



OAKLAND UNIFIED  
SCHOOL DISTRICT

expect **Success**

Addendum to Local Education Agency Plan  
Implementation of Correction Action F  
June 25, 2008

## INTRODUCTON

At its March 2008 meeting, the State Board of Education (SBE) approved the California Department of Education's (CDE) recommendation that Corrective Action F be invoked for all Local Education Agencies (LEA) in federal Program Improvement (PI) Corrective Action. Corrective F Action indicates that districts should be "instituting and fully implementing a new curriculum that is based on state academic content and achievement standards, including providing appropriate professional development based on scientifically-based research for all relevant staff that offers substantial promise of improving educational achievement for high priority pupils." The SBE requires that each LEA revise its LEA Plan or Plan Addendum, identifying objectives and action steps to fully implement Corrective Action F, and submit the amended plan to the CDE for SBE review.

In 2008, a team of district leaders including the Chief Academic Officer, the Chief of Community Accountability, the Chief Services Officer, the Executive Officer of Instructional Services, the Managers of English Learner Programs, Mathematics, English Language Arts, the Executive Officers of Human Resources and Special Education, and the Director of Research and Assessment reviewed and updated the past LEA addendum from 2005. To ensure alignment, the 2006-11 OUSD Professional Development Plan and Curriculum, Assessment and Instruction Management Plan, the Instructional Services 2008 Summer Trainings and Institute guides, the Community Plan for Accountability in Schools (ComPAS), the Multi-Year Academic Acceleration Plan Framework (MAAP), and the 5-Year Teacher Retention, Quality and Distribution Plan, and the Master Plan for English Language Programs and Services were reviewed and relevant elements were included in this LEA Plan Addendum.

In updating the LEA Plan Addendum, OUSD leadership actively solicited feedback from parents, principals, and other stakeholder groups. A focus group was conducted with representatives on the District Advisory Council. All principals were invited to complete an on-line survey regarding the Essential Program Components. In addition, data from CDE assessments were incorporated, including the District Assistance Survey, the Least Restrictive Environment Self Assessment, and for schools in Program Improvement, the Academic Programs Survey.

Using state guidelines, Oakland Unified School District has updated its LEA Plan Addendum to include all policies, programs, and actions in place to support the implementation of Corrective Action F. This update to the LEA Plan Addendum is divided into five sections:

- Section One - Instructional Material Mathematics
- Section Two - Instructional Materials English Language Arts
- Section Three - Professional Development Needs of Teachers and Administrators
- Section Four - Focus on High Priority Students
- Section Five - Parent Involvement

Overall, this addendum to the Local Education Agency (LEA) plan describes the current goals and objectives of Oakland Unified School District to accelerate achievement and address the needs of high priority students, per California *Education Code [EC]* Section 52055.57[c][1][F]).

## **SECTION I. INSTRUCTIONAL MATERIALS - MATHEMATICS**

Section I is divided into two parts. Part One covers the currently adopted instructional materials in mathematics with support for full implementation, aligned strategic and intensive intervention materials, and adaptation of all materials for English learners and students with disabilities. Part Two details OUSD's timeline to review and pilot the newly adopted instructional materials, purchase instructional materials with identified sources of funds, and distribute all materials to teachers before the beginning of the 2009 school year.

### **Part 1. District-Wide Implementation of Most Recent State Board of Education Adopted/ Standards-Aligned Materials in Mathematics**

#### **Adopted Materials**

The district has adopted the following instructional materials:

MATH GRADES K – 5

English / Spanish Harcourt (K-5)

English / Spanish Harcourt (1-5)

MATH GRADES 6 – 8

Math 6: Mathematics-Concepts and Skills, Course 1 - McDougall Littell

Math 7: Mathematics-Concepts and Skills, Course 2 - McDougall Littell

Algebra I/A/B: Student Edition: Algebra I - Prentice Hall

Geometry: Discovering Geometry - Key Curriculum Press, 3rd Edition

The district supports the full implementation of the core curriculum through the following: ensure instructional minutes, focus on grade level standards, use instructional guides and pacing calendars, provide targeted coaching, continue common district interim assessments, and promote a rigorous mathematics culture.

**Ensure Instructional Minutes:** In 2008-09, the district will continue to emphasize schools implementing the full number of instructional minutes in mathematics for all K-12 schools to ensure a minimum of 60 minutes of daily math instruction, grades 1-10, as recommended in the California Mathematics Framework.

**Focus on Grade Level Standards:** OUSD will also continue to reduce the number of grade 4-5 combination classes where possible to focus instruction on a single grade level and increase the number of grades 6-7 math teachers with single-subject credentials by working with an institution of higher education to certify teachers with multiple subject credentials in math. The district will provide professional development and coaching training in partnership with institutions of higher education to develop math teacher leaders to work as site coaches or math specialists with grades 4-5 teachers at their sites or a group of sites within a network as well as provide *Hands-on Equations* professional development (Summer 2008) for teachers that will help students bridge from concrete to visual to abstract representations of equality so more students can proficiently solve algebraic equations and word problems.

**Use Instructional Guides and Pacing Calendars:** Instructional Services coaches provide support for vertical articulation through backwards mapping of key standards in algebra and identification of learning targets for each grade level connected to selected math content clusters that are the focus for intervention, professional development, math pedagogical content knowledge, and professional learning community work at each site.

**Provide Targeted Coaching:** Oakland Unified School District has utilized local parcel tax funds to support the work of math coaches at targeted Program Improvement school sites that serve our neediest students. Some schools have access to OUSD Instructional Services math content coaches and others utilize Action Learning Systems, a nationally recognized math coaching provider. The 20 schools with lowest math proficiency will receive coaching beginning in 2008-09 from Swun mathematics coaching, *Beyond the Basic Math Facts*. At the secondary level, the district is working closely with site administrators to ensure that highly qualified veteran teachers teach Algebra whenever possible. If the strongest teachers are not teaching Algebra, then a mentor or buddy teacher system will be developed at the site level to provide team teaching and peer observation/coaching opportunities for new and struggling teachers. This is also funded through local parcel tax revenue.

**Continue Common District Interim Assessments:** OUSD has piloted and implemented assessment materials in mathematics for grades K-10 that provide comparative data by classroom, school site, and district to help guide instructional planning. These assessments are aligned to the curricular frameworks.

**Promote a Rigorous Mathematics Culture:** The mathematics component of the district's plan specifies that it is equally important to provide numerous extended learning opportunities for the advanced and proficient students to advance their learning (Mathletes, Oakland/East Bay Math circle), as well as in-class enrichment.

In addition to the above core district strategies, through its Tiered Accountability and Support System, the district continues to provide targeted professional development based on the differentiated needs of school sites. Professional opportunities in the core curriculum include SB472 training, site-based content-area mathematics coaches, and development of mathematics site lead teachers (see Table 1).

Table 1: Mathematics Professional Development

Strategic Objective	Strategic Activity	Funding
<p><b>AB466/SB472</b> New, referred, and new to a grade level/course K-12 Mathematics teachers improve their proficiency core adopted mathematics materials.</p>	<ul style="list-style-type: none"> <li>▪ Contract with ACOE to provide SB472 institutes and/or pay teachers to attend existing institutes.</li> <li>▪ Provide PD to teacher leaders and other teachers on Instructional Guides</li> <li>▪ Pay teacher leaders to do site-based PD on effective use of Instructional Guides to improve instruction.</li> </ul>	<ul style="list-style-type: none"> <li>▪ AB466/SB472</li> <li>▪ Title I</li> <li>▪ Title 2</li> </ul>

Table 1: Mathematics Professional Development Continued

Strategic Objective	Strategic Activity	Funding
<p><b>Secondary Math Department Chairs Meeting</b>                      All secondary math department chairs/representatives participate in and provide input into district plans and actions around the teaching and learning of mathematics; in addition, they engage in professional learning, collaboration, and "cross-pollination" with colleagues.</p>	<ul style="list-style-type: none"> <li>▪ Provide presentations on:                             <ul style="list-style-type: none"> <li>○ effective math intervention strategies/programs,</li> <li>○ technology support through EduSoft,</li> <li>○ development of district math assessments,</li> <li>○ math placement criteria, and</li> <li>○ updates on math instructional guide development, dissemination, and professional development.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ 06-07 Title 1</li> </ul>

### Strategic and Intensive Intervention Materials

The district has implemented Beyond the Basic Facts at the elementary level and America's Choice Navigator Math, UCLA Introduction to Algebra Pilot, Two-year Algebra Course Sequence, and Algebra Academies at the secondary level as strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level.

