



OXNARD UNION HIGH SCHOOL DISTRICT
Amendments to the LEAP – January 19, 2005

Standards-Based Curriculum, Instruction and Assessment

Description	Persons Involved/ Timeline	Related Expenditures	Funding Source
<ul style="list-style-type: none"> • The District will propose administrative procedures that ensure that all students will receive an issued text as adopted for each course by the second week of school. • Each teacher will receive publisher supplied teacher materials before school opens. • Learning opportunities outside of the school day will target students in need of intensive and strategic interventions based on diagnostic assessment. 	Asst. Supt. – Educational Services, Principals—Spring 2005.	Not to exceed IMF Allocation.	IMF.
<p><u>Reading/ELA</u></p> <ol style="list-style-type: none"> 1. OUHSD has State Board-adopted text, McDougall-Littell's <u>Language of Literature</u>, for grades 9 & 10. 2. All English 9 students reading below grade-level are enrolled in Reading 9 or Reading Tech. 3. All students who are reading significantly below grade level (below 6th grade) are enrolled in an intervention course in addition to their regular grade-level language arts course, to the extent qualified teachers are available, using Corrective Reading, which is a component of the state-adopted intervention - Reach (SRA-Mcgraw Hill). 4. PHS has a pilot Reach block (3 periods) for the lowest 20 students. Growth data gathered in Spring 2004 will determine if this program is expanded to Channel Islands, Hueneme, Oxnard and Río Mesa High Schools. 5. Quarterly District-Wide Assessments (DWAs) in English Language Arts for all students in grades 9 & 10 are used to determine student progress and included in quarter grades, and revise Board policy accordingly. Results of assessments are sent to parents. 6. The Stanford Diagnostic Reading Test (SDRT) is administered 3 times a year in Reading Classes (Sept., Dec., April) to determine appropriate student placement and the number of reading sections needed. 7. Pacing Calendars in place for the following English Courses: 9th grade English, 10th grade English, 11th grade English (except English 11 - CAHSEE Remediation course to be completed by the Fall 2005). 8. District Reading Specialist holds monthly meetings for an on-going professional development training for all reading teachers. Best practices from various schools are shared. 9. District-adopted textbooks, Great Source/Reader's Handbook are used in all 9th and 10th grade reading classes. 	<ol style="list-style-type: none"> 2-3. Dist. Reading Specialist, Site Lead Reading Teachers, Counselors, and Administrators—On-going. 4. Asst. Supt. – Ed. Services, District Reading Specialist, Site Principals—Spring 2004. 5. Dist. NCLB Admin. Assess.—On-going quarterly. 6. Site Reading Specialist, Site Reading Teachers and Counselors, Asst. Principals of Master Scheduling, Testing Dept., NCLB Admin. Assess. 7. Dist. ELA Resource Teacher, Asst. Supt. – Ed. Services, and Staff Dev. 	<ol style="list-style-type: none"> 2. Salary. 4. Per additional period as needed. 5. Salary. 7. Salary. 8. Prof. Dev. Pay. 	<ol style="list-style-type: none"> 2. Title I, Title II. 4. General, Title I. 5. Title I. 7. Title I. 8. Title II.



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10. Incoming 8 th graders: Bridges to Success class (for students reading below level who need support before entering high school). The District will develop additional summer reading classes to provide strategic and intensive remediation. Student growth data will be used to modify and improve program.	10. Asst. Supt. – Ed. Services, Site Principals, Feeder School Districts, Site Administration, Dist. Reading Specialist.	10.As needed.	10. Summer School Funding.
11. Focus on Differentiated Instruction - Positive Attendance Day for all staff and 2 day academy for 26 teachers was offered in Fall 2004 and will be extended with additional instruction in Spring and Fall 2005.	11. Asst. Supt. – Human Resources, Director of Staff Development— Spring and Fall 2005.	11. Teacher Daily Rate, Subs.	11. ITSDR (Inst. Time & Staff. Dev.
12. The District adopted the SBE-approved reading/language arts intervention program text. <u>VISIONS</u> , in the Spring 2004 and purchased the text for the start of the current 2004-05 school year for all ELL students enrolled in the ELD curriculum.	12-20. Director of Comp. Ed.—2004-2006 as described.	12.Salary Director.	Reform.) Funds, Title II.
13. The District scheduled training in SBE-approved <u>VISIONS</u> in September 2004 for all ELD teachers and will conduct training in the Fall of 2005.			12. Title I, EIA/LEP, Mig. Ed.
14. ELD pacing calendar has been created and implemented.			
15. The District will design ELD benchmark assessments for immediate and future application using the Edusoft assessment tool and <u>VISIONS</u> . This will allow teachers to identify ELL students for discrete interventions.			
16. The District supports site use of Title III and other categorical funds to extend the ELD program for “Beginning” level students through the summer 2005 program for an additional seventy (75) hours of instruction.			
17. Special Programs Counselors and Counselors of record will identify and program those ELL students who need SDAIE in the Spring to advise the Master Schedule for the Fall.		17.Additional Teachers as needed.	17. Title III, Immigrant, EIA/LEP.
18. The District will provide Master Schedule training to ensure appropriate placement of ELL students.	18. Special Programs Counselors.	18.Salary.	18. Title I, EIA/LEP, Mig. Ed.
19. In consultation with the school administrators responsible for creating the Master Schedule, the Special Programs Counselor will review the Master Schedule to help ensure that adequate sections of SDAIE and Bilingual classes have been planned. Site administration will ensure teachers with proper credentialing have been assigned.	19-20. Asst. Supt. – Ed. Services, Asst. Supt. – Human Resources, Director of Comp. Ed., Special Programs Counselors, Site Administration.		
20. The District has begun implementation of a new RSP program that provides equal access for Special Education students to core curriculum. This model addresses the “highly qualified” teacher requirements of the NCLB legislation. The “co-teaching” model supports the RSP students’ participation in the <i>Least Restrictive Environment (LRE)</i> . The model will be expanded for all 9 th and 10 th grade RSP students.	20-26. Director of Special Ed.—2004-2006 as described.		
21. The model began in 2003-04 on a four-year cycle to allow all incoming 9 th		21-26. Paraeducators	21-26. Title I.



