

INTRODUCTION

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 mandated for all Local Education Agencies (LEA) in federal Program Improvement (PI) Year Three Corrective Action. Corrective Action F dictates 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 each LEA to revise its LEA Plan or Plan Addendum which must include objectives and action steps to fully implement Corrective Action and must be submitted to the CDE for SBE review.

Santa Ana Unified School District (SAUSD) recognizes the need for improvement, and has embraced the corrective action process to increase student achievement. Rather than waiting for outside assistance, SAUSD began the district improvement process in 2007 with the hiring of a new superintendent with both instructional expertise and a curricular focus. Various district-wide structural changes were also implemented (i.e., a reorganized Cabinet leadership, new leadership at one third of school sites, fiscal and academic audits, etc.). In addition, district and community dedication to effective learning environments is evident. Despite difficult economic times, a facilities bond was passed by 2/3 of the electorate to improve the environment for both students and staff. SAUSD also contracted with Springboard Schools as an external entity to begin restructuring. This work will continue as a collaborative effort between SAUSD, Springboard Schools, and the Orange County Department of Education (OCDE) District Assistance and Intervention Team (DAIT). The improvement of test scores in 2007-2008 (CST data, August 2008) indicates that SAUSD was already making changes that resulted in improved student achievement prior to the beginning of the DAIT process.

Since April 2008, the Orange County Department of Education (OCDE) has partnered with SAUSD as the external District Assistance and Intervention Team (DAIT) provider. Together, OCDE and SAUSD have formed the DAIT/SALT (Santa Ana Leadership Team), consisting of SAUSD staff, representatives of the Santa Ana Educators' Association, and OCDE Cabinet-level leadership. This team meets monthly to guide the ongoing process of district-wide reform. Based on the proactive measures taken by the SAUSD leadership in 2007, and the results of district and school-level assessments conducted by the DAIT/SALT, OCDE is confident that the Santa Ana Unified School District has the ability to implement a coherent, standards-based instructional program to improve student achievement for all students, including the English Learners (EL) and Students With Disabilities (SWD).

Description of District Context

The Santa Ana Unified School District is the seventh largest school district in California with an operating budget of \$487.2 million. As the largest district in Orange County, SAUSD serves 54,369 students (K-12): 94.4% are Latino, 1.89% is White, and 3.3% are Asian/Pacific Islander/Filipino. Over the last five years, enrollment has declined by 6,600 pupils. There are a total of 58 schools in 24 square miles. In addition, SAUSD is the largest employer in the city of

Santa Ana, with 6,680 employees. Approximately 60% of SAUSD students are English learners. Spanish, Vietnamese and Khmer are the most common languages spoken at home, with Spanish being spoken by the large majority of EL students (98.2%). In addition, 79.6% of Students with Disabilities are also English Learners. Eighty percent (80%) of SAUSD students participate in free or reduced-price meal programs. SAUSD ranks as the number one port of entry for English language learners new to the U.S. statewide, with the largest percentage of these students entering school in kindergarten and ninth grade per Educational Testing Service.

SAUSD Mission

The Santa Ana Unified School District is dedicated to high academic achievement, in a scholarly and supportive environment, ensuring that all students are prepared to accomplish their goals in life.

SAUSD Motto

FAILURE IS UNACCEPTABLE! SUCCESS IS THE STANDARD...IT'S UP TO US ALL!

SAUSD Board Goals

In September 2005, SAUSD Board of Education adopted eight goals to guide the development of a new five-year strategic plan. In August 2007, the Board of Education, in its third year of the five-year plan, revised the goals to include a ninth goal. This plan is rooted in the mission and vision of the District. This five-year plan will be reported on and revised annually. The goals are:

1. **Academic Achievement** – We will equip students to achieve their highest academic potential.
2. **Prepared Students** – We will assure that students are prepared to succeed in higher education and to accomplish their life goals.
3. **Quality Academic Programs** – We will offer rigorous and outstanding learning opportunities, aligned with state standards and federal guidelines.
4. **Strategic Allocation of Resources** – We will be accountable for using resources wisely, efficiently, and strategically to support District goals.
5. **Clear Communication** – We will communicate clearly, consistently, responsibly, and proactively in a timely manner with all stakeholders.
6. **Parent and Community Relationships** – We will promote and develop positive relationships with all segments of the community in order to foster open communication, accessibility, and pride in our schools.
7. **Outstanding Employees** – We will recruit, select, and retain caring, competent, and qualified staff.
8. **Exemplary Facilities** – We will assure that all facilities are safe, effective, and well-maintained learning environments.
9. **Success Focus** – We will cultivate, recognize, and celebrate success.

In 2007, the District Instructional Leadership Team (DILT), which includes the Deputy Superintendent, the Assistant Superintendents of Elementary Education, Secondary Education,

and Support Services, the Directors of English Learner Programs, Program Quality Analysis, Pupil Support Services, Elementary and Secondary Education, Research and Evaluation, Quality Education Investment Act (QEIA), the Reading First Program Administrator, BTSA Induction Coordinator, Special Education Coordinators, Safe Schools Administrator, and the Assistant Director of Instructional Technology reviewed and updated the past LEA addendum from 2005 with input from the District's DAIT provider, Orange County Department of Education, Santa Ana Educator's Association, and the District's fiscal management and human resources divisions. In May 2008, this team completed the District Assessment Survey (DAS) and analyzed the English Language Subgroup Self-Assessment Tool (ELSSA) and Least Restrictive Environment (LRE) district data sets. A data focus group with representatives from all schools conducted a "Data Day" in June 2008. Each school was assigned one of three site level survey tools, the Academic Program Survey, the English Learner School Level Tool Kit, or the Key Considerations for Students with Disability Survey.

Based on this process, the following three DAIT focus areas have been identified for SAUSD. *Students with Disabilities (SWD) in SAUSD are predominantly English Learners as well. In the three identified areas of focus below, the needs of SWD are included with the needs of English Learners.*

1. Define a K-12 ELD program

SAUSD English learners (ELs) are students with unique needs. Therefore, we need to develop an explicit EL centered instructional model, and place all students appropriately (K-12). SAUSD will provide a defined K-12 ELD program (a "lens") to focus all instruction.

2. Identify every EL student by name and correctly place each student in strong ELD, Reading/Language Arts, and mathematics programs

Special Education and English Learner students consistently score basic and below on the California Standards Test (CST) even after six years in the district. Therefore, we must identify these students at every site by name, grade, program, years in district, and current support programs available to them. SAUSD will provide a comprehensive assessment/data collection plan to re-channel resources and structures (programs, interventions, and schedules).

3. Assess, implement, and monitor professional development focused on foundational knowledge, instructional delivery, and high expectations

Numbers of English Learner students identified as basic, below basic, and far below basic increased significantly in numbers on Reading/Language Arts CSTs in 2007-2008. Therefore, SAUSD will provide a coherent, consistent instructional program for all students. We will assess, implement and monitor professional development focused on foundational knowledge, instructional delivery, and high expectations for student success.

Using state guidelines and results from Data Day, Santa Ana Unified School District has revised its LEA Plan Addendum to ensure that all policies, programs, and actions are in place to support the realization of Corrective Action F. This LEA Plan Addendum is divided into five sections:

- . Section One - Instructional Materials – 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

SECTION I. INSTRUCTIONAL MATERIALS - MATHEMATICS

Section I has two parts. In *Part One*, the currently adopted instructional materials in mathematics with support for full implementation, including strategic and intensive intervention materials, and adaptation of all materials for English Learners and SWD are covered. In *Part Two*, the procedures that SAUSD followed in order to review and select the SBE newly adopted instructional materials, purchase instructional materials with identified sources of funds, and distribute all materials to teachers before the beginning of the 2008-09 school year are explained.

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

Adopted Materials

The district has selected the following instructional materials from the 2008 SBE adopted list:

MATH GRADES K – 5

English / Spanish Houghton-Mifflin (K-5)

English / Spanish Saxon (K-5)

MATH GRADES 6 -7

CGP Courses I and II

GRADE 8

Transitional Algebra – Prentice Hall

Algebra – College Preparatory Mathematics’ *California Algebra Connections*

GRADES 9 - 12

Algebra Readiness – Prentice-Hall

Algebra – Prentice-Hall/Pearson

Geometry - Holt, Rinehart Winston Geometry

Pre-calculus and Calculus - McDougall Little

College Algebra - Addison Wesley

Probability & Statistics - Prentice-Hall

AP Statistics - Bedford Freeman & Worth

AP Calculus - Prentice Hall

The District supports the full implementation of the core curriculum by ensuring instructional minutes, emphasizing grade level standards, using curriculum guides and pacing schedules, providing targeted coaching, utilizing district benchmark assessments and supporting effective differentiated instructional strategies for Students with Disabilities (SWD) and ELs.

Ensure Instructional Minutes

In 2008-09, the district will continue to ensure that schools are implementing the full number of instructional minutes in mathematics for all elementary and secondary schools. The District requires a minimum of 60 minutes of daily math instruction, grades 1-10, as recommended in the California Mathematics Framework. In addition students not performing to grade level standards in Math receive double blocks of time, up to 120 minutes of instruction per day. Special focus will be on ensuring that students are appropriately engaged and participating fully in the mathematics learning process.

Grade Level Standards Emphasis

In partnership with Institutions of Higher Education (IHEs) the district will provide professional development and training of coaches to develop math teacher leaders to work as site coaches or math specialists for grades K-12 teachers at their sites or a group of sites within a network. To ensure that more students are successful in Algebra during their 8th grade year, SB 472 training will be required for all elementary teachers and secondary level mathematics teachers. Follow up training will be provided in collaboration with our DAIT provider and local IHEs.

Use Curriculum Guides and Pacing Schedules

District curriculum specialists provide support for vertical and horizontal articulation. Instructional guides and pacing calendars are in place to focus on Essential Standards, with an emphasis on standards that build to 8th grade algebra proficiency. High School mathematics curricular guides will focus on California State Standards as well as concepts and skills that are assessed on the California High School Exit Exam (CAHSEE). Pacing guides are paired with benchmark assessment blueprints to ensure alignment of standards, instruction, and assessment throughout the district.

Provide Targeted Coaching

SAUSD's curriculum specialists and mathematics department chairs will work with OCDE staff to ensure that mathematics coaching is provided for targeted Program Improvement school sites that serve our neediest students focusing on teachers supporting students in strategic placement. The schools with lowest levels of mathematics proficiency will continue to receive coaching in the 2008-09 school year.

District Benchmark Assessments

SAUSD has developed a series of mathematics benchmark assessments for grades K-12 that are standards-based and indicative of student progress as measured by California Standards Tests for Mathematics.

Effective Differentiation of Instruction for Students with Disabilities and English Learners

SAUSD will provide training to teachers in the use of the ancillary materials of the SBE/District approved mathematics programs to ensure that differentiation of instruction for all students is effective. Teacher collaboration meetings by grade levels or subject matter will support teachers in meeting the needs of all students.