**Beyond the Basic Facts: Grades 2-5 (2006-present):** The Swun Math approach utilizes the district adopted math textbook but with a modified pacing guide for a total of 90 minutes of math instruction provided daily: 60 minutes of the core math program and 30 minutes of math facts intervention using *Beyond the Basic Facts*. Teachers receive monthly site support from the Swun Math team, weekly coaching support from Instructional Services, professional development sessions every trimester, pre-and post-trimester exams and unit assessments, lesson design structures, and content and instructional strategies. In 2006-07, three elementary schools piloted the program with promising results. In 2007-08, five new schools were added and in 2008-09, a total of 20 schools (31% of elementary schools) will be participating and will expand to grade 6 (middle school sites) and K-1 classes. A continued expansion of the program is planned so that at least 50% of the elementary schools are using the program in 2009-2010. Swun math was developed in Long Beach Unified and has a demonstrated record of success.

**America's Choice Navigator Math (Spring, 2007):** Three middle schools are currently using this program. This intervention program was piloted at Westlake Middle School and will be expanded to Brewer Middle School and ASCEND in 2008-09.

**UCLA Introduction to Algebra Pilot (2006-present):** SBE-adopted curriculum for Algebra Readiness course: Introduction to Algebra is an 8<sup>th</sup> grade intervention course aimed at preparing California's low achieving students (FBB/BB and Special Ed) for algebra. In 2006-07, the pilot was conducted at Havenscourt, Madison and Hillside. In 2007-08, five schools (4 MS

and 1 HS) participated. This will continue to be expanded until it is replaced with the intervention component of the new mathematics adoption in 2008-09.

**Two-Year Algebra Course Sequence (2003-present):** In an effort to provide more time for students to master pre-algebra concepts and skills, Algebra A/B was designed to incorporate pre-algebra instruction into that of the first half of Algebra I. Algebra B, the second year of the course reviews the content of Algebra A and provides instruction in the second half of Algebra I.

**Algebra Academies (Summer 2007 - present):** This is a summer bridge program conducted in partnership with the University of California Office of the President (UCOP) that focuses on providing algebra training for incoming, under-represented 9<sup>th</sup> graders at Oakland High School and Oakland Technical High School. Algebra Academy is designed to help students develop skills necessary to participate in rigorous college preparatory courses. Summer 2008 represents a doubling in size of this program, and participating students will be tracked throughout the year to assess the positive impact on their course grades and Algebra 1 CST scores.

Again, through its Tiered Accountability and Support System, the district continues to provide targeted professional development based on the differentiated needs of school sites (see Table 2). For example, OUSD's Instructional Services coaches provide on-going professional development for single-subject secondary math teachers on how to teach elementary math concepts and skills to struggling students.

Table 2: Mathematics Intervention Professional Development

Strategic Objective	Strategic Activities	Funding
<p><b>Swun Math Pilot</b> All Grade 2-5 teachers participating in the Swun Math pilot will effectively implement the core and intervention curricula including the lesson design structure and assessments. (20 sites)</p>	<ul style="list-style-type: none"> <li>▪ Initial professional development on the Swun Math and Math Facts program in summer institutes.</li> <li>▪ Follow-up professional development every trimester focusing on math content and instructional strategies.</li> <li>▪ Follow up coaching provided by Swun Math team and district math coaches and monitoring by principals and NExOs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expect Success MAAP funds,</li> <li>▪ Title 2</li> <li>▪ Title 1</li> </ul>
<p><b>CAHSEE Math</b> All high school math teachers, counselors, and principals will identify struggling students in grades 9-11 and intervene with additional support necessary so students are better able to pass the exit exam.</p>	<ul style="list-style-type: none"> <li>▪ Provide technical/coaching support in addition to information on effective supplemental/curricular materials to high schools who have instituted CAHSEE-prep courses.</li> <li>▪ Strongly advocate and provide support for struggling incoming 6th-11th grade math students through a specially designed 3-4 year summer school math program that targets CAHSEE math standards, frontloading of the key standards for the next math course and re-teaching of the prerequisite skills associated with those standards.</li> </ul>	<ul style="list-style-type: none"> <li>▪ CAHSEE categorical funds</li> </ul>

## Adaptation of Materials for English learners and Student with Disabilities

The district provides adaptations of materials for English learners and students with disabilities.

**English Learners:** Ancillary materials for English Learners, which are a part of Harcourt Mathematics, are to be used to enrich instruction and ensure that all students are successful. Students who are enrolled in elementary Spanish alternative language programs are to receive access to grade-level standards using both Spanish and English. Teachers are to use *Harcourt Brace Mathematics (Spanish)* to provide access to grade-level standards in the content areas. OUSD's Instructional Services provide targeted support to teachers of English learners (see Table 3)

Table 3: English Learner Professional Development in Mathematics

English Learner Professional Development		
Strategic Objective	Strategic Activities	Funding
Within focus schools, secondary EL Programs Coach and school site staff will work together to build capacity of the school to strengthen the structures to sustain a model program.	<ul style="list-style-type: none"> <li>Activities include training teachers on how to differentiate instruction for English Learners in the content areas, including Mathematics and how to develop language objectives in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>Title 1</li> <li>Title 3</li> </ul>
Secondary teachers of all subjects learn how to teach Academic Language and help struggling readers access texts across subject areas.	<ul style="list-style-type: none"> <li>Through the California Reading and Literature Project Academic Language Institutes are provided for all teachers (including Mathematics) during the summer and at specific schools throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>Title 2</li> </ul>

**Students with Disabilities:** School sites also use funds to purchase approved supplementary materials to support adaptations to the core and/or interventions at their discretion. Other adaptations include: modifications/accommodations written in IEPs and supplementary list of materials created with availability of a library for staff to check out materials in addition core materials provided to RS and SDC students under Williams act that teachers modify. Elementary classroom teachers are taught Response To Intervention techniques. In 2008-09, special education will offer site leadership professional development on adaptations to the core and response to interventions. In addition, OUSD plans to expand Reading Clinic to pilot Making Math Real for two years to identified students in grade 4-8 as well as pilot the Voyager math program in four sites two SDC classes 4-5 and two middle school sites 6-8.

**Part Two. Process to Adopt and Phase-In the 2008-2009 Mathematics Curriculum By Fall 2009**

OUSD's has a detailed plan with timeline to review and pilot the newly adopted instructional materials, purchase instructional materials with identified sources of funds and distribute all materials to teachers before the beginning of the 2009 school year.

Table 4: Timeline for 2008-2009 Mathematics Adoption and Phase-In

DATE	ACTIVITY
To review and pilot materials	
<b>May-June 2008</b>	<p><b>Develop draft of district lens</b></p> <ul style="list-style-type: none"> <li>▪ Collect and analyze district data</li> <li>▪ Recruit adoption committee members including:               <ul style="list-style-type: none"> <li>○ Elementary (K-5): one teacher/school (max = 65)</li> <li>○ Secondary (Gr. 6-12): one teacher/school + additional teachers as needed (at least 4 teachers per course) (piloting of new texts restricted to committee members)</li> </ul> </li> <li>▪ Recruit math teacher leaders from Essential Understandings of Math/Edgenuity Task Force</li> <li>▪ Request 6 sets of SBE math texts and other math texts (student text, teacher edition, consumables, ancillaries)</li> </ul>
<b>August 28<sup>th</sup> Committee Meeting #1</b>	<p><b>District Adoption Process Orientation Session</b></p> <ul style="list-style-type: none"> <li>▪ Present district data</li> <li>▪ Agree/confirm district priorities</li> <li>▪ Recruit committee members to work on pacing guide development (March-May)</li> <li>▪ Preview Standards Sampling process</li> </ul>
<b>September 11<sup>th</sup> Committee Meeting #2</b>	<p><b>Standards Sampling Process</b></p> <ul style="list-style-type: none"> <li>▪ Present standards sampling process</li> <li>▪ Establish common understanding of depth and complexity of standards</li> <li>▪ Agree on 3 strategically selected standards per grade level to use in sampling Recommendations               <ul style="list-style-type: none"> <li>○ a standard that the data shows OUSD students struggle with</li> <li>○ a standard teachers have identified as difficult to teach</li> <li>○ a standard that threads through several grade levels in order to track development of concept across grades</li> </ul> </li> </ul>
<b>September 25<sup>th</sup> Committee Meeting #3</b>	<p><b>Standards Sampling Process - Work Session</b></p> <ul style="list-style-type: none"> <li>▪ Complete the Sampling Survey using the Teacher's Edition only</li> <li>▪ Identify evidence of strength "+" or concerns "?"</li> <li>▪ Each member completes Standards Sampling sheets for one grade/course level of one text using website; input data as HW if necessary</li> </ul>



