

SANTA ANA UNIFIED SCHOOL DISTRICT  
1601 EAST CHESTNUT AVENUE  
SANTA ANA, CA 92701

**SPECIAL BOARD STUDY SESSION**

A Special Board Study Session of the Santa Ana Unified School District Board of Education will convene at Santa Ana Unified School District, 1601 E. Chestnut Ave., Santa Ana, California, in the Board Room located on the First Floor at 5:30 p.m. – 8:30 p.m., Tuesday, October 20, 2015.

**AGENDA**

5:30 P.M. CALL TO ORDER

PLEDGE OF ALLEGIANCE

REGULAR AGENDA – DISCUSSION ITEM

1.0 K – 3 Literacy

PUBLIC PRESENTATIONS (Pursuant to Government Code 54954.3)

- Individuals or groups may make presentations or bring matters to the Board's attention that is within the Board's subject matter jurisdiction. Individual speakers are allowed three minutes to address the Board on agenda or non-agenda items.

ADJOURNMENT

FUTURE MEETING: The next Regular Meeting of the Board of Education will be held on Tuesday, October 27, 2015, at 6:00 p.m.

**AGENDA ITEM BACKUP SHEET**  
**October 20, 2015**

**Special Board Study Session**

**TITLE:** K – 3 Educational Program/Literacy

**ITEM:** Discussion

**SUBMITTED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning

**PREPARED BY:** Michelle Rodriguez, Ed.D., Assistant Superintendent, K-12 Teaching and Learning

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**BACKGROUND INFORMATION:**

The purpose of this agenda item is to engage the Board in a discussion about the K – 3 Educational Program/Literacy to improve student success.

**ITEM SUMMARY:**

Presented for discussion and informational purposes.

**RATIONALE:**

The Board will be updated on existing goals and the development of our District-wide approach to change. The K-3 literacy program includes:

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- The Role of Literacy in a Journey to College and Career Readiness
- Pathway to literacy: It's Complex and Multi-Year
- Long Term Efforts to Improve Literacy
- Targeted Efforts to Improve Literacy
- Effective Teaching Strategies
- Effective School Leadership

**FUNDING:**

Not Applicable

**RECOMMENDATION:**

For discussion and informational purposes only.

# K-3 Literacy

Special Board Study Session

October 20, 2015



# Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

## Kindergarten

Fall: Letter Names

Example: B s T I

Spring: Letter Sounds & Whole Words Read

Example: mip sog

## First Grade

Fall: Letter Sounds and Whole Words Read

Example: mip sog

Spring: Fluency and Accuracy

Example: The boy went to the park to play ball.

## Second Grade

Fall & Spring: Fluency and Accuracy

Example: He doesn't mind the heat in the summer.

## Third Grade

Fall & Spring: Fluency and Accuracy

Example: As the waves rolled onto the shore, a group of teens ran into the surf with funny round boards under their arms



## 2 DIBELS® Oral Reading Fluency Grade 3/Benchmark 2.3

► *Now read this story to me.  
Please do your best reading.  
Ready, begin.*

Total words: \_\_\_\_\_  
Errors (include skipped words): – \_\_\_\_\_  
Words correct: = \_\_\_\_\_

### Skimboarding

0	As the waves rolled onto the shore, a group of teens ran into the surf	15
15	with funny round boards under their arms. Allie looked up from reading	27
27	her book and watched them. When they reached the wet sand, they tossed	40
40	their boards toward the incoming waves. Then, they quickly jumped onto	51
51	them. Some of them fell flat into the water. Others were able to glide	65
65	out into the surf or over the shallow water. One boy was even able to flip	81
81	his board around and change direction, like a skateboarder. It looked like	93
93	great fun and good exercise. Allie's friend Morgan told her the group was	106
106	skimboarding.	107
107	That night, after dinner, Allie asked her Dad if he had ever	119
119	skimboarded. He hadn't, but he said he would be willing to learn. They	132
132	read about it together in a magazine. They decided they would rent	144
144	boards and try it that weekend. Over the next few days, Allie studied the	158
158	motions of the skimboarders carefully. From her reading, she knew that	169
169	timing was very important.	173
173	When Saturday came, Allie was ready to head for the beach early.	185
185	First, she and her dad practiced running to the shore and tossing their	198
198	boards into the surf. Next, they repeated their first step and added the	211
211	jump onto the board. On their first try, they both fell backwards into the	225
225	surf and sat laughing at each other. This was not as easy as it looked!	240
240	After several attempts, they were each able to glide a little way on	253