SBE/District approved Intensive Intervention materials for grades 5-7 will be adopted for implementation in the 2009-2010 school year. These materials will be utilized with students who

are performing two or more years below grade level. Students in Intensive Intervention classes receive additional instructional time in mathematics to accelerate their academic progress.

The newly adopted core materials include explicit universal access and ancillary material components which are designed to meet the needs of English Learners and Students with Disabilities. All English Learners receive core instruction utilizing these SBE approved materials in an English Learner focused environment that promotes student interaction and English proficiency. Students with Disabilities have access to standards-based instruction using these materials as appropriate according to their Instructional Education Program (IEP). Strategies to support English Learners include the use of visuals, SDAIE strategies, linguistic frontloading to support key mathematical concepts, use of manipulatives, and Thinking Maps. Students with Disabilities will utilize core materials at their individualized level according to their IEP. In addition to visuals and manipulatives, ancillary materials for pre-teaching, and re-teaching will be utilized to provide additional support and practice of mathematics concepts and skills.

Table 1: Mathematics Professional Development (PD)

Strategic Objective	Strategic Activity	Timeline	Person Responsible	Funding
<p>AB466/SB472</p> <p>New, referred, and new to a grade level/course K-12 Mathematics teachers improve their instruction utilizing the core adopted mathematics materials.</p>	<p>Contract with OCDE for SB472 Institutes and pay teachers to attend institutes.</p> <p>Provide PD to teacher leaders on Instructional Guides</p> <p>Teacher leaders to provide site-based PD on effective use of Instructional Guides to improve instruction.</p>	<p>April 2008 – August 2010</p> <p>Oct. 2008</p> <p>Nov. 2008</p>	<p>Special Projects Director K-5 Director 6-12 Director EL Curriculum Specialists Teacher Leaders Department Chairs</p>	<p>SB 472/Title II</p> <p>Title I</p>
<p>District Committee Meetings</p> <p>Teacher leaders will participate in grade level/subject matter Committees to provide input into district pacing guides, benchmark assessments, and standards alignment guidelines and engage in collaboration that Supports “cross-pollination” of successful strategies among colleagues.</p>	<p>Provide presentations on:</p> <ul style="list-style-type: none"> • Effective math intervention • Strategies/programs, technology support through Data Director • Development of district math assessments • Math placement criteria, and updates on math instructional guide development • Dissemination • Professional development 	<p>Dec. 2008 – Sept. 2010</p>		<p>Title I</p>

Adaptation of Materials for English Learners and Student with Disabilities

The district provides adaptations of materials for English Learners and SWD. Key adaptations are identified in the Effective Differentiated Instruction section on the previous page.

English Learners: Ancillary materials for English Learners, which are a part of our SBE/District K-12 adopted mathematics textbooks, 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 Spanish versions of elementary mathematics textbooks to provide access to grade-level standards in the content areas. SAUSD provides targeted support to teachers of English learners (see Table 2).

Table 2: English Learner Professional Development in Mathematics (ELPD)

English Learner Strategic Objective	Professional Development Strategic Activities	Timeline	Responsible Party	Funding
Within focus schools Curriculum Specialists and school site staff will work together to build capacity of the school to strengthen the structures to sustain a model program.	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.	June 2008 – Sept. 2009	Director K-5 Director 6-12 Director EL Programs Curriculum Specialists Teacher Leaders	Title I Title III
Elementary teachers and Secondary teachers of all subjects learn how to teach Academic Language and help struggling readers access texts across subject areas.	SB 472 ELPD modules will be provided (including Mathematics) during the summer and at specific schools throughout the year.	June 2009- Sept. 2010	Director K-5 Director 6-12 Director EL Programs	Title II SB 472 ELPD

Students with Disabilities: School sites also use funds to purchase approved supplementary materials to support adaptations to the core and/or interventions. Other adaptations include: modifications/accommodations written in IEPs and supplementary materials in addition to core materials provided to Mild/Moderate and Moderate/Severe students. K-12 classroom teachers will be taught Response to Intervention (RtI) techniques. In 2008-09, Special Education will offer site leadership professional development on adaptations to the core and response to interventions.

PART 2. Process to Adopt and Phase-In the 2008-2009 Mathematics Curriculum

Core Mathematics Program Adoption Process

SAUSD has implemented a comprehensive plan that includes a timeline to review, adopt, and purchase newly selected instructional materials, with identified funding sources and distributed

all materials to teachers for the beginning of the 2008-2009 school year. Intensive intervention mathematics materials will be adopted using a similar process so that materials are distributed to teachers by the beginning of the 2009-2010 school year.

SAUSD has conducted an extensive and inclusive core mathematics adoption process that involved committees with representation of all key stakeholders. Committees consisting of teachers, administrators, district staff and community members reviewed, in-depth, the SBE approved Mathematics materials. Three meetings were scheduled to provide opportunities for committee members to review the materials, be trained on the State evaluation toolkit, and select up to four programs that best meet SAUSD's needs. Selected program samples were distributed to school sites for review. Site level recommendations were returned to the District. The committee reconvened to narrow the recommendation to Board for adoption. The Board recommendation process included multiple Board study sessions, presentations, and a 28 day public review took place between March and April 2008.

Board approval for recommended materials took place in May 2008. Materials were purchased and distributed according to Williams Act timelines so that all students have materials on the first day of school. Funding for the purchase of these mathematics materials was the District's Instructional Materials Fund Realignment Program (IMFRP).

Delivery of Materials to Schools and Classroom Distribution: From May through the beginning of school in 2008, communication between the publishers, SAUSD's Educational Services Division, and the warehouse staff has supported an efficient process for delivering materials to each school. Each principal is responsible for assigning staff to inventory books and verify that each book was correctly bar-coded. Each principal reported to the Educational Services Division staff the status of their textbook inventory and delivery so that appropriate materials are provided to each student prior to the beginning of the 2008-09 school year.

Intensive Intervention Adoption Timeline

October 2008 – January 2009: Committees consisting of teachers, administrators, district staff and community members will review, in-depth, the SBE approved Mathematics Intensive Intervention materials. Three meetings will be scheduled to provide opportunities for committee members to review the materials, be trained on the State evaluation toolkit, and select up to four programs that best meet SAUSD's needs.

December 2008 - January 2009: Selected program samples will be distributed to school sites for review. Site level recommendations will be returned to the District. The committee will reconvene to narrow the recommendation to board for adoption.

January – March 2009: Board recommendation process, which will include a 28 day public review will take place between March and April 2009.

April 2009: Board approval will be requested for recommended materials.

April – June 2009: Materials will be purchased and distributed according to Williams Act timelines so that all students have materials on the first day of school in fall of 2009.

June – August 2009: SB 472 training will be conducted in the summer prior to implementation for the intensive intervention program. Administrators will receive training through OCDE on Intensive Intervention program components with a focus on effective supervision of instruction and the provision of relevant feedback to teachers utilizing these materials.

Funding: These materials will be purchased with IMFRP funds.
Training will be provided through SB 472 and Title I, II, and III funding sources.

Responsible Parties:

Director K-5, Director 6-12, Committee Members, Principals

Delivery of Materials to Schools and Classroom Distribution: From May through the beginning of school in 2009, communication between the publishers, SAUSD’s Educational Services Division, and the warehouse staff will support an efficient process for delivering materials to each school. Each principal will be responsible for assigning staff to inventory books and verify that each book was correctly bar-coded. Each principal will report to the Educational Services Division staff the status of their textbook inventory and delivery so that appropriate materials are provided to each student prior to the beginning of the 2009-10 school year. Each principal will certify that all students, including ELs and SWD, have been assigned appropriate textbooks as well as core and ancillary materials necessary to provide effective instruction.

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 for English Learners and Student With Disabilities. Part Two delineates SAUSD’s plan to review the newly adopted instructional materials, purchase instructional materials with identified sources of funds, and distribute all materials to teachers before the beginning of the 2010 school year.

PART 1. 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
- ELA Intensive Intervention Materials GRADES 4-8, Hampton Brown High Point
Student Texts Levels: Basics, Level A, B, and C

Similar to mathematics, the District supports the full implementation of the core curriculum in English Language Arts through the following: ensuring instructional minutes, emphasizing grade

level standards, using curriculum guides and pacing schedules, providing targeted coaching, and continuing common district benchmark assessments.

The district continues to provide targeted professional development based on the differentiated needs of school sites. Professional development opportunities in the core curriculum include SB472 training, site-based content-area ELA coaches, and development of ELA site lead teachers (see Table 3).

In 6-8 grades, students are provided a 2 period ELA block and an additional support class if they are intensive (2 years below or more). In high school, students who are intensive are provided 2 periods of High Point for the fall semester and then moved to Holt Part I in the spring. 2 periods of core Holt are provided for strategic students.

Table 3. English Language Arts Professional Development

Strategic Objective	Strategic Activity	Timeline	Responsible Party	Funding
New and veteran K-12 English Language Arts teachers improve their proficiency in teaching the adopted K-5 Open Court and 6-12 Holt curriculum to ensure that all students reach proficiency in reading and writing by end of third grade.	Provide basic and advanced PD with OCDE and District trainers (SB472) each summer with fall make up sessions. Provide summer SB472 and fall trainings for teachers to participate in program, concurrent with the new adoption.	Annually June 2008 – Sept. 2010	Director K-5 Director 6-12 Curriculum Specialists	Reading First, Title I Title II
All K-12 principals regularly convene instructional leadership teams to review periodic benchmark and formative assessment data and create action plans to adjust instruction to meet identified gaps and needs.	Provide additional workshops to address SAUSD literacy priorities: Frontloading for English learners, GATE differentiation, Academic Vocabulary, Academic English Development and Response to Intervention.	June 2008 – Sept. 2010	Director K-5 Director 6-12 Director EL Programs Curriculum Specialists	Reading First, Title I Title II
All K-12 English Language Arts teachers will improve their proficiency in using the instructional guides and effectively teaching the core curriculum using adopted ELA materials.	All K-8 school teachers participate in collaboration team meetings two times per month to share best practices on SAUSD literacy priorities, examine their data, reflect on the effectiveness of past actions, and create action plans to address gaps and needs. For the same purpose, High School teachers will meet in course alike and vertical team meetings on a regular basis.	June 2008 – Sept. 2010	Exec. Director, Certificated Personnel Principals Instructional Leadership Teams Site-based Grade Level & Department Teams	Title I Title II

Strategic and Intensive Intervention Materials

The district has adopted Hampton Brown’s High Point program to address the literacy gaps for students who are performing two or more years below grade level. Professional development objectives and activities regarding intervention are identified for secondary teachers (see Table 4).