Table 4: Timeline for 2008-2009 Mathematics Adoption and Phase-In Continued

DATE	ACTIVITY
<p><b>October 9<sup>th</sup> Committee Meeting #4:</b></p>	<p><b>Standards Sampling Process (Stage 1 Elimination)</b></p> <ul style="list-style-type: none"> <li>▪ Share out in grade/course teams District Summary Chart for Standards Sampling for each grade/course level and mode for each section</li> <li>▪ Review results of compilation and consider each program in terms of district priorities</li> <li>▪ Determine if mode is consistently strong or weak across grade levels</li> <li>▪ Decide which programs will continue to be reviewed</li> <li>▪ Preview Program Components Review</li> <li>▪ HW: Each member begins Program Component Review Sheets for one grade/course level of one text and takes notes using the web-based forms that provide automatic tabulation</li> </ul>
<p><b>Oct. 23<sup>rd</sup> Committee Meeting #5</b></p>	<p><b>Program Components Review (including ancillaries) Work Session</b></p> <ul style="list-style-type: none"> <li>▪ Complete Program Component Review Worksheets for each textbook &amp; input scores</li> </ul>
<p><b>October 30<sup>th</sup> Committee Meeting #6</b></p>	<p><b>Program Components Review continued (Stage 2 Elimination)</b></p> <ul style="list-style-type: none"> <li>▪ Review and discussion of results reported</li> <li>▪ Determine the top 2 texts/programs for K-5, 6-7, and so on.</li> <li>▪ Draft CIAC recommendations for Algebra A vs Algebra Readiness, Intermediate Algebra vs Advanced Algebra, and Trigonometry vs. Math Analysis (form sub-committee if needed)</li> <li>▪ Determine committee members who will pilot one of the top 2-3 texts</li> <li>▪ Agree on vertical articulated math standards/topic to be piloted, if differs from standards sampling</li> </ul>
<p><b>November 3<sup>rd</sup></b></p>	<p><b>Additional Review Options (Piloting Phase: 8 weeks)</b></p> <ul style="list-style-type: none"> <li>▪ At least 4 teachers will pilot each grade/course level for the top 2-3 texts focusing on the agreed upon units</li> <li>▪ Inform administrators of which teachers are piloting programs</li> <li>▪ Decide if common assessments are desired</li> <li>▪ Pilot Period: Nov. 3 - Feb. 27, 09</li> </ul>
<p><b>November 6<sup>th</sup> Committee Meeting #7</b></p>	<p><b>Extra meeting (if needed)</b></p>
<p><b>January 8<sup>th</sup> Committee Meeting #8</b></p>	<p><b>Piloting Phase Check-in</b></p> <ul style="list-style-type: none"> <li>▪ Check-in with teachers who are piloting top 2 texts; remind to collect student work &amp; data</li> </ul>

Table 4: Timeline for 2008-2009 Mathematics Adoption and Phase-In Continued

DATE	ACTIVITY
March 13 <sup>th</sup>	Submit request for Public Hearing (March 30) for Math Textbook Adoption
March 19 <sup>th</sup> Committee Meeting #10	<p><b>Professional Development &amp; Pacing Guides/Decision making continued (if needed)</b></p> <ul style="list-style-type: none"> <li>▪ Continue decision-making/consensus building if needed</li> <li>▪ Draft recommendations for summer and on-going professional development to support full implementation of newly adopted texts</li> <li>▪ Confirm which committee members will work on developing pacing guides for 2009-2010 (at least 3 teachers per grade/course needed)</li> <li>▪ Refine/develop draft of math concept/topic sequence for each grade/course level</li> <li>▪ Agree on Pacing Guide Work Session Dates: minimum of 6 dates needed (March-May)</li> </ul>
March 30 <sup>th</sup> through May	Public Hearing, Board Meetings, Notification to Publisher, begin textbook ordering process.
May, 09	SB472 Instructor Certification Training (3 days): IS Math Coaches & Teacher Leaders in partnership with ACOE
May 7 <sup>th</sup> Committee Meeting #11	<p><b>Review of Pacing Guides - Draft 1</b></p> <ul style="list-style-type: none"> <li>▪ Review drafts of pacing guides</li> <li>▪ Make revisions as necessary: alignment within and across grade/course levels, district lens, and National Math Panel recommendations</li> </ul>
May 14 <sup>th</sup> Committee Meeting #12	<p><b>Final Revisions to Pacing Guide - Draft 2</b></p> <ul style="list-style-type: none"> <li>▪ Agree on last revisions to pacing guides</li> </ul>
May 29 <sup>th</sup>	Instructional Services Math Team submits final versions of Pacing Guide (Draft 3) to Research & Assessment
June 2009	SB472 Training for Teachers ( <i>priority to</i> SAIT & HPSG and other PI schools) and publisher-provided professional development for teachers
August 2009	SB472 Training for Teachers ( <i>priority to</i> SAIT & HPSG & other PI schools) and publisher-provided professional development for teachers

Table 4: Timeline for 2008-2009 Mathematics Adoption and Phase-In Continued

DATE	ACTIVITY
To purchase instructional materials with identified sources of funds	
<b>April 30<sup>th</sup></b>	<ul style="list-style-type: none"> <li>▪ Work with IS Textbooks division and selected publishers for textbook ordering process.</li> </ul>
<b>May 2009</b>	<ul style="list-style-type: none"> <li>▪ Submit textbook order for sites.</li> <li>▪ All orders will be placed in April 09 and will be funded from: Measure E parcel Tax, Instructional Materials Fund and General Funds</li> </ul>
To distribute all materials to teachers before the beginning of the 2009 school year	
<b>August 2009</b>	<ul style="list-style-type: none"> <li>▪ The district purchases all textbooks centrally for textbook adoptions.</li> <li>▪ Textbooks are delivered to each site and a count takes place during August to ensure delivery and textbook numbers match student enrollment.</li> </ul>

**SECTION II. INSTRUCTIONAL MATERIALS – ENGLISH LANGUAGE ARTS**

Section II is divided into two parts. Part One covers the currently adopted instructional materials in English Language Arts with support for full implementation, aligned strategic and intensive intervention materials, and adaptation of all materials for English learners and students with disabilities. Part Two delineates OUSD’s plan to review and pilot the newly adopted instructional materials, purchase instructional materials with identified sources of funds, and distribute all materials to teachers before the beginning of the 2009 school year.

**Part One. District-Wide Implementation of Most Recent State Board of Education Adopted/ Standards-Aligned Materials in English Language Arts**

**Adopted Materials**

The district has adopted the following instructional materials:

ELA GRADES K – 5  
 Open Court Reading / SRA/McGraw Hill  
 Foro Abierto: Spanish SRA/McGraw Hill

ELA GRADES 6– 8  
 Holt Rinehart and Winston/Literature and Language Arts

Similar to mathematics, the district supports the full implementation of the core curriculum in English Language Arts through the following: ensure instructional minutes, focus on grade level standards, use instructional guides and pacing calendars, provide targeted coaching, and continue common district interim assessments.

In addition to the above core district strategies, through its Tiered Accountability and Support System, the district continues to provide targeted professional development based on the differentiated needs of school sites. Professional opportunities in the core curriculum include as SB472 training, site-based content-area ELA coaches, and development of ELA site lead teachers (see Table 5).

