



OXNARD SCHOOL DISTRICT

EMERGENT MULTILINGUAL LEARNER  
MASTER PLAN

March 2024



## Oxnard MÁS

Multilingüismo, Alianzas, Soluciones

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## ACKNOWLEDGMENTS

### INITIAL PLAN DEVELOPMENT

The Oxnard School District Emergent Multilingual Learner<sup>1</sup> Master Plan was initially developed through the dedicated effort and collaboration of district teachers, administrators, support staff, and parents. We greatly appreciate the guidance, support, and time they gave to provide input.

We are indebted to the 2016 Oxnard School District's Board of Trustees: Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Albert Duff Sr., and Ernie Morrison. It is due to their vision, support, and commitment to the children of Oxnard that this document came to be.

We thank all who dedicated their time and insight to the development of our Master Plan by participating on the Oxnard English Learner Master Plan Advisory Committee, from September 2014 to June 2016.

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<sup>1</sup> In an effort to support a more asset-oriented terminology, OSD is now using the term EMERGENT MULTILINGUAL LEARNER instead of ENGLISH LEARNER.



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Anna Thomas  
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Valuable input was also provided by parents participating on the District Emergent Multilingual Learner Master Plan Advisory Committee.

Finally, we are thankful to the parents and staff who provided feedback by submitting their input via surveys. Due to the effort and commitment of these stakeholders, and likely others not mentioned here, the Oxnard School District Emergent Multilingual Learner Master has been our guiding document since 2016 for improving the delivery and implementation of programs for Emergent Multilingual Learners.

## PLAN REVISION & RETHINKING

In 2023, OSD undertook a revisioning, rethinking, and redesign process to ensure that its Emergent Multilingual Learner Master Plan fully reflected and was aligned to the district's new strategic plan, Oxnard EMPOWERS. We are particularly grateful to the District English Learner Advisory Committee for their support.



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## SUPERINTENDENT'S MESSAGE

Dear Colleagues, Partners, & Friends:

On behalf of the Oxnard School District, we are thrilled to present our new Emergent Multilingual Learner Master Plan, "Oxnard MÁS: Multilingüismo, Alianzas, Soluciones" This groundbreaking effort is a testament to our commitment to the strategic plan Oxnard EMPOWERS, reflecting our dedication to shaping a vibrant and inclusive community that empowers every learner. As we embark on this transformative journey, we aim to not only elevate the educational experience for our Emergent Multilingual Learners but also contribute to building a strong Oxnard community.

At the heart of our redesign process lies a deliberate alignment with the Oxnard School District Strategic Plan, Oxnard EMPOWERS, and the California English Learner Roadmap. This strategic connection ensures that our efforts are intricately woven into the fabric of our district's overarching vision, emphasizing the empowerment of our learners and the cultivation of excellence. In crafting this plan, we have actively engaged parents and staff, fostering relationships that extend across our diverse community. We believe that this collaborative approach will not only strengthen connections but also instill a sense of ownership among all stakeholders. Your invaluable contributions are propelling our district to the forefront of transformative education, making a lasting impact on our students, families, schools, and communities.

As we navigate this journey together, we recognize the importance of supporting our students at every step. Our commitment extends beyond the confines of formal meetings, with the belief that the work we do today will have a profound and enduring effect on the lives of our learners. This plan provides an opportunity for leaders, teachers, students, parents, and community partners to unite in the innovative design of 21st-century pathways for the success of our Emergent Multilingual Learners.

Rest assured, your dedication and efforts will echo into the future, shaping an educational landscape that goes beyond our immediate vision. We are optimistic that the Emergent Multilingual Learner Master Plan, "Oxnard MÁS: Multilingüismo, Alianzas, Soluciones" will yield positive outcomes, reaching far beyond our present expectations. Thank you for your unwavering support and commitment to building a resilient and empowered Oxnard community.

Warmest Regards,



Ana DeGenna, Ed.D.  
Superintendent

## DELAC CHAIR'S MESSAGE

On behalf of the Oxnard School District, we are delighted to inform you that the former English Learner Master Plan has been revised with input from District DELAC parent representatives. This plan will now be known as the Emergent Multilingual Learner Master Plan, Oxnard MÁS: Multilingüismo, Alianzas, Soluciones. This is a district's significant ground-breaking effort that promises to transform our students in our district.

The Emergent Multilingual Learner Plan, Oxnard MÁS, aligns with the recently adopted Oxnard School District's Strategic Plan, Oxnard Empowers, and the OSD's Student Profile. The District's Strategic Plan was designed in collaboration with parents, students, community members, school administrators, teachers, and support staff. As parents of Emergent Multilingual Learners, we must ensure that the district provides the needed support to carry out this plan and guarantee academic, linguistic, and social-emotional development and success for our children.

DELAC parent representatives from various schools within the Oxnard School District had the opportunity to give input in creating the Emergent Multilingual Learner Master Plan, Oxnard MÁS. The name of the new Emergent Multilingual Learner Master Plan, Oxnard MÁS, was chosen by the DELAC parent representatives. We thank the Oxnard School District for inviting us to contribute to the creation of this transformative plan.

As parents of Emergent Multilingual Learners, we feel proud and confident that this plan will lead to our students' success and a promising future.

Respectfully,



Rogelia Ruvalcaba  
DELAC President

## PREFACE

This document presents Oxnard School District's strategic and visionary plan for ensuring Emergent Multilingual and other language learner success as it moves forward in improving, strengthening, and reconceptualizing the type of education that Emergent Multilinguals and other language learners need to be successful in school, in their communities, and in the world. It builds directly on the district's new strategic plan, Oxnard EMPOWERS, and provides an aligned roadmap for dramatically improving the results Oxnard School District achieves overall and for launching the district on a journey to becoming a model of multilingual excellence and sustainable transformative school reform.

What became clear to our stakeholders as this design work progressed, however, is that the vision of powerful success for Emergent Multilinguals that emerged from this process was something valuable and desirable for ALL students. That sentiment and insight is perfectly aligned with what the research tells us about creating powerful learning environments capable of producing powerful results.

With this in mind, the stakeholder design team wanted to communicate to the entire community that while this plan may be targeted specifically to Emergent Multilinguals, its reach includes all language learners, which in effect means ALL students in order to ensure that as a connected community we support what we know to be best for all children and for our community.

It was my great pleasure to be able to work with such committed educators, parents, students, and community members who time and time again demonstrated their dedication to the long term success of their students and families.

Francisca S. Sánchez

CEO, Provocative Practice • Lead Facilitator & Consultant for Oxnard MÁS: Multilingüismo, Alianzas, Soluciones

# EXECUTIVE SUMMARY

## INTRODUCTION

Against a backdrop of diversity, academic strength, a dedicated staff, and an activist and advocacy-oriented parent community, Oxnard School District has committed to expanding its equity and social justice efforts. This shared commitment drives Oxnard's relentless and continuous improvement efforts, and in June 2023 discussions began with Francisca Sánchez and Provocative Practice about moving forward with a revisioning, rethinking, and redesign of its English Learner Master Plan to bring it into alignment with the district's new strategic plan, Oxnard EMPOWERS.

The initial work was carried out by the Equity, Family, & Community Engagement Manager who conferred with the president of the District English Learner Advisory Committee (DELAC) to alert her of the intent to redesign the Master Plan with the assistance of the external facilitator who had led the district's strategic planning process. The facilitator then undertook the development of a rough first draft that integrated where possible language from the strategic plan, reorganized the sections from the existing master plan, and incorporated language and sections from other master plans that had gone through a similar redesign process. The next step was for the OSD staff to review the rough draft and identify needed changes and other revisions, resulting in a second, more refined draft. The DELAC was convened in late August 2023 for a half-day session where the second draft was shared. At that time, the DELAC was oriented to the redesigned master plan, their feedback was solicited, and they were engaged in choosing an inspirational name for the plan. The new feedback was incorporated into the draft plan and final version of the master plan was prepared for submittal to the Board of Trustees for approval in March 2024.

## FINDINGS

During our initial analysis of current state conducted as part of the district strategic planning process<sup>2</sup>, there were five major areas of key findings that emerged as particularly salient with regard to sharpening the district's improvement efforts and that have a direct connection to the education of the district's Emergent Multilingual Learners (EMLs). These findings

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<sup>2</sup> This analysis included a review of data documents and district plans and reports, interviews with leadership, staff, and community members, student focus groups, parent/community forums, and a review of pertinent research related to student success, school/district transformation, and organizational change.





served to identify the big buckets of work that needed to be addressed for Oxnard to get from its current state to the realization of its new EMPOWERS vision. These then became the Oxnard EMPOWERS strategic goals, and stakeholders designed specific recommendations for action for each goal. We have adapted these goals and recommendations for action to highlight the EML application and connection.

## ESSENTIALS

As part of the design of Oxnard EMPOWERS, a set of essential understandings was also adopted. These "essentials" spell out who we are as a district and what we stand for. These ESSENTIALS paint a picture of the future we envision for our students. As such, they are critical to how we envision success for the district's Emergent Multilingual Learners. They include:

- Vision, Mission, & Learner Profile
- Values & Supporting Principles
- Theory of Action
- Strategic Goals
- Instructional Priorities

## VISION

The vision statement communicates what we want for all our students, including our EML population:

**Changing the World!**

**Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond**

In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

## MISSION

The mission statement explains the commitment we have to realizing our vision. With regard to EMLs, it says that we will:

**IGNITE • TRANSFORM • NURTURE • EMBRACE**

- **IGNITE** Emergent Multilingual Learners' passions for learning and empower them to achieve brilliance.
- **TRANSFORM** our classroom and school expectations, relationships, and practices to more fully align with our values.

- **NURTURE** caring communities that develop Emergent Multilingual Learners' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential.
- **EMBRACE** high-leverage services and approaches that translate our values into action.

## LEARNER PROFILE: DEFINING STUDENT SUCCESS

How do we define EML success? What do we envision for our students? In Oxnard, we expect EMLs to achieve the following as a result of their tenure in our district. Similarly, we expect staff to organize learning in ways that result in all EMLs achieving competency in these areas:

**INNOVATOR:** EMLs will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.

**PROBLEM SOLVER:** EMLs will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.

**ACHIEVER:** EMLs will be able to demonstrate their knowledge on local and state measures in all academic areas.

**GLOBAL THINKER:** EMLs will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.

**COLLABORATOR:** EMLs will be collaborative learners; able to communicate and learn through and with others.

**DIGITAL LEARNER:** EMLs will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.

**FOCUSED ON THE FUTURE:** EMLs will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

## VALUES & SUPPORTING PRINCIPLES

To support our new vision of EML success and based on our vision, mission, student profile, and expressed commitments, in the context of today's realities and a globalized 21<sup>st</sup> century environment, Oxnard School District affirms five core values and beliefs.

We have also articulated a set of supporting principles<sup>3</sup> for each core value that operationalize each value and define how we design and implement our master plan and its priorities, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles to successful implementation of our plan. These principles will serve as guidelines for Oxnard's work with its students, staff, parents, communities, and partners. In short, we can think of our values as our TALK, and our principles as our WALK.

## 1: Equity & Excellence

We believe that we have a professional obligation to work for EQUITY and EXCELLENCE. Our diverse EMLs have the capacity and desire to learn and deserve equitable opportunities to develop and demonstrate their brilliance. Achieving equity requires having a deep understanding of the communities we serve so that we may better personalize our work for EMLs, families, schools, and communities.

### Supporting Principles

- We implement culturally and linguistically sustaining, research-informed options and pathways that provide the most positive impacts on our EMLs and the staff and community that support them. (SOE)
- We provide our staff with the support and learning opportunities they require to engage our diverse EMLs in culturally and linguistically sustaining research-informed instruction, engagement, and interaction. (SOE)
- We take action to know our EMLs, families, and community. We stand up for our EMLs, families, and communities, and we stand strong that excellence is non-negotiable.
- We support responsiveness to our EMLs' diverse identities, strengths, and needs with resources to ensure every EML succeeds at high levels.
- We are solution oriented. (SOE)
- We value all voices and treat others with dignity and respect. (SOE)
- We actively dismantle and/or transform policies, processes, and procedures that create or perpetuate the inequities that have resulted in opportunity and achievement gaps for our EMLs and families. (SOE)

## 2: Safe & Affirming Environments

We believe that physically, social-emotionally, linguistically, and culturally SAFE & AFFIRMING ENVIRONMENTS are essential to our diverse EMLs' full affective, academic/cognitive, linguistic, social-emotional, and creative development.

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<sup>3</sup> "SOE" after a principle means that it appears in Oxnard's Standards for Excellence as well.

### Supporting Principles

- We intentionally design and organize our school and classroom life and environments to be safe, affirming, embracing, and supportive for our developing EMLs.
- We explicitly take responsibility for implementing practices and approaches that support our EMLs, their families, and school staff in fully developing their multiple identities and building their voice and agency.
- In every instance, we strive to uncover and make visible the strengths that EMLs and their families bring into the classroom and the school communities, intentionally fostering their full identity development and building their voice and agency.
- In line with this, we adopt assets-based approaches that are culturally and linguistically sustaining to help all our EMLs develop and perform at high levels. (SOE)

### 3: Achievement/Performance, Multilingualism, & Global/Sociocultural Competence

We believe our EMLs' POTENTIAL is UNLIMITED. They are fully capable of ACHIEVING and PERFORMING at high levels academically and of developing high levels of MULTILINGUALISM and GLOBAL/SOCIOCULTURAL COMPETENCY. These competencies are individual, community, national, and global assets. We recognize that when EMLs can achieve fluency in two or more languages, students, families, and communities benefit in multiple powerful and life-changing ways. Those benefits also accrue to our society and our world, transforming the way that we as human beings relate to each other across all our differences.

### Supporting Principles

- We acknowledge our responsibility to create diverse learning environments that unleash our diverse EMLs' unlimited intellectual potential.
- We maintain a steadfast commitment to providing the highest quality education for all our EMLs, in which we treat our EMLs as scholars fully capable of performing at gifted levels.
- We commit to using specific essential pedagogical principles, high-leverage research-informed practices, and coherent educational programs and pathways that maximize achievement, engagement, and self-actualization, and that promote EMLs' multilingualism and global/sociocultural competency.

### 4: Relationships Built on Integrity, Mutual Trust, Respect, & Caring

We believe that RELATIONSHIPS built on INTEGRITY, MUTUAL TRUST, RESPECT, and CARING form the necessary foundation for sustainable success in our schools and district.

### Supporting Principles

- We lead by example. (SOE)
- We engage in authentic, transparent, clear, effective, and open communication. (SOE)
- We create powerful ambassadors who can tell our story.
- We demonstrate empathy.
- We focus on a growth mindset as a learning organization.
- We recognize and affirm exemplary behavior and actions and assume positive intentions.
- We rely on each other as a unified team to maximize the probability of student success in our schools and community.
- We work diligently to uncover, acknowledge, and make visible the linguistic, cultural, and additional resources that reside within our EMLs, families, and communities. (SOE)
- We incorporate these resources and community capital into our educational approaches.
- We work as authentic partners with families and communities to enhance family/community leadership.