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<p>grade students to take their courses in general education classes with support from the RSP teachers and paraeducators. In so doing, RSP students will meet these requirements:</p> <ul style="list-style-type: none"> ○ Students are to be provided access to grade-level standards-based curriculum. ○ Instruction is to be provided by highly qualified teachers. ○ Students participate in the LRE with their non-disabled peers. ○ Students are required to take both Reading and English ○ Student will participate in all District-wide and state-wide assessments. <p>22. Student grades in SPED-SDC classes will reflect their proficiency on that standard noted in the IEP. If students participate in curriculum at grade-level standards, then their grades must reflect their proficiency at that standard. For example, if a student has an IEP and he is working on a goal of reading and writing at a 4th grade CA standard, his/her grade in the class MUST reflect that he/she is either proficient (B-C) or not proficient (D-F). The grade of A should be given only if the student is working above proficiency level at a grade-level standard.</p> <p>23. Ensure that SDC teachers are provided with the necessary materials and texts to implement the programs at their respective.</p> <p>24. The District will provide <u>VISIONS</u> textbooks to Special Day Class and Resource Specialist Program classes where ELL students require SPED services.</p> <p>25. SPED teachers will participate in content specific professional development with regular education content teachers.</p>	<p>24. Director of Special Ed., Site Administration.</p> <p>25. Director of Special Ed., Director of Staff Development.</p>	<p>as needed.</p> <p>24. Suppl. instr. materials as needed.</p> <p>25. Sub costs and stipends.</p>	<p>24. Title I, Title III, EIA/LEP.</p> <p>25. Title I, Title II, Title III.</p>
<p><u>Mathematics</u></p> <p>1. To address the needs of our lowest performing math students, the District has introduced tutorial support classes, and provided extensive professional development opportunities for those teachers in both, methodology and the use of materials. Increasing the effectiveness of those classes is the number one priority of the District Math Specialist.</p> <p>2. Bilingual Pre-Algebra courses will have companion SDAIE or bilingual “Math Tutorial” classes that mirror the regular Math curriculum.</p> <p>3. To address the Algebra requirements for graduation and allow every opportunity for students to achieve a high school diploma, the Special Day Class (SDC) math curriculum was re-written, aligned to the state standards and presented as SDC Pre-Algebra (repeatable for second year with credit)</p>	<p>1. Asst. Supt. – Ed. Services, Director of Comp. Ed., Site Administration, Math Specialist.</p> <p>2-12. Dist. Math Specialist.</p>	<p>1. Salary.</p> <p>2. As needed.</p>	<p>1. Title I, Title II.</p> <p>2. General.</p>



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<p>and SDC Algebra 1A and 1B (two year sequence). SDC students entering high school go immediately into a Pre-Algebra class.</p> <p>4. Pacing calendars have been written for SDC Pre-Algebra, SDC Algebra 1A and SDC Algebra 1B.</p> <p>5. SPED teachers will propose a SDC Math Tutorial course for 9 and 10 grade students who have not passed the CAHSEE.</p> <p>6. The new District RSP model requires that all RSP students must take and pass Algebra.</p> <p>7. Our professional development this year has focused on research-based proven methods to address teacher and data identified areas of need. The focus is on the fundamental concepts of Algebra and Geometry, effective collaboration, differentiated instruction, the needs of ELD students, and SDAIE strategies.</p> <p>8. The District developed pacing calendars based on the state standards, the CST blueprints, the CAHSEE math blueprint, and our adopted textbooks. These are being used this year, with regular benchmarks to assess student progress. This year we have introduced the use of Edusoft data analysis tool to provide immediate, focused feedback to teachers and students to identify areas of weakness and strength. A primary role of District Math Specialist is to help teachers analyze data to target instruction properly, and then to help them develop effective instructional strategies.</p> <p>9. The OUSHD has found continued academic growth through the use of existing board adopted math textbooks in courses through Algebra 1. These texts will remain in use throughout the Program Improvement process provided that the student academic growth continues.</p> <p>10. In the Summer 2004, the District offered a one-week workshop which gave teachers an opportunity to build understanding and teaching skill in the areas of algebra and geometry, and then another week that focused on effective collaboration. This has been followed up with 3 to 4 workshops per month that continue to build in these areas. This cycle will continue in 2005-06.</p> <p>11. Teachers are sent to conferences to learn new math strategies and identify resources for intensive and strategic interventions. These teachers present to their colleagues at both, mandatory and non-mandatory professional development workshops.</p> <p>12. The District offers a comprehensive, integrated curriculum for all students needing intensive and strategic interventions, as well as for students progressing through the higher levels of mathematics. Refer to Math Scope & Sequence, Placement of 9th Grade Students, Recommendations for Struggling Students, attached as items A and B.</p>	<p>4. Director of Special Ed., and Dist. Math Specialist—Spring 2005.</p> <p>6. Director of Staff Development, Math Specialist—On-going.</p> <p>8. On-going as described.</p> <p>10-11. Director of Staff Dev., Dist. Math Specialist.</p>	<p>5. Prof. Dev. hourly rate as needed.</p> <p>8. Prof. Dev. hourly rate as needed.</p> <p>10. Prof. Dev. hourly rate as needed.</p> <p>11. Subs and Conference Costs.</p>	<p>5. Title I, Title II.</p> <p>8. Title I, Title II.</p> <p>10. Title I, Title II.</p> <p>11. Title I, Title II.</p>