Table 5: English Language Arts Professional Development

Strategic Objective	Strategic Activities	Funding
New and veteran K-5 English Language Arts teachers improve their proficiency in teaching the adopted K-5 Open Court curriculum to ensure that all students reach proficiency in reading and writing by end of third grade.	<ul style="list-style-type: none"> <li>▪ Provide basic and advanced PD with Sacramento County Office (SB472) each summer with fall make up sessions.</li> <li>▪ Provide additional workshops focusing on OUSD literacy priorities: Frontloading for English learners, GATE differentiation, Academic Vocabulary, Academic English Development, and Response to Intervention.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading First</li> <li>▪ Title 1</li> <li>▪ Title 2</li> </ul>

Table 5: English Language Arts Professional Development Continued

Strategic Objective	Strategic Activity	Funding
All K-5 principals regularly convene instructional leadership teams to review periodic benchmark and formative assessment data and create rapid action plans to adjust and improve instruction to meet identified gaps and needs.	<ul style="list-style-type: none"> <li>▪ All K-5 schools participate in quarterly "Date with Data" sessions to share best practices on OUSD literacy priorities, examine their data, reflect on the effectiveness of past actions, and create action plans to address gaps and needs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reading First</li> <li>▪ Title 1</li> <li>▪ Title 2</li> </ul>
All 6-12 English Language Arts teachers will improve their proficiency in using the instructional guides and effectively teaching the core curriculum using adopted ELA materials.	<ul style="list-style-type: none"> <li>▪ Provide summer SB472 and fall trainings for teachers to participate in program, concurrent with the new adoption.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 1</li> <li>▪ Title 2</li> <li>▪ Expect Success</li> </ul>
Secondary ELA teachers will learn how to develop standards-aligned units and lessons.	<ul style="list-style-type: none"> <li>▪ Secondary teachers attend summer institutes to learn principles of backward design planning and create powerful units and lessons that will be shared with other OUSD teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 2</li> </ul>

**Strategic and Intensive Intervention Materials**

The district has adopted the Read 180 Book – Class set English for working with non-English Learner students two or more years below grade level with OUSD guidance on placement and instructional pacing guides. Professional development objectives and activities regarding intervention are identified for secondary teachers (see Table 6).

Table 6: English Language Arts Intervention Programs Professional Development

Strategic Objective	Strategic Activity	Funding
Grade 6-12 ELA teachers will know how to diagnose reading difficulties, and will effectively scaffold instruction with students reading below grade level. Every secondary school will have teachers trained to effectively teach Read 180 and any other intensive reading intervention program to accelerate students up to grade level proficiency.	<ul style="list-style-type: none"> <li>▪ Conduct Read 180 trainings for new Read 180 teachers annually.</li> <li>▪ Send teachers to the Read 180 National Conference in July.</li> <li>▪ Conduct "Scaffolding for Struggling Readers" PD each summer.</li> <li>▪ Train teachers of Strategic courses about frontloading and pacing for strategic courses.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 1, Title 2</li> </ul>

**Adaptation of Materials for English learners and Student with Disabilities**

The district provides adaptations of materials for English learners and students with disabilities.

**English Learners:** The district has identified the following texts for use with English Learners (at the strategic and intensive level):

- English 6-8 Universal Access: Interactive Reader: Introduction English HOLT
- High Point Basics Student Text: Basics English Hampton Brown
- High Point Level A Student Text: Level A English Hampton Brown (ELD)
- High Point Level B Student Text: Level B English Hampton Brown (ELD)
- High Point Level C Student Text: Level C English Hampton Brown ELD)

In addition to training in SB472 ELPD, OUSD has developed plans for professional development for all teachers of English Learners as articulated in their strategic plan for professional development (see Table 7).

Table 7: English Learner Professional Development in English Language Arts

Strategic Objective	Strategic Activity	Funding
All new ELD teachers will be prepared to provide instruction with ELD curriculum so that English Learners acquire English Proficiency at a minimum of one CELDT level per year.	<ul style="list-style-type: none"> <li>▪ Initial training was provided for 400 teachers in ELD.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 1</li> </ul>
Participating teachers will learn to effectively frontload OCR and other content instruction for English Learners so that they will have access to the content areas.	<ul style="list-style-type: none"> <li>▪ Open Court Reading teachers will receive 20 hours of Focused Approach Training in Frontloading content instruction for EL students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 1</li> </ul>
Bilingual teachers will be prepared to provide students in Foro Abierto with necessary skills for successful transition into OCR so that students in bilingual classes have full access to Language Arts instruction in English.	<ul style="list-style-type: none"> <li>▪ Some K-3 bilingual teachers will receive 24 hours of training in the Bilingual Biliteracy Guide in order to teach transferability skills.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 2</li> </ul>

Table 7: English Learner Professional Development in English Language Arts Continued

Strategic Objective	Strategic Activity	Funding
<p>Within focus schools, grades 6-12 EL Programs Coach and school site staff work together to build capacity of the school to strengthen the structures to sustain a model program.</p>	<ul style="list-style-type: none"> <li>▪ Through focused work aligned to the needs of the site, EL programs coaches build school site staff capacity to build model programs that can serve as exemplars to other schools in the district.</li> <li>▪ The EL Programs Coach serves as a support to carry the site plan forward as well as to document the process to be able to replicate it in other schools.</li> <li>▪ Activities vary depending on the needs of the students but include training teachers on CELDT components and scoring, how to differentiate instruction for English Learners in the content areas, and how to develop language objectives in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Title 1</li> <li>▪ Title 3</li> </ul>
<p>6-12 ELD Teachers understand the components of an effective ELD program and how to use their materials most effectively.</p>	<p>Through quarterly district ELD Teacher Leader Mtgs, teachers are given information regarding ELD Courses of Study and alignment to both core and supplementary materials.</p>	<ul style="list-style-type: none"> <li>▪ Title 1</li> </ul>
<p>Teachers will improve the proficiency and consistency of Systematic ELD Implementation of Language for Learning and Writing programs so that English Learners acquire English Proficiency at a minimum of one CELDT level per year.</p>	<p>Site EL Lead-teams will be provided training and ongoing support with the establishing site PLCs to improve English Learner instruction.</p>	<ul style="list-style-type: none"> <li>▪ Title 1</li> <li>▪ Title 3</li> </ul>

**Students with Disabilities:** At the elementary level, teachers use the Open Court Reading textbook and ancillary materials to provide universal access. Site-based literacy coaches have been provided with instruction in Response to Intervention techniques to appropriately assist elementary teachers in diagnosing student needs and providing access to the core instructional program. Instructional techniques emphasized through district offered professional development include Frontloading, Academic Vocabulary development, training in Academic English Development, and in Response to Intervention (RTI). OUSD provides summer workshops in universal access and differentiated instruction teachers to provide students with pedagogical practices that support targeted practice based on student need. Other adaptations include: modifications/accommodations written in IEPs including AT and technological adaptations and supplementary list of materials created with availability of a library for staff to check out materials in addition core materials provided to RS and SDC students under Williams act that teachers modify. According to principal surveys, most sites include regular diagnostic assessments and placement for RSP and special education.

At the secondary level, OUSD special education classrooms use *Voyager Expanded Learning, Voyager Passport, 2004/2005, Gr. 4-8* for special education students two or more grade levels behind. In June 2008 Voyager training provided to our Extended School Year (ESY) teachers on the summer Voyager intervention program. OUSD was awarded the Professional Development in Reading for Special Ed Teachers Pilot Program grant. This is a three year grant for training special education teachers how to teach reading. This grant SETPP mirrors the key components of the approved California Reading First Plan. The department will be using the state approved material for grades 4-8 Voyager Passport and 6-8 Passport Journeys. Grant provides initial SB 472 professional development for the LEAs adopted (and SBE approved) reading/language arts program for all participating special education teachers. A reading coach will be hired for the fall of the 2008 school year.



## Part Two. Process to Adopt and Phase-In the 2008 English Language Arts Curriculum By Fall 2010

Based on OUSD's plan for the recently adopted instructional materials in mathematics, the same process will be used to review and pilot instructional materials, purchase materials with identified sources of funds and distribute all materials to teachers before the beginning of the 2010 school year.

