

Ventura Unified School District

Components of Corrective Action 6 (As adopted by the State Board of Education in March 2010.)		Interim Benchmark Activities from LEA Plan			Quarterly Status: 2011 - 2012			
Component	Interim Benchmark Activities	Person Responsible	Timeline/Due Dates	1st Qtr	2nd Qtr	3rd Qtr	4th Qtr	
Instructional Materials: Mathematics								
District-wide implementation of State Board of Education (SBE)-adopted K-8 (2001 or later) and standards-aligned (grades 9-12) materials:								
<ul style="list-style-type: none"> Progress in adopting and/or implementing core mathematics materials: 	VUSD adopted <i>Everyday Math</i> curriculum K-5 districtwide in Fall 2009. Full implementation began in Fall 2009; teachers and principals were trained. Holt and McDougall Littell curriculum is fully implemented at the middle and high school levels districtwide. Monthly training is provided to current teachers. Teachers new to the district since initial implementation have been trained.	Director of C&I; Elementary and Secondary Principals, Secondary Assistant Principals of C&I, Math Specialists, Teachers	Annually beginning Fall 2009	Full implementation with continuing staff development				
<ul style="list-style-type: none"> Progress in adopting and/or implementing mathematics intervention materials: 	<i>Everyday Math</i> , Holt, and McDougall Littell curriculum is being fully implemented, along with Response to Intervention/Instruction strategies focused on good first instruction. Supplemental materials are used for intervention. Middle schools and high schools offer double periods of math for students who meet the criteria for entrance. VUSD offered Summer Academies for students who are credit deficient in the summer of 2010 and 2011.	Director of C&I; Elementary and Secondary Principals, Secondary Assistant Principals of C&I, Math Specialists, Teachers	Annually beginning Fall 2009 Summer 2010 and 2011	Full implementation with continuing staff development				
<ul style="list-style-type: none"> Progress in adopting and/or implementing materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum). 	Supplemental materials for <i>Everyday Math</i> , Holt, McDougall Littell curriculum are used to help English learners and students with disabilities access the curriculum. Teachers are trained in strategies to serve the needs of English learners and students with disabilities. Response to Intervention/Instruction strategies focus on Tier One with good first instruction.	Director of C&I, Bilingual Education and Special Education; Elementary and Secondary Principals, Secondary Assistant Principals of C&I, Math Specialists, Teachers	Annually beginning Fall 2009	Full implementation with continuing staff development				
Instructional Materials: English/language arts (ELA)								
District-wide implementation of SBE-adopted K-8 (2001 or later) and standards-aligned (grades 9-12) materials:								
<ul style="list-style-type: none"> Progress in adopting and/or implementing core ELA materials: 	ELA and ELD textbooks and supplemental materials are aligned with the standards. General education, special education and ELD teachers are trained in standards based instruction and assessment. All teachers have access to core texts and materials at chronological grade levels, aligned with the standards.	Director of C&I, Bilingual Education and Special Education; Elementary and Secondary Principals, Secondary Assistant Principals of C&I, ELA Specialists, Teachers	September 2008 with annual updates	Full implementation with continuing staff development				
<ul style="list-style-type: none"> Progress in adopting and/or implementing ELA intervention materials: 	ELA and ELD curriculum is being fully implemented, along with Response to Intervention/Instruction strategies focused on good first instruction. Middle and high schools will offer blocked periods of English/Reading or ELD/Reading for students who meet the criteria for enrollment. High schools will offer credit recovery summer school classes for students in need.	Director of C&I, Bilingual Education and Special Education; Elementary and Secondary Principals, Secondary Assistant Principals of C&I, ELA Specialists, Teachers	Annually beginning Summer 2010	Full implementation with continuing staff development				
<ul style="list-style-type: none"> Progress in adopting and/or implementing materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum). 	Supplemental materials for ELA/ELD curriculum are used to help English learners and students with disabilities access the curriculum. Teachers are trained in strategies to serve the needs of English learners and students with disabilities. Response to Intervention/Instruction strategies focus on Tier One with good first instruction.	Director of C&I and Bilingual Education; Elementary and Secondary Principals, Secondary Assistant Principals of C&I, ELA/ELDSpecialists, Teachers	Annually beginning September 2009	Full implementation with continuing staff development				

