

District Name: Oxnard Union High School District

CD Code: 56-72546

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

The No Child Left Behind (NCLB) Act of 2001 Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others. Rather than completely rewriting the existing LEA Plan, we recommend using this Plan Addendum template to address the items below. Type your responses in the expandable text boxes. Please submit your completed Addendum by e-mail to LEAP@cde.ca.gov.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) no later than January 9, 2009, is required to:

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The fundamental teaching and learning needs for our schools include the nine Essential Program Components as well as three additional needs identified by our DSLT.</p>	<p>The details for Section #1 are found in Sections #2 - 8.</p>			
<p>1. USE OF STANDARDS-ALIGNED TEXTBOOKS FOR ALL CLASSROOMS. Fundamental to teaching and learning is the availability of standards-aligned textbooks for all students in all courses.</p>				
<p>Areas of Need from the Previous Plan: While standards-aligned textbooks have been purchased, they are not always implemented with fidelity to the program. Additionally, self contained special education teachers do not always use the adopted textbooks.</p>				
<p>District Implementation: The District will continue to provide standards-aligned textbooks for all students in the core subject areas and will provide SBE-adopted textbooks for students in ELA intervention classes and students enrolled in Algebra Readiness and Algebra 1.</p>				
<p>Site Implementation: Principals will verify that the adopted standards-aligned textbooks are in use in all core and intensive intervention classes including special education classes</p>				
<p>Site Implementation: Principals will verify that teachers of core and intensive intervention classes (including special education teachers) are using the adopted standards-aligned textbooks with fidelity. (</p>				
<p>2. INSTRUCTIONAL TIME Fundamental to teaching and learning is the scheduling of all students in courses needed to pass the CAHSEE.</p>				
<p>Areas of Need from the Previous Plan: All students have been scheduled in core classes; most students needing remediation have been so scheduled.</p>				
<p>District Implementation: The District will provide enough highly qualified English and math teachers so that all students needing to pass the CAHSEE, including special education students, have access to the appropriate content.</p>				
<p>Site Implementation: Principals will verify that all students needing to pass the CAHSEE (including special education students and English Language Learners) are scheduled in the appropriate math and English classes including intensive intervention classes if needed.</p>				

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, <i>Standards-based Curriculum, Instruction & Assessment</i> , pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. AB430 ADMINISTRATOR TRAINING Fundamental to good teaching and learning are well trained administrative leaders.</p>	<p>The details for Section #1 are found in Sections #2 - 8.</p>			
<p>Areas of Need from the Previous Plan: All principals and assistant principals have either completed or are presently enrolled in AB430 training.</p>				
<p>District Implementation: The District will provide AB430 training to all new principals and assistant principals in the future.</p>				
<p>4.a. HIGHLY QUALIFIED TEACHERS Fundamental to good teaching and learning are highly qualified teachers in every classroom, including special education classes.</p>				
<p>Areas of Need from the Previous Plan: Every classroom has a highly qualified teacher.</p>				
<p>District Implementation: the District will continue to provide highly qualified teachers when new staff is hired.</p>				
<p>4.b. SB472 TEACHER TRAINING Fundamental to good teaching and learning in math and English classes are teachers with the most current professional development in every math and English classroom including special education classrooms.</p>				
<p>Areas of Need from the Previous Plan: The Algebra and Algebra Readiness teachers from two schools received SB472 training in 2008. The remaining Algebra and Algebra Readiness teachers including special education teachers need SB472 training. All reading teachers have received SB472 training but the training was only begun in 2007. Approximately one third of the 9th and 10th grade English teachers received SB472 training in 2007; the remaining two thirds of the English teachers still need to be trained. If SB472 training had been completed earlier and by all affected teachers, then student achievement would probably be higher.</p>				
<p>District Implementation: The District will ensure that all 9th and 10th grade English teachers, all Algebra and all Algebra Readiness teachers and all newly hired staff receive the SB472 training.</p>				
<p>5. STUDENT ACHIEVEMENT MONITORING SYSTEM Fundamental to good teaching and learning is the frequent monitoring of student achievement.</p>				
<p>Areas of Need from the Previous Plan: The District has quarterly benchmarks for all subjects and all grades. Benchmark data is not monitored to ascertain student achievement level. There are very few other common formative assessments for more frequent progress monitoring.</p>				
<p>District Implementation: District directors and coordinators will monitor student achievement on quarterly benchmarks and submit reports to the superintendent and assistant superintendent.</p>				
<p>District Implementation: District administrators will train general and special education teachers and site administrators to electronically monitor student progress on benchmarks.</p>				
<p>District Implementation: District coordinators will train general and special education teachers to collaboratively create common formative assessments and track student progress electronically.</p>				
<p>Site Implementation: Principals will verify that all teachers, including special education and English Language Development teachers, are using District quarterly benchmarks, collaboratively creating common assessments, analyzing student achievement on the assessments and discussing instructional strategies for a diverse population.</p>				

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See <i>DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5</i>)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. CONTENT EXPERTS AND INSTRUCTIONAL COACHES Fundamental to good teaching and learning is the availability of experienced teacher experts to inform and coach other teachers, including special education teachers.</p>	<p>The details for Section #1 are found in Sections #2 - 8.</p>			
<p>Areas of Need from the Previous Plan: One District math specialist assists math teachers and one assists English and Reading teachers. The previous plan did not provide for coaches for teachers. Presently we do have coaches at the two High Priority Schools Grant schools; additionally, science and social science coaches help content teachers amend lessons to accommodate English Learners. There is a need to create a vision for the use of coaches and to provide them consistent professional development focused on CAHSEE skills and differentiated instruction for all learners.</p>				
<p>District Implementation: The District will provide one or more ELD Specialists to coach and train other coaches regarding ELD instructional strategies.</p>				
<p>District Implementation: The District will provide one or more Special Education Specialists to coach and train other coaches regarding differentiated instructional strategies for special education students.</p>				
<p>District Implementation: The District will create performance standards for coaches to include the best instructional strategies as well as the best peer-to-peer communication skills.</p>				
<p>District implementation: The District will provide quarterly training sessions for all instructional coaches.</p>				
<p>Site Implementation: Principals will verify that coaches are regularly meeting with teachers, demonstrating lessons and observing and giving feedback to classroom teachers including special education teachers.</p>				
<p>7. TEACHER COLLABORATION Fundamental to good teaching and learning is the opportunity for teachers to meet in job-alike groups for data analysis and instructional planning.</p>				
<p>Areas of Need from the Previous Plan: Monthly collaboration exists at all of the eight schools. Presently the collaboration content does not center on data analysis and instruction.</p>				
<p>District Implementation: The District will provide the training for teacher leaders to run job-alike collaborative meetings at site. Professional skills will include communication skills, assessment creation, data analysis and content about best instructional strategies for a diverse population.</p>				
<p>Site Implementation: Principals will verify that all teachers including special education and English Language Development teachers are participating in job alike collaboration meetings twice monthly.</p>				
<p>Site Implementation: Principals will verify that leaders are applying process skills learned at district trainings.</p>				
<p>Site Implementation: Principals will collect summary notes from meetings which will include an attendance sheet.</p>				
<p>8. MASTER SCHEDULE FLEXIBILITY FOR INTERVENTION CLASSES Fundamental to the learning for our lowest achieving students is the ability to provide strategic and intensive intervention programs for them in English and math.</p>				

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See <i>DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5</i>)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Areas of Need from the Previous Plan for English: While the strategic and intensive intervention courses have been available for some time, they have only recently been implemented with fidelity. Administrators and teachers are now attending regular meetings and receiving professional development about implementation.</p>	<p>The details for Section #1 are found in Sections #2 - 8.</p>			
<p>Areas of Need from the Previous Plan for Math: While the intervention courses exist at each site, the pattern of intervention varies site to site. District leaders are collecting data to determine which interventions are the most effective.</p>				
<p>Site Implementation: Principals will verify that all students who qualify for intensive intervention in reading and/or math are scheduled for two periods of intervention. The District will verify that all students requiring strategic intervention in English and/or Algebra 1 are placed in classes with appropriate instructional strategies.</p>				
<p>District Implementation: The District will continue to provide centralized staff development regarding the curriculum and instruction for the intensive and strategic interventions in math and English.</p>				
<p>Site Implementation: Principals will verify that teachers are implementing the strategic and intensive intervention curriculum correctly.</p>				
<p>9. FISCAL SUPPORT Fundamental to good teaching and learning is the availability of funds needed to improve student achievement.</p>				
<p>Areas of Need from the Previous Plan: Fiscal priorities established in the previous plan have all been implemented. While funds have been expended on materials, extra tutoring and professional development, staff has not analyzed which expenditures produced the greatest results.</p>				
<p>District Implementation: The District will continue to require that expenditure of categorical funds be linked to student achievement goals.</p>				
<p>Site Implementation: Principals and assistant principals will analyze their data and determine which programs contributed to improved student achievement so that funds are used efficiently.</p>				
<p>10. CULTURE OF COLLECTIVE PROFESSIONALISM Fundamental to best teaching and learning is a culture of shared norms and values, a collective focus on student learning, collaboration, deprivatized practice and reflective dialogue.</p>				
<p>Areas of Need from the Previous Plan: While the previous plan contained many elements of professional learning communities, it did not address the belief system or the need for a shift in culture.</p>				
<p>District Implementation: The District will co-fund site participation at the Adaptive Schools Conference and the Solution Tree Conferences.</p>				
<p>Site Implementation: The principal and site leaders will attend the Adaptive Schools Conference and the Solution Tree Conferences.</p>				
<p>Site Implementation: Each site will create a process for establishing norms and values and will decide how teacher leaders will engage other teachers in the collaborative process.</p>				
<p>11. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Fundamental to best teaching and learning is the use of instructional strategies which have been identified as appropriate for English Language Learners, special education students and children of poverty.</p>				
<p>Areas of Need from the Previous Plan: Specific instructional strategies were not addressed in the previous plan.</p>				