Table 8: Timeline for 2009-2010 ELA Adoption and Phase-In

DATE	ACTIVITY
To review and pilot materials	
TBD	<p><b>Develop draft of district lens</b></p> <ul style="list-style-type: none"> <li>▪ Collect, analyze district data</li> <li>▪ Recruit adoption committee members including: Elementary (K-5): one teacher/school (max = 65) Secondary (Gr 6-12): one teacher/school + additional teachers as needed (at least 4 teachers per course) <b>(piloting of new texts restricted to committee members)</b></li> <li>▪ Recruit ELA teacher leaders</li> <li>▪ Request 6 sets of SBE ELA texts and other ELA texts (student text, TE, consumables, ancillaries)</li> </ul>
Committee Meeting #1	<p><b>District Adoption Process Orientation Session</b></p> <ul style="list-style-type: none"> <li>▪ Present district data</li> <li>▪ Agree/confirm district priorities</li> <li>▪ Recruit committee members to work on pacing guide development</li> <li>▪ Preview Standards Sampling process</li> </ul>
Committee Meeting #2	<p><b>Standards Sampling Process</b></p> <ul style="list-style-type: none"> <li>▪ Present standards sampling process</li> <li>▪ Establish common understanding of depth and complexity of standards</li> <li>▪ Agree on 3 strategically selected standards per grade level to use in sampling Recommendations               <ul style="list-style-type: none"> <li>○ a standard that the data shows OUSD students struggle with</li> <li>○ a standard teachers have identified as difficult to teach</li> <li>○ a standard that threads through several grade levels in order to track development of concept across grades</li> </ul> </li> </ul>
Committee Meeting #3	<p><b>Standards Sampling Process - Work Session</b></p> <ul style="list-style-type: none"> <li>▪ Complete the Sampling survey using the Teacher's Edition only</li> <li>▪ Identify evidence of strength "+" or concerns "?"</li> <li>▪ Each member completes Standards Sampling sheets for one grade/course level of one text using website; input data as HW if necessary</li> </ul>

Table 8: Timeline for 2009-2010 ELA Adoption and Phase-In Continued

DATE	ACTIVITY
<b>Committee Meeting #4</b>	<p><b>Standards Sampling Process (Stage 1 Elimination)</b></p> <ul style="list-style-type: none"> <li>▪ Share out in grade/course teams District Summary Chart for Standards Sampling for each grade/course level and mode for each section</li> <li>▪ Review results of compilation and consider each program in terms of district priorities</li> <li>▪ Determine if mode is consistently strong or weak across grade levels</li> <li>▪ Decide which programs will continue to be reviewed</li> <li>▪ Preview Program Components Review</li> <li>▪ HW: Each member begins Program Component Review Sheets for one grade/course level of one text and takes notes using the web-based forms that provide automatic tabulation</li> </ul>
<b>Committee Meeting #5</b>	<p><b>Program Components Review (including ancillaries) Work Session</b></p> <ul style="list-style-type: none"> <li>▪ Complete Program Component Review Worksheets for each textbook &amp; input scores</li> </ul>
<b>Committee Meeting #6</b>	<p><b>Program Components Review continued (Stage 2 Elimination)</b></p> <ul style="list-style-type: none"> <li>▪ Review and discussion of results reported</li> <li>▪ Determine the top 2 texts/programs for K-5, 6-7, and so on.</li> <li>▪ Draft CIAC recommendations (form sub-committee if needed)</li> <li>▪ Determine committee members who will pilot one of the top 2-3 texts</li> <li>▪ Agree on vertical articulated math standards/topic to be piloted, if differs from standards sampling</li> </ul>
<b>TBD</b>	<p><b>Additional Review Options (Piloting Phase: 8 weeks)</b></p> <ul style="list-style-type: none"> <li>▪ At least 4 teachers will pilot each grade/course level for the top 2-3 texts focusing on the agreed upon units</li> <li>▪ Inform administrators of which teachers are piloting programs</li> <li>▪ Decide if common assessments are desired</li> <li>▪ Pilot Period</li> </ul>
<b>Committee Meeting #7</b>	<b>Extra meeting (if needed)</b>
<b>Committee Meeting #8</b>	<p><b>Piloting Phase Check-in</b></p> <ul style="list-style-type: none"> <li>▪ Check-in with teachers who are piloting top 2 texts; remind to collect student work &amp; data</li> </ul>

Table 8: Timeline for 2009-2010 ELA Adoption and Phase-In Continued

DATE	ACTIVITY
Committee Meeting #9	<p><b>Making a Decision by Consensus (Stage 3 Elimination)</b></p> <ul style="list-style-type: none"> <li>▪ Re-establish group norms in grade level groups/ Review forms/documentation for decision-making</li> <li>▪ Present consensus building protocols</li> <li>▪ Reach consensus and select textbooks for grades K-5, grades 6-7</li> </ul>
TBD	Submit request for Public Hearing for ELA Textbook Adoption
Committee Meeting #10	<p><b>Professional Development &amp; Pacing Guides/Decision making continued (if needed)</b></p> <ul style="list-style-type: none"> <li>▪ Continue decision-making/consensus building if needed</li> <li>▪ Draft recommendations for summer and on-going professional development to support full implementation of newly adopted texts</li> <li>▪ Confirm which committee members will work on developing pacing guides for 2009-2010 (at least 3 teachers per grade/course needed)</li> <li>▪ Refine/develop draft of math concept/topic sequence for each grade/course level</li> <li>▪ Agree on Pacing Guide Work Session Dates: minimum of 6 dates needed</li> </ul>
TBD	Public Hearing, Board Meetings, Notification to Publisher, begin textbook ordering process.
TBD	SB472 Instructor Certification Training (3 days): IS ELA Coaches & Teacher Leaders in partnership with ACOE
Committee Meeting #11	<p><b>Review of Pacing Guides - Draft 1</b></p> <ul style="list-style-type: none"> <li>▪ Review drafts of pacing guides</li> <li>▪ Make revisions as necessary: alignment within and across grade/course levels, district lens, and National Math Panel recommendations</li> </ul>
Committee Meeting #12	<p><b>Final Revisions to Pacing Guide - Draft 2</b></p> <ul style="list-style-type: none"> <li>▪ Agree on last revisions to pacing guides</li> </ul>
TBD	Instructional Services ELA Team submits final versions of Pacing Guide (Draft 3) to Research & Assessment
TBD	SB472 Training for Teachers ( <i>priority to</i> SAIT & HPSG and other PI schools) and publisher-provided professional development for teachers
TBD	SB472 Training for Teachers ( <i>priority to</i> SAIT & HPSG schools) and publisher-provided professional development for teachers

Table 8: Timeline for 2009-2010 ELA Adoption and Phase-In Continued

DATE	ACTIVITY
To purchase instructional materials with identified sources of funds	
<b>April 2010</b>	<ul style="list-style-type: none"> <li>▪ Work with IS Textbooks division and selected publishers for textbook ordering process.</li> </ul>
<b>May 2010</b>	<ul style="list-style-type: none"> <li>▪ Submit textbook order for sites.</li> <li>▪ All orders will be placed in April 10 and will be funded from: Measure E parcel Tax, Instructional Materials Fund and General Funds.</li> </ul>
To distribute all materials to teachers before the beginning of the 2009 school year	
<b>August 2010</b>	<ul style="list-style-type: none"> <li>▪ The district purchases all textbooks centrally for textbook adoptions.</li> <li>▪ The district will give priority to Program Improvement Year 3-5 sites and will phase-in the adoption for 2011.</li> <li>▪ Textbooks are delivered to each site and a count takes place during August to ensure delivery and textbook numbers match student enrollment.</li> </ul>

### **SECTION III. PROFESSIONAL DEVELOPMENT**

Section III is divided into two parts. Part One covers the professional development needs of teachers in Mathematics, English Language Arts (ELA) and English Learner (EL) professional development. Part Two covers the professional development needs of administrators.

#### **Part One. Professional Development Needs of Teachers**

The district facilitates teacher participation in SB472 in Mathematics, English Language Arts, and English Learner Professional Development. SB472 compliments OUSD's tiered approach to supporting sites and teachers based on their differentiated professional development needs.

#### **AB466/SB472 Mathematics Training**

**Percent of mathematics teachers who have completed:** In the past three years, 322 elementary teachers and 42 secondary teachers participated in the Mathematics trainings. Given attrition, this represents approximately 30% of current teachers. Of Program Improvement (PI) sites, 156 elementary school teachers participated in the 40 hour institute within the past three years. With attrition, this represents just over 25% of current teachers at PI schools with participation highest for the 5 elementary School Assistance and Intervention Team (SAIT) schools. 29 secondary mathematics teachers at PI sites have participated in current adopted textbook programs, which is less than 10% of all current secondary mathematics teachers.