Table 4: English Language Arts Intervention Programs Professional Development

Strategic Objective	Strategic Activity	Timeline	Responsible Party	Funding
<p>Grade 4-12 ELA teachers will know how to diagnose reading difficulties, and will effectively provide instruction for students reading below grade level.</p> <p>Grade 4-12 teachers will be trained to effectively teach Intensive intervention programs as needed at their school site so students are able to reach grade level proficiency.</p>	<ul style="list-style-type: none"> • Conduct Intensive Intervention trainings for new teachers annually. • Conduct “Scaffolding for Struggling Readers” PD each summer • Train teachers of Strategic courses about frontloading and pacing for strategic courses 	<p>Annually June 2008 – Sept. 2010</p>	<p>Director K-5 Director 6-12 Director EL Programs Curriculum Specialists Teacher Leaders</p>	<p>Title I Title II</p>

Adaptation of Materials for English Learners

Universal access materials and strategies within core instruction are emphasized in order to meet the needs of English Learners. The district provides adaptations of materials for English Learners and students with disabilities. Ancillary materials for English Learners and SWD provide opportunities for pre-teaching and re-teaching to occur. Frontloading and SDAIE strategies such as Guided Language Acquisition Design support English Learners at all proficiency levels. Systematic ELD instruction is included within the instructional day for K-12 English learners.

In addition to training in SB472, EL professional development, SAUSD has developed plans for professional development for all teachers of English Learners as articulated in their strategic plan for professional development (see Table 5).

A tiered and un-tiered course structure is in place. In grades 6-12, EL students are placed in a 2-period block. This model is described in detail in the High Priority Students section.

Table 5: English Learner Professional Development in English Language Arts

Strategic Objective	Strategic Activity	Timeline	Responsible Party	Funding
<p>All teachers of English Learners 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.</p>	<p>Teachers will receive SB 472 ELDP Training Systematic ELD Instruction</p>	<p>Annually June 2008 – Sept. 2010</p>	<p>Director K-5 Director 6-12 Director EL Programs Curriculum Specialists Teacher Leaders</p>	<p>Title I Title II Title III SB472 ELPD</p>
<p>K-12 teachers will learn to effectively frontload for core ELA and other content instruction for English Learners so that they will have access to the content areas.</p>	<p>K-12 teachers will receive 20 hours of Focused Approach and/or Secondary Academic Language Tools (SALT) Training in Frontloading content instruction for EL students.</p>	<p>June 2008 – Jan. 2009</p>	<p>Director K-5 Director EL Programs Curriculum Specialists Teacher Leaders</p>	<p>Title I Reading First</p>
<p>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.</p>	<p>All K-3 bilingual teachers will receive 24 hours of training in the Spanish English Bilingual Transfer program in order to teach transferability skills.</p>	<p>June 2008 – Jan. 2009</p>	<p>Director K-5 Director EL Programs Curriculum Specialists Teacher Leaders</p>	<p>Title III</p>
<p>With Grade 6-12 ELD Chairs and school site staff work together to build capacity to strengthen the structures to implement an effective ELD program.</p>	<p>ELD Chairs will build school site staff and Frontloading instructional Competencies and plan student placement Models that effectively meet the needs of Secondary level ELs within the district. Teachers will be trained 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.</p>	<p>June 2008 – Jan. 2009</p>	<p>Director 6-12 Director EL Programs Curriculum Specialists Department Chairs</p>	<p>Title I, III</p>
<p>K-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/Liaison Meetings, teachers receive information regarding ELD Courses as well as core and supplementary materials.</p>	<p>June 2008 – Sept. 2010</p>	<p>Director 6-12 Director EL Programs Curriculum Specialists Department Chairs</p>	<p>Title I, III</p>

<p>Teacher will improve the proficiency and consistency of Systematic ELD Implementation of Carousel of Ideas program so that English Learners acquire English Proficiency at a minimum of one CELDT level per year.</p>	<p>Site EL Chair will provide training and ongoing support to support all teachers at their site to improve English Learner instruction. Curriculum Specialists will be assigned to the Schools most in need of support to ensure ELD instruction is effective.</p>	<p>June 2008 – Sept. 2010</p>	<p>Director 6-12 Director EL Programs Curriculum Specialists Department Chairs</p>	
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Students with Disabilities

The above adaptations will support our Special Education students, 79% of whom are English Learners. In addition, through the Special Education Teacher Professional Development Pilot (SETPDP) program, teachers will receive specialized training in the use of ancillary materials and adaptation strategies to ensure access to a rigorous core program that appropriately meets their instructional needs. This training will build on professional development provided in the 2007-2008 school year that addressed adaptations and modifications of Open Court Reading to meet the needs of SWD at all proficiency levels.

The District provides universal access materials and strategies in core instruction to meet the needs of Students with Disabilities. At the elementary level, General and Special Education 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, Guided Language Acquisition Design (GLAD), Thinking Maps, Strategic Open Court, and in Response to Intervention (RtI).

Teachers will have access to a web page on the SAUSD website that will provide suggested adaptations and a list of supplementary materials that are appropriate for use in conjunction with the core ELA program to meet the needs of Mild/Moderate and Moderate/Severe students.

SAUSD special education classrooms use High Point Basics and Levels A, B, and C for Gr. 4-8 for special education students two or more grade levels behind. SAUSD has offered SB 472 training annually to support teachers using these intensive intervention programs. In August of 2008, teachers had the opportunity to receive additional training in the use of Intensive Intervention programs so that special education students would receive instruction supporting their specific learning needs. SAUSD was awarded the Professional Development in Reading for K-8 Special Ed Teachers Pilot Program grant. This is a two year grant for training special education teachers how to teach reading. This grant SETPDP mirrors the key components of the approved California Reading First Plan. These funds will support SAUSD in adopting new intensive Intervention materials that will be in place in Special Education classrooms for the 2009-2010 school year. SB 472 training in the new materials will be provided. SETPDP funds will be utilized to provide two Special Education Curriculum Specialists who will support effective reading instruction in grades K-8 Special Education classrooms.

At the high school level, in addition to the English Learner Adaptations presented above, in 2007-08, special education teachers were trained in direct instruction programs for students that are below/far below basic in ELA. Toward the goal of district-wide implementation at all high schools for SWD, these programs are being implemented in a field study format in 2008-09.

PART 2. Process to Adopt and Phase-In the 2008 English Language Arts Curriculum by fall 2010

SAUSD shall implement the most recent SBE-adopted/standards-aligned materials in ELA. Based on SAUSD'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. The timeline at the end of this section describes the proposed adoption process in detail.

Currently Open Court 2002 is utilized for grades K-5 and Holt is utilized for grades 6-12 for students who are performing at the Strategic and Benchmark instructional levels. Intensive Intervention materials include High Point for students who are performing two or more years below grade level. Students in intensive intervention classes receive additional instructional time in ELA to accelerate their academic progress.

Instruction is differentiated for struggling students including English Learners and Students with Disabilities who are identified as strategic and intensive using ancillary core materials including English Learner support guides, universal access materials, and pre-re-teach options. All English learners receive core instruction utilizing these SBE approved materials in an English Learner focused environment that promotes student interaction and English proficiency. Students with Disabilities have access to standards-based instruction using these materials as appropriate according to their IEP.

Phase One: Intensive Intervention K-12 ELA Adoption Timeline

November 2008 – January 2009: Committees consisting of teachers, administrators, district staff and community members will review, in-depth, the SBE approved K-12 ELA Intensive Intervention materials for ELs, SWD, and other High Priority Students. Three meetings will be scheduled to provide opportunities for committee members to review the materials, be trained on the State evaluation toolkit, and select up to four programs that best meet SAUSD's needs.

January – March 2009: Selected program samples will be distributed to school sites for review and potential pilot. Site-level recommendations will be returned to the District. The committee will reconvene to narrow the recommendations to Board for adoption.

March – April 2009: Board recommendation process, which will include a 28 day public review between March and April 2009.

May 2009: Board approval will be requested for recommended materials. Materials will be purchased and distributed according to Williams Act timelines so that all students have materials by the end of June 2009.

June – August 2009: SB 472 training will be conducted in the summer prior to implementation for the intensive intervention program. Administrators will receive training through OCDE on intensive intervention program components with a focus on effective supervision of instruction and the provision of relevant feedback to teachers utilizing these materials.

Funding: These materials will be purchased with IMFRP and SETPDP funds. Training will be provided through SB 472 and Title I, II, and III, and SETPDP funding sources.

Responsible Parties:

Assistant Superintendent of Support Services, Director K-5, Director 6-12,
Director EL Programs, Adoption Committee Members

Delivery of Materials to Schools and Classroom Distribution: From May through the beginning of school in 2009, communication between the publishers, SAUSD's Educational Services Division, and the warehouse staff will support an efficient process for delivering materials to each school. Each principal will be responsible for assigning staff to inventory books and verify that each book was correctly bar-coded. Each principal will report to the Educational Services Division staff the status of their textbook inventory and delivery so that appropriate materials are provided to each student prior to the beginning of the 2009-10 school year. Principals will certify that these materials are in place for all students requiring intensive intervention ELA instruction, including ELs and SWD, (2 or more years below grade level).

Phase Two: Core ELA Adoption Process

SAUSD will implement an inclusive process that involves committees with representation of all key stakeholders for adopting and phasing in the 2008 ELA curriculum by 2010.

May – June 2009: Committees consisting of teachers, administrators, district staff and community members will review SBE approved ELA materials. Committees consisting of teachers, administrators, district staff and community members will review, in-depth, the SBE approved ELA Intensive Intervention materials. Three meetings will be scheduled to provide opportunities for committee members to review the materials, be trained on the State evaluation toolkit, and select up to four programs that best meet SAUSD's needs.

August – November 2009: Materials will be distributed to school sites for review, and two schools will pilot. Committee will reconvene to narrow recommendation for the board.

December 2009 – January 2010: Board recommendation will be presented for 28 day review as part of this process.

February 2010: Board approval for recommended core materials.

March – April 2010: Core ELA materials will be purchased and in place by August of 2010.

June – August 2010: SB 472 training will be conducted in the summer prior to implementation for each program. AB 430 will be provided for administrators prior to the beginning of the school year.

Funding: These materials will be purchased with IMFRP funds.
Training will be provided through SB 472 and Title I, II, and III funding sources.

Responsible Parties:

Director K-5, Director 6-12, Director EL Programs, Adoption Committee Members

Delivery of Materials to Schools and Classroom Distribution

From March through the beginning of school in 2010, communication between the publishers, SAUSD’s Educational Services Division, and the warehouse staff will support an efficient process for delivering materials to each school. Each principal will be responsible for assigning staff to inventory books and verify that each book was correctly bar-coded. Each principal will report to the Educational Services Division staff the status of their textbook inventory and delivery so that appropriate materials are provided to each student prior to the beginning of the 2010-11 school year.

SECTION III. PROFESSIONAL DEVELOPMENT

SAUSD District Instructional Leadership Team (DILT), District Consultants, Site Administrators, Curriculum Specialists, and Staff will model implementation strategies and monitor professional development focused on foundational knowledge, instructional delivery, and high expectations. The district currently employs a comprehensive three-tiered staff development plan to meet the differentiated training needs of new and experienced teachers, as well as new and veteran administrators. SAUSD is currently refining the three-tiered professional development plan that is focused on instructional delivery. The plan will be completed by December of 2008 and will be implemented through 2010.