Please describe how you will address those needs and problems and include a determination of why the prior LEA Plan was not successful. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
District Implementation: Annual District Walk Throughs will measure school staff implementation of instructional strategies appropriate for a Diverse Population.	The details for Section #1 are found in Sections #2 - 8.			
Site Implementation: The principals will verify that teachers have received training and are implementing appropriate strategies for English Language Learners, special education students, and children of poverty. (SACIP)				
12. DROP-OUT PREVENTION THROUGH STUDENT ENGAGEMENT Fundamental to best teaching and learning is the inclusion of strategies for addressing the affective domain such that students want to attend school and that they are engaged in the learning. Students need to believe that they are in a caring environment, one with high expectations and one that provides them relevant, meaningful classwork.				
Areas of Need from the Previous Plan: Emotional and social needs of students were not addressed in the previous plan.				
District Implementation: The District will provide annual training to site leaders of Asset Development.				
Site Implementation: The principal will verify that teachers are trained on asset development as well as other methods for establishing student engagement and that the staff is applying appropriate techniques. (examples: Hope Foundation, Link Crew, Quest International)				

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Please describe those goals and targets for student achievement, participation, growth on the API, and graduation rate, if applicable. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp.3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • The % of (all subgroups) 10th graders scoring at proficiency or higher in ELA on the March 2009 CAHSEE will be at 44.5%. • The % of (all subgroups) 10th graders scoring at proficiency or higher in math on the March 2009 CAHSEE will be at 43.5%. • 95% or higher of all significant subgroups will participate in the March 2009 CAHSEE test. • The % of all significant subgroups scoring at Proficient or above on the CSTs will increase by 5%. • The graduation rate for all schools and for all sub groups in the OUHSD for 2009 will be a minimum of 85%. 	Assistant Superintendent,- Educational Services, Site Administration, all staff 2008-09			

3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.A.1. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Build Master Schedule with the instructional needs of all students in mind by:</p> <p>1) Better placement of teachers in courses that require their skills and experience for use with students in intervention classes; and</p> <p>2) Creating greater flexibility within the schedule to better accommodate ELD and SPED students' course and schedule needs during the course of the instructional day. These include:</p> <ul style="list-style-type: none"> • Vary time of day that ELA/Intervention courses are offered to best meet the needs and learning styles of all learners. 	<p>Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians</p>	<p>Staff Development: <u>Strategies for Creating Student Centered Master Schedules</u> (See Section 5 for professional development details)</p>		
<p>3.A.2. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Implement systematic research-based targeted intervention programs (RTI) in ELA and math to address all students performing 2 or more grade levels below standards and to move students toward mastery of the ELA and math CAHSEE standards.</p> <ul style="list-style-type: none"> • In order to implement the above systematic research-based targeted intervention programs (RTI), an assessment system must be found or developed, and then implemented, for each intervention program that <ul style="list-style-type: none"> (i) diagnoses students' strengths and weaknesses (ii) monitors students' progress in the programs (iii) measures students' achievement as a result of their participation in the intervention program. 	<p>Asst. Supt. Ed Services, Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians (ongoing)</p>	<p>Staff Development: <u>Strategies for Implementing Intervention Programs AND Response to Intervention Structures</u> (See Section 5 for professional development details)</p>		
<p>3.A.3. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY A district committee will design a template for the tiered interventions of Response to Intervention. Site leadership will design a system for moving students between and among the different levels of the RTI model.</p> <ul style="list-style-type: none"> • Articulation of all stakeholders (including ELA, ELD, EL and SPED teachers) about the fluctuating movement needed to provide support, enrichment, and make-up for missed sessions in the core content classes for RTI activities. • Flexibility of teachers to provide instructional leadership in the RTI Teaching model/Learning Labs 	<p>Asst. Supt. Ed Services, Asst. Supt. H.R., Site Administration, Educational Services Directors and Resource Teachers, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians (ongoing)</p>	<p>Staff Development: <u>Strategies for Implementing Intervention Programs AND Response to Intervention Structures</u></p>		

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
3.A.4. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Create college prep course offerings for SDAIE and bilingual courses.	Asst. Supt. Ed. Services, Directors, Resource Teachers			
3.B.1. AB430 ADMINISTRATOR AND SB472 TEACHER PROFESSIONAL DEVELOPMENT IMPLEMENTATION Administrators and teachers (including SPED and ELD teachers) will attend state designed textbook professional development (AB430 and SB472 respectively) and will implement the adopted programs with fidelity. Coaching will be provided to support this implementation.	Asst. Supt. H.R., Asst. Supt. Ed Services, Director of Prof. Development, ELA and Math Resource Teachers, affected Teachers, and Administrators	(See Section 5 for professional development details)		
3.B.2. SB472 ELD TEACHER PROFESSIONAL DEVELOPMENT IMPLEMENTATION Teachers who have attended the SB 472 math or English textbook trainings, will attend state designed ELD professional development.	Asst. Supt. Ed Services, Director of Prof. Development, ELA and Math Resources teachers, and affected Teachers	(See Section 5 for professional development details)		
3.B.3. SB 472 FOLLOW UP Teacher Librarians will be provided training by the district to give them the requisite knowledge of the curriculum, technology, and instruction to enable them to support teachers and students in the implementation of the adopted programs.	ELA Resource Teacher, Teacher Librarians	(See Section 5 for professional development details)		
3.C.1. STUDENT ACHIEVEMENT MONITORING SYSTEM District and site administrators and teacher leaders will ensure that the quarterly District Wide Assessment s (DWAs) continue to be used, and that the data derived from these assessments is analyzed at teacher collaboration meetings and is used to help identify the most appropriate instructional strategies, and to guide targeted intervention.	Asst. Supt. Ed Services, Director of Assmt. and Acct., Site Administration, Department Chairs, Counselors, Resource Teachers, Coaches, Teachers, and Teacher Librarians	<i>Strategies for <u>Evaluating Assessment Data</u></i>		
3.C.2. STUDENT ACHIEVEMENT MONITORING SYSTEM Teachers of 9th and 10th grade English and Math core, strategic intervention, SDAIE and bilingual classes (including ELD and special education teachers) will be the first to implement the scientifically researched strategies of the STUDENT ACHIEVEMENT MONITORING SYSTEM detailed below.	ELA Resource Teacher, Math Resource Teacher, Site Date Resource Teachers, Director of Compensatory Education, 9th and 10th Grade English and Math Teachers			
3.C.3. STUDENT ACHIEVEMENT MONITORING SYSTEM All teachers (including special education, physical education and English Language Development teachers) will create common formative assessments.	Teachers	(See Section 5 for professional development details)		

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
3.C.4. STUDENT ACHIEVEMENT MONITORING SYSTEM District staff will create or purchase English language assessments so that all staff members are able to monitor language progress of English Language Learners.	Director of Compensatory Education, Director of Assmt. And Acct., ELA Resource Teacher, Teachers			
3.C.5. STUDENT ACHIEVEMENT MONITORING SYSTEM All teachers (including special education, physical education and English Language Development teachers) will collaboratively analyze data derived from common formative assessments and select the most appropriate instructional strategies (especially strategies for a diverse population) to guide targeted instruction and intervention. Meetings will take place at least twice a month.	All Teachers and Teacher Leaders	(See Section 5 for professional development details)		
3.C.6. STUDENT ACHIEVEMENT MONITORING SYSTEM Teachers will explain data derived from common assessments to all stakeholders including students, parents, teacher librarians and counselors.	Site Administrators, Department Chairs, Teachers, Counselors, Teacher Librarians, Resource Teachers			
3.C.7. STUDENT ACHIEVEMENT MONITORING SYSTEM Counselors will analyze results of state data, District benchmarks and formative assessments and share that data with parents and students.	Counselors			
3.C.8. STUDENT ACHIEVEMENT MONITORING SYSTEM Utilizing a student centered master schedule, Counselors will use assessment data to place EL students into appropriate and rigorous course progressions and meet frequently with the EL students to monitor their progress and to ensure that their course schedules match their post secondary college/career goals, including providing access to courses that meet the A-G university requirement.	Master Schedule Assistant Principals, Administrators, and Counselors	Staff Development: <i>Effective Strategies for Creating Course Schedules Aligned with EL Students' Needs</i> (See Section 5 for professional development details)		
3.C.9. STUDENT ACHIEVEMENT MONITORING SYSTEM Utilizing a student centered master schedule, ensure that counselors, working closely with SPED case managers, use assessment data to place SPED students into appropriate and rigorous course progressions and meet frequently with the SPED students to monitor their progress and to ensure that their course schedules match their post secondary college/career goals, including providing access to courses that meet the A-G university requirement.	Master Schedule Assistant Principals, Administrators, SEPD Case Managers, and Counselors	Staff Development: <i>Effective Strategies for Creating Course Schedules Aligned with SPED Students' Needs</i> (See Section 5 for professional development details)		
3.C.10. STUDENT ACHIEVEMENT MONITORING SYSTEM Site administrators will verify that staff is implementing the STUDENT ACHIEVEMENT MOINTORING SYSTEM.	Site Administrators			