# Journey to College and Career Readiness

## Alfredo's Journey

**\*\*Enters into school as English Learner\*\***

2<sup>nd</sup> -5<sup>th</sup> Grade—Basic (below grade level) on CST

**\*\*Reclassified as English Proficient in 5<sup>th</sup> Grade\*\***

6<sup>th</sup> - 9<sup>th</sup> Grade—Proficient on CST

11<sup>th</sup> Grade—6 Advanced Placement Courses

12<sup>th</sup> Grade—6 Advanced Placement Courses

Ranked #1 at Santa Ana High School—4.71 GPA —  
Currently attending USC





# Journey to College and Career Readiness



**Aileen**

Century High School  
Attending Harvard  
#1 in Class—4.63 GPA  
Reclassified in 3rd Grade  
Basic in 3<sup>rd</sup> Grade

**Luis**

Godinez Fundamental  
Attending Georgetown  
#1 in Class—4.69 GPA  
Reclassified in 6<sup>th</sup> Grade  
Below Basic in 3<sup>rd</sup> Grade



# Journey to College and Career Readiness



## Genesis

Seegerstrom High School

Attending UCI

#1 in Class—4.82 GPA

Reclassified in 4<sup>th</sup> Grade

Far Below Basic in 3<sup>rd</sup> Grade

## Ronaldo

Valley High School

Attending Berklee College of Music

Top 10% of class—4.3 GPA

Reclassified in 10<sup>th</sup> Grade

Far Below Basic in 3<sup>rd</sup> Grade





# Pathway to Literacy: It's Complex and Multi-Year

## READING

Oral Language

Print Awareness

Letter Knowledge

Phonological Awareness

Early Phonics

Advanced Phonics

Fluency and Comprehension

Irregular & Multisyllabic Word Reading

## Academic Language Development

## WRITING

Meaning Embedded in Drawing

Scribbling & Like Symbols

Strings of Letters & Invented Spelling

Improved Spacing & Spelling

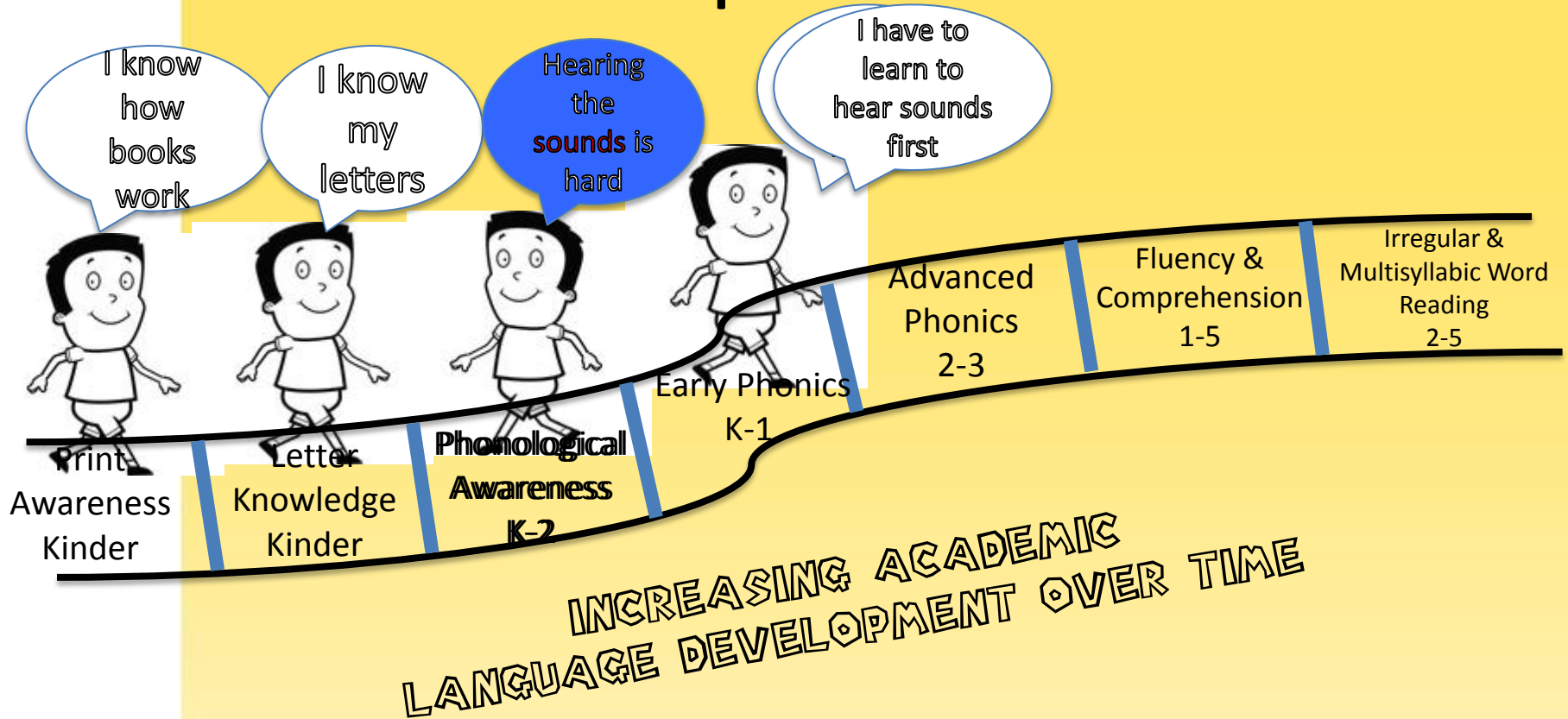
General Topic Dev. w/Expanded List, Simple Sentences, & Simple Organization

Explores Topic w/ Focus & Organization

Expanded Focus w/Increased Complexity