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

PART ONE-Professional Development Needs of Teachers

SAUSD strives to ensure a coherent, consistent instructional program that engages all students. There are two major focus areas for professional development in SAUSD:

1. Foundational Knowledge of Core Content: Use of State-approved Programs in ELA, Math, ELD and California Standards for the Teaching Profession (CSTP 3).
2. Instructional Delivery: Use of instructional strategies that engage all students in learning, including (CSTP 1, 2, 4, 5, 6).
 - Beginning Teachers

- Newly credentialed teachers
- New teachers to SAUSD
- Interns
- Experienced Teachers
- Administrator
 - Newly hired administrators in years 1-2
 - New to SAUSD
 - Experienced Administrators

Beginning Teachers Support and Assessment (BTSA) INDUCTION

Beginning teachers enroll in a state approved, structured, intensive induction program that focuses on instructional delivery and includes coaching, collaboration, and consulting by experienced teachers. The curriculum of the state approved induction program is developed around the CSTP, California Academic Standards and the California Induction Standards. The *Model of Inquiry* in which beginning teachers create an individual induction plan, called the Formative Assessment for California Teachers (FACT), is how beginning teachers are monitored and assessed in the CSTPs and academic content standards. Participating Teachers, guided and assisted by Support Providers (experienced teachers), complete the state approved Induction program in their first two years of teaching.

In the 2007-08 school year, 154 teachers participated in Year I and Year II of the Induction Program. One hundred sixty teachers are expected to participate in the 2008-09 school year. Eighty three veteran teachers were trained to support the beginning teachers through formal assessment. Multiple Subject candidates are encouraged to choose ELA, Mathematics, or ELD as their focus area. The BTSA Induction Program is supported by BTSA, Peer Assistance Review (PAR), Certificated Staff Mentoring Program (CSMP), and Title II funding.

Additionally, the first cohort of Professional Learning Support Specialists (PLSS+), district mentors, have completed 1/3 of the coursework (30/90 hours), in order to receive a certificate from University of California, Irvine. The professional mentors' stipend is paid through the CSMP funded by the state. They are assigned to deciles 1, 2, or 3 schools to support new teachers and are highly trained in Academic Standards and CSTP. They will complete training to facilitate reflective teaching, cognitive coaching, and the *Learning to Teach* cycle.

AB466/SB472 Mathematics Training

In order to build capacity district-wide, SAUSD enrolled a total of 15 district teachers, administrators, and Curriculum Specialists in the Training of Trainers state-approved model of **State-approved model of SB472** through Orange County Department of Education (OCDE).

In collaboration with OCDE trainers, SAUSDs district trainers provided 917 teachers with most or some of the five-day SB472 training for mathematics.

Eight hundred seventeen (817) Elementary Teachers and Secondary Algebra Teachers completed the full training in summer 2008. This represents approximately 70% of SAUSD mathematics teachers. Intermediate mathematics teachers will be trained in October 2008. Secondary mathematics and elementary teachers are expected to complete the required 80 hours of follow up practicum. Included in the 80 hours will be 40 hours of additional approved workshop

training. The remaining 40 hours of practicum will include coaching and mathematics curriculum and assessment collaboration meetings. The practicum will be completed within 18 months of teachers' training.

Title II funded the Training of Trainers and SB 472 teacher training that was provided by OCDE. Participating teachers were compensated for their participation during their off duty time utilizing Title II and Title I funds. The 80 hours of practicum will be supported through Title I and II funds. Trainings are focused on the following SBE approved texts adopted in late 2007-08 and 2008-09:

2008-2009 SAUSD High School Mathematics Textbooks

Course	Textbook Title	Publisher
Algebra Essentials	Algebra Readiness CA	Prentice Hall
Algebra I*	Algebra I CA edition	Prentice Hall

2008-2009 SAUSD Middle School Mathematics Textbooks

Course	Textbook Title	Publisher
Grade 8 Transitional Algebra	Transitional Algebra	Prentice Hall
Grade 8 Algebra I*	California Algebra Connections	College Preparatory Mathematics
Grade 6*	California Mathematics Sixth Grade Course I	CGP Education, Inc.
Grade 7*	California Mathematics Sixth Grade Course II	CGP Education, Inc.

2008-2009 SAUSD Elementary Mathematics Textbooks

K-5 Houghton Mifflin Mathematics (English and Spanish)*
K-5 Saxon Mathematics (English and Spanish*)

* **New adoption for 2008-2009**

SB472/ Steps for Beginning Teachers (and experienced) Mathematics Teachers

The District will provide intermediate mathematics teachers, with priority to PI schools, training in the SBE adopted texts in October 2008. By the fall of 2009, all beginning and experienced SAUSD teachers will have been trained in the appropriate text for their grade level. Intermediate teachers will be released using substitutes provided by Title II funding. The district currently inputs attendance and completion records into a Staff Development database. These records will be reported on a semi-annual basis to ensure that all pertinent teachers complete the required SB 472 40 hours of initial training and the 80 hours of practicum.

Following the completion of SB472 training in 2009, the District will continue to offer training opportunities for newly hired beginning teachers through summer trainings. Teachers attending SB472 training in their off duty time will receive a stipend through Title II funding.

SB472 80 Hour Practicum/ Ongoing Mathematics Coaching

Upon completion of SB472, beginning and experienced teachers are expected to participate in the 80 hour practicum (passport hours).

Additionally, a current MOU between the Santa Ana Educators Association (SAEA) and SAUSD allows for a weekly modified day to provide collaboration meetings at all elementary and intermediate schools. Two of the modified days are set aside solely for the purpose of grade level and department collaboration around student assessment results, instructional needs, and best practices. Each month all remaining staff development will be dedicated to teacher-generated agendas that include planning, assessment, and grade level collaboration. This action supports differentiated professional development. Site staff development will include follow-up coaching on data analysis and implementation of strategies that impact positive student achievement. Site based experienced instructional leaders, Department Chairs, and District Curriculum Specialists will lead, assist, and facilitate in follow-up coaching at site-based staff development. Site administrators will monitor implementation as well as support teachers that require more assistance through appropriate staff development opportunities. District Office staff, District Instructional Leadership Team (DILT) members and Curriculum Specialists will support Site Administrators with site staff development.

English Language Arts (ELA)

SAUSD's Objective for implementing English Language Arts Core Content Knowledge Training

SB472 training with the appropriate text and materials will be completed by summer 2010, following our adoption of our new ELA programs. All beginning and experienced teachers will have the opportunity to attend training through release days during the school years 2009-2010, with substitutes provided by SB 472, Title I, and Title II funding as well as summer trainings with a stipend paid to teachers attending on non-duty days.

Following the completion of SB472 training in 2010, the District will continue to offer training opportunities in foundational knowledge of core content for newly hired teachers through summer trainings. Teachers attending SB472 training in their off duty time will receive a stipend through Title II funding.

Experienced Teachers AB466/SB472 English Language Arts Training

1,132 district teachers completed AB466 training over the past 3 years. Nine hundred forty (940) of those teachers also completed the 80 hour practicum/passport. This represents approximately 70% of the ELA/ELD secondary teachers as well as the elementary teachers. All ELA/ELD teachers, including those currently considered SB472/AB 466 trained, will be required to participate in SB472 for the new ELA adopted materials prior to the Fall of 2010.

Secondary ELA and elementary teachers will be scheduled to attend SB472 training and complete the required 80 hours of follow up practicum through to include additional approved workshop trainings, coaching sessions with on-site and district level coaches, and engagement in mathematics curriculum and assessment collaboration meetings.

Beginning and Experienced Teachers SB472 80 Hour Practicum/ Ongoing English Language Arts Coaching

A current MOU between the Santa Ana Educators Association (SAEA) and SAUSD allows for a weekly modified day to provide collaboration to provide collaboration at all elementary and intermediate schools. Monthly teacher-generated agendas will include planning, assessment, and grade level collaboration. Two days per month site administrators determine the remaining modified days’ agendas and will include follow-up coaching on mathematics implementation that engages all students whether *Far Below Basic, Below Basic, Basic, Proficient, or Advanced* students. Site staff development will include follow-up coaching on data analysis and implementation of strategies that impact positive student achievement. Site based instructional leaders, Department Chairs, and District Curriculum Specialists will lead, assist, and facilitate in follow-up coaching at site-based staff development. Site administrators will monitor for implementation of strategies as well as support teachers that require more assistance through appropriate staff development opportunities. District Office staff, DILT members and Curriculum Specialists will support Site Administrators with site staff development. AB 466 and SB 472 training have been provided for the following adopted ELA textbook programs:

***SAUSD Elementary ELA Textbooks
2008-2009***

Grades K-5 OPEN COURT 2002/Foro Abierto, SRA/Mc-Graw Hill

***SAUSD Secondary ELA Textbooks
2008-2009***

6 th – 12 Grade ELA	Holt Literature and Language Arts
9 th – 12 th Grade Transitional English 9 th – 11 th Grade CP English 9 th – 10 th Grade Honors English	Holt Literature and Language Arts 3rd Course
6 th – 12 th Grade Intensive Intervention	Hampton Brown, High Point Basics and Levels A, B, and C

For the past four years, twenty three elementary schools have participated in Reading First. Through Reading First and Title II funds, all district beginning and experienced elementary teachers have had the opportunity to complete Open Court training. Through Reading First and EIA funds, Literacy Coaches (experienced teachers) have been in place at all thirty six elementary schools since the 2004-05 school year. Literacy Coaches have assisted and supported classroom teachers, individually and in small groups, with implementation through classroom observations, demonstration lessons, and pre and post conferences. They have facilitated grade-level staff development to assist teachers in reading and analyzing data, as well as the use of supporting materials.

Site based instructional leaders, Department Chairs, and District Curriculum Specialists will lead, assist, and facilitate in follow-up coaching at site-based staff development. Site

administrators will monitor for implementation as well as support teachers that require more assistance through appropriate staff development opportunities. District Office staff, DILT members and Curriculum Specialists will support site administrators with site staff development.

Semi-annual reports will be provided to site principals to make certain of each staff member's status with regards to SB 472 coursework and passport completion. All new teachers who are responsible to teach ELA and Mathematics will be scheduled for SB 472 training within their first year of hire, provided funding and training is available.

Beginning and Experienced Teachers SB 472 English Learner Professional Development (ELPD)

The district is currently reviewing Intensive Intervention Programs for ELA and Mathematics for adoption next year, 2009-2010. Following adoption, SAUSD will provide English Learner Professional Development (ELPD) for all beginning and experienced teachers. Adoption and training will begin in the summer of 2009 and continue in the summer of 2010. In 2008-09, schools in SAUSD will pilot several Intensive Intervention programs for ELA and Mathematics programs.

The District plans to contract with an approved SB 472 ELPD provider and require this training for all teachers of English Learners. As funding permits, the goal is for all teachers of ELs to receive this training. Priority will be given to those teachers of ELs who provide instruction for ELA, Mathematics, History/Social Science, and Science.