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.D. CONTENT EXPERTS AND INSTRUCTIONAL COACHES Establish site-based SPED and ELD instructional coaches. Establish one or more district-based special education coach and one or more district-based ELD coach to train site-based coaches to implement differentiated strategies for a diverse population.</p>	Asst. Supt. Ed. Services, Asst. Supt. H.R., Director of Prof. Dev., Director of Assess. And Account., Site Administration, Director of Compensatory Education (2010-2011)	Annual salary of two District coaches; release time for site coaches and teachers.	\$300,000	Title I
<p>3.E.1. TEACHER COLLABORATION Master schedules need to incorporate time for collaboration in Professional Learning Communities within the instructional day.</p>	Asst. Supt. Ed Serv., Asst. Supt. H.R., Site Administration (January 2008-June 2010)			
<p>3.E.2. TEACHER COLLABORATION All teachers, including special education, physical education and English Language Development teachers, supported by coaches, will meet in collaborative teams at least twice a month to:</p> <ul style="list-style-type: none"> o Create common assessments o Analyze student data o Select research-based instructional strategies appropriate for a diverse student population. 	Asst. Supt. Ed Serv., Asst. Supt. H.R., Director of Assmt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers, and Teacher Librarians	(See Section 5 for professional development details)		
<p>3.E.3. TEACHER COLLABORATION During collaboration teachers of all core content areas will develop linguistic goals aligned with the ELD standards and will develop lesson plans that have clear Academic language goals as well as content goals. Include teacher librarians in this process to have the requisite skills to support students and teachers in the library.</p>	Asst. Supt. Ed Serv., Director of Assmt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers, and Teacher Librarians			
<p>3.F. CULTURE OF COLLECTIVE PROFESSIONALISM Staffs will create a culture of shared norms and values, a collective focus on student learning, collaboration, deprivatized practice and reflective dialogue.</p>	ALL District staff, whether based at the District Office or at sites. (January 2008-June 2010)			
<p>3.G.1. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Teachers in all content areas will intentionally and explicitly differentiate based on CELDT levels of EL students, and design lessons to move students to higher CELDT levels. Academic activities should use research based best practice such as hands-on experiences, structured productive group work, cooperative learning, and higher-level questioning. Grade level content should be accessed using these carefully structured individual and group activities.</p>	Teachers, Teacher Leaders, and Teacher Librarians	(See Section 5 for professional development details)		

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.G.2. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Teachers will ensure that the Academic language and cognitive content goals are made explicit to students in all core content areas in every lesson, and that appropriate SDAIE and ALD (Academic Language Development) strategies are used to enable EL students to access the content and the content specific academic vocabulary.</p>	<p>Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians</p>			
<p>3.G.3. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Teachers will provide multiple opportunities for students to learn and practice oral language skills. EL students should frequently be engaged in structured conversations focused on academically relevant topics, including conversations with English Only (E0) students, and opportunities should be provided for the use of academic language to extend these conversations to explore topics that are engaging and relevant to students' interests.</p>	<p>Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians</p>			
<p>3.G.4. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Teachers will provide curriculum that is coherent, rigorous, and meaningful and will provide scaffolds for EL students' achievement of cognitively complex concepts.</p>	<p>Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians</p>			
<p>3.G.5. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Site Administration will verify that teachers are using scientifically researched strategies to address the needs of a diverse population of learners.</p>	<p>Site Administrators</p>			
<p>3.H. 1. DROP-OUT PREVENTION THROUGH STUDENT ENGAGEMENT Sites will implement a Developmental Asset program, or other research-based program to raise students' developmental assets to improve their levels of engagement and to increase their capacity to learn, connect, and constructively use their time in or out of the academic arena.</p>	<p>All stakeholders, including ALL District staff, whether based at the District Office or at sites, and students and parents.</p>			
<p>3.H. 2. DROP-OUT PREVENTION THROUGH STUDENT ENGAGEMENT Implement Peer Resource and /or Link Crew programs to improve students' connection to the school culture, to value and embrace student home language and culture and see it as an asset to develop success, to empower students to advocate on their own behalf, and to serve as conflict mediators for problems that interfere with students' academic success at school.</p>	<p>All stakeholders, including ALL District staff, whether based at the District Office or at sites, and students and parents.</p>	<p>Staff Development: Continued Training and Support for <u>Peer Tutors/Link Crew curriculum development</u>. (See Section 5 for professional development details)</p>		

Please describe the specific strategies that you will use and how you will accomplish this.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.H.3. DROP-OUT PREVENTION THROUGH STUDENT ENGAGEMENT Implement career-focused small learning communities such as academies to enhance motivation and skills.</p>	<p>All stakeholders, including ALL District staff, whether based at the District Office or at sites, and students and parents.</p>	<p>Staff Development: Continued Training and Support for Implementing <u><i>Small Learning Communities and Academies</i></u> (See Section 5 for professional development details)</p>		
<p>3.H. 4. DROP-OUT PREVENTION THROUGH STUDENT ENGAGEMENT Improve the Student Success Team format to better identify, mediate, and problem solve issues that impact students' engagement and success at school. Through teacher or staff referrals, students would be identified for intervention strategies that are targeted to meet the specific issues that are interfering with their academic and social/emotional growth. SST's must include a SPED representative when discussing a SPED student or potential SPED referral.</p>	<p>All stakeholders, including ALL District staff, whether based at the District Office or at sites, and students and parents.</p>	<p>Staff Development: Continued Training and Support for Conducting Effective <u><i>Student Success Team Meetings</i></u> (See Section 5 for professional development details)</p>		
<p>3.I. LIBRARIES</p> <ul style="list-style-type: none"> • Increase student access to technology, academic enrichment, and library support by decreasing closure of library for non-academic reasons. • Increase curricular and technology materials in library media centers to support student learning and to help students facilitate their own learning. 	<p>Site Administration, Teacher Librarians</p>			

4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards

Please identify those actions. (See DAS, Standards-based Curriculum, Instruction & Assessment, pp. 3-5)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4.A.1. VISION SETTING District administrators will regularly communicate the yearly program improvement focus areas and implementation activities to all stakeholders. Site leadership and union leadership will support the vision set at the district level.</p>	<p>All of these actions are referenced in Sections #3 and 5. Section #4 actions will be the first to be implemented.</p>			
<p>4.A.2. VISION SETTING Principals will regularly communicate the yearly program improvement focus areas and site implementation activities to all stakeholders.</p>				
<p>4.A.3. VISION SETTING Union leaders will regularly communicate the yearly program improvement focus areas to all stakeholders.</p>				
<p>4.A.4. ADMINISTRATIVE ROLE MODEL The teachers have identified the principal role as the symbolic model for professional practice. Teachers have requested that principals lead with the vision setting, allowing teachers to elaborate ideas and create the details which will vary site to site. They also request that principals actively participate with teachers by attending collaborative meetings and department chair meetings and join in the conversation. On-going department updates of program improvement programs are requested at faculty meetings, in print and on the internet.</p>				
<p>4.A.5. PROGRAM IMPROVEMENT FOCUS AREAS FOR SPRING 2009 AND ACADEMIC YEAR 2009-10 For the first three semesters of this Program Improvement plan, all staff will focus on:</p> <ul style="list-style-type: none"> • Creating a Culture of Collective Professionalism, • Collaborating in Job-Alike Teams and • Monitoring Student Achievement with Job-Alike Formative Assessments. 				
<p>4.B.1. CULTURE OF COLLECTIVE PROFESSIONALISM The district will co-fund administrative and teacher leader attendance at culture setting workshops to learn about a culture of shared norms and values, a collective focus on student learning, collaboration, deprivatized practice and reflective dialogue</p>				
<p>4.B.2. CULTURE OF COLLECTIVE PROFESSIONALISM Each site will create a process for establishing norms and values and will decide how teacher leaders will engage other teachers in the collaborative process. The principal will lead the process through vision setting, communication and creating a climate conducive to collective professionalism.</p>				
<p>4.C.1. TEACHER COLLABORATION The District will provide the training for teacher leaders to run job-alike collaborative meetings at site. Professional skills will include communication skills, assessment creation, data analysis and content about best instructional strategies for a diverse population.</p>				
<p>4.C.2. TEACHER COLLABORATION Teachers, including special education, English Language Development and Physical Education teachers, will participate in collaborative sessions twice monthly. Principals will attend meetings.</p>				
<p>4.C.3. TEACHER COLLABORATION Principals will verify that all teachers, including special education, English Language Development and physical education teachers, are participating in job alike collaboration meetings twice monthly.</p>				
<p>4.D.1. STUDENT ACHIEVEMENT MONITORING SYSTEM District coordinators will train teacher leaders of all contents (in general and special education) to collaboratively create common formative assessments, to track student progress electronically and to revise instructional strategies as warranted by the data.</p>				

<p>4.D.2. STUDENT ACHIEVEMENT MONITORING SYSTEM All teachers, including special education and English Language Development teachers, will collaboratively create common formative assessments, track student progress electronically and revise instructional strategies as warranted by the data.</p>	<p>All of these actions are referenced in Sections #3 and 5. Section #4 actions will be the first to be implemented.</p>
<p>4.D.3. STUDENT ACHIEVEMENT MONITORING SYSTEM Principals will verify that all teachers, including special education, physical education and English Language Development teachers, are collaboratively creating common assessments, analyzing student achievement on the assessments and discussing instructional strategies for a diverse population.</p>	