**Provide all mathematics teachers with SB 472 training:** The district is offering SB472 to all teachers in the summer of 2008, with priority to High Priority School Grant (HPSG), SAIT, and PI sites. The district also plans to provide training by contracting with Alameda County Office of Education (ACOE) in June of 2009 to provide SB472 institutes and/or pay teachers to attend existing institutes. Site-based teacher leaders and instructional service coaches will help lead in follow up hours through site-based professional development on effective use of Mathematics Instructional Guide and assessments to improve instruction. In addition to the offerings, there will be greater accountability for professional development monitoring, with annual updates by school of teacher participants.

#### **AB/466 SB472 English Language Arts Training**

**Percent of ELA teachers who have completed:** Participation records from the past three years indicate 795 enrollments over the past three years in Elementary Training for using Open Court/Foro Abierto; beginning, intermediate and advanced. Unfortunately due to retention and duplication issues, the percentage of participation is only approximate. According to this data, approximately 45% of teachers participated in at least one level of the Elementary Reading and Language Arts programs and less than 10% in the HOLT 6-12 Language Arts program. Available data records for elementary school sites indicate that there have been 340 participants from Program Improvement sites in AB466/SB472 trainings in the past three years. This represents more than 50% of all current teachers at high need Program Improvement sites. Documentation from

the secondary schools is sparse, and indicates that only a handful of teachers participated.

**Support the completion of SB 472 for all ELA teachers who have not yet completed:** Annually, there are three or more programs of ELA SB472 trainings offered each summer, and teachers from Reading First Sites have priority for the elementary programs. New teachers will be encouraged to sign up for summer trainings in 2008 and 2009, with a program offered through substitute release days in 2008-09 for new teachers.

**Provide all ELA teachers with SB 472 in the new ELA adoption:** As outlined above, the district will contract with external provider and develop internal capacity to provide training in the instructional materials. New and veteran teachers will be asked to sign up in 2010 for the trainings with fall follow up through a series of release days for teachers who do not participate in the summer. Decile 1 Program Improvement sites will receive first priority for training, as will new teachers, followed by other Program Improvement Sites, and those at risk of Program Improvement.

### **SB472 English Learner Training**

**Provide and monitor completion of SB 472 English Learner Professional Development (ELPD):** The district will offer SB472 for all teachers in the summers of 2008, 2009, and 2010. In addition, it will have in-house trainers who can provide training through release days. QEIA sites will be reminded that ELPD may count towards their professional development hours.

**Ensure that paraprofessionals and/or instructional aides receive specific training:** Due to budget cuts, the district does not provide funds for paraprofessionals at school sites. However the district has provided materials and centralized professional development for site-level teacher leaders who conduct monthly professional development at their site and are expected to develop professional learning communities around English Language learner needs.

### **Part Two. Professional Development Needs of Administrators**

The district also facilitates administrator participation in AB430 supporting the aligned teacher participation in SB472.

**Percent of administrators who have completed AB 75/430 training:** 20% of sites have district-level documentation of administrator participation in AB430. Another 9% of administrators have district-level documentation of partial completion of training in the most recent curricular adopted materials. Given that records only exist for the past three years, it is estimated that another 10% of current administrators have completed some or all of the training and practicum, but the district does not have their documentation.

**Provide and monitor completion of AB 430 training:** The district has plans to provide AB430 training for all site administrators in accordance with the adoption plan as

outlined above, with the timing to coincide with teacher SB472 participation in the summer before each year preceding implementation.

**Provide administrators with training specific to needs of English Learners:** OUSD teachers, administrators and community will learn about the recently revised English Learner Master Plan components including the three year improvement plan during the 2008-09 school year. The plan includes the following: *Teachers are to provide English Learners with both English language development (ELD) and English language arts (ELA) instruction appropriate to each student's assessed level of proficiency. Further, teachers will work to ensure that ELs meet both ELD standards as well as grade-level ELA standards. Specialized instructional services are to be provided until the student has demonstrated English language proficiency comparable to that of the district's average native-English-language speaker and recouped any academic deficits incurred in other areas of the core curriculum as a result of language barriers.* The district has developed the proposed 2008-09 plan for administrator professional development (see Table 9).

Table 9: English Learner Professional Development for Administrators

Elementary	Secondary
<ul style="list-style-type: none"> <li>▪ Key Steps for Coordination and support of Effective Differentiated instruction ELD groupings, Frontloading ELA, Transferability</li> <li>▪ Professional Learning Community review EL progress and CST Data</li> <li>▪ Site Inquiry Based Action Plan (SIBAP) review with EL site leads</li> <li>▪ Benchmark collection-Data analysis SIBAP with EL site leads</li> <li>▪ English Learner Budget and EL staffing Planning for 08-09 SIBAP with EL site leads</li> <li>▪ English Learner CST Prep SIBAP with EL site leads</li> <li>▪ Progress Update/End of Year Procedures</li> <li>▪ Planning for 08-09 with EL site leads</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning for English Learner Success Key Elements</li> <li>▪ Program description and student placement criteria</li> <li>▪ CELDT Testing procedures should also be part of this process</li> <li>▪ Monitoring Student Progress:</li> <li>▪ <i>EL Student Data Card</i> and structures that best support student monitoring</li> <li>▪ ELD Courses of Study: Increasing the Rigor in ELD Instruction</li> <li>▪ Review of Placement procedure for ELD students at semester</li> <li>▪ End of Course Exam -Data Analysis</li> <li>▪ Planning for EL Programs:</li> <li>▪ Strategic EL Funding Choices</li> <li>▪ End of year evaluation</li> </ul>

**Provide administrators with training on the use of classroom observational tools:** According to the EL Master Plan, *Teachers are expected to utilize teaching practices based on current second language acquisition theory and sound research on effective instructional practices which can help enable students to achieve ELD standards in each domain. Classroom observation of ELD by site administrators is to*

*focus on use of these practices.* Specific strategies for observation are indicated in the plan. In addition, the sections below from the OUSD English Learner Program Quality Rubric describe classroom observation practices that meet standards (see Table 10). OUSD administrators are to receive professional development in the use of this rubric at the beginning of the 2008-09 school year.

Table 10: English Learner Program Quality Rubric

Element	Standard
<b>English Language Development Instruction</b>	Examination of course rosters confirms that every EL receives ELD instruction appropriate to assessed level of proficiency. Observation of mainstream English classes confirms that ELM students receive differentiated ELD appropriate to diagnosed need.
	ELD instruction addresses all standards domains. Classroom observation and examination of student work confirms that ELD instruction is well-aligned with the <i>OUSD ELD Courses of Study</i> .
	All ELD teachers are using district-approved core and supplemental ELD materials consistently.
	Classroom observation reveals that teachers use recognized high-leverage teaching practices in ELD. Such practices are developmentally-appropriate, engaging, promote high levels of interaction, integrate oral and written language development, and include direct skills instruction, when appropriate.
	Overall—teachers are able to describe the ELD program they provide and how it is benefiting students. They are able to describe how ELD is different from mainstream ELA instruction and how ELD and ELA are articulated.
<b>Access to the Core</b>	Each English Learner in an SEI or ELM program receives access to the core curriculum in all subject areas through differentiated instruction—both in SEI content courses and in mainstream content courses.
	Classroom observation confirms that SEI instruction differs from mainstream content instruction. SEI lessons develop both content and language. Teachers make use of adapted supplementary materials. They use special grouping strategies and clearly differentiate instruction.
	Overall—content-area teachers are able to identify and describe the essential characteristics of SEI and/or differentiated content instruction. They are able to describe how the instruction they provide to English Learners is comparable in quality to the instruction that English-only students receive.



## **SECTION IV. FOCUS ON HIGH PRIORITY STUDENTS**

Section IV is divided into three parts. Part One covers the fundamental learning needs of English learners. Part Two addresses the needs of students with disabilities. Part Three focuses the needs of other high priority students.

### **Part One. Fundamental Learning Needs of English Learners**

The district addresses the needs of English Learners by providing English Language Development (ELD) classes with aligned district placement and exit policies from these classes, and district guidance on high-leverage instructional delivery strategies.

#### **Provide English Language Development Classes**

According to the Master Plan for English Language Programs and Services, all English Learners must receive content instruction designed to meet their linguistic and academic needs either through specially-designed academic instruction in English (SDAIE) or through the native language, if the school offers an alternative language program. Students shall have access to grade-level content standards in mathematics, science, and social studies courses. English Learners at the California English Learner Development Test (CELDT) beginning and early intermediate levels should be enrolled in dedicated SDAIE courses, where enrollments permit formation of such classrooms. Students at the intermediate to advanced levels are to be placed in content classes with general education students, provided that the teacher is authorized to provide such instruction. Teachers are to use both supplementary materials and differentiated teaching strategies to ensure that the academic and linguistic needs of these students are met.