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Professional Development

Description	Persons Involved/ Timeline	Related Expenditures	Funding Source
<u>The District:</u>			
<p>1. Promotes and facilitates the acquisition of AB75 training on the SBE-adopted core instructional materials in reading/language arts and mathematics and reading intervention materials offered by State Board – authorized providers.</p> <p>2. Promotes and facilitates the acquisition of AB75 training in Algebra 1 and remedial mathematics and reading intervention programs for high school administrators, with priority given to PI schools.</p> <p>3. School principals and at least one assistant principal per site will complete AB75 Module 1 Training (including 40 hours of training and 40 hours of practicum).</p> <p>4. Promotes and facilitates for 9th and 10th grade high school teachers, the acquisition of AB466 training in Algebra 1 and remedial mathematics and reading intervention programs, with priority given to PI schools.</p> <p>5. Provides comprehensive and on-going professional development opportunities that focus on instruction in the content areas and across the curriculum for reading/language arts and mathematics.</p> <p>6. Provides professional development focused on the analysis of student achievement data from state and District assessments and curriculum-imbedded assessments.</p> <p>7. During the 2004-05 school year, the District provided staff development based upon the following data: Instructional Audit Data from CIHS, HHS, OHS, RMHS; state and local assessment data; teacher feedback; classroom observation data. These same data sources will be utilized to determine instructional needs and drive the staff development plan for the 2005-06 school year.</p> <p>8. During the 2004-05 school year, the District Leadership Team and Staff Development Director included the target audience group members in the planning process, and then implementing the training model of presentation, observation, feedback, and coaching to provide ease of application; successful process will continue during the 2005-06 school year.</p> <p>9. Curriculum, Instruction, Assessment, and Professional Development focuses on research-based instructional strategies that will support student mastery of the California Subject Matter Content Standards.</p> <p>10. After reviewing state and local assessment data, it is apparent that English Language Learners and Special Education students are not performing as well as their peers. Research-based strategies will be utilized to address the specific needs of these subgroups; staff development will support professional growth in these research-based strategies. (Examples: SDAIE, SIOP, <u>VISIONS</u>, CLAD Training).</p> <p>11. In order to initiate systemic and supported change at each of the sites, District and Site Teams will work together to develop a cohesive coherent staff development program that is on-going and looping using research-based</p>	<p>1-2. This was done during module 1, concluding 10/28/04 for the District's initial cohort of AB75 participants.</p> <p>3. Asst. Supt. – H.R., Principals, Asst. Principals, Director of Staff Dev., VCSSO Approved Provider.</p> <p>4. Partially done – for Corrective Reading component only, and only a portion of them via authorized AB 466 providers. <i>We have plans to do this in Spring of 2005, then in Summer 2005 follow up for new hires.</i></p> <p>5. District Math Specialist & trainers from “Come On” Group do provide this for mathematics. District Reading/Language Arts Resource Teacher does provide this for Reading in Content Area Teachers, Reading Teachers, and standards-based instruction for English Language Arts Teachers.</p> <p>6. Lists of 2004 completed / 2005 scheduled available from individuals noted below: <u>NCLB Administrator for Assessment</u> – analysis of student achievement data from state and District assessments. <u>District Math Specialist</u> – District assessments and curriculum-imbedded assessments. <u>District Reading Resource Teacher</u> – District assessments and curriculum-imbedded assessments - Reading and ELA. <u>District Technology Teachers</u> – analysis of student achievement data from state and District.</p>	<p>1-2. Cost didn't exceed special funding noted far right column.</p> <p>3. Cost didn't exceed special funding noted far right column.</p> <p>4. Cost didn't exceed special funding noted far right column.</p> <p>5-16. Program administration; salaried time expended on/for planning, presenting, participating in these PD activities.</p>	<p>1-2. AB75 Grant.</p> <p>3. AB75 Grant, Title II.</p> <p>4. AB466 Grant Funding for Math.</p> <p>5. Title I, Title II General,</p> <p>6. Title I, Title II, General. 7-10. Title I, Title II, General, Special Grants when appl.</p>