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5.A.1. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY The district will continue to provide staff development on building master schedules that are driven by the needs of all students (including special education students and English Language Learners). Student data will be used to inform decisions.</p>	<p>Asst. Supt. H.R. Site Administration, Counselors, Department Chairs</p>	<p>Substitutes and consultant</p>	<p>\$4000</p>	<p>Title I</p>
<p>5.A.2. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY the District will co-fund attendance of site administration and site teacher leaders at Response to Intervention workshops.</p>	<p>Asst. Supt. Ed. Services, Director of Prof. Development, Director of Special Education, Site Administration, Teacher Leaders (Ongoing)</p>	<p>Response to Intervention conference attendance</p>	<p>\$18,000 annually</p>	<p>Title I</p>
<p>5.B.1. AB430 ADMINISTRATOR PROFESSIONAL DEVELOPMENT New school administrators will complete at least one module of AB 430 Training.</p>	<p>Asst. Supt. Ed. Services, Asst. Supt. H.R. and Director of Prof. Development (Ongoing)</p>	<p>Tuition fees</p>	<p>Reimbursable from state</p>	<p>AB 430 Grant</p>

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
5.B.2. SB472 TEACHER PROFESSIONAL DEVELOPMENT The district will continue to provide SB 472 training on the adopted core instructional materials for all teachers of reading, 9 th and 10 th grade English, Algebra Readiness and Algebra 1 and where possible, Geometry and Algebra 2	Asst. Supt. Ed. Services, Asst. Supt. H.R., Director of Staff Devmt, ELA and Math Resource Teachers, affected Teachers (Ongoing)	Tuition fees, Teacher stipends or substitute costs, presenter costs, food, materials and supplies	\$1750 per participant	SB 472 and Title II
5.B.3. SB472 TEACHER PROFESSIONAL DEVELOPMENT The district will offer SB 472 ELD training to English and Math teachers who have completed SB 472 textbook training to further develop their understanding of, and promote the use of effective research based instructional strategies for EL students	Asst. Supt. Ed. Services, Director of Prof. Devmt, ELA and Math Resource Teachers, and affected Teachers (Ongoing)	Tuition fees, Teacher stipends or substitute costs, presenter costs, food, materials and supplies	\$1750 per participant	SB 472 and Title II
5.B.4. SB 472 FOLLOW UP Teacher Librarians will be provided training by the district to give them the requisite knowledge of curriculum, technology, and instruction to enable them to support teachers and students in the implementation of the adopted programs.	ELA Resource Teacher, Teacher Librarians (2009-2010)	Staff development pay for Teacher Librarians	\$600	SB 472
5.B.5. TEACHER PROFESSIONAL DEVELOPMENT The district will provide professional development to teacher leaders from each site to help them learn how to develop academic language goals aligned to ELD standards, in conjunction with content area goals	Asst. Supt. Ed. Services, Asst. Supt. H.R. Director of Prof. Dev, (Ongoing)	Teacher stipends or substitute costs, presenter costs, food, materials and supplies	\$50,000 annually	Title II Title III
5.C.1. STUDENT ACHIEVEMENT MONITORING SYSTEM The district and site will provide professional development focused on the creation of common assessments for all teacher leaders, including special education leaders, Physical Education leaders, and English Language Development Department Chairs.	Asst. Supt. Ed. Services, Director of Assessment and Acct. Resource Teachers, Ed. Coaches and Data coaches	Substitute costs (Jan. 2009- June 2010)	\$50,000 annually	Title I and II
5.C.2. STUDENT ACHIEVEMENT MONITORING SYSTEM The district will provide to the leaders professional development focused on the analysis of student achievement data from state and district assessment in order to: (i) diagnose students' strengths and weaknesses (ii) monitor students' progress in the programs (iii) measure students' achievement as a result of their participation in the intervention program.	Asst. Supt. Ed. Serv., Director of Assessment and Accountability, Resource Teachers, Ed. Coaches and Data coaches Principals, Assistant Principals, teachers and Counselors	(Same training as #5.C.1.)		
5.C.3. STUDENT ACHIEVEMENT MONITORING SYSTEM The district will continue to host professional development sessions for counselors to guide them in the interpretation of student results.	Director of Assessment and Accountability, Counselors (January 2008 - June 2010)			

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
5.D. CONTENT EXPERTS AND INSTRUCTIONAL COACHES The district special education and English Language Development coaches will train site coaches so that they understand instructional strategies for a diverse population as well as coaching techniques.	Director of Staff Dev., Director of Special Ed., Director of Comp. Ed. District and Site Coaches (2010-2011)	Substitute costs	\$20,000	Title I
5.E. TEACHER COLLABORATION The District will provide the training for teacher leaders to run job-alike collaborative meetings at site. Professional skills will include communication, assessment creation, data analysis and content about best instructional strategies for a diverse population.	Asst. Supt. H.R. Principals and Assistant Principals, Director of Staff Development (2009-2010)	Substitute costs	\$20,000	Title I
5.F. CULTURE OF COLLECTIVE PROFESSIONALISM The district will co-fund site participation at the Adaptive Schools Conference and the Solution Tree Conferences in order that staffs build a culture of shared norms and values, a collective focus on student learning, collaboration, deprivatized practice and reflective dialogue.	Asst. Supt. Ed. Serv., Asst. Supt. H.R. Site Administration, Teacher Leaders (June 2009)	Conference registration, travel	\$100,000	Title II Site categorical funds
5.G.1. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION District will provide support to schools to offer staff development on differentiated instruction to support the needs of all students				
5.G.2. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Schools will provide professional development that will focus on research based strategies such as SIOP to address the specific needs of ELL students, such that: <ul style="list-style-type: none"> o Research-based SDAIE strategies are intentionally and explicitly used in all core content areas to help all EL students to reach English proficiency o Instruction and tasks are intentionally and explicitly differentiated based on CELDT levels of EL students o The linguistic and academic goals are made explicit to students in all core content areas. 	Asst. Supt. Ed. Serv., Director Prof. Dev. Principals, Teachers (ongoing)	Conference registration, travel expenses and substitutes	\$100,000 annually	Title I and II and Title III
5.G.3. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Schools will provide professional development that will focus on research based strategies to general ed teachers to address the specific needs of special education students and their disabilities	Director of Special Ed., Special Ed. Resource Teacher, Site Administration and Teacher Leaders (Ongoing)	Substitute costs	\$10,000	Title I

Please explain how you identified those needs and how you will address them. (See DAS, Professional Development, pp. 6-7)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5.G.4. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Schools will continue to provide staff development to further enhance the co-teaching/learning center SPED model based upon current student needs and research</p>	<p>Director of Special Ed., Special Ed. Resource Teacher, Site Administration and Teacher Leaders</p> <p>Ongoing)</p>	<p>Substitute costs</p>	<p>\$10,000</p>	<p>Title I</p>
<p>5.G.5. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Schools will continue to provide ongoing professional development that focus on instruction for reading in the content areas and across curriculum such as Marzano strategies</p>	<p>Asst. Supt. Ed. Serv. Principals, Assistant Principals and Teachers</p> <p>(Ongoing)</p>	<p>Administrators and teacher training</p>	<p>\$10,000</p>	<p>Title I and II</p>
<p>5.G.6. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION The District will co-fund site participation at Ruby Payne workshops such that staffs are able to apply instructional strategies which are particularly effective with children of poverty.</p>	<p>Asst. Supt. H.R. Asst. Supt. Ed. Services, and Teacher Leaders (2010-2011)</p>	<p>Conference registration, travel and substitutes</p>	<p>\$40,000</p>	<p>Title I</p>
<p>5.G.7. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION The District will continue to train site leadership to implement the Asset Development program.</p>	<p>TUPE Resource Teacher, Staff Development Resource Teacher, Teacher Leaders (January 2008- June 2009)</p>	<p>Substitute costs</p>	<p>\$15,000</p>	<p>Title I</p>
<p>5.G.8. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION The district will provide training to administrators in the supervision of research based instructional strategies for example SIOp, Marzano, Reeves and Stiggins.</p>	<p>Asst. Supt. Ed. Serv., Director of Prof. Dev.</p>			
<p>5.G. 9. Annual district WALK THROUGHS will measure the implementation of instructional strategies and will inform the decisions about future professional development.</p>	<p>Asst. Supt. Ed. Serv., District Ed. Services Directors and Resource Teachers, Site Administration and Teacher Leaders</p>			
<p>5.H. DROP-OUT PREVENTION THROUGH STUDENT ENGAGEMENT Schools will provide professional development on strategies that provide support to students such as Link Crew, peer tutoring, asset development and similar interventions</p>	<p>Asst. Supt. Ed. Serv., Principals, Assistant Principals, teachers, counselors, Parents</p>	<p>Admin and Teacher training and related materials</p>	<p>\$3000 per school</p>	<p>TUPE funds</p>

a. 6a. English Learners Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.



Oxnard Union High School District 2008-2009 – Title III LEA Improvement Plan Addendum Outline¹

Directions: Address the topic matter requested for each cell in the outline. The cells expand to allow as much space as required for narrative responses under each item.

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs) (Five page maximum for this item).

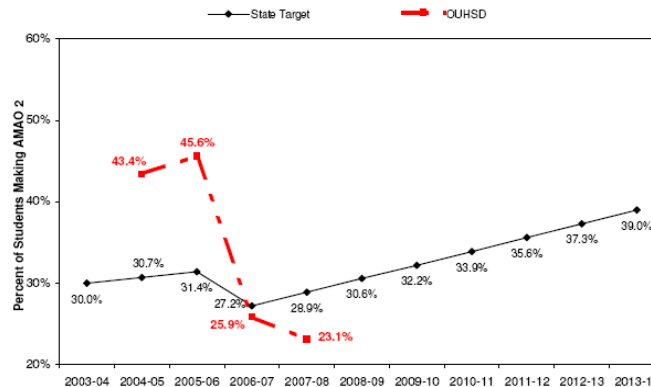
A. Analysis of Data

A review of Oxnard Union High School District (OUHSD) data was conducted in collaboration with the Ventura County Office of Education (VCOE) to determine why the district failed to make the 2007-08 target growth for AMAO 2. The data that follows is in response to ELSSA Question 2.