## 5: Professional Accountability & Service

We believe that we must continuously expand our professional competency, exhibit servant leadership, and hold ourselves accountable to our EMLs, families, community, and colleagues for our intentions, our actions, and our results.

### Supporting Principles

- Our decision-making is driven by our values, guided by our principles, and informed by valid and relevant data and research.
- We evaluate our work to ensure the integrity of our decision-making and regularly review data and feedback to improve our adherence to our values and principles.
- Our actions are informed by evidence and the expectation that they will move us closer to achieving our district vision.
- We implement programs, models, and pathways that have been proven to yield optimal results (as defined by our student profile) for the types of EMLs we serve.
- We regularly monitor and assess our progress and results, and when those are not in line with our expectations, we make the necessary adjustments. (SOE)
- We hold ourselves accountable through mutual responsibility and ownership for the results we want. (SOE)
- We are active learners committed to growth and improving our work. (SOE)
- We adjust our strategies and tactics as new, valid data become available, constantly learning from our mistakes and successes. (SOE)

- We use quality improvement processes to effectively monitor, evaluate, improve, or remove initiatives. (SOE)
- We strive to exemplify servant leadership and instill that ethic in our EMLs.
- We work collaboratively to produce exemplary outcomes for our Oxnard community.
- We maintain a positive and professional attitude. (SOE)
- We acknowledge and respond in a timely manner. We follow through and follow up. (SOE)
- We communicate and model expectations and goals clearly. (SOE)

## THEORY OF ACTION

A good theory of action helps us successfully and accurately translate our intentions into actions that yield the results we say we want. It's basically an if/then proposition. If we do A, and if we do B, and if we do C, then we will achieve our vision or goal. The Oxnard MÁS Theory of Action says:

IF WE COMMIT TO A VISION OF EML SUCCESS that has at its center engaged and achieving students prepared for success in high school and beyond: college, career, and citizenship in global world;

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions leading to multilingual/multicultural competency for all EMLs;

AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity/coherence for optimal learning for all EMLs and empowering school environments for student multilingual success;

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively guide and support schools and staff in ensuring students' multilingual success;

AND IF WE ENGAGE OUR FAMILIES AND COMMUNITY in active support, implementing strong family and community engagement programs that support students' multilingual success and actively seeking and creating additional resources to support and sustain powerful multilingual teaching and learning;

**THEN WE WILL BECOME A DISTRICT OF HIGHLY EFFECTIVE & EQUITABLE SCHOOLS FOR EMLS!**

## FINDINGS

Findings are the information resulting from an analysis of data. In our context, the findings statements paint a concise and focused, although not exhaustive, picture of the most salient aspects of Oxnard's current status vis-à-vis our EMLs. Our current reality is reflected in our findings statement. The future we want is described in our vision statement. Our findings statements give us insight into the big buckets of work we need to take on in order to get from here to there. These big buckets of work are reflected in our strategic goals, which themselves contain a number of recommendations for action.

It's important to understand how the findings statements, our vision and student profile, the strategic goals, and the recommendations for action and sub-actions are related. When we've realized our strategic goals, then we will have achieved our vision of Oxnard, where we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. This entire journey is about transforming what we do and how we do it so that the student profile we have on our website is no longer just an aspirational vision but a true descriptor of who our EMLs have become by the time they leave us.

The identification of the relevant findings involved reviewing and analyzing demographic, programmatic, climate, and achievement data, as well as the information gathered previously through interviews and focus groups. This was accomplished as part of the district strategic planning process, resulting in the emergence of five key findings statements that took into account not only our vision, student profile, values, and principles, but also the relevant research base. Each findings statement led to a strategic goal and recommendations for action. Taken as a whole, these findings statements paint a concise and focused, although not exhaustive, picture of the most salient elements of OSD's current status with regard to its EMLs. Here we share a few highlights for each area:

### Student Academic Engagement & Achievement

The district has experienced fairly flat growth overall since 2015; however, the "pandemic" drop is significantly less than that of other similar districts. Redesignated students, known as RFEPs, outperformed RFEPs county-wide, although results for both groups fall behind results statewide. Even taking this into account, though, in ELA, RFEPs meet or exceed standards at almost double the rate of students overall in Oxnard. EMLs meet or exceed standards at about half or less than half the rate of students overall. The district's EML results mirror those of the county.





A bright spot to point out is that since 2015, EMLs in Oxnard are making significant increases in their percentages of students meeting or exceeding standards in ELA.

### **Learning Environment & School Climate**

Oxnard is to be commended for its success in establishing multiple biliteracy pathways across the district, as well as for its efforts to establish and grow career academies at its middle schools. The district has also phased out its subtractive bilingual programs (such as early exit or transitional programs) in order to establish more additive programs for its Emergent Multilingual Learners, although some EMLs remain without access to additive programs and/or support. As the district continues to strengthen and expand both its multilingual programs and its career academies, it will be important for the district to also look at how to incorporate a robust visual and performing arts program within the school day, as opposed to relying on after school programs to fill this need.

### **Guidance & Support to Sites & District Departments**

It's clear that some schools are bright light "beacons" in the district, with strong and focused principals and teachers. This is part of the overall pattern of stark overall performance differences between schools in both ELA and mathematics. These same patterns of extreme differentiation play out with subgroup populations as well. For example, the range of RFEPs meeting or exceeding standards ranges from 83% at one school, which is powerful evidence of success, to 30% at another school, which is troubling, especially since statewide, RFEPs generally outperform native English-speaking students. These extremes are evident in EML results, with 34% of EMLs at one school meeting or exceeding standards and only 4% at another school. Another area to note is that mathematics needs particular attention at all grade levels, where most of the district's schools and students are dramatically underperforming.

### **Family/Community Alliances for Student Success**

The district has invested significantly in supportive infrastructure in this area with dedicated staff assigned. There are well-established Latino and EML family/community engagement protocols and processes, and there's an emerging focus on inclusion and growing the leadership of African American, Asian American, Pacific Islander, and Mixteco families/communities. There are also some community sectors that continue to be under-represented and underserved, and there is room to grow in sustaining environments of trust and respect that honor and value contributions of the district's diverse communities.



While engagement has been prioritized, it has not consistently or strategically focused on how families and community partners can consistently promote student success tied to the Student Profile, the district's vision for student success. This could be a powerful vehicle for directly linking family engagement and the various community partners to positively impacting engagement, achievement, and equity across the district.

### **Transformational Leadership & Infrastructure**

The district is focused on the need for establishing district-wide coherence for all previous findings areas noted above. There are certainly clear "bright lights" across the district, and there are opportunities to build on these successes to create more coherent and widespread district success. Currently, these "bright lights" are independent efforts for the most part.

There is a need for well-articulated coherence across schools in the district and across divisions and departments at the district-level. Most importantly, all stakeholders need to clearly know and understand implications of the Student Profile for organizing classroom and school life for our EMLs and informing community initiatives and efforts. Resources could be maximized if there was a clear plan that all understood about how differential resources support the overall district vision.

That Oxnard School District is a TK-8 district brings with it considerable challenges. The journey to success for Oxnard EMLs continues long after they leave the district, yet the district has little say in how its EMLs and RFEPs are supported once they are promoted at the end of 8<sup>th</sup> grade. There is a pressing need for articulation between the district and the high schools into which Oxnard students matriculate.

## **STRATEGIC GOALS**

Based on our findings regarding the current status of the district and students, we have identified five big buckets of work we need to take on in order to realize our vision. These are our five strategic goals, which form the framework for powerful and sustainable district transformation.

### **Student Academic Engagement & Achievement**

Dramatically accelerate student academic engagement and achievement across all Oxnard EML populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

### **Learning Environment & School Climate**

Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success.

### **Guidance & Support to Sites & District Departments**

Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom in every school so that all EMLs reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.

### **Family/Community Alliances for Student Success**

Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all EMLs, as defined by the Oxnard Student Profile.

### **Transformational Leadership & Infrastructure**

Create a coherent and sustainable district-wide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all EMLs, facilitate strategic plan implementation, monitor progress, and assess effectiveness and sustainability, and position the district as a leader in equitable and excellent education for EMLs.

## **INSTRUCTIONAL PRIORITIES**

Our instructional priorities<sup>4</sup> are lenses through which we focus our work. To this end, the instructional priorities are posed as two key questions. First, how do we create and sustain 21st century multilingual learning environments of high intellectual performance for our students? This question requires that we explore and come to common agreement regarding what we mean and understand by:

- Learning Environments
- Multilingual Learning
- 21<sup>st</sup> Century Learning
- High Intellectual Performance

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<sup>4</sup> See Appendix 8 for fuller descriptions of the instructional priorities.

Second, in the context of Oxnard's strategic plan, how do we make powerful learning for EMLs (and the teaching that leads to powerful learning) public and visible to our entire Oxnard community? In other words, how do we make EML learning visible? These questions require that we explore and come to common agreement about what we mean by PUBLIC and VISIBLE. One way of thinking about this is to consider what we would need to put in place so that EVERYONE - EMLs, parents, staff:

- Knows what powerful multilingual teaching and learning for EMLs looks like and sees it exhibited regularly in and out of school.
- Knows what to do to produce consistently high-quality student learning results for EMLs.
- Holds each other responsible for high-quality teaching and learning.
- Expects that work is "done" only when it meets publicly agreed-upon standards of quality.
- Works together to create safe and affirming environments of high intellectual performance and multilingual excellence throughout the district, schools, and community for all EMLs.

## RECOMMENDATIONS FOR ACTION

A set of recommendations for action have been identified to move the district to realizing that big vision of success for our EMLs. These recommendations for action address the following areas:

### Recommendations for Action

Strategic Goals	1 STUDENT ACADEMIC ENGAGEMENT & ACHIEVEMENT	2 LEARNING ENVIRONMENT & SCHOOL CULTURE	3 GUIDANCE & SUPPORT TO SITES & DISTRICT DEPARTMENTS	4 FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS	5 TRANSFORMATIVE LEADERSHIP & INFRASTRUCTURE
Action Recommendations	1.1 High Intellectual Performance	2.1 Multi-Tiered System of Support	3.1 Culture of Empowerment	4.1 Student Profile Alliances	5.1 Strategic Plan Implementation
	1.2 Strengthening Instruction & EML Engagement	2.2 Access, Equity, & Inclusion	3.2 Professional Learning & Support	4.2 Family Engagement & Support	5.2 Districtwide Coherence
	1.3 Student Profile-Driven Lesson Design	2.3 Restorative Practices	3.3 Recognitions	4.3 Parent/Family Resources	5.3 Accountability & Progress Monitoring
	1.4 Multilingualism	2.4 Affirming Learning Environment & Relationships	3.4 Student Assessment	4.4 Community Partnerships & Relationship Building	5.4 Human Capital
	1.5 Technology	2.5 Facilities & Grounds	3.5 Support to Sites	4.5 Higher Education	5.5 Communications

Strategic Goals	1 STUDENT ACADEMIC ENGAGEMENT & ACHIEVEMENT	2 LEARNING ENVIRONMENT & SCHOOL CULTURE	3 GUIDANCE & SUPPORT TO SITES & DISTRICT DEPARTMENTS	4 FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS	5 TRANSFORMATIVE LEADERSHIP & INFRASTRUCTURE
		2.6 Student Voices		4.6 Family/ Community Communications	5.6 Finance & Technology Infrastructure

## EXPANDING OUR MINDSET

An important part of the work ahead of us has to do with the attitude or mindset with which we approach that work. What Oxnard MÃS asks all of us to do is adopt and co-sign onto a mindset that expands our thinking and perspectives and begins to build the common ground and common understanding we need to transform our schools. These fundamentally different ways of thinking set the stage for us being able to enact sustainable success for Oxnard. This requires that we commit to rethinking how we do business, how we define EML teaching and learning in Oxnard. In particular, there are five key dimensions of an expanded mindset that are core to Oxnard MÃS:

- **Equity, Inclusion, & Liberation**  
Understanding and embracing Oxnard MÃS requires that we understand the difference between equality and equity, and that we commit to liberation, inclusion, and counter-hegemony.
- **Additive Education**  
Understanding and embracing Oxnard MÃS requires that we replace subtractive approaches and programs with additive ones. Additive programs have four fundamental goals in common and are designed to ensure that the students in those programs develop high levels of proficiency in first language and a second language, perform at high levels academically in two languages and are prepared for college and career, demonstrate positive multicultural skills and behaviors and global competency, and develop high levels of social-emotional health, including agency, identity, self-confidence, and voice.
- **Asset Orientation**  
Understanding and embracing Oxnard MÃS requires that we move from a deficit orientation to an asset orientation that facilitates and supports students' learning by building on their strengths, cultures, and languages and those of their families and communities.
- **Culturally & Linguistically Sustaining Pedagogy (CLSP)**  
Understanding and embracing Oxnard MÃS requires that we commit to the systemwide use of culturally and linguistically sustaining pedagogies that draw upon, infuse, and evoke students' existing schema, experiences, funds of

knowledge, and perspectives to optimally facilitate learning.

- Multilingualism & Multilingual Repertoires

Understanding and embracing Oxnard MÁS requires that we see multilingualism and students' multilingual repertoires as a powerful benefit and resource. The benefits of multilingualism include an astounding array of affective, social, economic, familial, artistic, scientific, interpersonal, knowledge creation, cultural, health, and communication benefits. Oxnard MÁS also recognizes the more recent work regarding multilingual repertoires and the importance of activating those multilingual repertoires. Multilingual repertoire refers to the set of skills and knowledge a person has in one or more languages, as well as their different language varieties.

## A FRAMEWORK FOR EMPOWERMENT

This action-oriented framework opens the doors to seriously contemplating what it will take to transform our current system to one much more capable of getting us the results we say we want. Education that is compelling and inspirational drives our EMLs to high levels of excellence by providing a caring and engaged mentor (teacher) who understands the persistence, effort, and confidence that quality learning requires, regardless of the discipline or subject area. This fundamental vision of transformed and liberatory education is well-aligned to Oxnard MÁS current thinking on how we can engage all EMLs in high intellectual performance, a term used by Yvette Jackson in her book *Pedagogy of Confidence*. Jim Cummins talks about a very similar concept when he refers to academic engagement.

With this as the backdrop, then, the framework specifically showcases the Oxnard MÁS vision of the future we want for our EMLs. This vision leads to the articulation of the Oxnard MÁS instructional priorities. These priorities are in the form of key questions that focus our improvement attention and efforts. To successfully respond to our instructional priorities, we rely on a set of eight essential pedagogical principles that describe the types of school and classroom environments we want to create and sustain for our EMLs. The pedagogical principles reflect a broad array of powerful research-informed high-leverage practices that have been shown to significantly accelerate EML engagement and achievement. To implement these practices, we must translate them into classroom strategies that organize our classroom life. When teachers add specific content to these strategies so that they are appropriate for their EMLs and context, the strategies become grade- and content-specific classroom activities.



BACKGROUND

In California, every district is required to have in place an English Learner Master Plan that describes a district's vision for Emergent Multilingual Learner achievement and sets out the overarching goals and strategies to achieve that vision. The plan must also be revised periodically and updated.