The 40 hours of practicum for English Learner instruction will focus on instructional delivery strategies, such as: Thinking Maps, Project GLAD, Frontloading, Distinguishing between Form and Function, and Secondary Academic Language Tools (SALT). Site-based instructional leaders, Department Chairs, and District Curriculum Specialists will lead, assist, and facilitate in follow-up coaching at site-based staff development. Site administrators will monitor for implementation as well as support teachers that require more assistance through appropriate staff development opportunities. District Office staff, DILT members and Curriculum Specialists will support site administrators with site staff development.

To further support ELs, district Curriculum Specialists, Literacy Coaches and Resource Teachers (experienced teachers) will develop site-based ELA training for paraprofessionals to assist in classroom as directed by teacher of record.

Administrator Training

The district strongly supports the continuous learning and professional development needs of all administrators. In the 2007-2008 school year, the district created a strong focus on designing and implementing a high quality professional development system that was focused, aligned to student needs and provided support and follow through to all involved.

By June of 2008, the district created the Santa Ana Unified School District Guiding Principles of Professional Development. This one page set of criteria will now serve as the blueprint for determining what professional development is brought into the district and how it will be monitored for results.

Foundational Knowledge of Core Content

The district supports site administrators in their participation of AB75/430 training as a way to develop effective instructional leaders. This training enhances administrators' familiarity with state standards, guides their instructional focus with program texts and materials, helps them to manage data and fully utilize technology and fiscal and human resources for student academic success.

In 2008-09, nearly a third of SAUSD administrators are new to their position. The experienced and new administrators will be trained based on the SAUSD Guiding Principles of Professional Development. Selection of appropriate trainings will be dependent on their knowledge level.

Percentage of administrators who have completed AB75/430 training

SAUSD has offered AB 75/430 training during the past 5 years, and due to changes in staffing, currently 50 percent of full-time administrators, which include site principals, assistant principals, and district level administrators, have completed AB75/430 training for Module I (institute and practicum) for the state board adopted English Language Arts series. Now that the district has new textbook adoptions in mathematics, plans are underway for contracting with state board approved providers of AB 430. All administrators are expected to complete AB 430 in mathematics by the fall of 2010. Participation in the AB 430 institute and practicum will be an on-going expectation for all administrators in the district.

Provide and monitor completion of AB430 training

SAUSD has a monitoring system in place for tracking the 160 hours required of the AB 430 program. The monitoring and confirmation of hours is the responsibility of both SAUSD and the SBE approved provider to date. Our approved provider enters the training hours of each participant within 10 days of the completion of the Institute and Follow up practicum for the three training modules.

The district will utilize the State AB 430 website in order to carefully monitor those administrators who have completed only partial requirements of AB 430 as required by DAIT or for those who have not yet started the institute and/or practicum.

Provide administrators with training specific to second language acquisition, current research on English learners, and catch-up and acceleration programs

There have been many opportunities for administrators to receive training on the implementation of English learner programs, principles of second language acquisition, current research on English learners, and catch-up and acceleration programs. They include but are not limited to the following:

Provide administrators with training on instructional delivery

During the 2007-2008 school year, all site principals and assistant principals along with the superintendent and district instructional services team, began a five day Instructional Leadership Institute on Engaging All Students in Learning. Administrators learned the practices and behaviors needed for all students to be engaged in learning, with a special emphasis on the needs of English learners and students with disabilities. In 2007-08, the district also initiated the systematic training of administrators on the use of classroom observation tools specific to Explicit Direct Instruction (EDI), English Language Development and Specially Designed

Academic Instruction. Further, strategic, training in this area will continue throughout 2008-09 to refine the process.

Classroom observation tools and protocols were introduced, which focused on the coaching support and approaches a principal could use with teachers to maximize the learning of all students. The planning of a lesson included learning objectives, measurable outcomes, key vocabulary/concepts/academic language, key content standards and the ELD standards. Administrators examined the research on effective teaching strategies and created common effective elements of a lesson which included such elements as modeling, scaffolding, frontloading, checking for understanding, differentiation and various forms of guided and independent practice.

Professional development for administrators will continue in the 2008-09 school year. New site administrators and those key district leaders who missed the AB75/430 trainings will begin the Module 1 trainings in the first semester of the 2008-09 school year. In addition, administrators' meetings will embed staff development learned in the Instructional Leadership Institute on Engaging All Students in Learning and continue the discussions and review of outstanding ELD and SDAIE lessons through video vignettes and classroom observation tools. The staff development for administrators will include, and is not limited to, supervision of instruction, including the implementation of instructional strategies learned through the following administrator trainings:

Secondary Academic Language Tools (SALT)

SALT provides secondary educators with the tools and skills necessary to analyze the academic language demands of course-specific texts and materials. SALT supports teachers in designing effective instruction that meets those demands.

Frontloading

Frontloading Language is pre-teaching grammatical forms, sentence structures, and vocabulary for an upcoming lesson. The objective of Frontloading Language is to prepare students in advance for upcoming language demands which are likely to interfere with comprehension and participation. Through frontloading language, English Learners are ensured access to the core curriculum because they are explicitly taught the sentence structures and vocabulary needed to both learn and demonstrate their understanding of content skills and concepts.

Guided Language Acquisition Design

GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy.

Thinking Maps

Thinking Maps integrate thinking skills and mapping techniques. Learning to use these strategies helps students develop good writing skills. These techniques also help students become better learners as they develop life-long skills that help them to study. Thinking Maps uses basic mental operations involved in perceiving, processing and evaluating information. They describe, classify, and sequence.

Response to Intervention Training for Administrators

Training for administrators began during the 2007-08 school year. University of Riverside Professor Mike Vanderwood provided basic training to all principals on the Response to Intervention (RtI) components including universal screening, progress monitoring, and data-based decision-making. As the next step, District administration provided an overview of SAUSD's pyramid structure, reviewed the basic RtI components, and emphasized the vital importance of a "fortified core" as the first response in any successful RtI model. Although a model of intervention that increased in intensity was presented to principals, the focus was to ensure that the core program was delivered effectively to meet the needs of all students. In October of 2008 site administrators will receive training from Dr. Diane Haager, well known specialist in RtI and in Special Education. She will work with all principals to ensure that best first instruction is appropriate for SWD and that Tier III interventions are effective.

In addition, as part of her three year commitment to support SAUSD in developing an effective RtI model, Vonnie DiCecco from the CDE State Diagnostic School provided a core group of principals with further in-depth RtI training. This phase one training has led to the development of 10 field study schools that will implement RtI in First Grade during the 2008-2009 school year, with a focus on ELA. Training included the use of DIBELS (Dynamic Indicators of Basic Early Literacy Skills) for universal screening and progress monitoring. Administrators learned about the value of universal screening to predict which students were at greatest risk for poor academic performance, intervening as early as possible, and measuring discrete levels of student academic progress. Universal Screening dates have been scheduled for each field study site. District RtI Task Force members have been assigned to support individual schools throughout the school year. Future trainings will include DIBELS data analysis utilizing the DIBELS on-line data reporting system. This support will be phased in as the RtI model is established in all schools over the next two years.

Linkages to Title II

Recruiting and retaining Highly Qualified (HQ) teachers will continue to be a high priority in the district. Over the past three years, SAUSD has hosted five Teacher Job Fairs in an effort to provide Highly Qualified teachers in every classroom. Additionally, SAUSD has been represented at more than 20 job fairs scheduled at IHEs, both public and private, OCDE, and other educational organizations.

SAUSD also supports HQ single subject teachers who are willing to transition their credential to permit their teaching in hard to fill positions such as Mathematics, Science, and Special Education. Qualified candidates enter programs through IHE partners while Title II and PAR funding supports the teachers' financial requirement.

SAUSD provides support/release time for those fully credentialed teachers needing to meet subject matter competency or other licensure requirements. Veteran teachers who have not met HQ requirements are counseled regarding their options to meet HQ; including CSET preparation classes, testing fees with passage, and course fees.

Offering “sign-on bonuses” to HQ teachers in hard to fill positions, Mathematics, Science and Special Education, has supported the NCLB goal of hiring only HQ teachers. The district will continue this effective process to recruit and retain teachers.

Due to funding shifts and the need to emphasize support for SB472 and AB430, including implementation and monitoring, Title II, will no longer reimburse teachers/staff for obtaining masters or doctorate degrees after December 18, 2008. However, Title II funding will continue to support teachers who choose to pursue National Board Certification. To that end, SAUSD will reimburse up to \$1,000.00 toward application fees for certification and also for teachers who apply for re-certification. Title II funding will support the recognition of teachers attaining the certification status through public recognition at a March SAUSD Board meeting.

SECTION IV. FOCUS ON HIGH PRIORITY STUDENTS

Section IV is divided into three parts:

Part I - addresses the fundamental learning needs of ELs.

Part II - addresses the fundamental learning needs of SWD.

Part III - addresses the fundamental learning needs of other high priority students.

PART 1. Fundamental Learning Needs of English Learners

Santa Ana Unified School District is committed to providing a responsive instructional program for English Learners. As the result of the DAIT process and the needs assessment survey results (ELSSA, APS, DAS, and LRE) it has become clearly evident that the materials, processes and guidelines for English language Learners must be revised and refined to reflect the related DAIT focus target areas of:

1. Define a K-12 ELD program

SAUSD English Learners are students with unique needs. Therefore, we need to develop an explicit EL centered instructional model, and place all students appropriately (K-12).

SAUSD will provide a defined K-12 ELD program (a “lens”) to focus all instruction.

2. Identify every EL student by name and correctly place each student in strong ELD Reading/Language Arts, and mathematics programs

Special Education and English Learner students consistently score basic and below on the CST even after six years in the district. Therefore, we must identify these students at every site by name, grade, program, years in district and current support programs available to them. SAUSD will provide a comprehensive assessment/data collection plan to re-channel resources and structures (programs, interventions, and schedules.)

Students with Disabilities (SWD) in SAUSD are predominantly English Learners as well. In the two identified areas of focus above, the needs of SWD are included with the needs of English Learners.

To this end, the District will revise the current English Learner Master Plan to ensure it reflects the New English Language Arts Framework program guidelines, the latest Title III requirements and state-of-the-art, specialized instructional strategies for SWD.

Actions Taken to Provide ELD Classes

This section provides a summary of actions taken to date, planned actions for the 2008-09 school year, and outlines future steps to address student needs. This section also describes the existing and proposed K-12 instructional programs and structures that support learning for our District's diverse types of English Learners and the necessary monitoring for continued student progress. These programs ensure that English Learners have equitable access to all services and take into consideration that students progress at different rates. In some cases, additional time in the program is needed by some English Learners to compete with their English Only peers and to complete requirements for high school graduation.