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<p>strategies that demonstrate improved student academic achievement.</p> <p>12. To raise the performance of all subgroups, District, site administrators, and school site Leadership Teams will monitor the implementation of research-based strategies to determine future needs.</p> <p>13. The District will continue to provide staff development as it pertains to building master schedules that are driven by the needs of the students.</p> <p>14. ELA teachers meet quarterly for staff development related to interpreting student results and modify instruction based on standards-based District-Wide Assessments (DWAs). Quarterly Staff Development for ELA District-Wide Assessments (DWAs).</p> <p>15. CAR: Content Area Reading Academy for Content Area Teachers (English, Math, Science & Social Science) to learn reading strategies.</p> <p>16. CAR: Content Area Reading Academy: Training of Trainers - in Marzano's instructional strategies (i.e., compare/contrast, summary, note taking, etc.).</p> <p>17. The District scheduled training in the use of SBE-approved <u>VISIONS</u> in September 2004 for all ELD teachers and will conduct training in the Fall 2005.</p> <p>18. The District contracted with the county office, VCSSO Director of District and School Support Services, to coordinate training teachers and administrators in Specially Designed Academic Instruction in English (SDAIE) and in the use of the Sheltered Instruction Observation Protocol (SIOP), as supported by the research of Deborah Short and Jana Echevarria.</p> <p>19. The District has contracted with the University of San Diego to increase the number of CLAD certificated teachers.</p> <p>20. The District provided model content specific SDAIE standards-based lessons that were presented at a District-wide mandatory training held November 12, 2004 for all teachers of English, Math, Science, and Social Science.</p> <p>21. Staff development activities through the district Staff Development Office are scheduled through out the year to provide the most value to further enhance the co-teaching SPED model based upon current student needs and research.</p> <p>22. Mandate that all SDC teachers (including those at ACHS) be trained in a research-based reading program.</p> <p>23. The District will provide occupational and conversational Spanish language classes for counselors, teachers, and administrators to help build communication with students and parents.</p> <p>24. In an effort to increase instructional effectiveness, the District provides quarterly workshops to substitute teachers.</p> <p>25. The District will continue to host professional development sessions for counselors to guide them in the interpretation of student results and to educate them on how to assist parents in interpreting results.</p> <p>26. The District will continue to provide professional development to staff to assist them in the utilization of SchoolMax, Measures, and Edusoft.</p>	<p>13. Asst. Supt. – H.R., District Staff Development—Spring 2005.</p> <p>14. Dist. ELA Resource Teacher—quarterly as described.</p> <p>15-16. Dist. Reading Resource Tchr.—Fall 2004—Spring 2005.</p> <p>17-20. Director of Comp. Ed., Director of Staff Dev.—Fall 2004 and as indicated.</p> <p>19. Director of Staff Development.</p> <p>22. Director of Special Ed., Dist. Reading Resource Teacher.</p> <p>23. Director of Comp. Ed.</p> <p>24. Asst. Supt. – H.R., Director of Staff Development.</p> <p>25-26. Director of Staff Development, NCLB – Admin. Assess.</p>	<p>17-20. County contract, Teacher Prof. Dev. hourly pay.</p> <p>19. Fees.</p> <p>22. Teacher Prof. Dev. rate.</p> <p>23. Prof. Dev. stipend, registration, materials.</p> <p>24. Daily sub pay.</p>	<p>17.-20. Title I, Title II, EIA/LEP.</p> <p>19. Title II.</p> <p>22. Title I, Title II.</p> <p>23. EIA/LEP.</p> <p>24. Title II.</p>



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Human Resources

Description	Persons Involved/ Timeline	Related Expenditures	Funding Source
1. The District will require full use of authorized teachers to teach SDAIE as needed to accommodate ELL students who have CST ELA scores of Basic, Below Basic, or Far Below Basic.	1. Asst. Supt. – H.R., Principal, AP Master Schedule, Counselors.—Fall 2005		
2. The District employed a temporary NCLB administrator on Special Assignment to facilitate the HQT process. As of December 2004, 90% of the staff is Highly Qualified. The site administrators will be trained so they can assume the responsibility of ensuring that all teachers are teaching in areas in which they are highly qualified.	2. Asst. Supt. – H.R., NCLB Admin. – Spec. Assignment, Site Admin.	2. Salary.	2. Title II.
3. The District will provide funding to teachers to assist in offsetting some of the cost of their earning supplemental teaching authorizations in the areas of greatest need.	3. Asst. Supt. – H.R.	3. As needed.	3. Title II.
4. Salaries, wages, and benefits for administrators are competitive.			
5. Salaries, wages, and benefits for teachers are competitive and are currently within the top 5% of the county; the District continues to work with the bargaining unit to negotiate salaries, wages and benefits.			
6. The District continues to increase the awareness of leadership opportunities and develop leadership capacity skills through the Future Administrators Academy.	6. Asst. Supt. – H.R.	6. Program Cost.	6. Title II.
7. The principal selection process incorporates student, staff, and community input to ensure the person selected will meet the needs of the specific site.			
8. In an effort to address the lack of high quality substitutes, the District will review daily substitute pay as it compares to neighboring districts.	8. Asst. Supt. – H.R.	8. To be determined.	8.General.
9. The District will increase the hourly rate of teachers when attending staff development.	9. Asst. Supt. – H.R.	9. As needed.	9.General, Title I,
10. To better serve the needs of all students, curricular/data coaches with expertise in reading and math are assigned to each site to support all core content areas.	10. Asst. Supt. – H.R.	10. Salaries.	Title II. 10.Title II.
11. Principals will certify to District administration that the most skilled teachers are assigned to teach the students with the greatest academic needs.	11. Superintendent.		
12. All Math Tutorial teachers will be NCLB compliant.	12. Asst. Supt. – H.R., Principals.		
13. Strategic and intensive intervention teachers will be NCLB compliant.	13. Asst. Supt. – H.R., Principals.		