Oxnard Union High School District ELSSA

ELSSA Q2: Percent of ELs in Cohort 2 Meeting AMAO 2*
(Cohort 2 Students Achieving English Proficiency on the CELDT)

2005/06	2006/07	2007/08
State Target: 31.4%	State Target: 27.2%	State Target: 28.9%
OUHSD 45.6%	OUHSD 25.9%	OUHSD 23.1%



The data show that the district experienced a sharp drop below the state target in both the 2006-07 and the 2008-09 school years. Over the period of those two school years, only one high school, Río Mesa High, has succeeded in meeting the state target both years.

¹ This outline was developed by the Language Policy and Leadership Office, California Department of Education, September 2008

In response to ELSSA Question 5, the district found the following data.

ELSSA Q5: Percent of ELs in LEA meeting AMAO 2, by length of time in U.S.

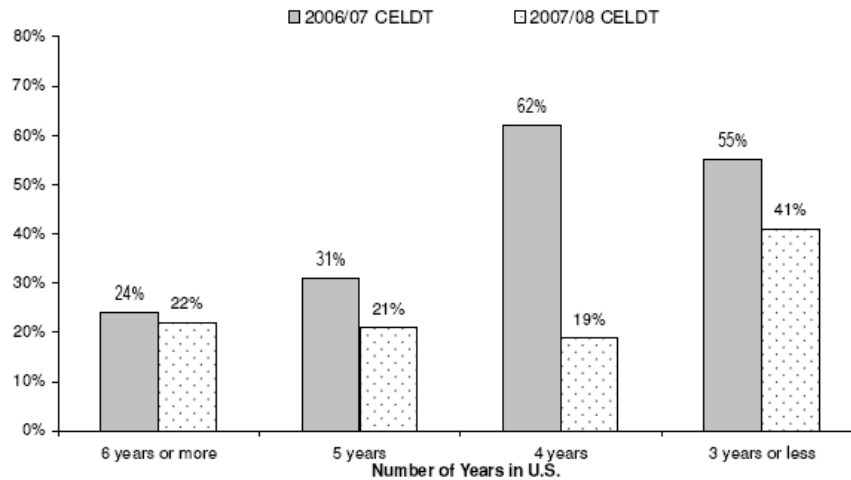
2007/08

Length of Time in U.S. School	% English Lang. Proficient	% Early Adv./Adv.; not ELP	% Intermediate	% Early Intermediate	% Beginning	Number of Students
6 years or more	22%	8%	51%	15%	4%	1016
5 years	21%	2%	57%	17%	4%	53
4 years	19%	8%	58%	8%	6%	36
3 years or less	41%	7%	49%	3%	0%	69

2006/07

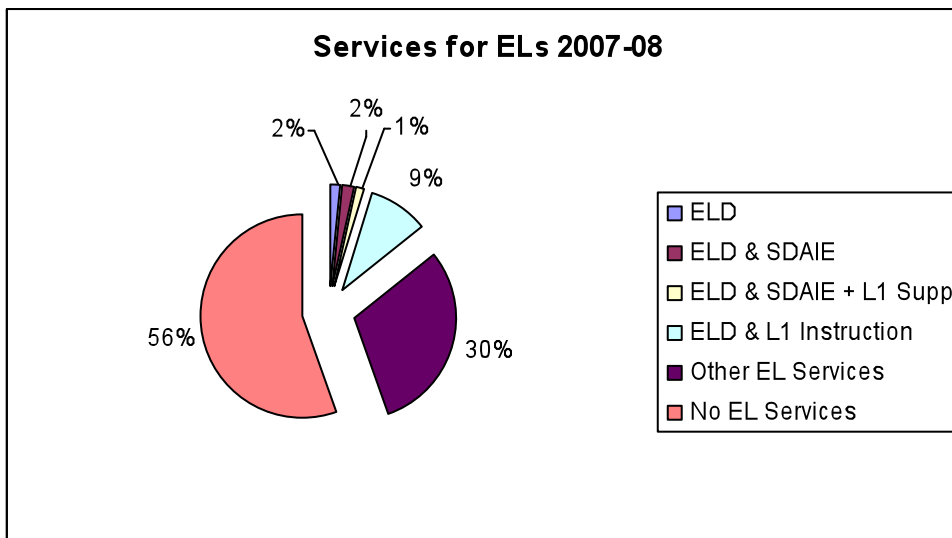
Length of Time in U.S. School	% English Lang. Proficient	% Early Adv./Adv.; not ELP	% Intermediate	% Early Intermediate	% Beginning	Number of Students
6 years or more	24%	8%	48%	17%	4%	1186
5 years	31%	2%	49%	18%	0%	45
4 years	62%	5%	33%	0%	0%	21
3 years or less	55%	4%	35%	4%	2%	51

CHART 5: Percent of Cohort 2 Students Scoring at the English Language Proficient Level, by Number of Years in U.S.



Analysis of this data showed that the largest number of EL students not achieving proficiency over both the testing years was at the intermediate level. Both years showed that significant numbers of “long term EL” students were not demonstrating proficiency.

The OUHSD has completed an audit of our EL program and services under the direction of Dr. Norm Gold as a part of the district’s efforts to re-write our current EL Master Plan. As a part of his data review, Dr. Gold noted that 56% of our 3805 EL students were defined as “Not Receiving Services” under the R30 Language Census for the 2007-08 school year. The graph below represents these findings. Beginning through Intermediate students enrolled in a structured ELD curriculum are receiving an array of services that also includes SDAIE and Primary Language support.



B. Factors Contributing to the OUHSD Failure to Meet AMAO 2

The OUHSD has not successfully identified “long term” EL students who are performing at low levels. In addition, these students have not been provided settings and services that are leveled to their language needs. Incomplete articulation with feeder school districts has contributed to the inconsistency with identifying those EL students who have been in US schools more than 3 years. Failure to transfer of CELDT data for incoming students has resulted in incomplete or inaccurate identification. Annual assessment of student settings and services as completed for the R30 Language Census has not resulted in modifications of master schedules to create student programs responsive to measured language levels. Long term EL students are not regularly provided ELD in mainstream classrooms and are not placed in identified SDAIE settings.

C. Strengths and Weaknesses of Our Current Plan

- **Instructional Program Implementation:** The results of our District Self-Assessment Survey and our EL Program audit show that the district’s EL programs beyond the initial stages are not well understood. Staff in the various schools interpret requirements and research-supported best practices in ways that vary substantially. There are no commonly understood program designs or standards for Structured English Immersion, EL

mainstream programs, or Alternative Bilingual Programs. Our current EL Master Plan is outdated and is presently being re-written through the efforts of an EL Master Plan Task force.

- **Instructional Strategies:** Our current district LEAP recognized a need for offering a more comprehensive program for EL students through SDAIE curriculum and related professional development. However, district policy and implementation was unclear. The district conducted walk-through observations at each school site where EL strategies were noted as scarcely available for students. There was no programmatic or curricular response to the absence of available EL settings or service. There is an undefined structure of accountability for teachers, counselors, or administrators to ensure EL service is provided. Teachers are uncertain about their students' EL level. In some cases related CELDT data is unavailable for teachers. ELD and SDAIE are generally unavailable for long term EL students in the mainstream. As a strength, the district provides a well defined ELD curriculum with benchmark standards based assessment for Beginning through Intermediate new-comer students. Special Programs Counselors monitor these students' progress through transition into mainstream programs.
- **Professional Development:** The district provided training for ELD teachers and has collaborated with the county to offer an annual High School EL Conference that features effective practices in the core content for EL students. The district is in the second year of a three year professional development project in collaboration with the California History-Social Science Project UC Berkeley to promote academic literacy and is expanding this effort to include collaboration with the California Science Project. The district has provided professional development to reading teachers who use the "Edge" as a SBE intervention. There is a need to develop a three to five year plan for professional development for teachers, para-educators, counselors, and administrators covering all areas of EL services emphasizing scientifically based research. Almost all teachers hold the CLAD or other appropriate authorization. The district needs to better support and coordinate efforts at establishing collaborative periods and developing professional learning communities.
- **Parent Participation:** The district has employed a Parent Liaison to help coordinate parent involvement and training. There is a need to ensure that parents are provided consistent information regarding available EL services and progress reports. The district will continue to provide this in the major languages of our EL students.

D. Conclusion:

Based upon the analysis of data, the district will modify the existing plan to target long term EL students who are at or below the Intermediate level. The district will ensure that these students are placed in a well defined program of services designed to promote academic language proficiency and to meet annual growth targets. These services will include scientifically based strategies such as SDAIE techniques, SIOP implementation, academic dialogue and literacy strategies. Professional development will include all certificated personnel and will be coordinated and long term. The district will ensure that feeder and district data is accurate, up to date, and accessible. The district will complete an EL Master Plan that clearly defines policy, programs, and service to EL students and their parents.