SAUSD provides the following instructional programs for English Learners:

- Structured English Immersion (SEI - Grades K-12)
- English Mainstream Classrooms (EMC – Grades K-12)
- Bilingual Education (approved Parental exception waivers required)
 - 2 Way Language Immersion, (Grades K-8)
 - Transitional Bilingual Education: (Grades K-3)

Structured English Immersion (SEI)

Structured English Immersion is an instructional program for English Learners with less than reasonable fluency in English (CELDT overall score of Beginning through Intermediate and Early Advanced with one or more sub-skill scores below Intermediate). In an SEI class, English Learners receive daily, systematic, sequential, English Language Development (ELD) instruction. Instruction in all subjects is provided primarily in English and supported by a coherent set of SDAIE strategies and primary language support/instruction to ensure access to the core curriculum. The goal of the SEI program is to enable English Learners to develop reasonable fluency in English so that they can participate meaningfully in the English Language Mainstream Classes (EMC). To provide the most effective differentiated instruction, and meet the needs of an English Learners, SEI classes should be formed with no more than two ELD proficiency levels in a class whenever possible.

The District's SEI program is a simultaneous, educational approach. English Learners in this program receive:

- A daily, systematic, sequential program of English Language Development
- Grade level academic core curriculum based on State and District-adopted performance standards
- Primary language support/instruction in content areas
- Specially Designed Academic Instruction in English (SDAIE) strategies

In grades K-12, Frontloading, SDAIE strategies, and core instructional materials, the Carousel of Ideas program (K-5 only), currently support the needs of ELs. The District's current ELD program supports the California's ELD standards and provides a task-based language teaching approach to second language acquisition and learning. ELs are expected to learn the forms, functions, and vocabulary that are vital to both oral and written language development. The Carousel of Ideas K-5 program directly teaches language skills and structures through a carefully-scripted sequence of activities that make up daily lessons. The district currently uses High Point as an intervention program for grade 4-9 students who are not making adequate progress in acquiring English. Grade K-3 students and grade 4-9 students who are less than two years behind receive differentiated support via the core program instruction utilizing the ancillary core program materials designed for English Learner support. Grade 4-12 students who are performing two or more years below in ELA will receive an additional ELA or ELD time block as an elective for instructional support including intervention, ELD, re-teaching, and frontloading as needed.

English Mainstream Classroom (EMC)

English Learners with reasonable fluency in English (CELDT overall scores of Early Advanced and Advanced with no sub-skill score less than Intermediate) are placed in an English Language Mainstream Class (EMC). This program also includes reclassified fluent English proficient (R-FEP) students, initially identified fluent English proficient (I-FEP) students, and English only (EO) students. Parents may request that students with less than reasonable fluency also be placed in the EMC program at any time.

Instruction in all subjects is provided in English and supported by a coherent set of SDAIE strategies as necessary. English Learners in the EMC program must be able to compete on a meaningful basis with their EO and FEP peers, since this program is based on grade-level state standards and expectancies for English Language Arts as well as all content areas. It is critical that English Learners in this program also complete the continuum of ELD instruction (Early Advanced and Advanced) in order to prevent gaps in learning. Classroom teachers in the EMC program must provide instruction in English Language Development at the student's proficiency level and differentiated instruction using SDAIE strategies until the student has reclassified to Fluent English Proficient (R-FEP).

Transitional Bilingual Education (TBE) Grades K-3

Students enrolled in the TBE program immediately begin to acquire listening, speaking, reading and writing proficiency in English while developing literacy skills and accessing core curriculum in their primary language. Students receive a daily, systematic, sequential program of English Language Development, based on their English proficiency level and the ELD standards (listening/speaking, reading and writing).

The percentage of instruction in English increases as the student progresses from kindergarten through second grade. When the student reaches an intermediate fluency in English and a third grade reading and writing level in Spanish, he/she begins a formal transitional English reading program. During this transitional year, the student receives formal English and Spanish language arts instruction to ensure that the student is meeting grade-level language arts standards.

By the end of the transitional reading year, all language arts instruction is in English and supported by the use of SDAIE strategies. Primary language support continues to be available as needed through the use of core textbooks in the primary language or assistance from a Bilingual Instructional Assistant.

English Learners exit the TBE program upon achieving reasonable fluency in English (CELDT levels: Early Advanced and Advanced). They are then placed in the EMC program until criteria are met for reclassification to Fluent English Proficient (R-FEP). Principals, with the assistance of the BRT, monitor all students in the TBE program to ensure adequate progress.

Staffing Requirements

- Teachers who provide primary language instruction must hold a BCLAD authorization or equivalent, or be in training for a BCLAD
- BCLAD teachers-in-training are paired with a 2-hour Bilingual Instructional Assistant

2Way Language Immersion Program (Grades K-8)

The 2Way Language Immersion Program is designed to provide integrated instruction in two languages for native English speakers and English Learners in SAUSD. The goal of this program is to promote high academic achievement, dual language proficiency, and cross cultural understanding. The two languages used in SAUSD's 2Way Program are English and Spanish. This program must include these critical features for successful implementation:

- Dual language instruction:
Kindergarten students begin with an 85/15 ratio of Spanish to English instruction. Instruction in both languages moves to 50/50 by fifth grade
- Balance of participants:
This program requires a balance of native English (EOs and/or FEPs) and English Learners participants. The balance should not drop below a 1/3 to 2/3 ratio
- Late Entry students:
It is not recommended for students to enter the 2way program after first grade. However, special consideration is given for students transferring into this program from a previous bilingual program setting

The instructional curriculum for the 2Way Language Immersion Program is based on state standards and district guidelines. Schedules are carefully structured for teaching all required academic subjects using methods not only for specific grade levels, but suitable also for enabling all students to acquire language skills in both languages. The instructional approaches for this program follow pedagogical principals underlying bilingual and foreign language teaching methodology. Learning occurs in an environment that allows students to engage in meaningful contexts and encourages interaction with each other. The academic needs of the students in each language group include primary language development, second language acquisition, and development of cognitive language and literacy skills. Plans for this program to continue in the intermediate grades are currently being developed.

The 2Way Language Immersion Program depends on a 50-50 mix of English (EOs and/or FEPs) and Spanish (ELs) speakers. If the number of English speakers in a class is less than 1/3, an alternative program design is used to provide more English as the language of instruction in order to supplement the limited availability of social interaction with English speaking peers. It is expected that all students participating in the 2Way Language Immersion Program will become bilingual and biliterate and will experience normal academic achievement in language arts, math, science, and social science.

In the 2Way Language Immersion Program, an English Learner:

- Begins to acquire listening, speaking, reading, and writing proficiency while developing literacy skills and accessing core curriculum in his/her primary language
- ELD is taught daily based on the student's English proficiency and the ELD standards
- Kindergarten instruction begins with an 85/15 ratio of Spanish to English Instruction
- Instruction in English and Spanish moves to 50/50 by fifth grade
- When students reach third grade reading level in Spanish and an intermediate fluency in English, they begin a formal transitional English reading program.
- Students remain in the program once they have been reclassified as Fluent English Proficient (R-FEP)

Principals and BRTs monitor all students in this program to ensure appropriate student progress. If an English Learner is not progressing in English, extended opportunities for English Language Development instruction will be provided at the school site. This intervention will include extended time in the student's day and/or intersession or summer school classes.

Staffing Requirements

- Teachers who provide primary language instruction must hold a BCLAD authorization or be in training for a BCLAD
- BCLAD teachers-in-training are paired with a Bilingual Instructional Assistants
- Classroom teachers who provide ELD and SDAIE instruction must hold a CLAD

Elementary grade students who are enrolled in 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 and two-way immersion programs. Foro Abierto program 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's SEBT, Spanish-English Biliteracy Transfer program, this resource helps teachers effectively teach 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 using the policy guidance from the EL Master Plan, Beginning and Early Intermediate proficiency levels.

District Placement and Exit Policies from ELD Classes

Students who read more than two years below grade level (below grade 6 at the High School levels) are placed in double block periods; Intermediate ELs who are not working at grade level will be placed in double language language arts blocks. Early Advanced and Advanced ELs 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 levels appropriate to student linguistic and literacy levels, and one period of core English, using the district-adopted Holt Literature and Language Arts course appropriate to grade. Where feasible, 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. Struggling EL students who read less than two grades below grade, will receive an additional period of strategic English as an elective.

Newcomer programs will be developed to address the linguistic and academic needs of grade 4-12 students. ELs in grades K-3 receive primary instruction support as needed to access content in both SEI and bilingual classroom settings. Support will include primary language support, intensive intervention language arts, and additional ELD instructional time. Each student should receive an additional period of differentiated ELD and native-language support according to diagnosed need. Specific criteria for student placement and exit will be developed as well as a plan for successful transition into the SEI program.

ELD Adoption Process Timeline

Activity	K-5	6-8	9-12	District	Timeline	Staff Responsible
Establish ELD Adoption Review Committees	x	x	x	x	October 2008	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs
Establish and carry out adoption committee articulation schedule	x	x	x	x	October June 2008-09	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • Principals
Identify Language Arts Adoption Options for EL Students: <ul style="list-style-type: none"> • Intervention • Newcomer • ELD 	x	x	x	x	November 2008	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • Asst. Superintendent of Student Support Services • K-12 Adoption Committee Members
Identify Pilot schools	x	x	x		December 2008	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • Asst. Superintendent of Student Support Services • K-12 Adoption Committee Members
Identify Pilot classrooms per grade level and program option	x	x	x	x	January 2009	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • Asst. Superintendent of Student Support Services • K-12 Principals
Pilot ELD and EL Intervention Programs	x	x	x	x	Feb - April 2009	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • K-12 Principals • Selected Classroom Teachers
Select ELD and EL Intervention Materials	x	x	x	x	April 2009	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • K-12 Principals
Submit for Board Approval				x	April 2009	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs
Order and Distribute Materials	x	x	x	x	May 2009	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • K-12 Principals
Provide staff development for all teachers <i>Refer to Sections 2 and 3 for staff development details</i>	x	x	x	x	June - August 2009	<ul style="list-style-type: none"> • Directors K-5, 6-12, EL Programs • K-12 Principals

ELD Consistent and Coherent Program

Activity	K-5	6-8	9-12	District	Timeline	Staff Responsible
Establish K-12 EL Master Plan Committee and timeline	x	x	x	x	Oct 2008	<ul style="list-style-type: none"> • Director EL Programs
Review and update K-12 EL program components to match new adoption criteria and program requirements to include: <ul style="list-style-type: none"> • Updated EL program entry and exit criteria • Updated placement, benchmark and exit assessment tools for K-5 and 6-12 programs • Standardized 6-12 course code sequence • Updated monitoring procedures 	x	x	x	x	Oct 2008 – May 2009	<ul style="list-style-type: none"> • Director EL Programs • Master Plan Committee • K-12 Principals • Bilingual Resource Teachers • ELD Chairs
Develop pacing guides for ELD Elementary program	x					<ul style="list-style-type: none"> • Director EL Programs • Master Plan Committee • K-5 Principals • Curriculum Specialists • BRT/Resource Teachers
Develop course of study and pacing guides to reflect revised/new ELD course sequence		x	x	x		<ul style="list-style-type: none"> • Director EL Programs • Master Plan Committee • 6-12 Principals • Curriculum Specialists • ELD/ELA Chairs
Revise EL Master Plan to reflect revised program components and submit for Board approval	x	x	x	x	Oct 2008- May 2009	<ul style="list-style-type: none"> • Director EL Programs • Master Plan Committee • 6-12 Principals • District Curriculum Specialists • ELD/ELA Chairs
Establish and train district-based teams to support and monitor program implementation assessment and placement				x	Oct 2008 Mar 2009	<ul style="list-style-type: none"> • Deputy Superintendent • Director K-5 • Director 6-12 • Asst. Superintendent of Student Support Services • Curriculum Specialists