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Data System/Data Analysis/On-going Monitoring

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<ol style="list-style-type: none"> 1. The District has the following data warehouse/analysis software in current use: SchoolMax, Measures, Edusoft. 2. The District has employed a Data Analyst to assist in the on-going efforts to ensure accuracy within the district’s data bases and will continue to provide training to EDP operators to assist them in data accuracy. 3. Teachers receive class rosters that provide information on students’ state testing, special program participation, and parent contacts. Teachers can also access state data on students via the Edusoft data base. The Edusoft data base is accessible via the internet from any location. Teachers can access state testing information within weeks after the District receives the data disk from the state. 4. The District will administer common local benchmark assessments in the math, English, science, history, and ELD classes; data will be available immediately. Math and English currently in place; Science, History, and ELD to be in full implementation for the 2005-06 school year. 5. All teachers and counselors can utilize Edusoft to create standards-based local assessments. All teachers and counselors can enter this data into the Edusoft data base and begin to analyze the data on the same day the local assessment is administered. 6. All staff can utilize Edusoft to disaggregate state and local assessment data by demographic categories. This data can be analyzed at the following levels: District, school site, department, course, teacher, and student. 7. Students’ state and local benchmark data are mailed home to parents. Cover letters are included in multiple languages to assist in the interpretation of those data. Parents may also attend “data open houses” or make appointments with counselors to assist in the interpretation of test results. 8. The District will continue to host professional development sessions for counselors to guide them in the interpretation of student results and to educate them on how to assist parents in interpreting results. 9. The District will continue to analyze school site state and local data and communicate the findings to the school sites. 10. The District will continue to provide professional development to staff to assist them in the utilization of SchoolMax, Measures, and Edusoft. 11. District, site administration, and school site Leadership Teams, will utilize student data to facilitate decision-making in the areas of professional development, program effectiveness, and staffing needs. Student needs <u>will</u> 	<ol style="list-style-type: none"> 1. Asst. Supt. – Ed. Services, NCLB – Admin. Assess., Director of Info. Tech.—On-going. 2. Director of Info. Tech., Data Analyst. 3. NCLB – Admin. Assess., Director of Info. Tech., Teachers, Site Admin.— On-going. 4. Asst. Supt. – Ed. Services, NCLB – Admin. Assess., Assessment Staff, Site Administration—On-going. 5-6. District and Site Administrators, Teachers, Counselors—On-going. 7. Asst. Supt. - Ed. Services, NCLB – Admin. Assess., Counselors—On-going. 8. Staff Development, NCLB – Admin. Assess.—On-going. 9. Asst. Supt. – Ed. Services, NCLB – Admin. Assess. 10. Staff Development, NCLB – Admin. Assess., Director of Info. Tech.— On-going. 	<ol style="list-style-type: none"> 1. Salary, software, hardware and training. 2. Salary. 4. Assess. Staff Salaries. 7. Mailing. 	<ol style="list-style-type: none"> 1. Title I, Title II, General. 2. General. 4. Title I, EIA/LEP. 7. General, Title I.



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<p>drive decisions as they relate to the areas previously listed.</p> <p>12. To drive data-based decision-making, the use of Edusoft in the classrooms and at the sites will be monitored. The knowledge of how and if, data is being used will provide the opportunity to further support teachers and administrators in the use of the Edusoft program.</p> <p>13. School site Leadership Teams including counselors will develop a plan to communicate achievement data to the students that complies with the guidelines of the District template.</p> <p>14. The District is implementing a pilot program at Pacifica High School, called "I Parent", that allows parents to review their child's attendance, assessment data, and classroom grade books via the internet.</p> <p>15. To increase student attendance, the District will communicate absenteeism data to parents by attendance letters and nightly telephone calls, so parents understand that good attendance is directly related to increased student achievement.</p> <p>16. The District will coordinate with feeder elementary school districts to facilitate the transfer of student data as required on the state testing student answer document.</p>	<p>12-13. Asst. Supt. – Ed. Services, Site Administration and Leadership Teams.</p> <p>14. Director of Info. Tech., Coord. of Educational Tech.</p> <p>15. Asst. Supt. – Ed. Services, Asst. Supt. – Business Services, Director of Info. Tech.</p> <p>16. Asst. Supt. – Ed. Services, Director of Info. Tech.—Spring 2005.</p>	<p>15. Mailing.</p>	<p>15.General.</p>



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Parent and Community

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<ol style="list-style-type: none"> 1. The District will carefully monitor parental requests for bilingual classes and ensure that access to such courses complies with the governing regulations (Ed. Code §300). 2. Support Special Education parental involvement through parent communication via case manager contact, annual IEPs, parent/student transition workshops and workability, and Transition Partnership Program (TPP) projects. 3. The District will provide occupational and conversational Spanish language classes for counselors, teachers, and administrators to help build communication with students and parents. 4. The District will offer English classes for parents specifically designed to understand communications from the school and to support their children’s education. 5. The District will communicate the significant details associated with LEA Program Improvement to students, parents, staff, and the community via various modes of communication, including: <ul style="list-style-type: none"> • PowerPoint Presentations • District NCLB Newsletter • District NCLB Video • Parent Meetings at Site • District Website. 6. The District monitors school site council, school Migrant Education PAC, school ELAC meetings, and other parent meetings by scheduled attendance, review of agendas and minutes, and through direct parent communication at District parent meetings. 7. The District organizes Migrant Education parent training in collaboration with the county Migrant Education office. Training includes the use of Channing-Bete parent involvement curriculum. 8. The District continues to provide important educational program information to the parents of ELL and Migrant Education students through the bilingual English/Spanish Publication “Padres Preparados / Parents Prepared.” This publication is distributed to the local media. 9. The District will research creating a centralized parent involvement resource position to support schools in the organization and delivery of training and communication to the parents of ELL, Migrant Education, and Title I students, incorporating the Channing-Bete curriculum. 	<ol style="list-style-type: none"> 1. Director of Comp. Ed., Principals, Site Administration, SPCs. 2. Director of Special Ed., Principals, Site Administration. 3. Director of Comp. Ed. 4. Director of Comp. Ed., Migrant Instructional Support Teacher. 5. Asst. Supt. – Ed. Services, Director of Comp. Ed., Site Administration. 6. Director of Comp. Ed., Site Administration. 7. Migrant Instructional Support Teacher. 8-10. Director of Comp. Ed., Migrant Instructional Support Teacher. 		