**Elementary:** In grades K and 1, *Language for Learning* serves as the district-adopted ELD program. The program teaches English Learners the forms, functions, and vocabulary important to both oral and written language. The program directly teaches language skills and structures through a carefully-scripted sequence of activities that make up daily lessons. In grades 2 -5, *Language for Writing* serves as the ELD program. This program develops the essential skills that students need to communicate through writing and encourages students to become successful independent writers. The district has selected *English Now!* as an intervention program for elementary students who are not making adequate progress in acquiring English. The program, which is aligned with California's ELD standards, applies a task-based language teaching approach to second language acquisition and learning.

Students who are enrolled in *elementary Spanish alternative language programs* are to receive access to grade-level standards using both Spanish and English. *Foro Abierto*, which parallels Open Court in Spanish, is to be used as the Spanish reading/language arts program in early-exit, developmental, and two-way immersion programs. *Foro Abierto* benchmark assessments are to be used to monitor and evaluate student progress in Spanish reading. Teachers are to also utilize the *Building Biliteracy Guide (BBG)*. Developed by the California Literature Project, this resource helps teachers become effective facilitators of the transfer of Spanish reading skills to English. The BBG identifies specific resources in *Open Court/Foro Abierto* materials, as well as sample

lessons and strategies, that can help promote this transfer. Spanish-to-English transfer instruction is to include explicit and systematic teaching of the English vocabulary and grammatical structures for concepts previously taught in Spanish; phonemic awareness, phonics, fluency, vocabulary, comprehension and writing.

**Secondary:** Oakland's secondary English language development program provides systematic onramps to the core ELA curriculum. All English Learners, whether they are enrolled in a comprehensive secondary school or in a small-school setting, must receive daily ELD appropriate to English proficiency level. *High Point* serves as the district-adopted ELD program. The instructional program for English Learners is aligned with Section VI of the *English Learner Master Plan*. Leveled ELD courses are available to students at the Beginning – Intermediate levels (= SEI students); Mainstream ELA courses provide differentiated ELD to students at the Early Advanced or Advanced levels (= ELM students). SEI courses in the content areas are available to SEI students. Depending on individual need, Intermediates may enroll in SEI and/or mainstream content-area courses. If a small school, the site has established a program that provides ELs with both level-appropriate ELD and access to the core.

### **Provide Clear District Placement and Exit Policies from ELD Classes**

Using the policy guidance from the EL Master Plan, Beginning and Early Intermediate students are placed in two periods of ELD 1/2 or 3/4; Intermediate-level. ELs are placed in one period of ELD 5 + one period of mainstream English; Early Advanced and Advanced ELs are placed in mainstream English; All ELs who have been enrolled in a U.S. school for 6 or more years are placed in mainstream English. All ELs who score Proficient on the CST/ELA or who have passed the CAHSEE/ELA are enrolled in mainstream English. English Learners at the intermediate level of proficiency in English are to receive one period of ELD, using *High Point C*, and one period of core English, using the district-adopted *Holt Literature and Language Arts* course appropriate to grade. Where feasible, the district recommends "coring" the ELD and ELA courses so that one teacher has the same students for two periods a day. ELA teachers are encouraged to utilize the English Learner support materials that are part of the adopted program. Students at the early advanced or advanced levels on CELDT are to receive one period of core English. If the student reads fewer than two grades below grade, s/he is to receive an additional period of strategic English as an elective. If the student reads more than two grades below grade, s/he is to receive an additional period of intensive English as an elective.

**Newcomers:** Sites are encouraged to place newcomer students in grades K - 3 who speak Spanish in a TBE classroom. Each student should receive an additional period of differentiated ELD (during the red section of *Open Court*) and native-language support according to diagnosed need

**Graduation Requirements:** If a high school, the site is committed to providing English Learners with access to all instructional programs and services. For example, EL enrollments in AP/Honors courses and courses that meet the a-g requirements are proportional to overall EL enrollments.

## **Provide Clear District Guidance on Instructional Delivery Strategies**

The district has relied on the work of Susan Dutro, *A Focused Approach to Systematic ELD Instruction* to inform and guide their programs for English Learners. OUSD offers numerous professional development opportunities for teachers of English Learners and Academic English Language Development. This summer, the district will offer the SB 472 ELPD 40 Hour Institute. At this institute teachers and literacy coaches learn strategies to help all students master content standards, increase knowledge of competencies and needs of English Learners. Participants will learn to identify content area objectives and provide access to state adopted reading program and other content area programs, analyze oral and written language data, structure oral and written language practice throughout day to increase academic language proficiency and become part of a professional learning community to help sustain school improvement.

**Elementary:** For all elementary sites, scheduled daily explicit ELD Instruction as follows

1. 30 Minutes of leveled L4L/W and or English Now!
2. 20 Minutes of differentiated Frontloading Language Arts instruction or Spanish to English Transferability

In elementary classrooms, all students must receive daily “frontloaded” language instruction appropriate to English proficiency level to prepare them for *Open Court Reading* instruction and, more broadly, to help ensure that they have access to the core curriculum. Teachers are to utilize the *Open Court English Learner Support Guide*, targeting language—vocabulary, grammatical structures, and language functions—that students will encounter in subsequent *OCR* lessons and in lessons in the content areas. Frontloading is brief—20 minutes a day—and includes both direct instruction and opportunities to practice new language. Because frontloading is specific to *OCR* content, it does not address a comprehensive English language development scope and sequence and is therefore *not a substitute* for ELD. To support the implementation of these techniques, over 500 teachers received professional development in *Language for Learning* and *Language for Writing*. (offered again) in 2008 and in Frontloading Language Instruction for English Learners California Reading and Literature Project(CRLP).

**Secondary:** As described above, secondary students are placed according to their CELDT level and other diagnostic criteria. In addition, each English Learner in an SEI or ELM program should receive access to the core curriculum in all subject areas through differentiated instruction—both in SEI content courses and in mainstream content courses. Teachers are encouraged to develop SEI lessons that develop both content and language and make use of adapted supplementary material, use special grouping strategies and clearly differentiate instruction. Content-area teachers are given coaching and instruction to identify and describe the essential characteristics of SEI and/or differentiated content instruction. They are able to describe how the instruction they provide to English Learners is comparable in quality to the instruction that English-only students receive.

## **Part Two. Fundamental Learning Needs of Students with Disabilities**

The district addresses the needs of students with disabilities by providing support to teachers for delivering specialized instruction and promoting collaboration between general and special education teachers by grade-level and department.

### **District Support on Specialized Instruction Strategies**

The Special Education department completed the district Least Restrictive Environment survey and identified areas of strength and needs. Strengths included monthly parent-advisory collaborative meetings with special education teachers, planning for inclusion in site leadership professional development in 2008-09, and the online IEP system and training for this program. As described above, the district offers summer professional development sessions in differentiated instruction and universal access. Special education teachers from Reading First sites participated in SB472 trainings, received coaching from the school literacy coach, and participated in collaborative meetings. They have also received trainings in the Voyager intervention program adopted for special education classes. At several sites, special education teachers have participated in SB472 programs. Special education trainings have been offered to new teachers for five days at the beginning of school mostly focused on the IEP process. Training was offered to returning teachers to cover the issue of IEP committees and the elimination of unnecessary assessments. Furthermore, teachers are supported throughout the school year by program specialists at each grade level. Teacher can also participate in the District Internship Credentialing Program to receive their Level 1 credential in mild to moderate, including professional development in language arts and mentoring support throughout the school year by master teachers.

### **Promote Collaboration among General and Special Education Teachers**

There have been efforts to include special education with general education teachers in several areas. Special education subgroup performance and achievement are noted on school report cards. Special education teachers are part of monthly collaborative meetings in literacy at most sites. The district's Response To Intervention program has helped focus on the needs of special education students. As described above, special education classrooms participated in the UCLA Mathematics intervention pilot. The Special Education Department has piloted a Tier 2 Intervention program using SRA Reading Tutor with Kindergarten classes at 3 OUSD sites: PLACE, Ascend, and Manzanita Community School. This year, selected Reading First coaches will be piloting 3 separate Tier 2 intervention programs at Lafayette, Hoover, Global Family, and Brookfield. From these pilots program recommendations will be provided to sites to better inform their curricular selections.

