discussions with consultant Dennis Parker and department chairs were the first step to forming this plan. Second Quarter Report: 12-2010 The Assistant Superintendent of C & I, the Director of EL Programs, the EL Academic Coach, and a subcommittee of the DSLT will create this plan beginning in January of 2011.	EL Director Principals Math Dept. Chairs Teachers EL Coach/TOSA to be determined (in discussions to create position with employee union)	By January 2011				
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PERFORMANCE GOAL 3: All students will be taught by highly qualified teachers and administrators.

A. Title II Plan (CMIS)

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6	Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17	
1. Santa Maria High School District was required to enter into an agreement with the California Department of Education because it does not have 100% highly qualified teachers assigned to teach NCLB core academic subjects and has failed to make AYP for three consecutive years. The Assistant Superintendent of Human Resources will review and update the Plan to ensure compliance.	Plan reviewed and updated in June 2010. Second Quarter Report: Completed.	Asst Supt. of Human Resources	By June 2010					
B. DISTRICTWIDE PROFESSIONAL DEVELOPMENT								
1. PROFESSIONAL DEVELOPMENT PLAN: The District will develop a coherent, cohesive, research-based, data-driven multi-year Districtwide Professional Development Plan for administrators and teachers.	In development. Second Quarter Report: Multi-year evolving professional development plan in place.	Asst Supt C & I Administrative Cabinet Curric Council	By January 2011					
2. Professional Development for Administrators: The District Professional Development Plan will include a multi-year plan for administrators based on the California Professional Standards for Educational Leaders (CPELS) that covers, at a minimum, the following topics:	In development. Second Quarter Report: Multi-year evolving professional development plan in place.	Asst Supt C & I	By January 2011					
a. Training in the most recent Mathematics and ELA curricula. All current principals have received this training. If future principals hired by the district do not have this training, they will either attend the SBCEO Administrative Training Program or equivalent training identified by the District.	All current site administrators are AB430 certified. Second Quarter Report: With new mathematics purchase of Algebra I textbooks, training will take place in 2011-12 school year.	Asst Supt C & I Site Admin	As needed					
b. Training on the implementation of programs for students with disabilities (e.g., Response to Intervention). All current principals have received training on RtI. If future principals hired by the district do not have RtI training, the District will ensure that they will be trained.	All principals received RtI training. In August 2010, special education training for all management was conducted. Second Quarter Report: Completed.	Asst Supt C & I Site Admin	As needed					
c. Training on facilitating data-driven collaborative cultures (e.g., PLCs).	Math department chairpersons were trained on August 12, 2010. Second Quarter Report: Completed. PVHS- Social Science - Science departments members will participate in two days with Dennis Parker to integrate and implement more standards based instruction across the departments (Nov 2010).	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education	According to the timeline developed in #2 above.					
d. Training on using data to inform decisions and practices.	Math department chairpersons were trained on August 12, 2010. Second Quarter Report: Completed but follow-up training in place. At Delta, currently using <i>Language!</i> Assessment	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education	According to the timeline developed in #2 above.					
e. Training on Edusoft (or another electronic data management system), including the creation of assessments, aligning assessments with standards, and running reports (e.g., item analysis).	In development. Second Quarter Report: Site and district representatives attended an EduSoft/Data Director Users Conference in October. Social science teachers will participate in training on February 4, 2011 as requested. Mathematics training with math teachers held on how on how to use EduSoft in December 2011.	Asst Supt, Curriculum & Instruction Director of Information Services	According to the timeline developed in #2 above.					
f. Training on the implementation of strategies for English learners, including (SDAIE), and English Language Development (ELD) programs. All current principals have received training on SDAIE and ELD. If future principals hired by the district do not have this training, the District will ensure that they will be trained.	In development. Second Quarter Report: Participated in SBCEO English Learners Support training. All management to participate in <i>Language!</i> Training on January 5, 2011.	EL Director & Principals	As needed					
g. Training specific to Students with Disabilities, including: (a) legal requirements for including students in the Least Restrictive Environment (LRE), (b) special education law and IEP processes, (c) purpose and elements of the IEP (including goals and program accommodations), (d) strategies for teaching students with diverse needs, (e) curriculum modifications, (f) assessment (including alternative assessments to CSTs and the use of modified report cards), (g) effective use of instructional assistants, and (h) behavioral supports. Please see Goal 1, Section F.	ERHS: Staff development to continue presenting Special Ed Power Point for compliance. Second Quarter Report: Continued training of special education staff coordinated by the Director of Special Education. RtI training--SMHS is in process of creating a response to intervention model.	See Goal 1, Section F	See Goal 1, Section F					