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<p>10. The District continues to use local press, radio, and cable TV to communicate with the bilingual English/Spanish community regarding NCLB Progress and Program Improvement requirements.</p> <p>11. The District continues to support a website and school email to facilitate communication between the homes and the school.</p> <p>12. The District is implementing a pilot program at Pacifica High School, called “I Parent”, that allows parents to review their child’s attendance, assessment data, and classroom grade books via the internet. The attendance module will be expanded to all campuses—2005-06.</p> <p>13. Students’ state and local benchmark data are mailed home to parents. Cover letters are included in multiple languages to assist in the interpretation of those data. Parents may also attend “data open houses” or make appointments with counselors to assist in the interpretation of test results.</p> <p>14. All parents of grade 10 students will receive a copy of the student transcript annually. Parent consultations are encouraged.</p>	<p>11. District Technology Resource Teacher.</p> <p>13. District NCLB Admin. Assessment, Site Administration.</p>		



OXNARD UNION HIGH SCHOOL DISTRICT
Amendments to the LEAP – January 19, 2005

Fiscal Operations

Description	Persons Involved/ Timeline	Related Expenditures	Funding Source
<ol style="list-style-type: none"> 1. Additional sections of ELD, SDAIE, or bilingual classes above and beyond teacher control will be created using categorical funds. 2. The District holds categorical programs fiscal meetings monthly or as needed throughout the school year with school and district administration and business personnel to review regulations, advise sites regarding effective use, and give expenditure and balance updates. 3. The District will allocate AB2066 PI LEA funds to contract with the Ventura County Director of School Support Services to arrange to provide technical assistance with the revision and implementation of the LEAP. 4. The District will reserve at least ten (10) percent of the LEA Title I allocation for high quality professional development to improve classroom teaching. 5. The District will require sites to use the District “Funding Proposal Rubric” to prioritize expenditures and to ensure alignment with site plans, the District LEAP, and the governing regulations (see attached item C). 6. School sites will submit their proposed categorical budget plans at the end of June for the following school year. The budgets will reflect the priorities and needs identified in the Local Educational Agency Plan. 7. Categorical budget planning will be a collaborative process to include all stakeholders. 	<ol style="list-style-type: none"> 1. Asst. Supt. – Ed. Services, Director of Comp. Ed. 2. Assist. Supt. – Business Services, Director of Comp. Ed., Staff Accountant – Spec. Prog. 3. Asst. Supt. – Ed. Services, VCSSO. 4. Asst. Supt. – Ed. Services, Director of Staff Development. 5. Principal and Assistant Principal for Special Programs, Director of Comp. Ed., Asst. Supt – Educational Services, Asst. Supt – H. R., as appropriate. 6-7. Asst. Supt. – Ed. Services, Director of Comp. Ed. 	<ol style="list-style-type: none"> 2. Accountant Salary. 3. As needed. 	<ol style="list-style-type: none"> 2. Title I, EIA/LEP, General. 3. AB2066.



OXNARD UNION HIGH SCHOOL DISTRICT
Amendments to the LEAP – January 19, 2005

Governance/Leadership

Description	Persons Involved/ Timeline	Related Expenditures	Funding Source
<ol style="list-style-type: none"> 1. District and site administrators and trained teachers will conduct “walk through” observations. 2. SPED services are coordinated by the Director and Assistant Director of Special Education, Assistant Principals for Special Education, Special Education Department Chairs. 3. Principals will certify that the most skilled teachers are assigned to teach the students with the greatest academic needs. Assistant Superintendents of Human Resources and Educational Services meet with school Leadership Teams to ensure that the most skilled teachers are teaching the students with the greatest academic need. 4. Principals will review each Department Chair’s meeting minutes to ensure that review of students’ standards-based assessment is on-going. This will be monitored by the Assistant Superintendent of Educational Services. 5. The District Compensatory Education Division publishes a monthly calendar recording District sponsored activities, meetings, trainings, and county and state conferences as these relate to serving our Title I, Migrant, ELL students and families. These will be distributed to administrators and parents. 6. The District will coordinate technical assistance for school sites on a centralized “Technical Assistance” calendar that communicates the broad long term collaboration between the schools, the Educational Services office, the Human Resources office, and the Ventura County Superintendent of Schools office toward the implementation of Program Improvement (see Attachment “D”). 7. Site and District Leadership Teams will monitor and support the on-going implementation of District-wide pacing calendars. 8. The District will communicate the significant details associated with LEA Program Improvement to students, parents, staff, and the community via various modes of communication, including: <ul style="list-style-type: none"> • PowerPoint Presentations • District NCLB Newsletter • District NCLB Video • Parent Meetings • District Website. 9. The District will work to build a stronger partnership with the feeder school districts. The District articulation teams will meet regularly with Feeder School Districts. 	<ol style="list-style-type: none"> 1. Asst. Supt. – Ed. Services, D.O. and Site Administration—On-going. 3. Superintendent, Asst. Supt. – H.R., Asst. Supt. – Ed. Services, Principals. 4. Monthly. 5. Director of Comp. Ed—Monthly. 6. Asst. Supt. – Ed. Services, Asst. – H.R., Director of Staff Dev., Director of Comp. Ed. 7. Superintendent, Asst. Supt. – Ed. Services, Asst. Supt. – H.R. 8. Asst. Supt. – Ed. Services, Director of Comp. Ed., Site Administrators. 9. Asst. Supt. – Ed. Services. 		