Identify every EL student by name and correctly place each student in strong ELD Reading/Language Arts, and mathematics programs

Activity	K-5	6-8	9-12	District	Timeline	Staff Responsible
Develop and articulate systems and procedures to ensure student data is up to date and accurate	x	x	x	x	Oct 2008 – March 2009	<ul style="list-style-type: none"> • Deputy Superintendent • Director of Program Quality Analysis • Research and Evaluation Director • IT Director • Director – Classified Personnel • Principals and Assistant Principals • Office Managers • Bilingual Resource Teachers • EL Chairs • Counselors
Provide training regarding expectations and procedures for implementing the student data entry systems	x	x	x	x	April – June 2009	<ul style="list-style-type: none"> • Deputy Superintendent • Director of Program Quality Analysis • Research and Evaluation Director • IT Director • Director – Classified Personnel • Principals and Assistant Principals • Office Managers • Bilingual Resource Teachers • EL Chairs • Counselors
District monitoring process will be developed including: <ul style="list-style-type: none"> • Data Entry Timelines • Technical Support • Site Visits • Error Reports • Error Correction Timelines 	x	x	x	x	October 2008 – March 2009	<ul style="list-style-type: none"> • Deputy Superintendent • Director of Program Quality Analysis • Research and Evaluation Director • IT Director • Director – Classified Personnel • Principals and Assistant Principals • Counselors
Develop K-12 assessment profiles linked to criteria for student placement	x	x	x	x	October 2008 – March 2009	<ul style="list-style-type: none"> • Director EL Programs • Director Research and Evaluation • Director K-5

into and exit from ELD and Intervention Programs						<ul style="list-style-type: none"> • Director 6-12 • Asst. Superintendent of Student Support Services • K-12 Principals • District Curriculum Specialists • Department Chairs • Counselors
Ensure that class/section and site level reports are generated every 6 weeks and distributed to teachers for all EL students with the following information: <ul style="list-style-type: none"> • Demographic data • Attendance • EL proficiency level • State/District Assessment Results • Entry date • CAHSEE Status • Credits completed 	x	x	x	x	September 2009	<ul style="list-style-type: none"> • Director EL Programs • Director Research and Evaluation • Director K-5 • Director 6-12 • Asst. Superintendent of Student Support Services • K-12 Principals • District Curriculum Specialists • Department Chairs • Counselors
Establish guidelines and procedures for discussion of EL reports during grade level/department Wednesday collaboration meetings	x	x	x	x	January – May 2009	<ul style="list-style-type: none"> • K-12 Principals • Grade Level Teacher Leaders • Instructional Leadership Teams at School Sites • Department Chairs • Counselors
Revise EL placement process for grades 5/6 and 8/9 students that includes grade span vertical articulation focusing on the EL Reports and Assessment Profiles	x	x	x	x	October 2008 – January 2009	<ul style="list-style-type: none"> • Director EL Programs • Director Research and Evaluation • Director K-5 • Director 6-12 • Asst. Superintendent of Student Support Services • K-12 Principals • District Curriculum Specialists • Department Chairs • Counselors
Schedule placement meetings for 5/6 and 8/9 for upcoming	x	x	x	x	March 2009	<ul style="list-style-type: none"> • Director EL Programs • Director Research and Evaluation

academic year: <ul style="list-style-type: none"> • Review student reports and placement recommendations • Review master schedule/staffing • Cross reference EL student profiles with available ELD/SDAIE sections 						<ul style="list-style-type: none"> • Director K-5 • Director 6-12 • Asst. Superintendent of Student Support Services • K-12 Principals • District Curriculum Specialists • Department Chairs • Counselors
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Provide Clear District Guidance on Instructional Delivery Strategies

The district will continue to provide explicit support for a set of specifically selected instructional delivery strategies:

- A Focused Approach to Systematic ELD Instruction for K-5 teachers to inform and guide instruction for English Learners which includes:
 - Frontloading
 - Systematic ELD
 - Specially Designed Academic Instruction in English
- SAUSD offers numerous professional development opportunities for teachers of English Learners and Academic English Language Development.
- Secondary Academic Language Tools (SALT) training for ELA and content area teachers
- GLAD training for K-12 ELA and content area teachers.
- Next summer (2009), 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
 - 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 the day to increase academic language proficiency
 - become part of a professional learning community to help sustain school improvement.

The following key instructional strategies have been identified to support SAUSD's high priority students:

Secondary Academic Language Tools (SALT)

SALT provides secondary educators with the tools and skills necessary to analyze the academic language demands of course-specific texts and materials. SALT supports teachers in designing effective instruction that meets those demands.

Frontloading

Frontloading Language is pre-teaching grammatical forms, sentence structures, and vocabulary for an upcoming lesson. The objective of Frontloading Language is to prepare students in advance for upcoming language demands which are likely to interfere with comprehension and participation. Through frontloading language, English Learners are ensured access to the core curriculum because they are explicitly taught the sentence structures and vocabulary needed to both learn and demonstrate their understanding of content skills and concepts.

Project Guided Language Acquisition Design (GLAD)

GLAD is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops meta-cognitive use of high level, academic language and literacy.

Thinking Maps

Thinking Maps integrate thinking skills and mapping techniques. Learning to use these strategies helps students develop good writing skills. These techniques also help students become better learners as they develop life-long skills that help them to study. Thinking Maps uses basic mental operations involved in perceiving, processing and evaluating information. They describe, classify, and sequence.

PART 2. Fundamental Learning Needs of Students with Disabilities

The District addresses the needs of SWD by providing support to teachers for delivering specialized instruction and promoting collaboration between General and Special Education teachers by grade-level and department. *As 79% of SWD are English Learners, the actions, timelines, and resources identified in Part 1 of this section will support SWD as well.* In addition, the following items, specific to SWD, are currently in place or being planned for implementation.

District Support on Specialized Instruction Strategies

In the 2007-2008 school year, a total of 497 hours of training were provided by the District's

Special Education Department to various audiences including Administrators, Teachers, Support Staff, and Parents. The training topics focused on specialized instructional strategies as well as other needs that, once addressed, would help teachers to implement effective instruction.

At a foundational level, all General Education teachers received training in the accommodations and modifications of instruction provided by experts in the field to support the learning needs of SWD. Special Education teachers received explicit training on instructional strategies, IEP development, identification of appropriate assessments based on student characteristics (EL, grade level, and disability) behavior management and compliance. Specifically, Special Education teachers received training on Open Court adaptations, EL strategies, and student engagement techniques.

An additional focus was the Special Education identification process for English Learners. The District provided in-depth training from three eminent experts to address key factors in differential diagnosis.

Teachers are able to participate in an 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. Furthermore, teachers are supported throughout the school year by Program Specialists at each grade level span.

New Special Education teachers receive five days of training at the beginning of school, focusing on the development of appropriate academic goals and objectives and the IEP process. In addition, they participate in monthly trainings which focus on instructional strategies for EL students, overview and classroom best practices for students with autism, eligibility assessments including standardized, informal, portfolio, and curriculum based measures, State and District-wide assessments including CST, CAHSEE, ALPI, CELDT, CAPA, and CMA data collection, modifications and accommodations for assessments and curriculum, and differentiated instruction.

The special education department also provides monthly/quarterly staff meetings which offer specific support for each discipline or level of instruction including; elementary, intermediate and high school special education teachers, psychologists, speech and language specialists, and Assistive Technology, and Occupational Therapy staff. By way of follow-up, Principals receive monthly feedback on IEP compliance.

During the summer, the District office team composed of General and Special Education educators completed the district Least Restrictive Environment survey and identified areas of strength and needs. Strengths included monthly parent-advisory meetings, collaborative meetings with special education teachers, inclusionary practices, improved site leadership and shared accountability for Special Education students, a strong professional development plan, and the establishment of the web-based IEP.

In 2008, the district offered summer professional development in differentiated instruction and universal access. Special Education teachers from Reading First and SETPDP sites participated in SB472 trainings, received coaching from the school literacy coach, and participated in collaboration meetings with their general education peers.

Next steps for the 2008-09 school year include the adoption of intensive intervention ELA and Mathematics materials and the provision of training in the intensive intervention program. Monthly feedback regarding IEP compliance to principals will continue in the 2008-2009 school year.

Promote Collaboration among General and Special Education Teachers

The District is working toward increased collaboration between special and general education teachers. As stated above, the District provided training to all general education teachers on accommodations and modifications for SWD within the general education classroom. This provided common ground that facilitates meaningful collaboration between General and Special Education teachers. Special Education teachers are part of each site's collaboration meetings as well as in-services and trainings on all curriculum materials. The newly established MOU with the teachers' association provides for K-8 grade level/department collaboration meetings twice a month. All Special Education teachers are required to participate in these meetings with their General Education peers.

In addition, special education teachers have trained general education teachers in Intensive Reading Clinic strategies. This program initially was developed for special education students, but is now available in the majority of sites and available as an intervention to support the reading curriculum. The District RtI Task Force has moved to implement the RtI field study programs in 10 elementary schools for the 2008-09 school year. Each participating school site has established a site level RtI Team that includes both General and Special Education staff. The model was developed in collaboration with experts from the State Department of Education and the University of Riverside. Both the RtI and SETPDP Task Forces included General and Special Education District level administrators, support staff, and curriculum specialists who work together to support this collaboration at the school site level.

All special education staff members are provided support from the special education program specialists for on-site support and training in academic, behavior and IEP compliance. Secondary staff department chairs provide additional support to staff at all intermediate and high school sites. The department chairs assist with IEP monitoring and training for staff, and act as a communication link between the District office and site. All new special education teachers are assigned mentor special education staff who assist the new staff and provide additional on-site support. Furthermore, general education teachers are included in the IEP process as required by Ed. Code.

As stated above, Special education teachers were included with their general education peers in Open Court and SB 472 training during summer 2008. To reiterate, they received coaching from literacy coaches, and participated in collaborative meetings. All site staff actively participated in grade level collaborative meetings. Starting in the 2008-09 school year the District is modifying the school schedule allowing for staff, including special education teachers, meetings to support site collaboration and staff development.

PART 3. 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. The District's RtI plan will support the appropriate placement and monitoring of students in need of interventions based on an established action plan. The goal is that by September of 2009, universal screening and progress monitoring will be implemented at all elementary schools and with a field study in place at the secondary level September of 2009.