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS) --1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6	Interim Benchmark Activities from LEA Plan (Site/District Action Step)						
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
<p>3. Professional Development for Teachers: The District Professional Development Plan will include a multi-year plan for teachers that covers the following topics, at a minimum:</p> <p>b. 80% of ELA teachers have received training in the most recent ELA curricula. As an interim step prior to adopting new ELA curriculum, the District will secure training for current teachers to include a series of modules based on the California ELA Frameworks, CA ELA Standards, and the Common Core Standards. Module topics will include:</p> <ul style="list-style-type: none"> • Assessment, data, and intervention • Tracing standards • Three phase instructional model • Universal access • Pacing and planning 	<p>All EL teachers attended summer training on <i>Language!</i> Program.</p> <p><i>Second Quarter Report: Completed in August of 2010. New ELD teachers will be sent to Language! training or receive training via the 24-hour on line module. January 20, 2011: A districtwide 6-hour Rosetta Stone training has been scheduled for all ELD teachers and other Rosetta Stone users (such as speech 7 special ed. Teachers and computer lab technicians).</i></p>	Dept Chairs	August 2010: a 3-day training will be provided for Language!. Follow-up training for Language! will occur throughout the year.				
<p>c. Training on targeted, differentiated instructional strategies that are research-based and proven to be effective if implemented appropriately (e.g. Marzano, Pickering, etc.).</p>	<p>SMHS provided professional development training during the summer. On August 16th, staff development was provided by the sites.</p> <p><i>Second Quarter Report: Site training and sharing of best practices in place.</i></p>	Asst Supt, Curriculum & Instruction Director of EL / Migrant Ed Director of Special Education	PD will be provided: August 2010 January 2011 February 2011				
<p>d. Training on how to create and work in effective, data-driven collaborative cultures.</p>	<p>ERHS: PLC's lead by Asst. A.P.'s.</p> <p><i>Second Quarter Report: TOSAs facilitating data analysis efforts at the sites.</i></p>	Asst Supt, Curriculum & Instruction Director of Information Technology	August 2010 January 2011				
<p>e. Training on using data to inform decisions and practices.</p>	<p>On August 16th, data discussions took place during the opening of school meetings.</p> <p><i>Second Quarter Report: Professional development day scheduled for January 10th has been changed to June 10th due to return of furlough days. Site staff meetings continue to use data to set instructional goals. All sites revised SPSA with Board of Education approval in December 2010.</i></p>	Asst Supt, Curriculum & Instruction Director of Information Technology	August 2010 January 2011				
<p>f. Training on Edusoft (or other electronic data management system), including the creation of assessments, aligning assessments with standards, and running reports (e.g., item analysis).</p>	<p>At DHS, curriculum lead will train new teachers on Edusoft and will do a review of EduSoft procedures with staff.</p> <p><i>Second Quarter Report: Site TOSAs have been trained and serve as a facilitator to site staff members. At Delta, curriculum lead will train new teachers on EduSoft and will do a review of Edusoft procedures with staff during the Spring Semester</i></p>	Asst Supt, Curriculum & Instruction Director of Information Technology	During Quarterly District Technology Committee Meetings				
<p>g. Continue to provide training on the design and implementation of a tiered Response to Intervention system of interventions for students in need of additional assistance and support.</p>	<p>In development.</p> <p><i>Second Quarter Report: Being planned by Director of English Learners and Director of Special Education for Spring 2011.</i></p>	Asst Supt, Curriculum & Instruction Director of SpEd Director of EL & Migrant Educ Site Admin Dept Chairs/ Teacher representatives Pyramid of Intervention Committee	Rtl: By June 2011: districtwide Rtl academic protocol will be developed				
<p>h. Continue to provide training on utilizing Technology to effectively enhance student learning.</p>	<p>PLATO training for intervention lab specialists was held on August 16th.</p> <p><i>Second Quarter Report: Site trainings have been implemented. SMARTBoard training and TI training for math teachers during February 4th Professional Development Day being planned.</i></p>	Asst Supt, Curriculum & Instruction Director of Information Technology Curriculum Council	August 2010 January 2011 February 2011 PD will also be provided during monthly after school trainings				
<p>i. Training specific to Students with Disabilities, including: (a) legal requirements for including students in the Least Restrictive Environment (LRE), (b) special education law and IEP processes, (c) purpose and elements of the IEP (including goals and program accommodations), (d) strategies for teaching students with diverse needs, (e) curriculum modifications, (f) assessment (including alternative assessments to CSTs and the use of modified report cards), (g) effective use of instructional assistants, and (h) behavioral supports. See Goal 1, Section F.</p>	<p>ERHS: Staff development to continue presenting special education PowerPoint for compliance purposes.</p> <p><i>Second Quarter Report: Director of Special Education has coordinated ongoing trainings.</i></p>	See Goal 1, Section F	See Goal 1, Section F				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHS)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6	Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17	
j. EL Specific Training – Goal 2, Section D	See Goal 2, Section D.	EL Director ELD Teachers Dist/Site Admin. Principals Site Data Specialist Dept. Chairs/ Teacher Leaders	Goal 2, Section D					