This plan is based on state and federal laws, district board policies, research, and the input from stakeholders who worked from September 2014 to June 2016 to create the initial plan and to ensure that the very best pedagogy, practice and procedures for Emergent Multilingual Learners will be used in the Oxnard schools. As such, it should be relatively accessible and efficient for schools and the district to demonstrate compliance with laws and policies that have been put into place to safeguard Emergent Multilingual Learner access to programs in response to their needs. It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Oxnard School District will ensure that programs and services for Emergent Multilingual Learners will be of the highest quality.

## CREATING A COMPREHENSIVE AND ALIGNED PLAN

Our overarching goal is to revise and rethink the current EML Master Plan so that it becomes a comprehensive visionary and inspiring document that is fully aligned to Oxnard EMPOWERS, the new district strategic plan. Accordingly, Oxnard MÁS will guide our efforts to prepare Oxnard's Emergent Multilinguals and other language learners to become global citizens. Our students are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages, as well as the language of technology, in order to be able to navigate it with ease and to develop deeper understanding of the world's economic, social, and political issues. After all, the world has changed<sup>5</sup>:

- Economies are more interdependent and more connected to international trade.
- American society is more diverse.
- Global challenges are more complex, calling for coordinated global responses. Such timely responses require an understanding of different languages and cultures to facilitate communication.
- Multilingual competence enhances overall academic achievement: Learning additional languages makes us smarter, more cognitively flexible, and more creative.

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<sup>5</sup> Educating for Global Competence: 6 Reasons, 7 Competencies, 8 Strategies, 9 Innovations, Tom Vander Ark, September 5, 2017, <https://www.gettingsmart.com>



- Technology has shrunk the vast distances between continents and time zones so that instantaneous communication is now possible, no matter the geographic divides.

## ESTABLISHING MULTILINGUALISM AS THE NORM

To prepare our students for these realities, the education we provide them must help them learn languages of the world, including their own, respect for other cultures and languages, and knowledge of the world geography, history, current events, and cultures that give life and are the context in which these languages are used.

Oxnard is the right place to advance a district-wide cutting edge comprehensive plan for multilingual pathways that innovates, inspires, and re-imagines what is possible. Through this new plan, Oxnard MÃS, Oxnard School District will model for school districts everywhere what it means to prepare students, and especially Emergent Multilingual Learners, for the global world of today.

## MASTER PLAN IMPLEMENTATION

In addition to our district vision, values, and principles, OSD also embraces the principles spelled out in the California English Learner Roadmap Policy:

1. Create assets-oriented and student responsive schools.
2. Support programs and practices that provide intellectual rigor and meaningful access for Emergent Multilingual Learners.
3. Ensure systemwide conditions to support implementation.
4. Align and articulate practices across the system.

To ensure consistent implementation of our master plan across our sites, OSD has identified six parameters that all schools must utilize with regard to programs/pathways for EMLs:

1. EML pathways, programs and services as identified in the EML master plan will be fully implemented.
2. Parents of both active EMLs and Reclassified Fluent English Proficient Students (RFEPs) will participate meaningfully in their children's education.
3. EMLs will master the English language as efficiently and effectively as possible.
4. EMLs will achieve academic success comparable to English Only (EO) students.
5. EMLs and RFEP students will be at no greater risk for school failure than EO students.



6. Students enrolled in multilingual pathways/programs will master language skills in English and the target language.

It is our expectation that all staff will implement this plan with fidelity, will monitor its outcomes, and will contribute to its revision and improvement over time. In this way, the Oxnard School District will ensure that programs and services for EMLs will be of the highest quality.

## DISTRICT CONTEXT

As the largest enrolling K-8 district of Emergent Multilingual Learners in Ventura County, the Oxnard School District strives to be a leader and model in serving EMLs. The Oxnard School District (OSD) is committed to providing the highest quality educational programs and services that are aligned to our values and principles, and informed by the latest educational research. In declining enrollment, OSD currently serves just under 14,000 in twenty-one schools serving TK-8 and preschool. Oxnard MÁS, our EML Master Plan, outlines the systems that are in place, or that we intend to put in place, in every school serving EMLs to ensure compliance with state and federal law and, more importantly, to guarantee that all EMLs in OSD have access to rigorous multilingual curriculum in order to meet all the Student Profile competencies, including English and home language proficiency, college/career readiness, and core curriculum mastery, as established through California's ELA/ELD and content standards as a foundation for college and career readiness. It is our commitment that all EMLs are provided with excellent first teaching in the biliteracy and core content and are engaged in responsive language strategies ensuring that their linguistic and academic needs are met.

### DISTRICT INFRASTRUCTURE FOR LOCAL ACCOUNTABILITY AND RESPONSIBILITY

Oxnard MÁS includes strategic and structural/operational recommendations for ensuring that EMLs in Oxnard School District receive the instructional and support services they require to meet the Student Profile competencies, including English and home language proficiency, college/career readiness, core curriculum mastery, and healthy identity and social-emotional development. This infrastructure is specifically addressed in Strategic Goal 5: Transformative Leadership and Infrastructure. This infrastructure is further bolstered with the recommendations from California's ELA/ELD Framework (Chapter 11 – Figure 11.7, pp. 992–993), which provides a Sample Districtwide Plan for Monitoring ELD Progress outlining local accountability and responsibility for monitoring and supporting the ELD progress of EMLs. All district personnel share the responsibility for the education of EMLs and for the success of EML pathways, programs, and services as described in Oxnard MÁS and required by state and federal law. As such, designated roles are under the auspices of the Superintendent and Associate Superintendent, Educational Services. The Director of Teaching and Learning provides district-wide leadership and consults with the Superintendent and Associate Superintendent, Educational Services to coordinate services. Districtwide decision-making and support systems address the education of EMLs as a priority and as such all Directors are responsible for supporting EMLs in Oxnard School District.

## BUILDING ON OUR ASSETS & ASPIRATIONS

Clearly, Oxnard School District (OSD) has many assets upon which to build its future successes. With a superintendent visibly committed to the high achievement of all students and the nurturing of a respectful and collaborative district culture, the district is already on a transformational journey. Currently, there are four major areas of growth, accomplishment, opportunity, and strength: Creating systems to support the improvement of instruction/program design, expanding biliteracy/dual language education, human capital, and parent/family engagement. These are areas that have high potential for supporting OSD's transformation and that should continue to be supported and nurtured.

### CREATING SYSTEMS TO SUPPORT THE IMPROVEMENT OF INSTRUCTION/PROGRAM DESIGN

The district is very invested in creating systems to support the improvement of instruction through development of district mathematics and biliteracy/literacy pedagogies. This includes providing additional professional learning/support days to ensure all teachers have the training necessary aligned to standards and district pedagogies; instructional coaching support on lesson design and delivery for teachers through the use of Teachers on Special Assignment/Instructional Specialists; and establishing early release days for teacher planning and collaboration to ensure district-provided training is being put into practice. As part of this effort, the district has developed a K-5 standards-based report card that is aligned to the California Core Standards and the professional development teachers receive. The report cards also come with Teacher Guides and Parent Guides, which include rubrics, expectations, and resources to ensure clear communication for all educational partners.

Also notable is the focus on program design that centers students and their ongoing success, especially in the context of access and equity. This student focus includes support for robust instructional programs, professional learning and support, and parent education. Issues of alignment are being discussed as a way of strengthening results. There is palpable energy and enthusiasm about what is possible. Students are taking up a much more visible role in determining their own futures and voicing their perspectives. What constitutes powerful education is being re-envisioned, and multilingual learning opportunities, the arts, technology, and much more are now being addressed seriously and systemically as essential to a well-rounded education for global competitiveness.

Across the district, goals and expectations are aligned and articulated to all stakeholders. The design of all values-driven and principles-based programs has gone hand-in-hand with attention to what we know from the research about what works for Oxnard's students. Decision-making about and modification of programs and approaches are aligned with the California frameworks and standards, and resources and support for teachers are provided to assist the implementation of the program design and district expectations. Professional learning aligned to program design is provided for teachers, site leaders, and other instructional staff as one vehicle for supporting their role within the program design. In addition to specific and targeted professional growth, there is also districtwide planning time.

## EXPANDING BILITERACY EDUCATION

The biliteracy education programs are a cornerstone of the district's focus on implementing and protecting powerful additive programs that have a strong research base and evidence related to their potential for dramatically improving student achievement and then sustaining that achievement over time, even beyond the time that students are participating in those programs. To this end, the district has adopted a common instructional framework and continued to develop and implement integrated biliteracy units.

The district has made a concerted effort of the years to expand its biliteracy programs with 10 full school programs in place currently, serving 55% of all EMLs in the district through a well-researched additive program. This is to be commended. Compared to most other California school districts, OSD is providing a much larger percentage of its EMLs with a strong additive language/academic program. Additionally, some 1,563 students (English Only, Initially Fluent English Proficient, and Reclassified Fluent English Proficient), who would normally not have access to multilingual learning, are on the path to becoming bilingual/biliterate. For middle school biliteracy program students, the district is exploring ways for students to continue developing their Spanish language.

Students in biliteracy education programs are demonstrating higher academic results in fifth grade and beyond (in English) than students in monolingual English classes, consistent with international research and studies. To support this work, the district has established the Pathway towards Biliteracy Award at 5<sup>th</sup> and 8<sup>th</sup> grade. In addition, all students receive recognition awards for participating in biliteracy education programs. There is ongoing professional development and coaching for teachers and administrators. The district's efforts in this area were highlighted in the California Department of Education's "Improving Education for Multilingual and English Learner Students," and the district received the Californians Together's



2022 Lynne Aoki Multiple Pathways to Bilingual District Recognition Award. Additionally, two OSD schools received CAFE's Seal of Excellence Award, one of which also received CSBA's Golden Bell Award.

## HUMAN CAPITAL

Across the district, staff access continues opportunities for professional learning and support, including ongoing professional collaboration. The staff are a positive representation of the Oxnard community at all levels of the organization, and there is a clear and visible commitment to Oxnard's students and families. Already, staff and community have consistently expressed a noticeable shift for the good in relationships and expectations. Staff and community both express their appreciation for the openness and transparency with which the superintendent operates. OSD is well ahead of the curve implementing the full range of California content standards and has aligned its Local Control Accountability Plan to support teachers and staff through regular, timely, appropriate, and rigorous professional learning and support.

Community relationships and partnerships are flowering, and the city infrastructure is working hand-in-hand with the district to support students and families. The idea of Oxnard emerging as a national model of excellence and equity is empowering and provocative. There is a burgeoning passion around making Oxnard schools the best in the world.

## PARENT/FAMILY ENGAGEMENT

In recognition of the close connection between parent/family engagement and student success, the district has also focused on the expansion of parent advisory groups to include an African American Parent Advisory Group, which includes members of the community and higher education partners; the Mixteco Advisory Group, which includes members of the community and organizations that support and provide resources to parents; a newly formed Asian and Pacific Islander Advisory Group; and the District English Learner Advisory Committee (DELAC). The district is also working closely with Padres Juntos, a parent organization that works on educating parents on advocacy in school systems. Additionally, the district opened a parent center staffed by a District Community Liaison and a Parent Support liaison who work closely with parents on connecting them to resources and opportunities to partner with the school community. The parent center provides a great deal of support to families experiencing homelessness and to families with students living in foster homes.

## A BRIEF HISTORY OF LOCAL AND NATIONAL LANGUAGE POLICY & PRACTICES

In beginning this brief section on the history of education in our state, we would like to first recognize that Oxnard School District's schools and buildings are situated on the traditional, ancestral, and unceded territory of the Chumash people. Furthermore, we would like to recognize that through both federal and state legislation, the linguistic and cultural heritage of the Chumash and other Indigenous Peoples were systematically taken from them through subtractive, deficit-based, assimilationist educational policies and practices. The linguistic history of this land goes back far before the state of California was 'founded' in 1850 and before English (or Spanish before it) became the dominant language here.

Like many other states, California had legally supported school segregation, often relegating Black, Mexican, Asian, and Indigenous children to separate schools. García, Yosso, and Barajas<sup>6</sup> document the early twentieth-century origins of a dual schooling system that facilitated the reproduction of a cheap labor force and the marginalization of Mexicans in Oxnard, California. In their analysis of the 1930s Oxnard Elementary School District board minutes, alongside newspapers, maps, scholarly accounts, and oral history interviews, they argue that school segregation privileged Whites and discriminated against Mexicans as a form of mundane racism. The authors build on previous scholarship documenting the pervasiveness of racism in U.S. society to define mundane racism as the systematic subordination of Mexicans that occurred as a commonplace, ordinary way of conducting business within and beyond schools. Their findings complicate narratives that emphasize complete segregation in "Mexican schools," while acknowledging the resistance of parents and the resilience of their children.

In addition to the Indigenous languages spoken here, California (and the United States in general) has been home to Spanish and many other languages brought here by families that speak languages other than English. In 1968, Congress passed the Bilingual Education Act which sought to outlaw discrimination, saying that schools needed to take steps to reduce language barriers that affect full participation in schools. Additionally, it stated that the federal government would provide financial assistance for innovative bilingual programs. Students could, on a voluntary basis, study certain subjects in their first

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<sup>6</sup> "A Few of the Brightest, Cleanest Mexican Children": School Segregation as a Form of Mundane Racism in Oxnard, California, 1900-1940", Harvard Educational Review.

language while also working toward English proficiency. Later, in the 1974 case *Lau v. Nichols*, the Supreme Court found it was discriminatory for the San Francisco school system to fail to provide a meaningful education to students whose first language is a language other than English. The Court unanimously decided that the lack of supplemental language instruction in public school, for 11 students whose first language was a language other than English, violated the Civil Rights Act of 1964. When implemented correctly then, the Bilingual Education Act and the *Lau v. Nichols* decision would provide students with both access to the core curriculum and additional language instruction in English.

Two decades later, in 1998, California passed Proposition 227, shrinking dramatically the scope of bilingual education in the state. In the midst of great anti-immigrant sentiment, Prop 227 passed with more than 60% of the vote. In 2016, with the passage of Proposition 58, which repealed the 1998 vote for English-only education, California set out to change what Prop 227 put in motion 18 years earlier. Proposition 58, known as the California Education for a Global Economy (EdGE), would allow public school systems the flexibility to design their own programs to meet the needs of both Emergent Multilinguals and students already proficient in English who want to learn another language, ensuring that students would not need to lose a language to learn a language. Proposition 58 ended up passing with a 73.5% – 27% margin statewide.

Policies put in place since the passing of Prop 58 require action by California school districts. The California Department of Education's Global California 2030 initiative, for example, calls on California schools to develop opportunities for students to acquire multiple languages that will prepare them for the 21st century economy, broaden their perspective and understanding of the world, and value the diversity of backgrounds and languages that already make California's culture and economy vibrant and dynamic.

Oxnard School District has established a Biliteracy Initiative, with about half of its schools currently implementing dual language immersion programs in Spanish. The district's strategic plan calls for the Initiative to be rolled out to all schools eventually and for other world language immersion programs to be established.