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>2. Describe scientifically based research strategies to improve English-language Development (ELD). (AMAOs 1 and 2; English Learner Subgroup Self Assessment [ELSSA] Section B).</p> <p>MEASURABLE GOAL—The OUHSD will implement the following plan activities to meet each of the corresponding growth targets at each school and districtwide.</p> <p style="text-align: center;"><u>Percent of Students Making AMAO 2</u></p> <p style="text-align: center;">33% 2008-2009 35% 2009-2010 37% 2010-2011</p>			
<p>2.3.A.1. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Build Master Schedule with the instructional needs of all students in mind by:</p> <ol style="list-style-type: none"> 1) Better placement of teachers in courses that require their skills and experience for use with students in intervention classes; and 2) Creating greater flexibility within the schedule to better accommodate ELD and SPED students' course and schedule needs during the course of the instructional day. These include: <ul style="list-style-type: none"> • Vary time of day that ELA/Intervention courses are offered to best meet the needs and learning styles of all learners. 	Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians.	Spring/Fall	General
<p>2.3.A.3. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Site leadership will design a system for moving students between and among the different levels of the RTI model.</p> <ul style="list-style-type: none"> • Articulation of all stakeholders (including ELA, ELD, EL and SPED teachers) about the fluctuating movement needed to provide support, enrichment, and make-up for missed sessions in the core content classes for RTI activities. • Flexibility of teachers to provide instructional leadership in the 	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians.	Ongoing	General

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
RTI Teaching model/Learning Labs.			
<p>2.3.B.1. AB 430 ADMINISTRATOR AND SB 472 TEACHER PROFESSIONAL DEVELOPMENT IMPLEMENTATION Administrators and teachers (including SPED and ELD teachers) will attend state designed textbook professional development (AB430 and SB472 respectively) and will implement the adopted programs with fidelity. Coaching will be provided to support this implementation. Teacher librarians will be provided training by the district to give them the requisite knowledge of the curriculum, technology, and instruction to enable them to support teachers and students in the implementation of the adopted programs.</p>	SB 472 Certified Instructor, Teachers, Teacher Librarians and Administrators.	Ongoing	AB 430 Funds SB 472 Funds T-II Funds
<p>2.3.B.2. SB 472 ELD TEACHER PROFESSIONAL DEVELOPMENT IMPLEMENTATION Teachers who have attended the SB 472 math or English textbook trainings, will attend state designed ELD professional development.</p>	ELD SB 472 Certified Instructor, Teachers, and Teacher Librarians.	Ongoing	AB 430 Funds SB 472 Funds T-II Funds
<p>2.3.C.1. STUDENT ACHIEVEMENT MONITORING SYSTEM Ensure that the quarterly District Wide Assessment s (DWA) continue to be used, and that the data derived from these assessments is analyzed at teacher collaboration meetings and is used to help identify the most appropriate instructional strategies, and to guide targeted intervention.</p> <ul style="list-style-type: none"> Ensure that the data derived from these common assessments is explained to and discussed with stakeholders, including students, parents, and counselors. 	Asst. Supt. Ed. Serv., Director of Asmnt. & Acct., Site Administration, Department Chairs, Counselors, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing quarterly as scheduled	General Title-I Funds

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>2.3.C.2. STUDENT ACHIEVEMENT MONITORING SYSTEM Provide opportunities for site-based development of common assessments, for at least bi-monthly use, in grades 9 and 10 Benchmark (Core) and Strategic English courses, including ELD classes.</p> <ul style="list-style-type: none"> • Ensure implementation of site-specific common formative assessments, at least bi-monthly, in grades 9 and 10 Benchmark (Core) and Strategic English courses. • Ensure that the data derived from these common formative assessments is analyzed at teacher collaboration meetings and is used to help identify the most appropriate instructional strategies, and to guide targeted intervention. • Ensure that the data derived from these common assessments is explained to and discussed with stakeholders, including students, parents, and counselors. 	<p>Site Administration, Department Chairs, Counselors, Resource Teachers, Coaches, Teachers, and Teacher Librarians.</p>	<p>Ongoing as indicated</p>	<p>Site-Based Title-I Funds EIA/LEP</p>
<p>2.3.D. CONTENT EXPERTS AND INSTRUCTIONAL COACHES Establish site-based SPED and ELD instructional coaches. Establish one or more district-based special education coach and one or more district-based ELD coach to train site-based coaches to implement differentiated strategies for a diverse population.</p>	<p>Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director Staff Dev., Director Asmnt. & Acct., Site Administration, Department Chairs, and Teachers.</p>	<p>Begin 2010-2011</p>	<p>Site-Based Title-I Funds EIA/LEP</p>
<p>2.3.E.2. TEACHER COLLABORATION All teachers, including special education and English Language Development teachers, supported by coaches, will meet in collaborative teams at least twice a month to:</p> <ul style="list-style-type: none"> • Create common assessments. • Analyze student data. • Select research-based instructional strategies appropriate for a diverse student population. 	<p>Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers,</p>	<p>Ongoing</p>	<p>Site-Based Title-I Funds EIA/LEP</p>

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
	and Teacher Librarians.		
<p>2.3.E.3. TEACHER COLLABORATION Ensure that collaboration in all core content areas occurs to develop linguistic goals aligned with the ELD standards, and to develop lesson plans that have clear Academic language goals as well as content goals. Include teacher librarians in this process to have the requisite skills to support students and teachers in the library.</p>	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers, and Teacher Librarians.	Ongoing	General
<p>2.3.G.1. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that instruction and tasks in all content areas are intentionally and explicitly differentiated based on CELDT levels of EL students, and designed to move students to higher CELDT levels. Academic activities should use research based best practice such as hands-on experiences, structured productive group work, cooperative learning, and higher-level questioning. Grade level content should be accessed using these carefully structured individual and group activities.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General
<p>2.3.G.2. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that the Academic language and cognitive content goals are made explicit to students in all core content areas in every lesson, and that appropriate SDAIE and ALD (Academic Language Development) strategies are used to enable EL students to access the content and the content specific academic vocabulary.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
	Librarians.		
<p>2.3.G.3. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that teachers provide multiple opportunities for students to learn and practice oral language skills. EL students should frequently be engaged in structured conversations focused on academically relevant topics, including conversations with English Only (E0) students, and opportunities should be provided for the use of academic language to extend these conversations to explore topics that are engaging and relevant to students' interests.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General
<p>2.3.G.4. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that ELs are engaged in courses that incorporate curriculum that is coherent, rigorous, and meaningful, and in which teachers provide scaffolds for EL students' achievement of cognitively complex concepts.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General
<p>3. Describe scientifically based research strategies to improve academic achievement in reading/language arts. (AMAO 3; ELSSA Section B).</p> <p>MEASURABLE GOAL—The OUHSD will implement the following plan activities to meet each of the corresponding growth targets at each school and districtwide.</p> <p style="text-align: center;"><u>Percent of Students Making AMAO 2</u></p> <p style="text-align: center;">33% 2008-2009 35% 2009-2010 37% 2010-2011</p>			

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>3.3.A.2. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Implement systematic research-based targeted intervention programs (RTI) in ELA and math to address all students performing 2 or more grade levels below standards and to move students toward mastery of the ELA and math CAHSEE standards.</p> <ul style="list-style-type: none"> • In order to implement the above systematic research-based targeted intervention programs (RTI), an assessment system must be found or developed, and then implemented, for each intervention program that <ul style="list-style-type: none"> (iv) diagnoses students' strengths and weaknesses (v) monitors students' progress in the programs (vi) measures students' achievement as a result of their participation in the intervention program. 	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians.		CAHSEE Funds SB 472 Funds SPED Funds
<p>3.3.A.3. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Site leadership will design a system for moving students between and among the different levels of the RTI model.</p> <ul style="list-style-type: none"> • Articulation of all stakeholders (including ELA, ELD, EL and SPED teachers) about the fluctuating movement needed to provide support, enrichment, and make-up for missed sessions in the core content classes for RTI activities. • Flexibility of teachers to provide instructional leadership in the RTI Teaching model/Learning Labs. 	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teacher, and Librarians.	Ongoing	Title 1 Funds
<p>3.3.D. CONTENT EXPERTS AND INSTRUCTIONAL COACHES Establish site-based SPED and ELD instructional coaches. Establish one or more district-based special education coach and one or more district-based ELD coach to train site-based coaches to implement differentiated strategies for a diverse population.</p>	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Staff Dev., Director Asmnt. & Acct., Site Administration, Department Chairs, and Teachers.	Ongoing	General Title II Title I EIA/LEP

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>3.3.E.2. TEACHER COLLABORATION All teachers, including special education and English Language Development teachers, supported by coaches, will meet in collaborative teams at least twice a month to:</p> <ul style="list-style-type: none"> • Create common assessments. • Analyze student data. • Select research-based instructional strategies appropriate for a diverse student population. 	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III LEP
<p>3.3.E.3. TEACHER COLLABORATION Ensure that collaboration in all core content areas occurs to develop linguistic goals aligned with the ELD standards, and to develop lesson plans that have clear Academic language goals as well as content goals. Include teacher librarians in this process to have the requisite skills to support students and teachers in the library.</p>	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers, and Teacher Librarians.	Ongoing	General
<p>3.3.G.1. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that instruction and tasks in all content areas are intentionally and explicitly differentiated based on CELDT levels of EL students, and designed to move students to higher CELDT levels. Academic activities should use research based best practice such as hands-on experiences, structured productive group work, cooperative learning, and higher-level questioning. Grade level content should be accessed using these carefully structured individual and group activities.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General EIA/LEP