Performance Goal 5: All students will graduate from high school.

DLST Identified Focus Areas that address this goal:

Focus Area # 4: Provide greater opportunities for all students to excel

Focus Area # 5: Review and enhance student placement practice; improve practices for monitoring progress in coursework and toward graduation

A. Increased High School Graduation, Dropout Prevention, A-G Completion and Advanced Placement

1. District and school administrators will work with department chairs, counselors, guidance Technicians and/or academic coordinator(s) to determine whether master schedules: a. provide appropriate and sufficient courses to meet the graduation requirements for all students b. provide appropriate and sufficient strategic and intensive intervention courses for all students in need c. improve timely placement of students to eliminate the assignment of students to study hall for extended periods while waiting for courses	Study Hall is not an issue at PVHS. ERHS: A. Transcript reviews with students; B. Placement; C. No students in Study Hall after second week. At DHS, principal, academic coordinator, and curriculum lead work on scheduling together to ensure all needs are met. Second Quarter Report: A districtwide Counseling and Guidance Summit was held on November 17th. The summit brought counseling and guidance staff members from all schools together. The American School Counseling Association (ASCA) Director of Professional Development gave an overview of the ASCA's National Model for Counselors. Site teams created action plans. Follow-up planned in March 2011. At SMHS, master schedule collaboration in building the schedule with administrators, department chairs and guidance technicians took place. At Delta, the academic coordinator, curriculum lead and the principal have worked on students' schedules to ensure all needs are met.	Administrative Cabinet Site Admin	April 2010 February 2011 April 2011				
2. Site administrators and teachers will work collaboratively with department chairs, counselors, guidance Technicians, career specialists and/or academic coordinator(s) to develop and refine comprehensive and cohesive programs of service concerning initial enrollment, academic advising, scheduling, post-secondary planning, career awareness student monitoring, and communication.	ERHS: Six Year Plan; Career Pathways. DHS has all students do an "Intake" meeting with Academic Coordinator. All students are assigned an Advisor who oversees their progress while at Delta. Second Quarter Report: All Santa Maria Valley articulation meetings with district administrators, site administrators, and teachers have taken place on a regular basis. Principals meet monthly with feeder district counterparts. Quarterly teacher meetings in the areas of English-language arts and mathematics take place involving all three comprehensive high schools and feeder schools. At PVHS and SMHS, science and counseling and guidance articulation meetings also have taken place. At SMHS, Guidance Summit, Jr High Articulation, Jr High content specific articulation, College night, CCAg articulation with AHC. College and Career Center services. FFSA registration nights. START Test proctoring at SMHS.	Administrative Cabinet Site Admin	By spring 2011: programs will be identified				
4. District and school administrators will work with department chairs to identify courses that can be approved to comply with A-G requirements, determine what steps are necessary for approval, and complete the necessary steps.	ERHS: Elective - Drama to be approved. DHS uses the Comp. site course offerings to ensure rigor and alignment in most core courses. Second Quarter Report: Ongoing discussions at Curriculum Council and site department chairpersons meetings. PVHS- Agriculture department is currently working to get approval for a new course "Vet Science" to meet D requirement for A - G UC/CSUs. PE- The PE department has made a commitment to assist students in succeeding in physical education by providing loaner pe clothing, making modifications for students with special needs or medical concerns, and providing make up opportunities for students.	Asst Supt, Curriculum & Instruction Administrative Cabinet Site Admin	Spring 2011				
5. Maintain and expand, when possible, Advanced Placement (AP) course offerings.	Second Quarter Report: In development. AP English teachers were released on November 30 to collaborate with their counterparts at the other sites and develop/refine curriculum calendars and CFAs. At ERHS, teachers attended A.P. workshop in December 2010 and plan to also attend in February 2011. PVHS- Social Science - The department communicates regularly with guidance staff regarding placement and support of AP courses. It is hoped that AP Psychology can be added. Math - Offers AP statistics and calculus.	Asst Supt, Curriculum & Instruction Site Admin Curriculum Council	As funds become available				
a. The District and sites will continue to provide training for current and future Advanced Placement teachers.	ERHS: 2010/11 - Biology AP Second Quarter Report: AP English teachers were released on November 30 to collaborate with their counterparts at the other sites and develop/refine curriculum calendars and CFAs.	Asst Supt, Curriculum & Instruction Site Admin Curriculum Council	June 2010: review options Implement: ongoing				
6. Teachers, site and district leaders will continue to research and review credit recovery options to help students complete graduation requirements.	DHS is looking to incorporate Credit Recovery classes into the daily schedule, at lunch hour, and before and after school. Second Quarter Report: On Track Credit Recovery Program using PLATO, use of PASS program, Delta High School, Summer School, Independent Study, and investigating Kaplan online classes. At all three comprehensive high schools - Business: Intervention through Technology class is being offered this year as an additional way for students to meet graduation requirements. DHS has incorporated On-Track Credit Recovery (OTCR) classes into the daily schedule and after school. OTCR is held twice a week after school.	Asst Supt, Curriculum & Instruction Director of Alternative Education SMHS AP Site Admin Curriculum Council	February – October 2010				