Oxnard also has a large Mixteco population, and there is a large population of Mixteco, Zapotecos, and Purepecha in Ventura County, many of whom are monolingual in their Indigenous language. One-third of farmworkers in California speak indigenous languages from southern Mexico, including Triqui and Mixteco. Many don't speak Spanish or English. In response to its indigenous population, Oxnard School District has hired Mixteco interpreters and established a Mixteco Parent Advisory Committee.



## ENVISIONING THE FUTURE

Imagine all Emergent Multilinguals in the OSD, upon promotion to high school, academically successful, as well as fluent and literate in two or more languages. It's happening now for some students. What Oxnard MÃS strives to accomplish is to expand these opportunities for ALL Emergent Multilingual and other language learners.

Oxnard School District, through its strategic plan, Oxnard EMPOWERS and this aligned EML master plan, is on the cusp of a major, ground breaking effort to establish for a new approach to the education of Emergent Multilingual Learners, one that provides multiple pathways for engaging all Emergent Multilinguals in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment. Oxnard MÃS strives to ensure that Emergent Multilinguals and other language learners are fully included in coherent, connected, and powerful learning by providing guidance to our schools and community about how best to serve their needs and honor the protections guaranteed them by state and federal regulations and case law. It addresses the educational success of Emergent Multilinguals in a comprehensive manner that builds on their languages, cultures, experiences, skills, and resources to graduate them prepared for success in college, career, and the global world.

As a fundamental approach to revising, rethinking, and updating this plan, OSD has committed to a process of community engagement, with the anticipation that relationships among and across a most diverse group of stakeholders will be strengthened, and ownership of the issues will result. This monumental and innovative effort to move the district and community to the forefront of powerful and transformative education for every one of its Emergent Multilingual Learners creates a unique opportunity to make an incredible and sustainable impact for Oxnard's students, families, schools, and community.



## OUR REDESIGN PROCESS

### OUR MOTIVATION: CREATE & IMPLEMENT A VISION-FOCUSED, ACTION-ORIENTED MASTER PLAN

As we considered our existing Emergent Multilingual Learner Master Plan, designed in collaboration with numerous stakeholders and finalized in 2016, and as we considered our new context of a transformative district strategic plan, our driving purpose became to revise, re-think, and redesign our existing Master Plan to reflect and fully align with Oxnard EMPOWERS. We strongly wanted to make our Master Plan an inspiring vision-focused and action-oriented plan with a powerful vision of the future we want for our Emergent Multilingual Learners -- a plan that clearly describes how we will engage all Oxnard students in high level multilingual learning opportunities that prepare them for success in a global, 21<sup>st</sup> century environment. We know that this requires that we connect students' identities with academic engagement; activate and expand their multilingual repertoires; build affirming pedagogies of high academic and cognitive challenge and success; and provide students with a world-class educational experience.

We know we can't do this by continuing to do what we've always done. We need to incorporate an innovative and creative approach to the education of our Emergent Multilingual Learners. So as part of this plan, we address the creation of learning spaces and the use of liberatory pedagogies in a comprehensive manner that build on students' languages, cultures, experiences, skills, and resources so they are fully equipped to prosper in the world beyond OSD.

Transformational • Sustainable • Inspirational

Engage EMLs in high level multilingual learning opportunities that prepare them for success in a global, 21<sup>st</sup> century environment.

Incorporate an innovative, creative approach to their education.

Ensure full alignment with Oxnard EMPOWERS and incorporate stakeholders' hopes and feedback.

Connect students' identities with academic engagement; activate and expand students' multilingual repertoires; build affirming pedagogies of high academic and cognitive challenge and success. Provide students with a world-class educational experience.

Create learning spaces and use liberatory pedagogies to build on and affirm students' identities, languages, cultures, experiences, skills, and resources so they are fully equipped to prosper in the world beyond OSD.

Strengthen relationships. Create broad-based and ongoing stakeholder ownership of the plan.

## THE REDESIGN PROCESS

On May 11, 2023, we contacted the DELAC chair to inform her of our intentions to update the existing Master Plan, and simultaneously, internally, we began updating the language of the plan. However, as development of the district strategic plan, Oxnard EMPOWERS, unfolded, we began to think about the implications for our Emergent Multilingual Learner Master Plan. In May 2023, we contacted Francisca Sánchez, who had facilitated the design of Oxnard EMPOWERS, to ask for her assistance in moving beyond just a technical update of the Master Plan to a deeper rethinking and redesign of the plan so it fully aligned to Oxnard EMPOWERS and became a more inspirational and visionary document. In collaboration with Ms. Sánchez, then, we embarked on a redesign process that included:

1. The development of a new table of contents that reflected our intention to organize the plan to align with Oxnard EMPOWERS, including the addition of new components and the placement of the more technical plan components within the Appendices section.
2. Thorough review of the current plan to identify where existing components could be integrated into the new organization.
3. Identification of Oxnard EMPOWERS language and components that should be integrated into the redesigned plan.
4. Identification of possible Master Plan names that would coordinate with Oxnard EMPOWERS and that would provide a more inspirational sense of the Master Plan intentions.
5. Convening of DELAC members and other key stakeholders to orient them to progress on the redesign and to seek their feedback on that process and on the potential plan name.
6. Development of a first draft that reflects stakeholder feedback.
7. Sharing of the first draft with the DELAC chair for additional feedback.
8. Development of a final formatted draft.
9. Presentation of the new Master Plan to the DELAC and other interested stakeholders.
10. Orientation to the new Master Plan for district and site leaders, other staff, and the community.

## OUR NAME

An important task in the redesign process was to identify a name for the Emergent Multilingual Learner Master Plan. Names matter. They're considered to be a necessary first step in creating something significant. In fact, it's true that a name can serve several key purposes. It can provide insight into the nature or intent of the project, even while we're still conceptualizing it. It makes a project real, memorable, and recognizable. A good name can facilitate communication about the project, and support people connecting to the project and developing ownership of the project.

In collaboration with the redesign facilitator, the district leadership identified several potential plan names. That identification process involved reflecting on five key parameters:

- What sort of name resonates with us?
- What would communicate the most powerful message about this plan?
- What name would be most likely to engage the broadest sector of our community?
- What potential name coordinates well with the district strategic plan name - Oxnard EMPOWERS?
- What name would carry with it the potential for a powerful metaphor that could help our community understand and connect to the plan?

This reflection process resulted in the identification of several potential names, which we took to the DELAC for their feedback. From that, our final name emerged.

# MÁS

## Multilingüismo, Alianzas, Soluciones

There are many images and words that come to mind when we hear or read the word MÃS: more, beyond, over and above, extra, farther, joined, combined, higher, new, expanded, extended, increased, fresh, innumerable, wider, better. These are just some of the positive associations with the word MÃS. We can use these positive associations to communicate something vital about our redesigned Master Plan. For example, we could underscore that this re-visioned master plan provides a wider, fresher vision of the future we want for our students; that it offers us opportunities and possibilities beyond what we have imagined in the past; that it will provide innumerable benefits for our students, staff, and community.

After all, metaphors can create vivid images in the stakeholders' minds - making it easier to understand and remember our message. Because metaphors allow us to move to a symbolic level that bypasses old constraints and ways of thinking and support the ability to express alternative concepts, they help create new meaning. The power of metaphors is in the way that they change the subject by bringing new thinking and ideas, extending and changing the way that a person thinks about something. So, as we consider how we will move forward, we are committing to thinking about Oxnard MÃS as the metaphor we will use to communicate about our master plan and help others to understand the plan more deeply and personally. In the past, we have often imposed limits upon ourselves when the truth is we are unlimited. Oxnard MÃS affirms that we now recognize that we have the freedom to choose how we shape our schools and our community for the benefit of our Emergent Multilingual Learners. We will not remain contained by anyone's limiting beliefs. We will let our own light shine.



OUR FOUNDATION

# THE OXNARD MÁS ESSENTIALS

## INTRODUCTION & CONTEXT

Oxnard MÁS represents Oxnard School District's new leadership strategy for dramatically improving educational outcomes for Oxnard's Emerging Multilingual Learners. In order to make this understandable to the broader community, a good plan tells a story about the organization --- where it's headed and how it plans to get there. An important part of telling that story is helping our stakeholders and constituents understand who we are as a district. What's our identity? What do we stand for? We call this core set of descriptors our Essential Understandings, or Essentials, for short.

Oxnard EMPOWERS, the district's strategic plan, has established a set of Essentials that form both the foundation and the heart of our work in Oxnard. They establish a common foundation that we need to transform our district in inspirational and sustainable ways. Oxnard MÁS has adopted these Essentials, adapting them to speak directly to our intentions for our work with our Emergent Multilingual Learners to paint a clear picture of the future we envision for them. They include:

- Vision, Mission, and Learner Profile
- Core Values/Beliefs & Supporting Principles
- Theory of Action
- Findings & Responding Strategic Goals
- Instructional Priorities

The VISION and MISSION tell us WHAT we envision as the future for our students, and HOW we plan to make our intentions a reality. Our LEARNER PROFILE defines what we mean by "success".

Although we don't always clearly articulate our VALUES or beliefs, every behavior or decision reflects a value or a set of values. Sometimes, our behaviors and decision-making don't reflect the values we believe we have. Being clear about what our values are and communicating these to ourselves and others helps us stay true to those values in our daily personal and professional lives. In an organization, values are particularly important because they form the foundation for the organization's vision and mission and its strategies, decisions, and actions. When everyone within an organization has shared values/beliefs, these can become an essential tool not only for making judgments and decisions, but also for determining

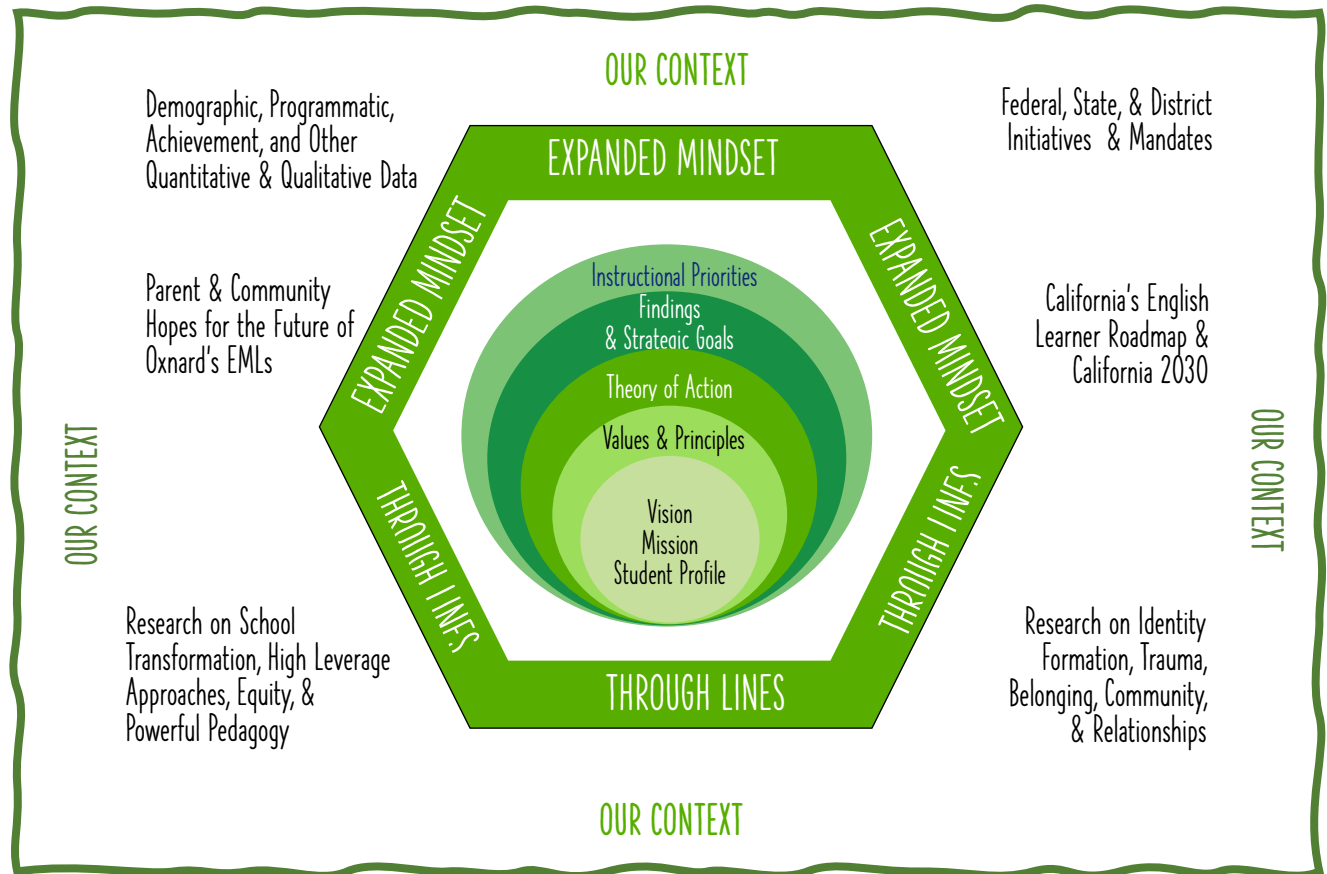
what the outcomes of that decision making might be and for deciding which of many alternatives or options we should take.

To operationalize our values and beliefs, we have a set of SUPPORTING PRINCIPLES that serve as guidelines for our work with students, staff, communities, and partner organizations. They define how we design and implement our priorities and initiatives, how we make decisions, and how we deal with repetitive patterns of negative thinking and doing that surface as barriers and obstacles. In conjunction with our values and principles, our THEORY OF ACTION sets out our belief about how the alignment of intentions, actions, and results and provide a sort of if/then calculus to guide our work.

So, if we know what we want our future to look like, and we're clear about the values that are the foundation of that vision, and we've also committed to a certain way of operating that's in line with our values, and we're clear about the contours of the terrain we'll be traversing, then what's the big work that we need to take on? In order to answer that question, we need to know where we are now. We need to know our current status vis-à-vis our vision. That's where our FINDINGS come in. These are statements that describe the most salient aspects of our current condition. These findings point the way to the big work we need to take on in order to become the kind of organization described in our vision statement.

This big work is represented by our STRATEGIC GOALS. They respond to our findings, based on what we know about the requirements of the 21st century, the research and evidence related to the most successful EML programs, and the desires voiced by staff, students, parents, and community members. Our strategic goals form the framework for the powerful and sustainable transformation of Oxnard School District's approach to educating its Emergent Multilingual Learners.

## OUR ESSENTIALS IN CONTEXT



- Lenses to focus our work
- Key salient data conclusions about current state of Oxnard's EMLs  
The big buckets of work we must take on to realize our vision for EMLs
- How we align our intentions, actions, and results
- What core beliefs that drive us; How we operationalize those beliefs
- The FUTURE we want for our EMLs



## VISION

The vision statement should be compelling, easy to remember, and capture the heart of WHY our organization exists, and/or WHAT it hopes to accomplish over the long term. Oxnard School District's reconceptualized vision is:

Changing the World!

Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond

In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

## MISSION

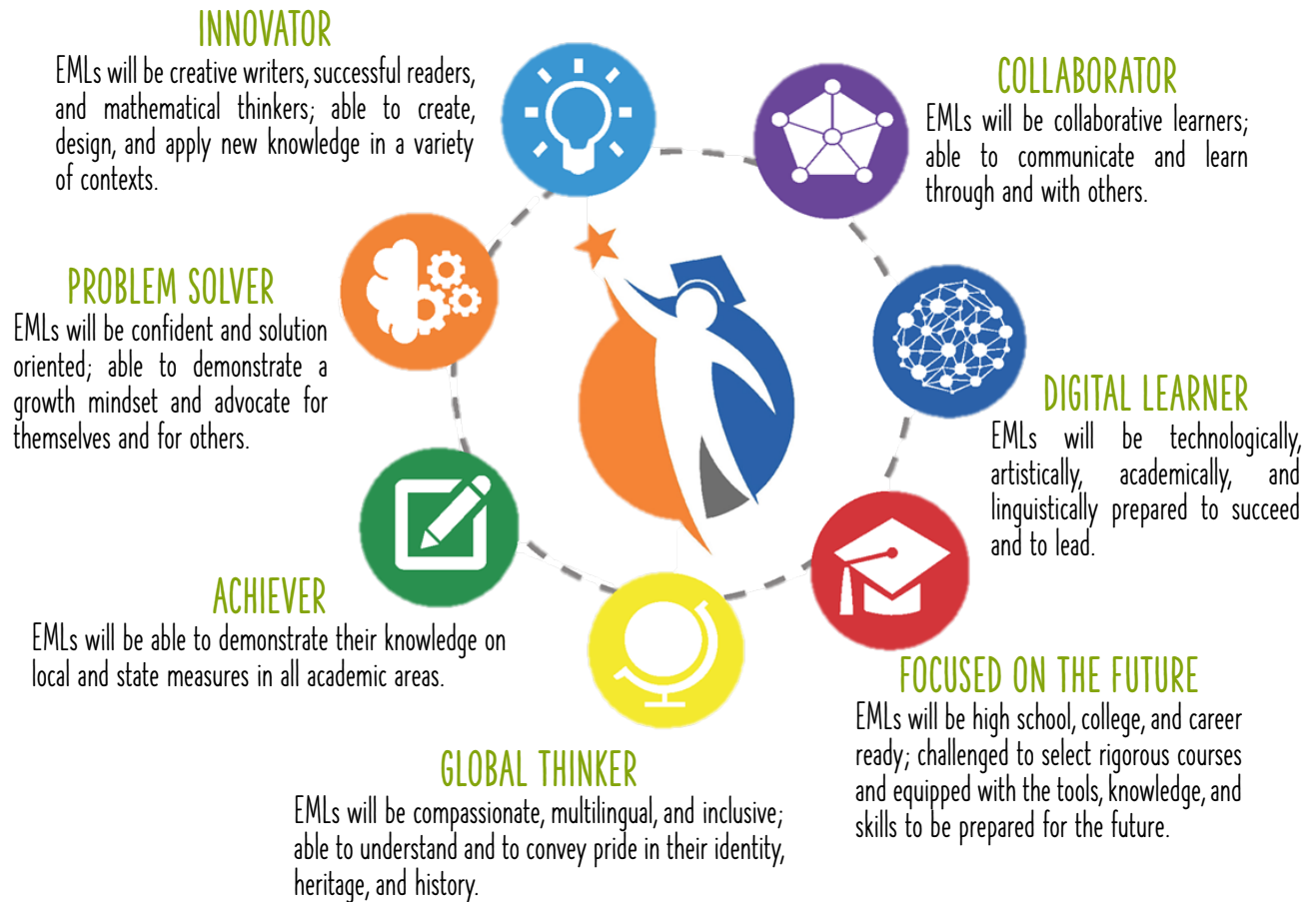
The mission statement should give us a big picture answer to the question of HOW we plan to achieve our vision. What will we do? In order to realize our vision for Oxnard School District, our commitment is to:

IGNITE • TRANSFORM • NURTURE • EMBRACE

- **IGNITE** Emergent Multilingual Learners' passions for learning and empower them to achieve brilliance.
- **TRANSFORM** our classroom and school expectations, relationships, and practices to more fully align with our values.
- **NURTURE** caring communities that develop Emergent Multilingual Learners' passions full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential.
- **EMBRACE** high-leverage services and approaches that translate our values into action.

## LEARNER PROFILE: DEFINING STUDENT SUCCESS

How do we define student success? What do we envision for our students? Oxnard School District has developed and adopted a learner profile that establishes the key characteristics or traits of a successful student. The Learner Profile is the cornerstone of the district's transformative efforts to dramatically improve outcomes for its students, including its Emergent Multilingual Learners. It incorporates seven key success traits.



## VALUES & SUPPORTING PRINCIPLES

To support our new vision of student success and based on our vision, mission, student profile, and expressed commitments, in the context of today's realities and a globalized 21<sup>st</sup> century environment, we affirm five core values and beliefs. We have also articulated a set of supporting principles<sup>7</sup> for each core value that operationalize each value and define how we design and implement our master plan and its priorities, how we make decisions, and how we deal with negative patterns of thinking and doing that surface as barriers and obstacles to successful implementation of our plan. These principles will serve as guidelines for our work with our Emergent Multilingual Learners, parents, communities, and partners. In short, we can think of our values as our TALK, and our principles as our WALK.

<sup>7</sup> "SOE" after a principle means that it appears in the Standards for Excellence as well.

## 1: Equity & Excellence

We believe that we have a professional obligation to work for EQUITY and EXCELLENCE. Our diverse Emergent Multilingual Learners have the capacity and desire to learn and deserve equitable opportunities to develop and demonstrate their brilliance. Achieving equity requires having a deep understanding of the communities we serve, so that we may better personalize our work for EMLs, families, schools, and communities.

### SUPPORTING PRINCIPLES #1

- We implement culturally and linguistically sustaining, research-informed options and pathways that provide the most positive impacts on our EMLs and the staff and community that support them. (SOE)
- We provide our staff with the support and learning opportunities they require to engage our diverse EMLs in culturally and linguistically sustaining research-informed instruction, engagement, and interaction. (SOE)
- We take action to know our EMLs, families, and community. We stand up for our EMLs, families, and communities, and we stand strong that excellence is non-negotiable.
- We support responsiveness to our EMLs' diverse identities, strengths, and needs with resources to ensure every EML succeeds at high levels.
- We are solution oriented. (SOE)
- We value all voices and treat others with dignity and respect. (SOE)
- We actively dismantle and/or transform policies, processes, and procedures that create or perpetuate the inequities that have resulted in opportunity and achievement gaps for our EMLs and families. (SOE)

## 2: Safe & Affirming Environments

We believe that physically, social-emotionally, linguistically, and culturally SAFE & AFFIRMING ENVIRONMENTS are essential to our diverse EMLs' full affective, academic/cognitive, linguistic, social-emotional, and creative development.

### SUPPORTING PRINCIPLES #2

- We intentionally design and organize our school and classroom life and environments to be safe, affirming, embracing, and supportive for our developing EMLs.
- We explicitly take responsibility for implementing practices and approaches that support our EMLs, their families, and school staff in fully developing their multiple identities and building their voice and agency.
- In every instance, we strive to uncover and make visible the strengths that EMLs and their families bring into the classroom and the school communities, intentionally fostering their full identity development and building their voice and agency.

### 3: Achievement/Performance, Multilingualism, & Global/Sociocultural Competence

We believe our EMLs' POTENTIAL is UNLIMITED. They are fully capable of ACHIEVING and PERFORMING at high levels academically and of developing high levels of MULTILINGUALISM and GLOBAL/SOCIOCULTURAL COMPETENCY. These competencies are individual, community, national, and global assets. We recognize that when students can achieve fluency in two or more languages, students, families, and communities benefit in multiple powerful and life-changing ways. Those benefits also accrue to our society and our world, transforming the way that we as human beings relate to each other across all our differences.

### SUPPORTING PRINCIPLES #3

- We acknowledge our responsibility to create diverse learning environments that unleash our diverse EMLs' unlimited intellectual potential.
- We maintain a steadfast commitment to providing the highest quality education for all our EMLs, in which we treat our EMLs as scholars fully capable of performing at gifted levels.
- We commit to using specific essential pedagogical principles, high-leverage research-informed practices, and coherent educational programs and pathways that maximize achievement, engagement, and self-actualization, and that promote EMLs' multilingualism and global/sociocultural competency.

#### 4: Relationships Built on Integrity, Mutual Trust, Respect, & Caring

We believe that RELATIONSHIPS built on INTEGRITY, MUTUAL TRUST, RESPECT, and CARING form the necessary foundation for sustainable success in our schools and district.

##### SUPPORTING PRINCIPLES #4

- We lead by example. (SOE)
- We engage in authentic, transparent, clear, effective, and open communication. (SOE)
- We create powerful ambassadors who can tell our story.
- We demonstrate empathy.
- We focus on a growth mindset as a learning organization.
- We recognize and affirm exemplary behavior and actions and assume positive intentions.
- We rely on each other as a unified team to maximize the probability of EML success in our schools and community.
- We work diligently to uncover, acknowledge, and make visible the linguistic, cultural, and additional resources that reside within our EMLs, families, and communities. (SOE)
- We incorporate these resources and community capital into our educational approaches.
- We work as authentic partners with families and communities to enhance family/community leadership.

#### 5: Professional Accountability & Service

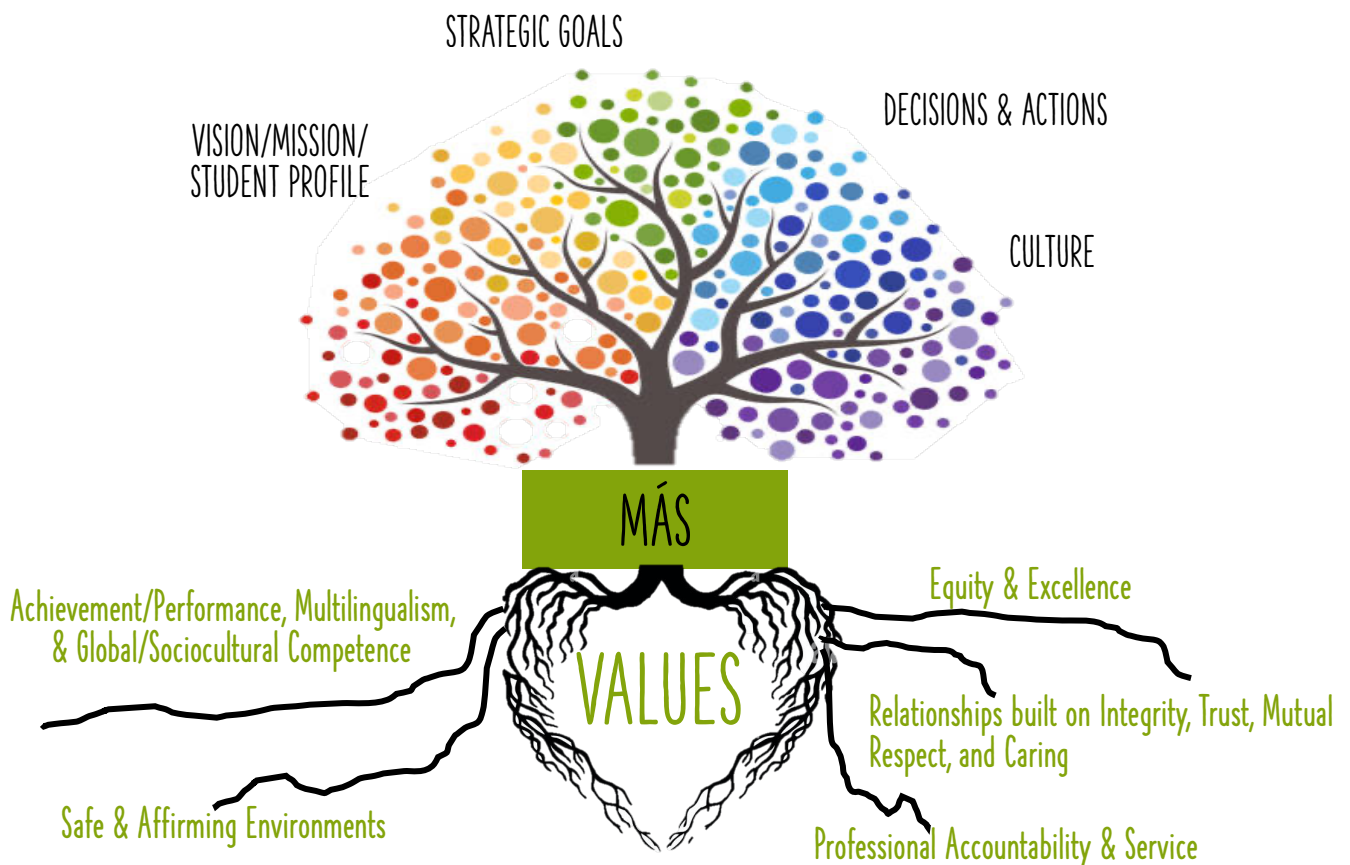
We believe that we must continuously expand our professional competency, exhibit servant leadership, and hold ourselves accountable to our EMLs, families, community, and colleagues for our intentions, our actions, and our results.