OXNARD UNION HIGH SCHOOL DISTRICT
Amendments to the LEAP – January 19, 2005

Description	Persons Involved/ Timeline	Related Expenditures	Funding Source
10. The District will support flexible schedules that promote time for true collaboration. 11. The District will coordinate with feeder elementary school districts to facilitate the transfer of student data as required on the state testing student answer document. 12. Provides professional development focused on the analysis of student achievement data from state and District assessments and curriculum-embedded assessments. 13. Site administrators will be trained to use the Sheltered Instruction Observation Protocol (SIOP) when visiting SDAIE classes.	10. Asst. Supt. – H.R., Principals and Site Leadership Teams; Asst. Supt.– Business Services. 11. Asst. Supt. – Ed. Services, Director of Info. Tech. 12. All teachers, Counselors, Administrators. 13. Director of Comp. Ed., VCSSO— Fall 2004.		



OXNARD UNION HIGH SCHOOL DISTRICT

Amendments to the LEAP – January 19, 2005

Attachment A

2004-05

OUHSD SCOPE AND SEQUENCE OF MATHEMATICS COURSES

9th	10th	11th	12th	Explanation
IMP 2H	IMP 3H	IMP H4	Calculus or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Geometry P/S (H)	Algebra 2H	Pre-Calculus H	Calculus or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
IMP 2	IMP 3	IMP 4	Pre-Calculus, Calculus or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Geometry P/S	Algebra 2	Pre-Calculus or College Algebra	Calculus or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
IMP 1 ★	IMP 2	IMP 3	IMP 4	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Algebra 1 ★	Geometry P/S	Algebra 2, Intermediate Algebra	Pre-Calc., Algebra 2, College Algebra or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Pre-Algebra ★	Algebra A, B ★	Algebra C, R ★	Geometry Plane or Intermediate Algebra	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Pre-Algebra ★	IMP 1 ★	IMP 2	IMP 3	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Pre-Algebra ★	Pre-Algebra* ★	Algebra A, B ★	Algebra C, R ★	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
SDC Pre-Algebra ★	SDC Algebra A ★	SDC Algebra B ★		For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course. Students may take the SDC Pre-Algebra course a second year for credit if needed.
<p>* Math Tutorial: Students in all classes marked in this way have an automatic Math Tutorial class. In this Math Tutorial support class, students will have the same standards reinforced in order to build their understanding. 9th grade students in Pre-Algebra will not automatically be assigned to a matching Math Tutorial class.</p> <p>★ Specially Designed Academic Instruction in English (SDAIE): All classes up through Algebra 1 have SDAIE sections as needed. If requested by 20 or more parents, these same math classes (all classes up through the level of Algebra 1) are offered as bilingual classes.</p>				



OXNARD UNION HIGH SCHOOL DISTRICT

Amendments to the LEAP – January 19, 2005

Attachment A - continued

2004-05 PLACEMENT OF 9TH GRADE STUDENTS

The student's initial placement in the sequence will be determined by the following:

8 th grade Algebra with a grade of A AND with honors recommendation, 60% on OUHSD Algebra 1 Test, and scoring proficient or better on the Algebra 1 CST.	IMP 2 Honors or Geometry P/S Honors.
8 th grade Algebra with a grade of A without honors recommendation 60% on OUHSD Algebra 1 Test, and scoring basic or better on the Algebra 1 CST.	IMP 2 or Geometry P/S.
8 th grade Algebra with a grade of B or C, 20% on OUHSD Algebra 1 Test, and scoring below basic or better on the Algebra 1 CST.	IMP 1 or Algebra 1.
8 th grade Algebra with a grade of D or F, less than 20% on OUHSD Algebra 1 Test, and scoring far below basic on the Algebra 1 CST.	Pre-Algebra.
Mastered 7 th grade standards and scored 60% or better on OUHSD Pre-Algebra Test.	Algebra 1 or IMP 1.
At or below 6 th grade standards and scored 20% to 60% on OUHSD Pre-Algebra Test.	Pre-Algebra.

RECOMMENDATIONS FOR STRUGGLING STUDENTS

Course completed with a "D" or "F"	Recommended Course
Algebra A	Repeat Algebra A or Pre-Algebra Semester 2 if not already done. With recommendation from the teacher, a D student could be moved on to Algebra B if grade is due only to poor attendance.
Algebra B	Repeat Algebra B. With recommendation from the teacher, a D student could be moved on to Algebra C if grade is due only to poor attendance.
Algebra C	Repeat Algebra C.
Algebra R	Repeat Algebra R if not passed CAHSEE, otherwise Practical Math.
1 st Semester of Algebra 1	Pre-Algebra, Algebra A or B, or repeat 1 st Semester Algebra 1
2 nd Semester of Algebra 1	Algebra C or repeat 2 nd Semester Algebra 1.
1 st Semester of Geometry P/S	Geometry Plane.
2 nd Semester of Geometry P/S	Algebra skills good = Algebra 2. Algebra skills weak = Intermediate Algebra.
Geometry Plane	Algebra skills adequate = Intermediate Algebra. Algebra skills inadequate = Algebra C.
Algebra 2	Intermediate Algebra or repeat Algebra 2.
Pre-Calculus	College Algebra or repeat Pre-Calculus.
IMP 1	Pre-Algebra or repeat IMP 1.
IMP 2	Algebra C or repeat IMP 2.
IMP 3	Repeat IMP 3.
IMP 4	Repeat IMP 4.