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Professional Development for Teachers								
Professional development for all mathematics teachers.								
<ul style="list-style-type: none"> Percent of mathematics teachers who have completed materials-based professional development in the curriculum adopted by the district. 	100% of mathematics general education and special education teachers have completed district-provided materials-based professional development.	Director of C&I, Math Teacher Specialists, Site level administrators, teachers	Annually beginning Fall 2009	Full implementation with continuing staff development				
<ul style="list-style-type: none"> Progress in providing materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district to all mathematics teachers who have not yet received this training. 	District level mathematics training for new teachers is provided upon hire.	Director of C&I, Math Teacher Specialists, Site level administrators, teachers	Fall Yearly	Full implementation with continuing staff development				
Professional development for all ELA teachers.								
<ul style="list-style-type: none"> Percent of ELA teachers who have completed materials-based professional development in the curriculum adopted by the district. 	100% of ELA and ELD general education and special education teachers have completed district-provided materials-based professional development.	Director of C&I and Bilingual Education, ELA/ELD Teacher Specialists, Site level administrators, teachers	Annually beginning Fall 2009	Full implementation with continuing staff development				
<ul style="list-style-type: none"> Progress in providing materials-based professional development, including the use of effective instructional strategies, in the curriculum adopted by the district to all ELA teachers who have not yet received this training. 	District level ELA/ELD training for new teachers is provided upon hire.	Director of C&I and Bilingual Education, ELA/ELD Teacher Specialists, Site level administrators, teachers	Fall Yearly	Full implementation with continuing staff development				
Professional Development for Administrators								
Professional development for all administrators.								
<ul style="list-style-type: none"> Percent of administrators who have completed materials-based administrator training in the most recent curricula adopted by the district: 	100% of site administrators have received AB75/AB430 training at the county level	Director of C&I	Fall 2009	Full Implementation				
<ul style="list-style-type: none"> Progress in providing materials-based administrator-level training, including the use of effective instructional strategies, for all administrators who have not completed this training: 	District level materials-based training for new administrators is provided upon hire.	Director of C&I	Fall Yearly	Full Implementation				

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<ul style="list-style-type: none"> Progress in providing administrators with training on the implementation of strategies for English learners, including Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) programs: 	Administrators have been trained in implementation of strategies for English learners, including SDAIE and ELD programs. Training on aspects of the districts English Learner Master Plan is provided monthly to all Principals and District administrators at Principals Meetings.	Director of C&I and Bilingual Education	Fall 2009 Monthly Principals Meetings	Full implementation			
<ul style="list-style-type: none"> Progress in providing administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (RtI): 	Administrators have received extensive training on RtI, NCPI, and other programs for students with disabilities. As part of the ongoing effort to fully implement RtI, the directors of Curriculum & Instruction and Specialized Academic Instruction provide training at the Principals Meetings that take place each month.	Director of C&I and Bilingual Education	Fall 2009 Monthly Principals Meetings	Full implementation with continuing staff development			
Focus on High Priority Students							
Progress made on addressing the learning needs of English learners							
<ul style="list-style-type: none"> Policies for assessing, placing in, and exiting English learners from ELD programs. 	Board-approved English Learner Master Plan (2007) includes comprehensive guidelines for the identification, placement and exit of English Learners from ELD programs. The CELDT, ADEPT and other assessments are administered to determine the student's proficiency, and they are placed accordingly. Guidelines for exiting students from ELD programs and Re-designating them are also included. These policies are implemented to fidelity.	Bilingual Director, ELD Teacher Specialists, Principals, Teachers	September 2007 and yearly as new students enroll and are exited	Full implementation			
<ul style="list-style-type: none"> Progress in implementing delivery strategies for students learning English. 	The English Learner Master Plan outlines the strategies to be used to serve the needs of students. Principals are trained monthly on aspects of the plan, and are expected to ensure that is being implemented properly at their school sites. EL Liaisons meet monthly with Bilingual Director to review strategies for teaching English Learners. Teachers are CLAD/BCLAD certified, and are expected to use these strategies on a daily basis. TWI programs exist at two sites; SDAIE classes exist at the secondary level, and teachers with English learners are expected to utilize these strategies. Principals and District Office administrators are trained to look for these strategies during classroom observations.	Bilingual Director, ELD Teacher Specialists, Principals, Teachers	September 2007	Full implementation			
<ul style="list-style-type: none"> Progress in providing support for general and special education teachers delivering specialized instruction for students with disabilities. 	General and special education teachers attend liaison, grade level, course level, department and other curricular meetings. All staff development is designed for all teachers. The Director of C&I and Director of Special Education plan opportunities for teachers to meet and discuss curriculum delivery, and Response to Intervention/Instruction strategies.	Director of C&I, Director of Special Education, Teacher Specialists, Principals, Teachers	Teacher Meetings - September, October, November, January, February, April, May Liaisons Meetings - December, March Buyback Days - January	Full implementation. September Teacher meetings completed.			
<ul style="list-style-type: none"> Progress in creating collaboration among general education and special education teachers by grade-level or program. 	All grade levels meet twice a year to review data and benchmark results, and to receive strategies for writing and differentiation. Middle school ELA and math teachers (via liaisons) meet throughout the year with the districts teacher specialists to review benchmark data and answer implementation needs. GATE teachers meet throughout the year with the GATE coordinator to learn strategies to meet gifted students' needs. EL liaisons meet monthly with the Bilingual Director to share best practices and analyze data. Buy Back days are planned based on site and district need and are for all teachers. All meetings are attended by all teachers at that grade level or in that program, allowing for collaboration.	Director of C&I, GATE coordinator, Bilingual Director, Director of Special Education, Teacher Specialists, Site Administrators, Department Chairpersons, Teachers	Teacher Meetings - September, October, November, January, February, April, May Liaisons Meetings - December, March Buyback Days - January	Full implementation. September Teacher meetings completed			