##### SUPPORTING PRINCIPLES #5

- Our decision-making is driven by our values, guided by our principles, and informed by valid and relevant data and research.
- We evaluate our work to ensure the integrity of our decision-making and regularly review data and feedback to improve our adherence to our values and principles.
- Our actions are informed by evidence and the expectation that they will move us closer to achieving our district vision.
- We implement programs, models, and pathways that have been proven to yield optimal results (as defined by our student profile) for the types of EMLs we serve.
- We regularly monitor and assess our progress and results, and when those are not in line with our expectations, we make the necessary adjustments. (SOE)
- We hold ourselves accountable through mutual responsibility and ownership for the results we want. (SOE)

### SUPPORTING PRINCIPLES #5 (CONTINUED)

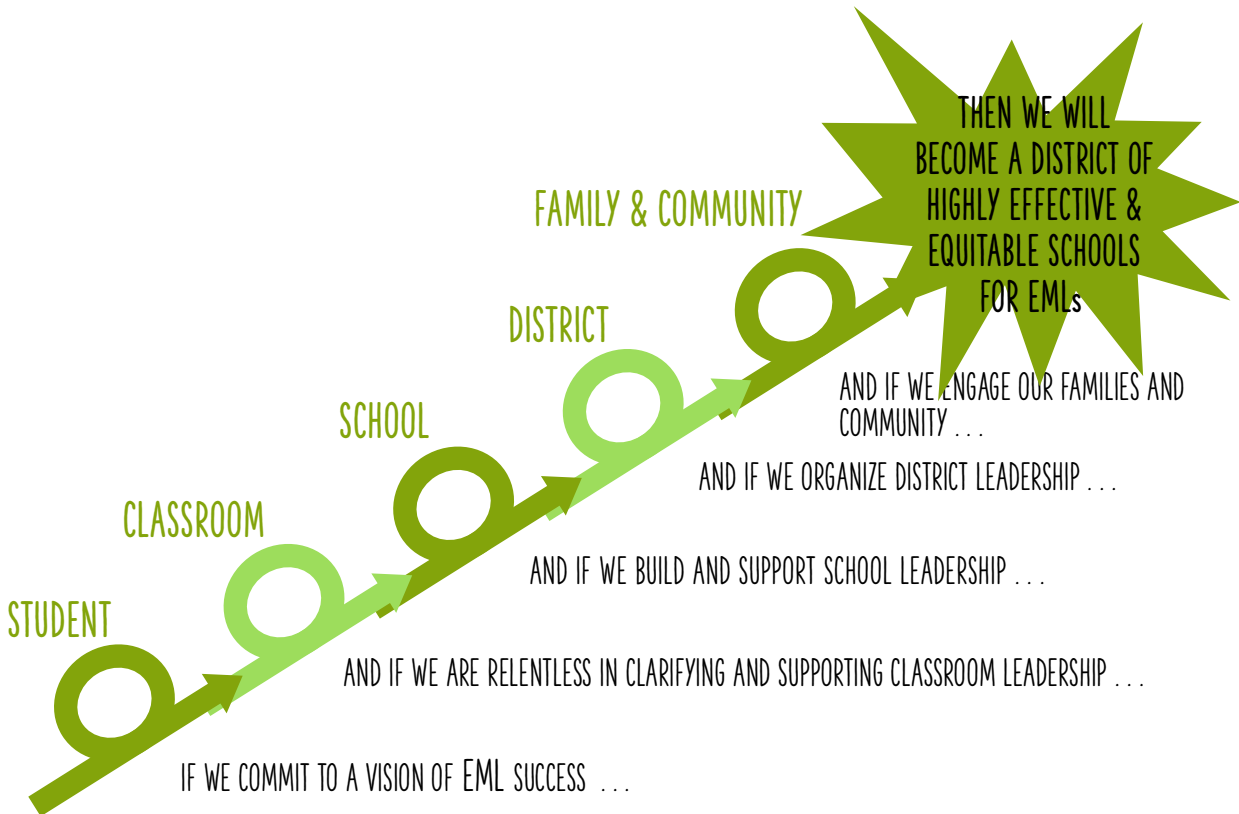
- We are active learners committed to growth and improving our work. (SOE)
- We adjust our strategies and tactics as new, valid data become available, constantly learning from our mistakes and successes. (SOE)
- We use quality improvement processes to effectively monitor, evaluate, improve, or remove initiatives. (SOE)
- We strive to exemplify servant leadership and instill that ethic in our EMLs.
- We work collaboratively to produce exemplary outcomes for our Oxnard community.
- We maintain a positive and professional attitude. (SOE)
- We acknowledge and respond in a timely manner. We follow through and follow up. (SOE)
- We communicate and model expectations and goals clearly. (SOE)





## THEORY OF ACTION

A good theory of action helps us successfully and accurately translate our intentions into actions that yield the results we say we want. It's basically an if/then proposition. If we do A, and if we do B, and if we do C, then we will achieve our vision or goal.



IF WE COMMIT TO A VISION OF EML SUCCESS that has at its center engaged and achieving students prepared for success in high school and beyond: college, career, and citizenship in global world;

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions leading to multilingual/multicultural competency for all EMLs;

AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity/coherence for optimal learning for all EMLs and empowering school environments for student multilingual success;

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities to most effectively guide and support schools and staff in ensuring students' multilingual success;

AND IF WE ENGAGE OUR FAMILIES AND COMMUNITY in active support, implementing strong family and community engagement programs that support students' multilingual success and actively seeking and creating additional resources to support and sustain powerful multilingual teaching and learning;

**THEN WE WILL BECOME A DISTRICT OF HIGHLY EFFECTIVE & EQUITABLE SCHOOLS FOR EMLs!**

## FINDINGS<sup>8</sup>

Findings are the information resulting from an analysis of data. In our context, the findings statements paint a concise and focused, although not exhaustive, picture of the most salient aspects of Oxnard's current status. Findings statements can include both quantitative and qualitative information. Quantitative findings are usually presented in narrative form and visually in tables, charts, and/or graphs. Qualitative findings are usually presented as summary statements and discussion about patterns observed. The findings statements for Oxnard include a combination of both types.

Our current reality is reflected in our findings statement. The future we want is described in our vision statement. Our findings statements give us insight into the big buckets of work we need to take on in order to get from here to there. These big buckets of work are reflected in our strategic goals, which themselves contain a number of recommendations for action.

It's important to understand how the findings statements, our vision and student profile, the strategic goals, and the recommendations for action and sub-actions are related. When we've realized our strategic goals, then we will have achieved our vision of Oxnard, where we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. This entire journey is about transforming what we do and how we do it so that the student profile we have on our website is now longer just an aspirational vision but a true descriptor of who our EMLs have become by the time they leave us.

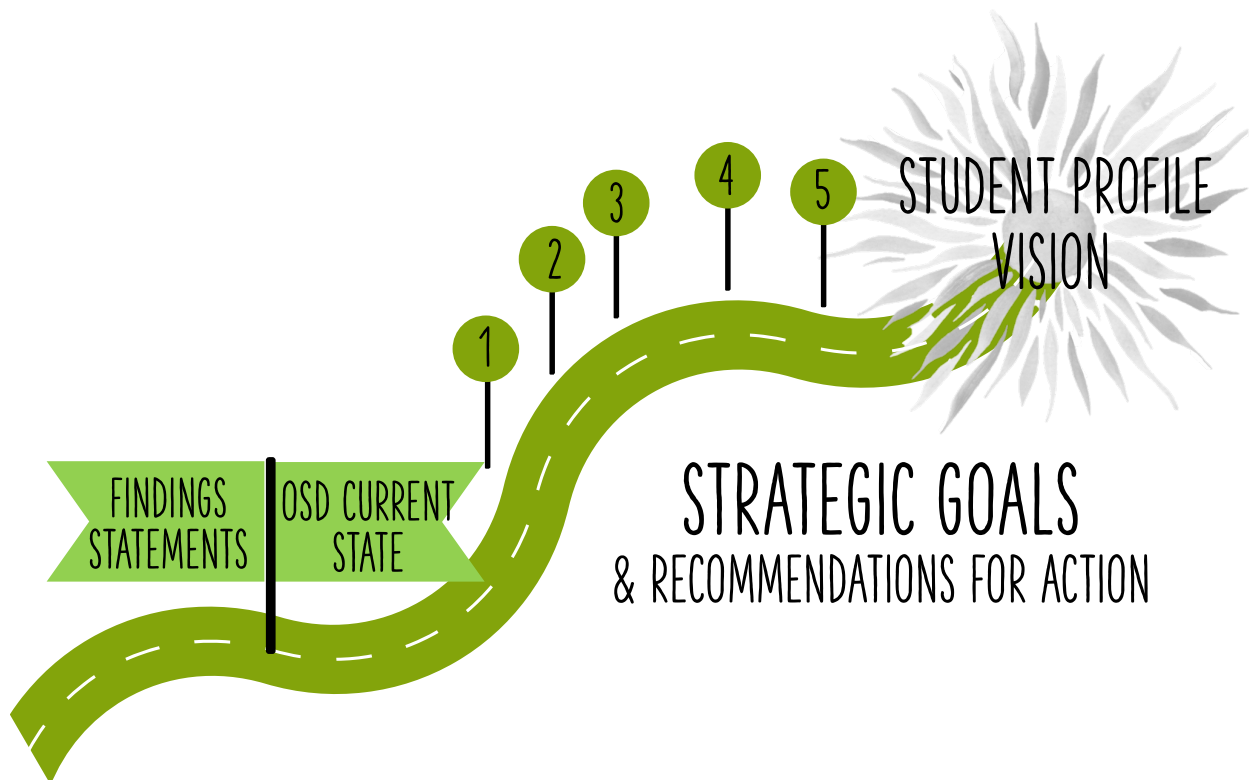
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<sup>8</sup> The findings described here reflect a few highlights. The full data profile is found in Appendix 1.



The identification of the relevant findings involves reviewing and analyzing demographic, programmatic, climate, and achievement data, as well as the information gathered previously through interviews and focus groups. Our vision and student profile, values, and principles are utilized as lenses in that review and analysis process, and we also take into account the relevant research base. This leads to the crafting of several findings statements, each of which leads to a strategic goal and recommendations for action. These findings statements begin to paint a concise and focused, although not exhaustive, picture of the most salient elements of OSD's current status.

Findings statements typically include statements of fact. These statements are backed up with quantitative and/or qualitative data or evidence that confirms that what we're saying is true. Then, we will restate the vision we hold for OSD and make the connection to a specific bucket of work we believe we must take on in order to remedy the situation described by our claims and evidence and move OSD from where it is now, to where we want to be, given our vision and student profile. For Oxnard School District, key findings emerged in five areas, and here we share a few highlights for each area. We have adapted the findings to reflect the status of Emergent Multilingual Students specifically. The complete district data overview is found in Appendix 1.



## Student Academic Engagement & Achievement

Redesignated students, known as RFEPs, outperformed RFEPs countywide, although results for both groups fall behind results statewide. Even taking this into account, though, in ELA, RFEPs meet or exceed standards at almost double the rate of students overall in Oxnard. Emergent Multilingual Learners (EML) meet or exceed standards at about half or less than half the rate of students overall.

The district's EML results mirror those of the county. A bright spot to point out is that since 2015, EMLs in Oxnard were making significant increases in their percentages of students meeting or exceeding standards in ELA.

## Learning Environment & School Climate

Oxnard is to be commended for its success in establishing multiple Dual Language Education pathways across the district, as well as for its efforts to establish and grow career academies at its middle schools. The district has also phased out its subtractive bilingual programs (such as early exit or transitional programs) in order to establish more additive programs for its Emergent Multilingual Learners, although some EMLs remain without access to additive programs and/or support. Additionally, when students were surveyed, they reported that they experienced high levels of teacher respect. As the district continues to strengthen and expand both its multilingual programs and its career academies, it will be important for the district to also look at how to incorporate a robust visual and performing arts program within the school day, as opposed to relying on after school programs to fill this need.

## Guidance & Support to Sites & District Departments

It's clear that some schools are bright light "beacons" in the district, with strong and focused principals and teachers. This is part of the overall pattern of stark overall performance differences between schools in both ELA and mathematics. These same patterns of extreme differentiation play out with subgroup populations as well. For example, the range of RFEPs meeting or exceeding standards ranges from 83% at one school, which is powerful evidence of success, to 30% at another school, which is troubling, especially since statewide, RFEPs generally outperform native English-speaking students. These extremes are evident in EML results, with 34% of EMLs at one school meeting or exceeding standards and only 4% at another school. Another area to note is that mathematics needs particular attention at all grade levels, where most of the district's schools and students are dramatically underperforming.

### Family/Community Alliances for Student Success

The district has invested significantly in supportive infrastructure in this area with dedicated staff assigned. There are well-established Latino and EML family/community engagement protocols and processes, and there's an emerging focus on inclusion and growing the leadership of African American and Mixteco families/communities. There are also some community sectors that continue to be under-represented and underserved, and there is room to grow in sustaining environments of trust and respect that honor and value contributions of the district's diverse communities.

While engagement has been prioritized, it has not consistently or strategically focused on how families and community partners can consistently promote student success tied to the Student Profile, the district's vision for student success. This could be a powerful vehicle for directly linking family engagement and the various community partners to positively impacting engagement, achievement, and equity across the district.

### Transformational Leadership & Infrastructure

The district is focused on the need for establishing district-wide coherence for all previous findings areas noted above. There are certainly clear "bright lights" across the district, and there are opportunities to build on these successes to create more coherent and widespread district success. Currently, these "bright lights" are independent efforts for the most part.

There is a need for well-articulated coherence across schools in the district and across divisions and departments at the district-level. Most importantly, all stakeholders need to clearly know and understand implications of the Student Profile for organizing classroom and school life and informing community initiatives and efforts. Resources could be maximized if there was a clear plan that all understood about how differential resources support the overall district vision.

That Oxnard School District is a TK-8 district brings with it considerable challenges. The journey to success for Oxnard students continues long after they leave the district, yet the district has little say in how its students are supported once they are promoted at the end of 8<sup>th</sup> grade. There is a pressing need for articulation between the district and the high schools into which Oxnard students matriculate.

## STRATEGIC GOALS

Based on our findings regarding the current status of the district and EMLs, we have identified five big buckets of work we need to take on in order to realize our vision. These are our five strategic goals, which form the framework for powerful and sustainable transformation of the districts services to Emergent Multilingual Learners. During the development of the district's strategic plan, the Oxnard Stakeholder Design Team developed recommended actions for each of these strategic goals. Where relevant, we have slightly modified the strategic goals to reflect a direct EML focus.

### Student Academic Engagement & Achievement

Dramatically accelerate EML academic engagement and achievement across all Oxnard EML populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

### Learning Environment & School Climate

Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success.

### Guidance & Support to Sites & District Departments

Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom in every school so that all EMLs reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.

### Family/Community Alliances for Student Success

Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting success for all EMLs, as defined by the Oxnard Student Profile.

### Transformational Leadership & Infrastructure

Create a coherent and sustainable district-wide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all EMLs, facilitate strategic plan implementation, monitor progress, and assess effectiveness and sustainability, and position the district as a leader in equitable and excellent education, especially for EMLs.

## INSTRUCTIONAL PRIORITIES

Our instructional priorities<sup>9</sup> are lenses through which we focus our work. To this end, the instructional priorities are posed as two key questions. First, how do we create and sustain 21st century multilingual learning environments of high intellectual performance for our EMLs? This question requires that we explore and come to common agreement regarding what we mean and understand by learning environments, multilingual learning, 21<sup>st</sup> century learning, and high intellectual performance.

Second, in the context of Oxnard's strategic plan and this master plan, how do we make powerful EML learning (and the teaching that leads to powerful EML learning) public and visible to our entire Oxnard community? In other words, how do we make EML learning visible? These questions require that we explore and come to common agreement about what we mean by PUBLIC and VISIBLE. One way of thinking about this is to consider what we would need to put in place so that EVERYONE - EMLs, parents, staff:

- Knows what powerful multilingual teaching and learning looks like and sees it exhibited regularly in and out of school.
- Knows what to do to produce consistently high-quality EML learning results.
- Holds each other responsible for high-quality EML teaching and learning.
- Expects that work is "done" only when it meets publicly agreed-upon standards of quality.
- Works together to create safe and affirming environments of high intellectual performance and multilingual excellence throughout the district, schools, and community for all EMLs.

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<sup>9</sup> These are described in more detail in Appendix 8.

## OUR THROUGH LINES

We also look to a set of THROUGH LINES to help us understand the terrain we'll be traversing. These through lines are the themes we want to respect as we shape our work and our journey. These through lines are basic characteristics of quality education that we should expect to see across Oxnard schools. In fact, our staff, EMLs, parents, and community should be able to recognize, describe, and promote these as hallmarks of quality EML education in their local schools.