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>3.3.G.2. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that the Academic language and cognitive content goals are made explicit to students in all core content areas in every lesson, and that appropriate SDAIE and ALD (Academic Language Development) strategies are used to enable EL students to access the content and the content specific academic vocabulary.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP
<p>3.3.G.3. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that teachers provide multiple opportunities for students to learn and practice oral language skills. EL students should frequently be engaged in structured conversations focused on academically relevant topics, including conversations with English Only (E0) students, and opportunities should be provided for the use of academic language to extend these conversations to explore topics that are engaging and relevant to students' interests.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP
<p>3.3.G.4. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that ELs are engaged in courses that incorporate curriculum that is coherent, rigorous, and meaningful, and in which teachers provide scaffolds for EL students' achievement of cognitively complex concepts.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>4. Describe scientifically based research strategies to improve academic achievement in mathematics. (AMAO 3; ELSSA Section C).</p> <p>MEASURABLE GOAL—The OUHSD will implement the following plan activities to meet each of the corresponding growth targets at each school and districtwide.</p> <p style="text-align: center;"><u>Percent of Students Making AMAO 2</u></p> <p style="text-align: center;">33% 2008-2009 35% 2009-2010 37% 2010-2011</p>			
<p>4.3.A.2. INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY Implement systematic research-based targeted intervention programs (RTI) in ELA and math to address all students performing 2 or more grade levels below standards and to move students toward mastery of the ELA and math CAHSEE standards.</p> <ul style="list-style-type: none"> • In order to implement the above systematic research-based targeted intervention programs (RTI), an assessment system must be found or developed, and then implemented, for each intervention program that <ul style="list-style-type: none"> (i) diagnoses students' strengths and weaknesses (ii) monitors students' progress in the programs (iii) measures students' achievement as a result of their participation in the intervention program. 	<p>Asst. Supt. Ed. Serv., Asst. Supt. H.R., Site Administration, Counselors, Department Chairs, Coaches, Teachers, and Teacher Librarians.</p>		<p>CAHSEE Funds SB 472 Funds SPED Funds</p>

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>4.3.C.3. STUDENT ACHIEVEMENT MONITORING SYSTEM Provide opportunities for site-based development of common assessments, for at least bi-monthly use, in all Algebra 1/IMP 1 and lower math classes, including all SDAIE and bilingual classes.</p> <ul style="list-style-type: none"> • Ensure implementation of site-specific common formative assessments, at least bi-monthly, in all Algebra 1/IMP 1 and lower math classes. • Ensure that the data derived from these common formative assessments is analyzed at teacher collaboration meetings and is used to help identify the most appropriate instructional strategies, and to guide targeted intervention. • Ensure that the data derived from these common assessments is explained to and discussed with stakeholders, including students, parents, and counselors. 	<p>Site Administration, Department Chairs, Counselors, Resource Teachers, Coaches, Teachers, and Teacher Librarians.</p>	<p>Ongoing</p>	<p>General</p>
<p>4.3.D. CONTENT EXPERTS AND INSTRUCTIONAL COACHES Establish site-based SPED and ELD instructional coaches. Establish one or more district-based special education coach and one or more district-based ELD coach to train site-based coaches to implement differentiated strategies for a diverse population.</p>	<p>Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Staff Dev., Director of Asmnt. & Acct., Site Administration, Department Chairs, and Teachers.</p>	<p>Ongoing</p>	<p>General Title II</p>
<p>4.3.E.2. TEACHER COLLABORATION All teachers, including special education and English Language Development teachers, supported by coaches, will meet in collaborative teams at least twice a month to:</p> <ul style="list-style-type: none"> • Create common assessments. • Analyze student data. • Select research-based instructional strategies appropriate for a diverse student population. 	<p>Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers,</p>	<p>Ongoing</p>	<p>General</p>

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
	and Teacher Librarians.		
<p>4.3.E.3. TEACHER COLLABORATION Ensure that collaboration in all core content areas occurs to develop linguistic goals aligned with the ELD standards, and to develop lesson plans that have clear Academic language goals as well as content goals. Include teacher librarians in this process to have the requisite skills to support students and teachers in the library.</p>	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title II Title III EIA/LEP
<p>4.3.G.1. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that instruction and tasks in all content areas are intentionally and explicitly differentiated based on CELDT levels of EL students, and designed to move students to higher CELDT levels. Academic activities should use research based best practice such as hands-on experiences, structured productive group work, cooperative learning, and higher-level questioning. Grade level content should be accessed using these carefully structured individual and group activities.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP
<p>4.3.G.2. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that the Academic language and cognitive content goals are made explicit to students in all core content areas in every lesson, and that appropriate SDAIE and ALD (Academic Language Development) strategies are used to enable EL students to access the content and the content specific academic vocabulary.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
	Librarians.		
<p>4.3.G.3. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that teachers provide multiple opportunities for students to learn and practice oral language skills. EL students should frequently be engaged in structured conversations focused on academically relevant topics, including conversations with English Only (E0) students, and opportunities should be provided for the use of academic language to extend these conversations to explore topics that are engaging and relevant to students' interests.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP
<p>4.3.G.4. INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Ensure that ELs are engaged in courses that incorporate curriculum that is coherent, rigorous, and meaningful, and in which teachers provide scaffolds for EL students' achievement of cognitively complex concepts.</p>	Asst. Supt. Ed. Serv., Director of Staff Dev., Site Administration, Counselors, Department Chairs, Resource Teachers, Coaches, Teachers, and Teacher Librarians.	Ongoing	General Title III EIA/LEP
<p>5. Describe scientifically based research professional development strategies and activities, including coordination efforts with other No Child Left Behind (NCLB) programs. (ELSSA Section D).</p> <p>MEASURABLE GOAL—The OUHSD will implement the following plan activities to meet each of the corresponding growth targets at each school and districtwide.</p> <p style="text-align: center;"><u>Percent of Students Making AMAO 2</u> 33% 2008-2009 35% 2009-2010</p>			

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
37% 2010-2011			
INSTRUCTIONAL TIME AND MASTER SCHEDULE FLEXIBILITY The district will continue to provide staff development on building master schedules that are driven by the needs of all students (including special education students and English Language Learners). Student data will be used to inform decisions.	Asst. Supt. HR Director of Staff Development With Director of SPED and Compensatory Ed	Ongoing	General Title II Title III EIA/LEP
SB 472 TEACHER PROFESSIONAL DEVELOPMENT The district will offer SB 472 ELD training to English and Math teachers who have completed SB 471 textbook training to further develop their understanding of, and promote the use of effective research based instructional strategies for EL students.	Asst. Supt. HR Director of Staff Development District Math & English Resource Dir. Comp Ed	Ongoing	General Title II Title III EIA/LEP
TEACHER PROFESSIONAL DEVELOPMENT The district will provide professional development to teacher leaders from each site to help them learn how to develop academic language goals aligned to ELD standards, in conjunction with content area goals.	Asst. Supt. Ed Svcs Director of Staff Development Dir. Comp. Ed.	Ongoing	General Title II Title III EIA/LEP
STUDENT ACHIEVEMENT MONITORING SYSTEM The district and site will provide professional development focused on the creation of common assessments for all teachers including special education teachers and teachers of English Language Development.	Asst. Supt. Ed. Svcs. Director of Staff Development Dir. Assessment	Ongoing	General Title II Title III EIA/LEP
CONTENT EXPERTS AND INSTRUCTIONAL COACHES The district special education and English Language Development coaches will train site coaches so that they understand instructional strategies for a diverse population as well as coaching techniques.	Director of Staff Development Dir. SPED & Comp Ed.	Ongoing	General Title II Title III EIA/LEP

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION Schools will provide professional development that will focus on research based strategies such as SIOP to address the specific needs of ELL students, such that:</p> <ul style="list-style-type: none"> • Research-based SDAIE strategies are intentionally and explicitly used in all core content areas to help students with CELDT levels of 3 or lower move to higher CELDT levels. • Instruction and tasks are intentionally and explicitly differentiated based on CELDT levels of EL students. • The linguistic and academic goals are made explicit to students in all core content areas. 	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Asmnt. & Acct., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers,.	Ongoing	General Title II Title III EIA/LEP
<p>INSTRUCTIONAL STRATEGIES FOR A DIVERSE POPULATION The district will provide training to administrators in the supervision of research based instructional strategies for example SDAIE, SIOP.</p>	Asst. Supt. Ed. Serv., Asst. Supt. H.R., Director of Comp. Ed., District Resource Teachers, Site Administration, Department Chairs, Coaches, Teachers,.	Ongoing	General Title II Title III EIA/LEP
<p>6. Describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other NCLB programs. (ELSSA Section E).</p> <p>MEASURABLE GOAL—The OUHSD will implement the following plan activities to meet each of the corresponding growth targets at each school and districtwide.</p> <p style="text-align: center;"><u>Percent of Students Making AMAO 2</u></p> <p style="text-align: center;">33% 2008-2009 35% 2009-2010 37% 2010-2011</p>			

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
1. The District Administrators will monitor school site meetings of Migrant Education PAC, School site council, ELAC and Title 1 parent meetings by reviewing forwarded attendance lists; agendas and minutes. ELAC meetings will be held monthly.	Various District Administrators.	Ongoing	General Migrant EIA/LEP Title I
2. The District organizes parent trainings in collaboration with the county Migrant Education office. Trainings include the use of Channing-Bete parent involvement curriculum.	Site Administration.	Ongoing	Migrant
3. The site administrators will organize parent trainings that allow parents opportunities to support their children’s academic success from one or more of the following areas: <ul style="list-style-type: none"> • Workshops and ideas on how to support learning at home • Access to daily/weekly homework assignments • Viable parent/family information and or resource centers • Computer trainings for iParent and other District programs • Continue with PESA, Parent Project, PIQE and other related trainings such as A-G Requirements, CAHSEE, How to be an involved parent and the importance of parental involvement, etc. • Coordinated Special Education Services meetings for parents. 	Dir. Comp. Ed Dir. Migrant Ed. School Site Administration and Special Program Counselors. Dist Parent Liaison	Ongoing	General Migrant EIA/LEP Title I
4. 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. Other modes of communication to include school site flyers and bulletins.	Director of Comp. Ed. and Director of Migrant Ed.	Ongoing	General Migrant EIA/LEP Title I