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6		Interim Benchmark Activities from LEA Plan (Site/District Action Step)							
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17		
7. Alternative Education a. Increase, enhance, and/or refine practices and procedures for referring, admitting, meeting the needs of alternative education students, and successfully returning, if and when appropriate, students back to the comprehensive high schools.	Continuous refinement is in process. Second Quarter Report: Independent study programs housed on each of the high school sites. Site staff has greater ownership and responsibility of these programs.	Administrative Cabinet	Ongoing						
b. Explore and create Opportunity/Freshman-Sophomore Academies/Alternative Education programs at Delta H.S., or other locations.	Freshmen Prep was implemented in August 2010. Second Quarter Report: Currently assessing needs for a sophomore opportunity program to be implemented for the 2011-12 school year.	Administrative Cabinet Curriculum Council Ad Hoc Committee	April – August 2010: Freshman Prep Nov 2010: begin developing Sophomore Bridge						
c. Enhance independent study by moving the programs back to the comprehensive high schools and providing administrative oversight and progress monitoring.	ERHS: Currently no IS students enrolled. Second Quarter Report: In progress. All schools will have site independent study programs in operation by second semester. Both PVHS and SMHS implemented IS site-based programs during the first semester.	Administrative Cabinet Curriculum Council	By August 2010: programs will be moved 2010-11: oversight and monitoring						
d. Improve programs and services for at-risk students at Delta High School to enhance drop-out prevention support and increase graduation rates.	Continuous refinement is in process. Second Quarter Report: Currently being assessed. At January management meeting, identification/placement and transition procedures will be addressed.	Administrative Cabinet Curriculum Council	August 2010 – June 2011						
e. Create work experience programs/opportunities available to all eligible high school students in the District.	In development. Second Quarter: On schedule to implement later in the year.	Director of Alternative Education Asst Supt, Curriculum &	April – June 2010: develop June 2011:						
f. Identify and implement differentiated graduation requirements for Delta and other alternative education programs in the District.	DHS Graduation Req. has officially been revised to 205 units for students graduating in 2011 and beyond. The comprehensive high schools requirements are at 220 units. Board approval in June 2010. Second Quarter Report: Implemented.	Administrative Cabinet	Jun-10						
g. Explore and identify successful research-based online programs and practices for alternative education students for consideration by the District.	In development. DHS is researching Rosetta Stone, Read 180, AIMSweb, and alternative On-Line Course programs for possible replacement of PLATO. Second Quarter Report: Still researching. Continuing to align existing PLATO courses to SMJUHSD's courses. Art elective online course has been recently modified and aligned to content standards; piloted in December 2010 with implementation districtwide second semester. Kaplan training to be held in Winter/Spring 2011.	Asst Supt, Curriculum & Instruction Director of Information Technology Righetti AP Curriculum Council Designated Admin TBD	May - Dec. 2010						
8. School administrators will work with counselors, guidance technicians, academic coordinator(s), and other identified personnel to expand and/or enhance workshops that will help parents in understanding: a. graduation requirements b. what it takes to be UC/CSU ready c. how to navigate the college application process d. and tips for understanding, assisting and parenting adolescents	PVHS started the PIQE program for 100+ 9 th grade parents on August 31. This class is for 9 weeks. ERHS: Grade level parent nights including Back to School Night, Financial Aid Night, Cash for College Workshops, etc. ERHS: Grade level parent nights including Back to School Night, Financial Aid Night, Cash for College Workshops, etc. Second Quarter Report: At ERHS, grade-level parent nights including Back-to-School, Financial Aid Night, Cash for College Workshops, etc. Guidance Technicians and our Academic Counselor attend the District staff development title "Guidance Summit". Follow-up dates will be in March. PVHS- 70 graduates from PIQE in October 2010. At SMHS, ELAC, monthly Cafecito (informative parent meetings conducted in Spanish) meetings, PIQE, College Night and FFSA application nights.	Site Admin	By spring 2011						
Additional Dait Recommendations									
1. Bell Schedules: The DAIT team strongly recommends that due to (a) difficulties in offering targeted interventions, (b) 2-semester gap issues, (c) gaps in timing between coursework and high-stakes assessments, and (d) intra-district mobility, the district should carefully consider utilizing a bell schedule districtwide that will ensure year-long contacts with students taking into consideration individual campus needs and/or initiatives, such as Panther Forum. Note: The District has agreed to discuss this item with the SMJUHSD Faculty Association and Curriculum Council	Second Quarter Report: At SMHS a schedule change committee has been formed to explore schedules to best address student needs.								