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Progress made on addressing the needs of other high priority students							
<ul style="list-style-type: none"> Progress in providing SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/ELA and/or mathematics. 	Middle and high schools offer blocked periods of English/Reading or ELD/Reading for students who meet the criteria for enrollment. Middle schools and high schools offer double periods of math for students who meet the criteria for entrance. VUSD offered Summer Academies for students who are credit deficient in the summer of 2010 and 2011.	Director of C&I, Bilingual Director, High School Principals and Assistant Principals, Middle School Principals and Assistant Principals, Teachers	Annually beginning Fall 2009 Summer 2010 and 2011	Full implementation with continuing staff development			
<ul style="list-style-type: none"> Progress in providing transitional and support classes for students requiring strategic intervention in reading/ELA and/or mathematics. 	Middle and high schools offer blocked periods of English/Reading or ELD/Reading for students who meet the criteria for enrollment. Middle schools and high schools offer double periods of math for students who meet the criteria for entrance.	Director of C&I, Bilingual Director, High School Principals and Assistant Principals, Middle School Principals and Assistant Principals, Teachers	August 2010	Full Implementation			
Schools in Program Improvement (PI)							
Progress made in PI Year 3 Schools							
<ul style="list-style-type: none"> Assignment of Corrective Action(s) to each PI Year 3 school 	E.P. Foster and Sheridan Way Elementary Schools entered PI 3 based on 2011 AYP data released August 31. Corrective Actions have not yet been assigned by CDE, but the schools are analyzing data and conducting needs assessments to determine next steps in improving student achievement.	Bilingual Director, Director of C&I, Director of SPPE, teacher specialists, Principal, teachers	Beginning Fall 2011	In progress			
<ul style="list-style-type: none"> Progress in school implementation of assigned Corrective Action(s) 	Corrective Actions have not yet been assigned, but the schools are examining their data and strategizing ways to improve student achievement.	Bilingual Director, Director of C&I, Director of SPPE, teacher specialists, Principal, teachers	Beginning Fall 2011	In progress			
Progress made in PI Year 4 Schools	Not Applicable - there are no schools in PI 4						
<ul style="list-style-type: none"> Progress in preparing the restructuring plan for each PI Year 4 school. 	N/A						
Progress made in PI Year 5 Schools							
	Will Rogers Elementary School is now in year 5+ of Program Improvement. It restructured to implement a Two-Way Immersion (TWI) program in English and Spanish in 2009-10, beginning with the Kindergarten class. Now in its third year of implementation, grades K - 2 are TWI classrooms. In 2012-13, grade 3 will be added; in 2013-14, grade 4 will be added, and in 2014-15, 5th grade will be added.	Bilingual Director, Director of C&I, Director of SPPE, teacher specialists, Principal, teachers	K - 2009-10; 1 - 2010-11; 2 - 2011-12; 3 - 2012-13; 4 - 2013-14; 5 - 2014-15	K - 2 Fully Implemented Planning for 3 - 5 underway			
<ul style="list-style-type: none"> Progress in actions taken in implementing the restructuring/alternative governance plans in each PI Year 5 school. 	De Anza Academy of Technology and the Arts (DATA), formerly De Anza Middle School, is in Year 5 + of Program Improvement and Phase 2 of its magnet roll-out. Phase 1 (2010-11) began with the 6th grade. The new curriculum emphasizes technology literacy, and students receive laptops/notebooks which serve as their learning tool; learn to serve their community; go on college fieldtrips; learn to live a healthy informed lifestyle including living "green;" and more. The campus is wireless. Phase 2 is currently in effect with the current 7th grade class, who continue with components of their 6th grade year, with the addition of World Languages. Phase 3, in 2012-13 with the 8th graders will see a continuation of the themes and concepts of the 6th an 7th grade year, plus a focus on visual and performing arts.	Bilingual Director, Director of C&I, Director of SPPE, teacher specialists, Principal, teachers	Phase 1 - 2010-11; Phase 2 - 2011-12; Phase 3 - 2012-13	Phase 1 and 2 - Fully Implemented Phase 3 - In planning stages			

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District Assistance and Intervention Team (DAIT) Recommendations							
Progress made on implementing the DAIT recommendations in one or more areas of district work	<i>Ventura Unified School District was not required to contract with a DAIT. Therefore this section is not applicable</i>						
<ul style="list-style-type: none"> ▪ Governance 	N/A						
<ul style="list-style-type: none"> ▪ Alignment of curriculum, instruction, and assessments to state standards 	N/A						
<ul style="list-style-type: none"> ▪ Fiscal operations 	N/A						
<ul style="list-style-type: none"> ▪ Parent and community involvement 	N/A						
<ul style="list-style-type: none"> ▪ Human Resources 	N/A						
<ul style="list-style-type: none"> ▪ Data systems and achievement monitoring 	N/A						
<ul style="list-style-type: none"> ▪ Professional development 	N/A						