Diagnostic and Placement Tests for Intervention

As described in Part 1 of this section, the district plans to develop and articulate systems and procedures to ensure student data is up to date and accurate using the existing Data Director assessment reporting system and the School Max student information database. The ability to disaggregate accurate and complete data will enable SAUSD to closely monitor the results of 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 the most recent CELDT data to place English Learners into SEI or EMC classrooms. Use the CST scores to sort out Proficient and Advanced students who will require minimal interventions. Use additional reliable diagnostic measures (Reading Lions Assessments, Benchmark Assessments, CELDT, DIBELS, and the Basic Phonics Skills Test) to carefully place Basic, Below Basic, and Far Below Basic students into appropriate strategic and intensive classes. Grades K-1 utilize a series of 5-6 assessments in the areas of phonemic awareness, phonics, writing, and reading fluency throughout the year. Grades 2-12 teachers will assess students on grade level standards-based benchmark assessments four times per year. The benchmark assessment results will be used to determine which students are at risk of retention within three weeks of the first benchmark assessment. Students scoring Below Basic or Far Below Basic will have individual academic plans that specify during school, after school interventions, and mandatory summer school requirements.

Mathematics: Grades K-12 teachers will assess students on grade level standards-based benchmark assessments four times per year. The benchmark assessment results will be used to determine which students are at risk of retention within three weeks of the first benchmark assessment. Students scoring Below Basic or Far Below Basic will have individual academic plans that specify during school, after school interventions, and mandatory summer school requirements. Teachers also utilize publisher diagnostic assessments. The K-5 Houghton Mifflin program includes pre-requisite skills assessments, pre-tests, and end-of unit tests for each unit of instruction. SAUSD has a clear placement procedure based on multiple measures for students in grades 7 and 8 to determine whether or not they score into Algebra 1. Recommendations for using an Algebra Readiness test will be developed by fall 2008 for implementation in spring 2009.

Provide Intensive Intervention

English Language Arts: In 2008-09, the district will adopt an intensive intervention ELA program. Until the new intervention program is in place, the following systems are utilized to provide interventions. The district's secondary reading and language arts placement plan states: Students in grades 4-12 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. Santa Ana Unified School District supports schools in their implementation of High Point, an intensive intervention program with an established record of improving student reading achievement within the district and nationwide. Students are placed in a separate language arts program and receive an additional language arts instructional block of time to ensure students have sufficient opportunities to learn necessary reading and writing skills.

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 2008-09, the District will adopt an intensive intervention mathematics program which will include intervention programs. Until that time, the following systems are in place to provide interventions. Currently differentiated strategies are provided within the classroom. Students in 8th grade are placed in general mathematics (Transitional Algebra) or Algebra I. Remedial support is provided during an elective period for students at the below basic and far below basic levels. The district will establish a plan for placement into the grades 5-7 intensive intervention programs that will include an extended time block and homogeneous grouping of students.

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 and grammar skills, and scaffolding for core lessons. As described in the adoption process above, SAUSD plans to pilot and implement strategic programs. In the area of Mathematics, as described above, teachers are to use diagnostics to identify students' mathematics 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. This summer teachers will be provided with training in Strategic core implementation for Open Court and Holt. Currently over 700 teachers have been trained in the strategic ELA models.

SECTION V: PARENTAL INVOLVEMENT

SAUSD believes that parents are a crucial component to student achievement. In the last decade, the district has offered a series of trainings and programs designed to support parent involvement in the schools. Parents have participated in leadership development programs designed to enhance parents' skills in being effective advocates for their children and participate actively in advisory committees, volunteering and in decision making capacity. Additional programs on Family Reading, Family Math, Discipline, Communication, Conflict Resolution, Computer Literacy, Home Finances and information on College Opportunities and Requirements as well as Financial Aid for Students have been offered. Immigrant parents have received information about the School System in the United States, the structure of the Santa Ana Unified School District, child development at various stages, introduction to classroom structure and organization, introduction to content standards, and strategies to support Elementary, Intermediate and High School students at home. Additional programs on Kinder Readiness and Family Literacy have provided skills to establish a family reading routine, to challenge and empower parents to improve their own literacy skills and strengthen parent and child interaction.

For the last fifteen years the District has offered an Annual Parent Conference and community fair. Transportation, lunch and child care are available at no cost to participants. Workshops include Nutrition, Self-Esteem, Discipline, Drugs, Alcohol, Tobacco Awareness and Prevention, College Preparation, Safety and Violence, Conflict Resolution and Mediation. Average yearly attendance has been over 1000 parents.

In the 2007-2008 school year, schools offered the following programs: Family Reading, Family Math, Family Science, Discipline, Self-Esteem, Communication, Drug Awareness, Gang Awareness, Nutrition, College Preparation, HIV/AIDS Education, Safety and Violence Prevention, Parent Institute for Quality Education, Leadership Training, Technology, ESL and Literacy serving a total of 44,311 parents.

Community Involvement and Collaboratives

Community involvement has resulted in the establishment of a network of relationships with city and county agencies as well as community-based organizations. Such collaboratives currently in effect include community-based organizations as well as institutions of higher learning such as Santa Ana College, California State University, Fullerton and UC Irvine. These institutions have included a component for parents as part of initiatives geared for students such as the Saturday Math Academy, Kinder Caminata and College Nights. The Saturday Math Academy offered parents the opportunity to experience college life by spending a weekend on campus, staying in the dorms, eating in the cafeteria and attending "classes." Thirty-four parents interacted with university students, explored the campus, and participated in college bound activities as well as in academic activities. This experience allowed them to become more familiar with the college experience, thus enhancing their dream of a college degree for their children.

Community-Based English Tutoring Program (CBET)

SAUSD's CBET Program provides parents with a positive and invaluable opportunity to enhance their English skills while at the same time become more involved in their children's'

education by understanding the school system better as well as learning tutoring techniques to help their children. In 2007-08, CBET served over 3,500 community members, the vast majority being SAUSD parents. Currently, 79 class sections of CBET/Family Literacy are being offered at 23 SAUSD schools and 5 community sites.

The CBET Program in SAUSD is a collaboration model with Santa Ana College, School of Continuing Education. This partnership allows for maximizing CBET funds wherein SAUSD provides the sites, the childcare providers, tutors and the Family Literacy materials and the college hires and pays for the Adult Education teachers. Together, SAUSD and SAC provide on-going staff development for their CBET staff.

Padres Promotores de la Educación is a group of highly trained parents who actively link parents to school services and deliver information on higher education opportunities to the community through non-traditional methods such as home visits, existing neighborhood associations, and informal educational dialogues.

Next Steps

For the next decade, Parent Involvement will continue its transformation as our community grows and transforms itself. As new children enroll in our schools, new approaches to parent involvement need to be created. In order to accomplish this task, it is imperative to develop a strategy, which will allow us to provide a consistent, quality approach.

To provide strong, consistent parent involvement opportunities that go beyond state and federal mandates, the district is currently in the process of developing a leadership activities blueprint to ensure that parents and members of the community have the opportunity to assist and support the educational process of all students. The following steps will be taken to assure the success and implementation of these activities:

- Create a District Action Team for development of a district level Parent Involvement Plan
- Allocate funds
- Identify goals and objectives
- Develop a one/multi year district level Parent Involvement Action Plan
- Identify and train staff, parents and community agencies to help conduct activities
- Distribute schedule of activities and resources to all schools
- Evaluate implementation through assessments and data collection
- Conduct an annual celebration and report outcome to all participants

Identify goals and objectives

Joyce Epstein's Framework of the Types of Involvement will be used as a guide to develop a more comprehensive Parent Involvement Plan. Goals and objectives will be identified under five strands to build capacity for involvement and improve student academic achievement of elementary, intermediate and high school students.

Develop a One Year Action Plan

The district level One Year Action Plan for 2008-09 Parent Involvement will be developed by October 15, 2008 and will include:

- Objectives
- Activities
- Timelines
- Key contacts
- Budget implications

Invite, identify and train staff, parents and community agencies to help conduct activities

Identification of staff – In September and October, the District Action Team will recruit staff and create a pool of qualified instructors to facilitate and provide parent trainings. District teachers, instructional assistants, community workers and outreach consultants will be invited to an informational meeting. Qualified staff will be paid an hourly wage or factor to provide parent instruction. In addition, a MOU will be developed with Santa Ana College School of Continuing Education to provide parenting education at no cost to the district. Selected staff will be trained to facilitate parent trainings at the different school sites on an as needed basis.

Distribute schedule of activities and resources to all schools

Based on the developed Parent Involvement Plan, a list of activities and resources will be compiled and distributed to schools by the end of October 2008. Schools will respond with first, second and third choice of requested trainings and dates. It is up to the schools to provide a location and the childcare provider (we will pay hourly wage). All requests for trainings will be on a first come first served basis and availability of instructors.

Evaluate implementation through evaluations and data collection

Evaluation forms will be developed and all parent participants and principals will evaluate all trainings. Data of scheduled trainings, dates, locations and number of participants will be collected and a database will be kept. This information will be used to create an End of the Year report.

Conduct an annual celebration and report outcome to all participants

All parent instructors and District Action Team will be invited to an annual celebration (TBA) at the end of the 08-09 school year. In June, the End of the Year Report (collected data) will be shared with all stakeholders.

Objectives	Activities	Timeline	Responsible Party	Budget Implications
<p>Decision Making To develop parent leaders and include families as participants in school decisions</p>	<ul style="list-style-type: none"> • DAC/ DELAC • SSC • ELAC • PTA • Leadership • SAC 	<ul style="list-style-type: none"> • Sept – June 	<ul style="list-style-type: none"> • District Team • EL Curriculum Specialists • OCDE Representative • Coordinator, Parent, Family and Community Involvement 	No additional cost
<p>Parenting To strengthen parenting skills and set home conditions to support learning at every grade level</p>	<ul style="list-style-type: none"> • Sed de Saber • PESA • Latino Family Literacy • Increasing Awareness of SAUSD 	<ul style="list-style-type: none"> • Oct – June 	<ul style="list-style-type: none"> • Retention Education Site Coordinator • Site Trainer • Math Curriculum Specialist • Selected Instructors 	<p>Hourly or Factor wage for instructors</p> <p>Childcare</p> <p>Printshop expense</p>
<p>Communicating To communicate effectively about district level activities and community resources</p>	<ul style="list-style-type: none"> • Channel 31 • Extend a Phone • Public Library • District Web Page • Community Resource Handbook • Welcome to SAUSD Video 	<ul style="list-style-type: none"> • Sept – June 	<ul style="list-style-type: none"> • ITV • District Team • Oct – June • Coordinator, Parent, Family and Community Involvement • EL Curriculum Specialists 	Printshop expense
<p>Volunteering Develop parent volunteers to recruit, organize, and support other parents, staff and students at school sites</p>	<ul style="list-style-type: none"> • Volunteer Trainings • Parent Centers 	<ul style="list-style-type: none"> • Oct – June 	<ul style="list-style-type: none"> • Coordinator, Parent, Family and Community Involvement • School Site 	Materials
<p>Collaborating with the Community Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development</p>	<ul style="list-style-type: none"> • Adult Education • Padres Promotores • CBET/ Family Literacy • Ten Educational Commandments 	<ul style="list-style-type: none"> • Sept – June 	<ul style="list-style-type: none"> • Centennial Staff • SAC/Gear Up Staff • United Way Trainers 	No additional cost