General Education and Special Education have started a new collaboration on expanding the RTI model, redesigning the role of the RS at school sites to provide more intervention while reducing the number of evaluations and decreasing the number of identified special education students. Collaboration was further supported by timely data such as Dibils and Voyager trimester benchmark data that documents progress that students are making. This supported the recently purchased updated assessment

tools Woodcock-Johnson and WRAT IV to improve evaluations, providing more data for school staff and parents that is more user friendly resulting in improved accuracy in our evaluations to decrease the over identification of students for special education.

### **Part Three. Fundamental Learning Needs of Other High Priority Students**

The district addresses the needs of other high priority students by identifying diagnostic and placement tests for intensive and strategic intervention and then providing intervention support.

#### **Diagnostic and Placement Tests for Intervention**

**English Language Arts:** In order to bring all students to proficiency with the ELA content standards, secondary schools provide coordinated and coherent programs maximizing core instruction, strategic support, and accelerated interventions. The procedure for determining placement is as follows: Use most recent CST scores to sort out Proficient and Advanced students, who can be immediately placed in core English. Use additional reliable diagnostic measures (Scholastic Reading Inventory, Open Court Reading Benchmarks) to carefully place Basic, Below Basic, and Far Below Basic students into appropriate strategic and intensive classes. Instructional Services and Research and Assessment have developed a plan that will include all secondary students in periodic reading assessments. This will allow schools to use common measures to place students in appropriate classes and track progress in reading achievement.

**Mathematics:** Elementary teachers will assess students on grade level math facts a minimum of once a month, per each operation, in all three trimesters. Proficiencies will be tied to the district's promotion policy and intervention programs. Research and Assessment will use the math facts score that is reported for the third trimester to determine whether or not a student is at risk of being retained. For grades 5-6, OUSD will develop extended basic facts assessments that consist of no more than 25 problems with similar guidelines to grades 2-4. Students not scoring Advanced Proficient or Proficient will have individual learning plans that specify during school, after school interventions, and mandatory summer school. For grades 7-9, OUSD recommends that there is a clear placement procedure based on multiple measures for students in 7<sup>th</sup> and 8<sup>th</sup> grade to determine whether or not they are ready for Algebra 1. Recommendations for using the MDTP Algebra Readiness test will be developed by Fall 2008 for implementation in Spring 2009.

#### **Provide Intensive Intervention**

**English Language Arts:** The district's secondary reading and language arts placement plan states: *Students in grades 6-9 who are reading significantly below grade level should be placed in either strategic or intensive intervention course.* Intensive is for seriously at-risk students who are more than 2 years behind grade level. In order to catch up, these students need intense and specialized services, including direct and explicit instruction in reading strategies. Oakland Unified School District supports schools in their implementation of Read 180, an intensive intervention program with a significant record of improving student reading achievement within the district and nationwide.

Placement in intervention is temporary. Progress in reading achievement should be monitored closely and students should be moved out of intervention as soon as assessments indicate adequate reading skill to succeed independently in core instruction. Scheduling should be flexible enough so that students who are ready to move back to core instruction mid-year can do so.

**Mathematics:** In 2009-10, the district will adopt a mathematics program which will include intervention programs. Until that time, the following systems are in place to provide interventions. The 20 Swun Math sites provide 90-minutes of math instruction daily which exceeds other sites by at least 30 minutes daily. *Beyond the Basic Facts* intervention is provided during the 30-minute period. Secondary, Algebra A classes are usually 2-periods. One of the comprehensive high schools offers "shadow classes" in Algebra to provide additional time for students who need extra support. In high schools, CAHSEE support has been provided in a variety of ways. Beginning this year, Revolution Prep, a computer based program, has been available to students and several high schools offer a CAHSEE prep (elective) class.

### **Provide Transitional and Support Classes for Strategic Intervention**

As described in the ELA placement program, the English Language Arts strategic period is for students who are no more than 2 years below grade level. In the strategic class, students receive review/preview opportunities, extra time to build fluency, grammar skills, and scaffolding for core lessons. As described in the adoption process above, OUSD plans to pilot and implement strategic programs. In the area of Mathematics, as described above, teachers are to use diagnostics to identify students mathematic placement needs and to provide supplemental or strategic support based on these needs. Through the piloting and adoption process, appropriate supplemental materials will be put in place in 2009 at all sites as described above.

## SECTION V. PROMOTE EFFECTIVE FAMILY INVOLVEMENT AND ENGAGEMENT

Oakland Unified School District's Community Plan for Accountability in Schools (**ComPAS**) Five-Year Strategic Plan is designed to empower families through parent learning, leadership and advocacy to support student learning and to increase the capacity of schools, central office staff, city, county and community organizations to support families. In addition, OUSD looks at the support provided to the child holistically, focusing on both the academic as well as the mental and physical well-being of the student. OUSD has made significant progress in areas of parent engagement originally identified by the District Liaison Team as needs in the 2005 LEA addendum. Progress on these eleven strategies is noted, especially item I regarding district adoption of curriculum.

- A. *Identify a single administrator who will be responsible for overseeing all parent communication, outreach, and engagement activities.* Status: An administrator (Chief of Community Accountability) was appointed in 2006
- B. *All Parent -School compacts should be authentically generated by individual school sites.* Status: Done
- C. *All schools should adopt a monthly parent newsletter.* Status: Not a specific strategy for all sites.
- D. *All communication should be provided in home languages in accordance with state policies.* Status: Improved since 2005, by review of DELAC and DAC, and included item under ComPAS: 4H- Language Access Model
- E. *Involve parent representatives as members of the district Stakeholders Council.* Status: Multiple parent groups were involved in the development of the 5 year plan. Hired 3 District Parent Advisory Specialists this year dedicated to developing and supporting the district Stakeholders Council as well as school site councils.
- F. *Create a continuum of ongoing parent training that is broadly publicized through the weekly parent letter, fliers and through SSC's and PTA's.* Status: There is a continuum of parent education activities as identified in the ComPAS plan. These have included trainings on reading school report cards, understanding school data and budgets and leadership training for SSCs.
- G. *Create and administer a twice annual parent satisfaction survey and report results disaggregated by site, ethnicity, and home language to SSC's, DAC, DELAC, and on the district Web.* Status: Use Your Voice Survey is completed annually.
- H. *Parents should be involved in hiring process for new principals as well as participants in the planning of all restructuring activities at school sites.* Status: Done.
- I. *Parents should be involved in any school site or district adoption of curriculum.* Status: Done.

- J. *Conduct study why parents left the district.* Status: In progress, through interviews of those who leave neighborhood schools and the district.
- K. *Develop rubric for site parent engagement and involvement and a self-assessment tool.* Status: A rubric for family engagement has been created and used beginning in the 2007-08 year. This sets expectations for schools to engage families in specific ways at every site.

**The following additional eight strategies are in place to promote effective family engagement.**

- L. *A central family resource center that provides information, support and training for parents to support student learning. In addition five regional family resource centers are incubating at five school sites across grade levels and geography.*
- M. *Partnership with community based organizations for school restructuring, redesign, and improvement.*
- N. *Support for learning for parent leaders (DAC, DELAC, PTA) tied to grade level expectations.*
- O. *Options/Open Enrollment process which supports families in choosing appropriate school academic programs and English Learner placement and monitoring.*
- P. *Inside/Outside advocate program.*
- Q. *Family engagement toolkit and professional development for school leaders to engage families in learning for their child.*
- R. *Professional development for all parent liaisons/outreach employees in how to engage families in student achievement.*
- S. *Schools use the family engagement rubric to identify their strengths and areas for improvement and communicate strategies with parents. Many of the schools use weekly/monthly newsletters, yahoo groups, and listservs as strategies.*

**CONCLUSION**

In the end, our vision is that every parent and caregiver in Oakland has a voice and decision-making power in their child's education; that families and teachers work together towards their child's achievement; that families understand what their child is being held accountable for and by when; and that we are holding families accountable for their role as they hold us to ours. Ultimately, we want parents and caregivers to truly have co-ownership of our schools so that together they can help our children become successful and healthy adults.

This update to the LEA Plan Addendum demonstrates all policies, programs, and actions in place to support the implementation of Corrective Action F, including Oakland Unified School District's commitment to parent engagement in the adoption process.