Quarterly Reporting Template for Santa Maria Joint Union High School District (SMJUHSD)--1st Quarter in Black Ink; 2nd Quarter in Blue Ink

Components of Corrective Action 6	Interim Benchmark Activities from LEA Plan (Site/District Action Step)						
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr-- September 17	2nd Qtr-- January 3	3rd Quarter -- March 17	4th Quarter-- June 17
<p>2. Instructional Minutes / Time with Students: In light of the current flexibility allowed by the State in the number of required instructional days, the DAIT team strongly recommends that instructional time with students is aligned with the goals of the LEA Plan and that activities outside of these goals be limited. Note: The District has agreed to work with principals to ensure maximum use of instructional time.</p>	<p>To be discussed during the 2010-11 school year. Second Quarter Report: At SMHS, Bell to Bell instruction--Tardy campaign agreement between administration and the department chairpersons.</p>						
<p>3. Instructional Materials: The DAIT team strongly recommends that as new textbooks are adopted, the district will ensure that like courses throughout the district adopt the same textbooks. This will promote efficacy and efficiency concerning training, CFAs, pacing, and collaboration around instruction, and will provide greater continuity for students due to the high mobility rate between schools within the district. Note: The District has agreed to begin discussing this item with Curriculum Council when textbook funding becomes available.</p>	<p>To be discussed during the 2010-11 school year. Second Quarter Report: Purchase order for new algebra textbooks districtwide which also included class sets and ancillary materials was processed on December 16th after receiving Board approval on December 8, 2010. SB 472 math training has been scheduled the week of June 13, 2011 and August 1, 2011.</p>						
<p>DAIT Standard – Strand E: Human Resources</p>							
<p>4. Classroom Observations: In numerous interviews, the DAIT reviewers were informed that the Collective Bargaining Agreement prohibits classroom observations, other than those being conducted for formal evaluations. We reviewed the Collective Bargaining Agreement and did not find language that would prohibit classroom observations. We strongly suggest that the District work with the SMJUHSD Faculty Association to provide clarity. Note: The District has agreed to discuss this item with the SMJUHSD Faculty Association and Curriculum Council.</p>	<p>To be discussed during the 2010-11 school year. Second Quarter Report: At ERHS, routine instructional visits (ongoing). Daily classroom observations are being carried out at SMHS by the Principal and AP of Curriculum and Instruction.</p>						