### **Values-Driven, Principles-Based, Research-Informed Approach**

Our parents, EMLs, and staff should expect that our programs and practices reflect common values and principles and are supported by the existing research on EML engagement and achievement and program effectiveness. The highest priority programs are those that have been shown to have the highest likelihood of helping EMLs reach success as defined by our student profile.

### **Quality & Committed Educators & Leadership**

Our parents and EMLs should expect expert teachers, support staff, and school and district leaders who are focused on improving EML engagement, achievement, and global success through the enactment of essential pedagogical principles and the use of powerful practices, including frequent collegial collaboration and inquiry. Staff receive continuous support in becoming more expert, student-centered, and successful.

### **TK-12 Coherence & Articulation**

Our parents and EMLs should expect a seamless journey beginning with joyful kindergartners and culminating in multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their curricular and extracurricular content and practices within and across programs, grades, grade spans, subject areas, schools, and feeder districts. OSD and the feeder high school district engage in regular articulation processes to ensure that EMLs matriculating into the high school district have a smooth, seamless, and successful transition.

### **Global Curriculum, Pedagogy, & Assessment**

Our parents, EMLs, and staff should expect curriculum, pedagogy, and assessment that reflect the demands of a global, knowledge-based, creative-age society and economy, incorporate rigorous standards, support integrated learning, include hands-on learning and real-world applications of learning, and build on the strengths and needs of diverse learners. This includes the incorporation of the arts, world languages, physical and social-emotional development, and technology as key components of teaching, learning, and assessment, and the development of high levels of multiple literacies, including biliteracy, to prepare EMLs for the globalized 21<sup>st</sup> century world.

### **College & Career Readiness**

Our parents, EMLs, and staff should expect that all EMLs will graduate multilingual/multicultural and prepared for college and careers. Multilingual and career pathways have been designed for this purpose and utilize a robust system of indicators that provides a more complete picture of school performance, including broader measures of growth and learning that better assess global readiness skills and application of content and literacy skills to real world issues and challenges. EMLs are supported in developing benchmark projects/portfolios, capstone projects, and defense presentations that demonstrate their mastery of the expected standards in two or more languages, including English.

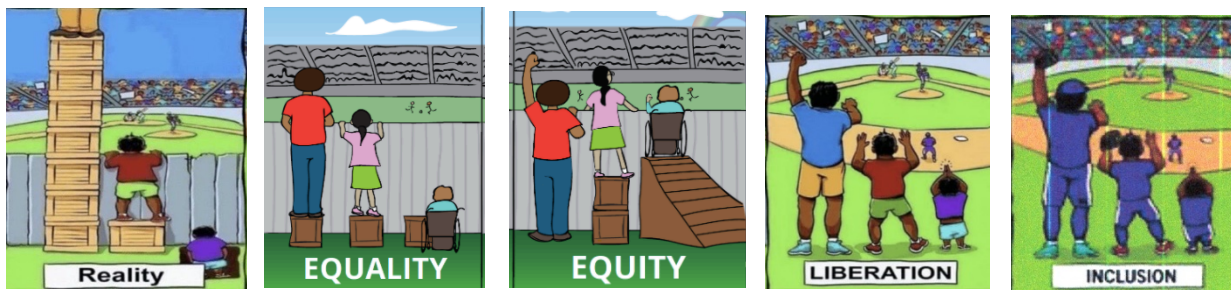


## EXPANDED MINDSET

In addition to our Essentials and Through Lines, we rely on a common EXPANDED MINDSET that expands and deepens our thinking and perspectives and begins to build the common ground and common understanding we need to transform our district. The work moving forward in Oxnard School District requires that we contextualize our policy making and implementation decisions in terms of the actual impact on real students. Fortunately, we can see much of this already in place in our district, and it draws from powerful research about mindsets and the impact they can have on what happens with our EMLs and families. Now, as we redesign our master plan, we have an opportunity to strengthen what is already in place and to dramatically accelerate our progress in ways that ensure our hopes and dreams for Oxnard School District and its EMLs become true. What we're asking all of us to do is adopt and co-sign onto these fundamentally different ways of thinking that set the stage for us being able to enact sustainable success for OSD. This requires that we ALL commit to actively rethinking how we do business and how we define EML teaching and learning in Oxnard schools. For most of us, we are well into this journey. The most important thing we can do, perhaps, is to be there for each other, to provide support and encouragement, to remind us that together, we are unstoppable.

### EXPANDED MINDSET DIMENSION #1: EMBRACING EQUITY, LIBERATION, INCLUSION, & COUNTER-HEGEMONY

Dimension 1 of our expanded mindset requires that we understand the difference between equality and equity, and that we commit to liberation, inclusion, and counter-hegemony. We've all seen some version of the ballgame equity graphics.



SOURCES FOR GRAPHICS: Angus McGuire • Interaction Institute for Social Change • Center for Story-Based Strategy

Yet another metaphor for thinking about equity comes from The Inclusion Design Group: Diversity is being asked to the dance. Inclusion is being asked to dance. Belonging is being able to dance how you want. And equity is having a turn



picking the DJ. These metaphors can help us deepen our understanding, and with regard to equity, there are three important points to keep in mind:

First, we don't all start off on a level playing field. Some of us come to the game with significant advantages; others come with significant disadvantages. So just giving everyone the same thing actually perpetuates and perhaps even aggravates those advantages or disadvantages. Second, the advantages or disadvantages do not reside in our beings. Rather, those advantages and disadvantages are built into our societal structures and systems. So, for example, if we go back to the baseball game metaphor, the issue is not that some of us are tall and some short, or in a wheelchair. The issue is that the game is structured to advantage taller, able-bodied people and disadvantage shorter, less able-bodied people. So, equity is about recognizing systemic barriers to full participation, and addressing or dismantling those barriers so that everyone has the same access, and where everyone is able to actually play in the game rather than being just outside observers. Third, we need to recognize and address the existing social context of coercive and exclusionary relations of power that too often pathologizes or criminalizes our communities of color. Central to equity-focused and liberatory education is our belief in our own transformative power to create counter-hegemonic spaces in our schools and classrooms for EMLs, educators, and parents to voice and achieve their full identities and aspirations. To create counter-hegemonic spaces, then, means that we create the environments that allow us to question, challenge, and disrupt oppressive and racist beliefs. Without this access, our most vulnerable students and families are left without crucial opportunities to become their full and best selves, to create themselves as powerful players in their own lives and in the life of their communities.

## EXPANDED MINDSET DIMENSION #2: COMMITTING TO ADDITIVE EDUCATION

Dimension 2 of our expanded mindset calls for us to replace subtractive programs and approaches with additive ones. We can always divide educational programs into two types: ADDITIVE or SUBTRACTIVE. We can tell the difference by checking to see what their primary goals are. Additive programs have four fundamental goals in common and are designed to ensure that the EMLs in those programs:

1. Develop high levels of proficiency in their full multilingual repertoires and in Academic English if that is not already within their repertoires.
2. Perform at high levels academically in at least two languages and are prepared for college and career.
3. Demonstrate positive multicultural skills and behaviors as well as global competency.
4. Develop high levels of social-emotional health, including agency, self-confidence, identity, and voice.

As Cummins<sup>10</sup> has pointed out, in societal contexts characterized by subtractive orientations, an additive orientation to EMLs' identities and multilingual repertoires challenges coercive relations of power. In this respect, we can think of additive models as enriched education programs that challenge the status quo. This is powerful education. It builds on what EMLs and families bring to school and generates expanded knowledge, skills, capacities, and life opportunities.

### EXPANDED MINDSET DIMENSION #3: WORKING FROM AN ASSET ORIENTATION

Dimension 3 of our expanded mindset involves moving from a deficit orientation to an asset orientation that facilitates and supports EMLs' learning by building on their strengths, cultures, languages, identities, and experiences and those of their families and communities. An asset approach fosters hope by shifting the focus from "what's wrong with us" to "what's right with us." It assumes that, even though there may be problems, sometimes very serious ones, there are also untapped resources and capacities inherent in every individual, organization, or community, which can be put into use to improve current conditions. Discovering and affirming these underutilized assets and untapped potential are hallmarks of an asset-based approach to teaching and learning. Adopting an asset orientation is one way of beginning to create a counter-hegemonic learning space that is equity-focused. And, as part of our commitment to moving from a deficit approach to a strengths or asset approach, we can also move from the use of the deficit-focused language, such as ENGLISH LEARNER, which describes our students in terms of what they don't yet know, to the use of terms such as EMERGENT MULTILINGUAL LEARNER, which focuses on our students' potential achievement of becoming proficient in two or more languages.

Cummins has for decades been warning us of the consequences of subtractive programs and deficit orientations. In *Negotiating Identities: Education for Empowerment in a Diverse Society*, Jim says:

When students' language, culture and experience are ignored or excluded in classroom interactions, students are immediately starting from a disadvantage. Everything they have learned about life and the world up to this point is being dismissed as irrelevant to school learning . . . Students' silence and nonparticipation under these conditions have frequently been interpreted as lack of academic ability or effort, and teachers' interactions with students have reflected a pattern of low expectations which become self-fulfilling.

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<sup>10</sup> See Jim Cummins' Framework for Reversing Underachievement

This view directly complements Yvette Jackson's groundbreaking one around the *Pedagogy of Confidence*. Their work, and the work of so many others, provides the foundation we need to create the sorts of counter-hegemonic learning environments and spaces where our EMLs can soar, and in the process, discover not only who they are, but who they might become.

ASSET ORIENTATION	DEFICIT ORIENTATION
Strengths Driven	Needs Driven
Opportunity Focus	Problem Focus
Internally Focused	Externally Focused
What is present that we can build on?	What is missing that we must go find?
May lead to new, unexpected responses	May lead to downward spiral of burnout, depression, or dysfunction

## EXPANDED MINDSET DIMENSION #4: CENTERING CULTURALLY & LINGUISTICALLY SUSTAINING PEDAGOGIES (CLSP)

Dimension 4 of our expanded mindset asks that we commit to the systemwide use of CULTURALLY AND LINGUISTICALLY SUSTAINING PEDAGOGIES. Culturally and Linguistically Sustaining Pedagogy (CLSP) draws upon, activates, and builds on students' existing schema, experiences, funds of knowledge, and perspectives to maximize learning. CLSP also intentionally and deliberately searches for, creates, and embeds an enriched pluralistic approach into our norms, policies, and practices so they affirm the identities of and expand opportunities for historically marginalized students, such as Emergent Multilingual Learners..

CLSP relies heavily on its preceding models, namely culturally relevant and culturally responsive pedagogies. It has five key features:

- It's purposely centered on the dynamic community languages, valued practices, and knowledges.
- It has a focus on creating and inviting student and community agency and input (community accountability).
- It puts content and instruction into a historical context.
- It addresses and disrupts the internalized oppressions that are often the legacies of institutional racism.
- It operationalizes these four perspectives through the adaptation of the curriculum as it plays out in our learning spaces.

When we create culturally and linguistically sustaining learning environments for our EMLs, we:

- Use language and culture to promote positive racial and ethnic identity.
- Use that identity as an asset in learning and development.
- Educate about racism and group advancement to encourage high achievement and resilience in the face of oppression.
- Employ the learning tasks to produce a wide range of competencies.
- Develop caring relationships as an initial step to inspire EMLs to work academically.
- Build on EML strengths and assume academic and personal success.

In short, culturally and linguistically sustaining education can be a pivotal resource for gaining greater engagement and achievement among marginalized and minoritized students whose languages, cultures, experiences, and strengths are often devalued in schools.

## EXPANDED MINDSET DIMENSION #5: ACTIVATING STUDENTS' MULTILINGUAL REPERTOIRES

Dimension 5 of our expanded mindset requires that we understand the concept of MULTILINGUAL REPERTOIRE, which refers to the set of skills and knowledge a person has in one or more languages, as well as their different language varieties. In this respect, even students who have only English as their language can be considered to have multilingual repertoires because they inevitably have a variety of registers and dialects "exhibited in the speaking and writing patterns of a speech community" (Fishman 1972: 48) of English that they use and know. Even if a student has studied non-living languages, such as Latin, this linguistic knowledge also forms part of the student's multilingual repertoire. For all speakers, "there is a marked variation in the forms of language used for different activities, addressees, topics, and settings" (Finegan 2004: 319).

The term MULTILINGUAL REPERTOIRES has become more common and widely used when talking about both the repertoire of resources and skills developed in an additional language being learned as well as to the diverse languages in which someone is able to communicate to some degree. The student's multilingual repertoire is the base on which their learning can build and progress. The Council of Europe (2001: 132) has noted that a "richer repertoire of this kind thus allows choice concerning strategies for task accomplishment, drawing where appropriate on an interlinguistic variation, and language switching."

Adopting Dimension 5 of our expanded mindset also means that we must believe the body of research going back decades that confirms that when students can achieve high levels of competency in two or more languages, not only do students themselves benefit in powerful, life-changing, and multiple ways, but their families and communities benefit as well. And it doesn't stop there. Those benefits accrue to our society and our world, transforming the way that human beings relate

to each other across all those differences that make a difference. This research and evidence base extends to all types of students, including special needs students. In fact, the research can be summarized with three top three reasons why every school should make multilingualism for all its overarching turnaround strategy. One is an educational reason, one a global and economic reason, and one a moral reason. Any one of these should suffice. Together, they form an imperative that we ignore at our own peril and to the detriment of our EMLs and families.

#1: We know that learning multiple languages changes the brain in a powerfully positive way, making those who acquire at least two languages smarter, more creative, and more divergent and flexible thinkers. That learning languages has this effect on every type of student is fact, not opinion. We have abundant evidence that these cognitive enhancements produce improved academic results across the curriculum, including in mathematics. There is no other educational intervention that produces results of the quality and caliber of well-implemented dual language education.

#2: We live in a world characterized by a global society and a global economy, and such a world demands that its inhabitants be able to communicate across languages and cultures. Our EMLs are not limited by the boundaries of their neighborhoods. They live in a global world that requires high levels of competency in multiple languages, as well as the language of technology, in order to be able to navigate it with ease and to develop deeper understanding of the world's economic, social, and political issues. To prepare our EMLs for these realities, the education we provide them must help them learn languages of the world, respect for other cultures and languages, and knowledge of the world geography, history, current events, and cultures that give life and are the context in which these languages are used.

#3: We have a responsibility to nurture and protect our children and help them fully develop their identities and a healthy sense of self, and right now, too often we are performing brutal and crippling language and identity amputations no less violent and damaging than if we were to chop off an arm or a leg. This is NOT who we are. We are teachers. We are supposed to protect our children, not maim them. When we facilitate the full development of children's languages, cultures, and identities, we help them become healthy and fully functioning individuals, families, and members of a larger society. The research is clear in this area, and the individual, family, and societal consequences are staggering when our policies, programs, and practices act in opposition to this knowledge and evidence base.