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
5. The District will continue to support the position of Parent Liaison. This is a centralized resource position that supports schools in the organization and delivery of training and communication to the parents of ELL, Migrant Education, and Title I students.	Dir. Comp Ed. District Parent Liaison and Counselors.	Ongoing	General Migrant EIA/LEP Title I
6. Students' state results are mailed home to parents. Cover letters are included in multiple languages to assist in the interpretation of those data.	Director of Asmnt. & Acct.	Ongoing	General
7. School sites will host "data open houses" for parents in order to help interpret state test results. Information will be shared in a language and register understandable to the parents.	School AP-Special Programs.	Ongoing	General Migrant EIA/LEP Title I
8. School sites may consider mailing all parents of grade 10 students a copy of the student transcript. Parent consultations with counselors are encouraged. Information will be shared in a language and register understandable to the parents.	Director of IT and School Sites.	Ongoing	General
9. The District will offer English classes for parents specifically designed to understand communications from the school and to support their children's education.	Director of Comp. Ed. and AP-Adult School.	Ongoing	General EIA/LEP Title III
10. The District will support family/parent involvement by having trainings that will develop leadership capacity so that parents actively and knowledgeable participate: <ul style="list-style-type: none"> • in curricular and budgetary decision making • in the development of the LEA and school site plans • on school site councils. 	Directors of Comp. Ed., Migrant Ed., and District Parent Liaison.	Ongoing	General Migrant EIA/LEP Title I

<i>Educational activities to improve English proficiency and academic achievement</i>	Personnel Responsible	Timeline with Benchmarks	Funding Source
<p>11. The school site will support family/parent involvement by having trainings that will develop leadership capacity so that parents actively and knowledgeable participate:</p> <ul style="list-style-type: none"> • in curricular and budgetary decision making • in the development of the LEA and school site plans • on school site councils. 	SPED Personnel.	Ongoing	General Title I
<p>7. If applicable, identify any changes to the Title III Immigrant Education Program.</p>			

7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
Except as mandated through the IEP process, extended time interventions will be put into practice at the option of the school leadership. They may include one or more of the following:				
<p>1. Schools sites may develop master schedules that allow extended time for academic instruction. Alternatives/interventions to consider are:</p> <ul style="list-style-type: none"> • “O” Period Classes • After school classes • Evening Classes • Saturday Academies • Mandated, Targeted Tutoring • Summer Sessions • Winter or Spring break 	Site Administration, Teachers, Counselors	Staffing allocations		SPED-CAHSEE remediation funds
<p>2. The District may extend the school year by offering reading & math courses to incoming students two or more years behind in reading or “At Risk” of not passing the CAHSEE. Classes may be held during:</p> <ul style="list-style-type: none"> • Summer Session following student’s 7th & 8th grade year. • One to three days a week after school during the second semester of student’s 8th grade year. • Consider hosting these sessions on the intermediate school campuses 	Site Administration, SPED DC, Case Managers, Teachers & Counselors, Jr. Hi. Administration & Counselors	Staffing		Summer school supplemental hourly
<p>3. Schools may consider the following remediation materials:</p> <ul style="list-style-type: none"> • APEX • Mind Institute • Measuring Up Entry Level (state approved) • Measuring Up Exit Level • CAHSEE Diagnostic Test • Revolution (State Approved) • Grow Network (State Approved) 	Site Administration, SPED DC, Case Managers, Teachers & Counselors	Staffing		CAHSEE remediation funds
<p>4. Schools may want to consider combining student attendance at tutoring sessions with parent education sessions on any topic listed in Section 8.</p>				
<p>5. Schools may want to consider 12th graders as leaders or mentors during tutoring.</p>				
<p>6. Students who pass the CAHSEE may received 5 math credits and/or 5 English credits for tutoring.</p>				

Please describe those activities and how you will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Should the site choose to implement extended time interventions, they must include targeted, data-driven instruction. Achievement and participation must be closely monitored.	Site Administration, SPED DC, Case Managers, Teachers & Counselors			

8. Include strategies to promote effective parental involvement in the school.

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
1. 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 Newsletter • Parent Meetings • District Website • School Accountability Report Cards (SARC) • Local/District cable channel • District phone messenger system 	Various District Administrators			
2. The school sites will communicate the significant details associated with LEA Program Improvement to students, parents, staff, and the community via various modes of communication, as noted above and may include: <ul style="list-style-type: none"> • Back to School Nights, Open House, PTA & PFO meetings • Athletic events and other venues where parents are in attendance • School site flyers, pamphlets, summer mailer • School website 	Site Administration			
3. The District Administrators will monitor school site meetings of Migrant Education PAC, School site council, ELAC and Title 1 parent meetings by reviewing forwarded attendance lists; agendas and minutes. ELAC meetings will be held quarterly.	School Site Administration and Special Program Counselors			
4. The District organizes parent trainings in collaboration with the county Migrant Education office. Trainings include the use of Channing-Bete parent involvement curriculum.	Director of Migrant Education			

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The site administrators will organize parent trainings that allow parents opportunities to support their children's academic success from one or more of the following areas:</p> <ul style="list-style-type: none"> • Workshops and ideas on how to support learning at home • Access to daily/weekly homework assignments • Viable parent/family information and or resource centers • Computer trainings for iParent and other District programs • Continue with PESA, Parent Project, PIQE (Parent Institute for Quality Education) and other related trainings such as A-G Requirements, CAHSEE, How to be an involved parent and the importance of parental involvement, etc) • Coordinated Special Education Services meetings for parents. 	District Parent Liaison and Counselors			
<p>6. 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. Other modes of communication to include school site flyers and bulletins.</p>	Directors of Compensatory Education and Migrant Education, District Parent Liaison			
<p>7. The District will continue to support the position of Parent Liaison. This is a centralized resource position that supports schools in the organization and delivery of training and communication to the parents of ELL, Migrant Education, and Title I students.</p>	Directors of Compensatory Education and Migrant Education			
<p>8. The District continues to support a website and school email to facilitate communication between the homes and the school.</p>	Director of IT and school sites			
<p>9. Students' state results are mailed home to parents. Cover letters are included in multiple languages to assist in the interpretation of those data.</p>	Director of Assessment and Accountability			
<p>10. School sites may want to host "data open houses" for parents in order to help interpret state test results. Information will be shared in a language and register understandable to the parents.</p>	Site Administration, Counselors and Site Data Coaches			
<p>11. School sites may consider mailing all parents of grade 10 students a copy of the student transcript. Parent consultations with counselors are encouraged. Information will be shared in a language and register understandable to the parents.</p>	Site Administration and Counselors			
<p>12. The District will offer English classes for parents specifically designed to understand communications from the school and to support their children's education.</p>	Directors of Compensatory Education and Migrant Education, District Parent Liaison			

**LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN
ASSURANCE PAGE**

LEA Plan Information:

Name of Local Educational Agency: Oxnard Union High School District

County District Code: 56-72546

Date of Local Governing Board Approval: December 10, 2008

District Superintendent: Jody Dunlap

Address: 309 South K Street

City: Oxnard

Zip Code: 93030

Phone: (805) 385-2553

FAX: (805) 483-3069

**E-mail:
cathy.wilcox@ouhsd.k12.ca.us**

Signatures:

On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:

_____ Signature of Superintendent	Jody Dunlap Printed Name of Superintendent	_____ Date
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_____ Signature of Board President	Steve W. Stocks Printed Name of Board President	_____ Date
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I certify that my organization has worked with the identified Program Improvement District to complete the requirements of NCLB Section 1116(c) and California *Education Code* Section 52055.57 (c).

Ventura County Office of Education
Name of External Organization

_____ Signature of External Organization Representative	Jeff Hamlin Printed Name of External Organization Representative	_____ Date
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5100 Adolfo Road, Camarillo, CA 93012 Address	(805) 437-1318 Phone
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Send this signed assurance page **no later than January 9, 2009**, to:

Peggy Carter, Consultant
Assessment and Accountability Branch
Accountability and Improvement Division
Intervention Assistance Office
California Department of Education
1430 N Street, Suite 4401
Sacramento, CA 95814

Please describe those strategies. (See DAS, Parent and Community, p. 10)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
13. The school site will support Special Education parental involvement through parent communication via case manager contact, annual IEPs, parent/student transition workshops and workability, plus Transition Partnership Program (TPP) projects.	School Site Administration, SPED Teachers and Other SPED Personnel			
14. The District will support family/parent involvement by having trainings that will develop leadership capacity so that parents actively and knowledgeable participate: <ul style="list-style-type: none"> • in curricular and budgetary decision making • in the development of the LEA and school site plans • on school site councils 	Directors of Compensatory Education and Migrant Education, District Parent Liaison			
15. The school site will support family/parent involvement by having trainings that will develop leadership capacity so that parents actively and knowledgeable participate: <ul style="list-style-type: none"> • in curricular and budgetary decision making • in the development of the LEA and school site plans • on school site councils 	School Site Administration			