OXNARD UNION HIGH SCHOOL DISTRICT

Amendments to the LEAP – January 19, 2005

Attachment B

PHS and RMHS 2004-05 Pilot OUHSD SCOPE AND SEQUENCE OF MATHEMATICS COURSES

9th	10th	11th	12th	Explanation
Geometry P/S (H)	Algebra 2H	Pre-Calculus H	Calculus or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Geometry P/S	Algebra 2	Pre-Calculus or College Algebra	Calculus or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Algebra 1 ★	Geometry P/S	Algebra 2, Intermediate Algebra	Pre-Calc., Algebra 2, College Algebra or AP Stats	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Pre-Algebra ★	Algebra A, B ★	Algebra C, R ★	Geometry Plane or Intermediate Algebra	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
Pre-Algebra, Algebra A ★	Algebra B, C ★	Algebra R, Geometry Plane	Geometry P/S or Intermediate Algebra	For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course.
SDC Pre-Algebra ★	SDC Algebra A ★	SDC Algebra B ★		For success in the next course in the sequence, it is recommended that the student should earn a “C” or better in each pre-requisite course. Students may take the SDC Pre-Algebra course a second year for credit if needed.
<p>* Math Tutorial: Students who have significant weakness in their math skills (formerly would have been in Intro to High School Math or Essentials of Math) will also have a Math Tutorial support class for at least the first two years. (Through Algebra C).</p> <p>★ Specially Designed Academic Instruction in English (SDAIE): All classes up through Algebra 1 have SDAIE sections as needed. If requested by 20 or more parents, these same math classes (all classes up through the level of Algebra 1) are offered as bilingual classes.</p>				

PLACEMENT OF 9TH GRADE STUDENTS

The student’s initial placement in the sequence will be determined by the following:

8 th grade Algebra with a grade of A AND with honors recommendation, 60% on OUHSD Algebra 1 Test, and scoring proficient or better on the Algebra 1 CST.	IMP 2 Honors or Geometry P/S Honors.
8 th grade Algebra with a grade of A without honors recommendation 60% on OUHSD Algebra 1 Test, and scoring basic or better on the Algebra 1 CST.	Geometry P/S.
8 th grade algebra with a grade of B or C, 20% on OUHSD Algebra 1 Test, and scoring below basic or better on the Algebra 1 CST.	Algebra 1.
8 th grade Algebra with a grade of D or F, less than 20% on OUHSD Algebra 1 Test, and scoring far below basic on the Algebra 1 CST.	Pre-Algebra.
Mastered 7 th grade standards and scored 60% or better on OUHSD Pre-Algebra Test.	Algebra 1.
Mastered 6 th grade standards and scored 20% to 60% on OUHSD Pre-Algebra Test.	Pre-Algebra.
Mastered 5 th grade standards.	Pre-Algebra plus Math Tutorial.
Mastery below 5 th grade.	Pre-Algebra plus Math Tutorial.



OXNARD UNION HIGH SCHOOL DISTRICT

Amendments to the LEAP – January 19, 2005

Attachment B - continued

PHS and RMHS 2004-05 Pilot RECOMMENDATIONS FOR STRUGGLING STUDENTS

Course completed with a “D” or “F”	Recommended Course
Algebra A	Repeat Algebra A or Pre-Algebra Semester 2 if not already done. With recommendation from the teacher, a D student could be moved on to Algebra B if grade is due only to poor attendance.
Algebra B	Repeat Algebra B. With recommendation from the teacher, a D student could be moved on to Algebra C if grade is due only to poor attendance.
Algebra C	Repeat Algebra C.
Algebra R	Repeat Algebra R if not passed CAHSEE, otherwise Practical Math.
1 st Semester of Algebra 1	Pre-Algebra, Algebra A or B, or repeat 1 st Semester Algebra 1.
2 nd Semester of Algebra 1	Algebra C or repeat 2 nd Semester Algebra 1.
1 st Semester of Geometry P/S	Geometry Plane.
2 nd Semester of Geometry P/S	Algebra skills good = Algebra 2. Algebra skills weak = Intermediate Algebra.
Geometry Plane	Algebra skills adequate = Intermediate Algebra. Algebra skills inadequate = Algebra C.
Algebra 2	Intermediate Algebra or repeat Algebra 2.
Pre-Calculus	College Algebra or repeat Pre-Calculus.



OXNARD UNION HIGH SCHOOL DISTRICT
Amendments to the LEAP – January 19, 2005

Attachment C

Office of Compensatory Education

FUNDING PROPOSAL RUBRIC

Staff Member: _____

Proposal Description: _____

Targeted Students: Migrant ____ LEP ____ Title I ____ Other _____

1. Supplement rather than supplant existing funding sources: Yes _____ No _____
 (If “No”, re-direct to appropriate funding source).

2. Program, services or materials directly impact Reading/Language Arts and/or Math achievement.

0	1	2	3	4
<i>Not at All</i>		<i>Somewhat</i>		<i>Directly</i>

3. Program, services or materials directly focus upon targeted students.

0	1	2	3	4
<i>Not at All</i>		<i>Somewhat</i>		<i>Directly</i>

4. The proposal is clear with a description of the manner, in which progress results will be assessed, e.g., increased achievement levels in Reading/Language Arts and/or Math.

0	1	2	3	4
<i>Not at All</i>		<i>Somewhat</i>		<i>Directly</i>

5. This proposal directly references the School Site Plan and Site Budget.

0	1	2	3	4
<i>Not at All</i>		<i>Somewhat</i>		<i>Directly</i>

6. Cost: \$ _____

Total Score: _____

Priority Rank: _____ [*compared to other proposals.*]

Additional consideration will be given to those proposals that focus upon:

- Standards Mastery
- Meeting Adequate Yearly Progress (AYP) or API
- Address other Board/District Educational Priorities
- Researched-Based.