# Path of Joshua: a Non-proficient Third Grade Student



SO WHAT ARE WE DOING TO HELP JOSHUA SUCCEED?



# Long Term Efforts To Improve Literacy

- 2009—Began elementary district-wide Response to Intervention (RtI)
- Implementation of research-based interventions
  - 2011: 1,788 of participants/teachers trained
  - 2012: 693 of participants/teachers trained
  - 2013: 921 of participants/teachers trained
- Site Level Data Review Team Meetings
- Development of Units of Study
- 2014—Implementation of new literacy programs
  - Learning Dynamics
  - *SIPPS* (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
  - Smarty Ants
  - Learning 2 Together



# Targeted Effort to Improve Literacy

- 2014-15—Professional Learning for 211 K-1 teachers on literacy and small group instruction
  - CORE Reading Institute
  - Online Professional Learning
  - Job-embedded Coaching
- 2015-16—Professional Learning for all Grade 2-3 teachers on literacy and small group instruction



# Phonological Awareness














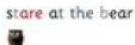
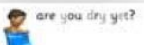
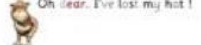





What is it? Why do we teach it? How do we teach it?

## Phonological Awareness Continuum



# Advanced Phonics

What is it? Why do we teach it? How do we teach it?

 ar	 or	 ow	 ow	 oi	 air
 ur	 er	 ay	 oy	 ou	 ou
 ou	 au	 ir	 ie	 ie	 ue
 ue	 ea	 ea	 ui	 ey	 ey
 aw	 wh	 ph	 ew	 oe	 ure
 ure	 are	 are	 ear	 ge	
 a-e	 e-e	 i-e	 o-e	 u-e	





# Franklin Elementary

- 89% Free and Reduced Lunch
- 66% English Learners
- Ongoing support beyond academic needs of students
- Before and after school tutoring support
- Implemented new programs—Learning Dynamics
- Kindergarten—8% to 31%
- First grade—44% to 68%
- 84% of their 4<sup>th</sup> graders and 76% of their 5<sup>th</sup> graders made over a year's growth