So, as we work on transforming educational results for our diverse EMLs, it's important that we respect what we know works. To use one of Cummins' similes, language is like a bicycle. One wheel will get you places. Two wheels will get you farther. But you can really go fast if your wheels are balanced and fully inflated. . . . as long as those designing the bicycle

know what they're doing! The priority must be to become informed enough and confident enough that we can know what we're doing with some degree of certainty so that we can then put that knowledge into action.



One wheel  
will get you  
places.



Two wheels will get  
you farther. and  
faster.



But you can really go fast if your  
wheels are balanced and fully  
inflated.



As long as those designing the  
bicycle know what they're  
doing!

## OUR FRAMEWORK FOR EMPOWERMENT

### INTRODUCTION

In Oxnard School District, we have adopted Sánchez's action-oriented empowerment framework as a vehicle for transforming our current system to one much more capable of getting us the results we say we want. Education that is compelling and inspirational drives our EMLs to high levels of excellence by providing a caring and engaged mentor (teacher) who understands the persistence, effort, and confidence that quality learning requires, regardless of the discipline or subject area. This fundamental vision of transformed and liberatory education helps guide our thinking about how we can engage all students in HIGH INTELLECTUAL PERFORMANCE, a term used by Yvette Jackson in her book *Pedagogy of Confidence*. Jim Cummins talks about a very similar concept when he refers to ACADEMIC ENGAGEMENT.

With this as the backdrop, then, Sánchez adapted her framework here specifically to showcase our VISION of the future we want for our EMLs. This VISION leads to the articulation of our INSTRUCTIONAL PRIORITIES. These priorities are in the form of key questions that focus our improvement attention and efforts. To successfully respond to our INSTRUCTIONAL PRIORITIES, we rely on a set of eight essential PEDAGOGICAL PRINCIPLES that describe the types of school and classroom environments we want to create and sustain for our EMLs. These principles are featured in our recommended actions under Goal 1.

The PEDAGOGICAL PRINCIPLES reflect a broad array of powerful RESEARCH-INFORMED HIGH-LEVERAGE PRACTICES that have been shown to significantly accelerate EML engagement and achievement. To implement these PRACTICES, we must translate them into CLASSROOM STRATEGIES that organize our classroom life. When teachers add specific content to these STRATEGIES so that they are appropriate for their EMLs and context, the STRATEGIES become grade- and content-specific CLASSROOM ACTIVITIES.



## INTRODUCTION

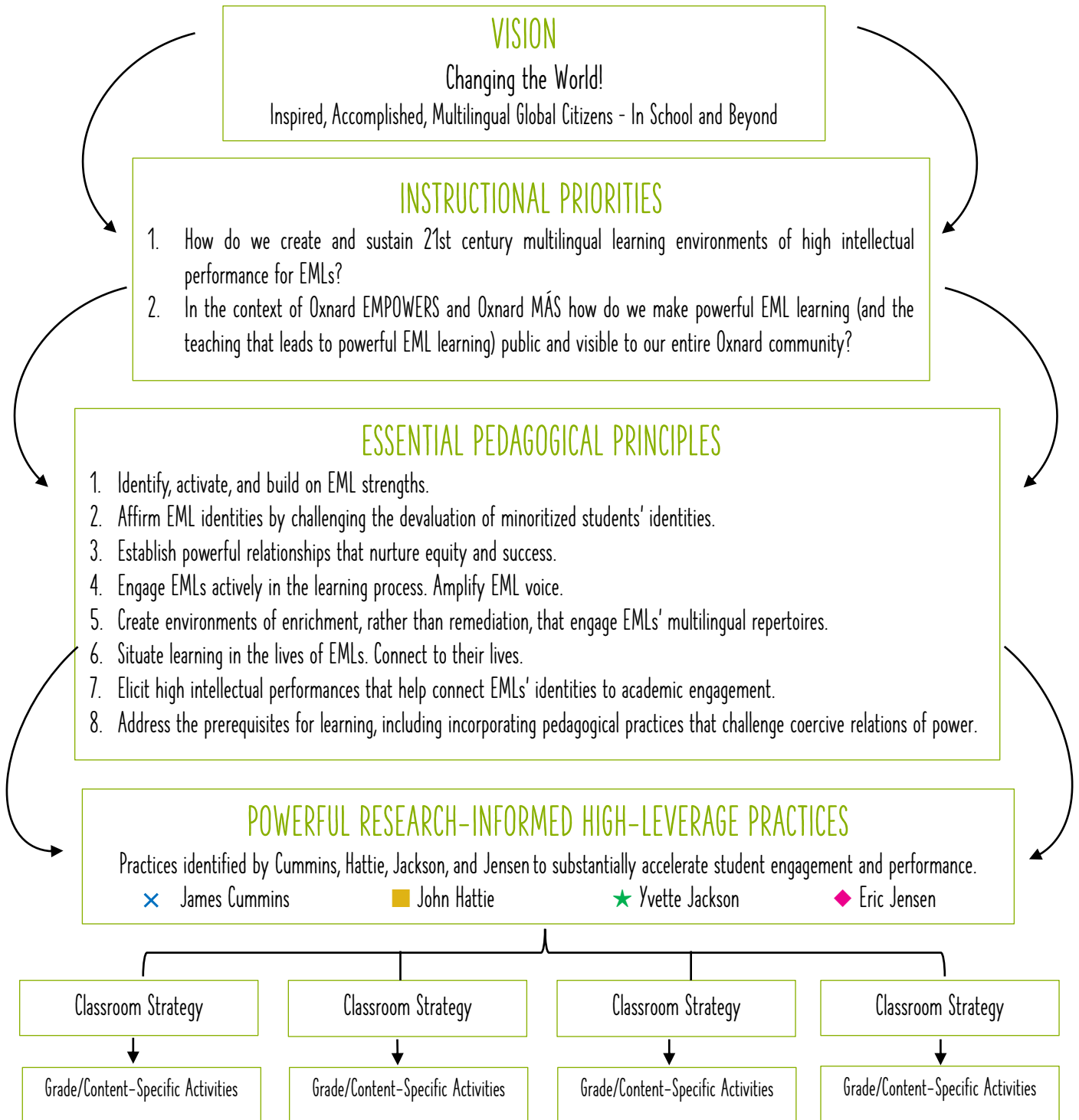
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## A FRAMEWORK FOR EMPOWERMENT



This framework allows us to create the environment for EMLs to excel across all of the domains that matter: Intellectually, cognitively, academically, and linguistically, but also social-emotionally, affectively, and artistically. By keeping us focused on the big vision we have for our EMLs, the framework establishes the connections from that vision directly down to the very strategies and activities that we choose to feature in our classrooms. It provides for an intentionality to our work with EMLs.

## PEDAGOGICAL PRINCIPLES

Oxnard EMPOWERS and Oxnard MÃS specifically call out the concept of high intellectual performance/academic engagement (terms used by Yvette Jackson in her book *Pedagogy of Confidence* and Jim Cummins in *Negotiating Identities*), an overarching concept that encompasses eight essential pedagogical principles, which are reflected in our framework.

These principles are drawn and adapted from the work of Jackson and Cummins and expanded in our framework. We support high intellectual performance/academic engagement when we deploy these pedagogical principles, holding them up as core principles that describe the types of school and classroom environments we want to create and sustain in Oxnard.

### 1. IDENTIFY, ACTIVATE, AND BUILD ON EML STRENGTHS.

Jackson (2011) explains that teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency. Identifying, activating, and building on student strengths means acknowledging that EMLs don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. Cummins stresses that we need to acknowledge these assets and show EMLs that we believe in them and in their linguistic, cultural, intellectual, and academic capacity. This also means that teachers and other school personnel need training, coaching, and experience to identify such assets in order to use them, build on them, and amplify them to support optimal learning.

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Instructional Priorities
* Essential Pedagogical Principles
High-Leverage Research-Informed Practices
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2. AFFIRM EML IDENTITIES BY CHALLENGING THE DEVALUATION OF MINORITIZED STUDENTS' IDENTITIES.

Cummins explains the critical nature of affirming EML identities by challenging the devaluation of minoritized students' identities - devaluation that happens because schools are reflections of a broader society that prizes white English-speaking people as the "real" and legitimate Americans, and that devalues others. The roots of this white supremacist belief have deep historical roots and are now so ingrained in our systems and structures that they have become like the air we breathe - clearly there, but not on our conscious radar most of the time. So, we must challenge the existing social context of coercive and exclusionary relations of power by recognizing and dismantling the systemic barriers to full participation that stem from this pervasive belief. That means explicitly valuing who our EMLs are, including their histories, experiences, languages, and cultures. Central to equity-focused liberatory education that actively affirms and values who our EMLs are is a belief in our own transformative power to create counter-hegemonic spaces in our schools for EMLs and educators to voice and achieve their full identities and aspirations. Without this access, our most vulnerable students are left without crucial opportunities to become their full and best selves, to create themselves as powerful players in their own lives and in the life of their communities.

3) ESTABLISH POWERFUL RELATIONSHIPS THAT NURTURE EQUITY & SUCCESS.

Jackson (2011) points out that students fare best cognitively, socially, and emotionally when they know they are liked, appreciated, and valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning. Establishing powerful relationships that nurture success requires that teachers know their EMLs and their communities and that EMLs see teachers and staff as their advocates and supporters. EMLs will look for teacher behaviors that they see as evidence that the teacher respects them and their cultures, languages, and communities. We know that relationships are everything. Many students will refuse to learn from teachers who they don't believe care about them, respect them, or have their best interests at heart.

4) ENGAGE EMLS ACTIVELY IN THE LEARNING PROCESS. AMPLIFY EML VOICE.

As Jackson (2011) emphasizes, encouraging students to voice their interests, perspectives, reflections, and opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill EMLs need to join wider communities of learners and doers in the world outside of school. We can engage EMLs actively in the learning process by focusing their attention on challenging thinking and requiring that they use oral and written language in the target language(s) and English to communicate and concretize their thinking. We can connect the learning to EMLs' real lives and engage them in creating authentic products that add value to the EMLs, their families, their schools, and their communities.

5) CREATE ENVIRONMENTS OF ENRICHMENT, NOT REMEDIATION, THAT ENGAGE EMLS' MULTILINGUAL REPERTOIRES.

Enrichment, Jackson (2011) notes, taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization. The research is clear on the power of creating learning environments of enrichment rather than remediation, which teachers can do by treating EMLs as gifted and organizing language and content learning experiences that allow them to behave and produce as gifted students and scholars. As Cummins underscores, this includes engaging EMLs' multilingual repertoires as powerful resources for learning.

6) SITUATE LEARNING IN THE LIVES OF EMLS. CONNECT TO THEIR LIVES.

Jackson (2011) states that students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences, activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively. Learning is best situated in the lives of EMLs by using culturally and linguistically sustaining strategies that validate EMLs as knowers and that use their lives, languages, cultures, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to EMLs that their experiences count and that who they are counts. When we engage parents and community in this manner, we are much more likely to understand how to connect learning to EMLs' lives beyond the classroom and build on the historical and current family and community funds of knowledge.

7) ELICIT HIGH INTELLECTUAL PERFORMANCES THAT HELP CONNECT EMLS' IDENTITIES TO ACADEMIC ENGAGEMENT.

According to Jackson (2011), students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding, and thinking flexibly and innovatively. Teachers can elicit high intellectual performances by making sure the curriculum is multilingual, multicultural, well-articulated, relevant, and rich. Cummins adds that they intentionally invite EMLs into cognitively complex work and inquiries in ways that allow EMLs' curiosities to be engaged and for EMLs to experience a series of linked successes, in this way connecting their identities to academic engagement. Such teachers take advantage of what we know about how the brain works best to structure brain-compatible experiences for EMLs. Most importantly, they carefully plan activities that prime EMLs for cognitively demanding work, they use processes that allow EMLs to engage in meaningful ways with the content, and they organize activities designed to help EMLs retain and retrieve what they learn - all in linguistically and culturally sustaining contexts.

## 8) ADDRESS THE PREREQUISITES FOR LEARNING, INCLUDING INCORPORATING PEDAGOGICAL PRACTICES THAT CHALLENGE COERCIVE RELATIONS OF POWER.

Jackson (2011) underscores that foundation schema-building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens EMLs' understanding, competence, confidence, and motivation. We address the prerequisites for learning by making sure that EMLs have what they need to be successful learners and students. This includes the resources -academic, social, health, nutritional and so forth-- we provide to EMLs, as well as explicitly teaching to bridge gaps in EMLs' academic and linguistic preparation and engaging EMLs in enriched learning experiences that may not be available to them outside of our schools. It means working with families in ways that expand their capacity to contribute to their children's school success, not just inviting them to serve as passive listeners to our own ideas and plans. When teachers incorporate pedagogical practices that challenge coercive relations of power that often play out in classrooms, as stressed by Cummins, they provide EMLs with the necessary tools to "talk back" to the stereotypes and biases that diminish them as powerful learners.

### KEY

- ✕ James Cummins, *Negotiating Identities*
- John Hattie, *Visible Learning*
- ★ Yvette Jackson, *Pedagogy of Confidence*
- ◆ Eric Jensen, *Teaching with Poverty in Mind*

## HIGH-LEVERAGE RESEARCH-INFORMED PRACTICES

The pedagogical principles connect to a broad array of powerful HIGH-LEVERAGE RESEARCH-INFORMED PRACTICES that have been shown to yield significantly accelerated EML academic growth, more than year for year growth in most cases. This allows us to dramatically improve both EML achievement and engagement, creating classroom and school environments of high intellectual and academic performance. We've intentionally drawn from the work of Jim Cummins, John Hattie, Yvette Jackson, and Eric Jensen in identifying these research-informed high-leverage practices that follow and have organized them under the pedagogical principle that best reflects them<sup>11</sup>.

Identify, activate, and build on EML strengths.

- ◆ ✕ ★ Empower students.
- Support development of self-regulation skills.
- ◆ Boost social skill development.

Vision
Instructional Priorities
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- ◆ ✕ ★ Expect student strengths. Believe in students and their linguistic, cultural, intellectual, and academic capacities.
- ◆ ✕ ★ Recognize and celebrate student prior experience, language, and culture. Build on culture, language, experiences as assets.
- ✕ Teach students to read initially in their first language.
- ✕ ★ Activate students' existing background knowledge and build new background knowledge as needed.

### Affirm EML identities by challenging the devaluation of minoritized students' identities.

- ✕ ★ Exhibit/model high teacher expectations.
- ✕ ★ Promote identity affirmation. Provide opportunities for students to negotiate their identities. Promote student identities of competence and complexity. Communicate to students that their experiences count and that who they are counts.
- ✕ Encourage parents to use the home language in their interactions with their children.
- ✕ Decolonize curriculum and instruction through culturally and linguistically sustaining pedagogy. Provide a rich, relevant, well-articulated multilingual, multicultural curriculum.
- ✕ ★ Valorize L1/L2 language varieties.
- Foster positive social-emotional responsiveness.
- ✕ ★ Promote a sense of self and confidence as a learner. Validate students as knowers. Develop students' sense of themselves as powerful and accomplished learners and investigators.

### Establish powerful relationships that nurture equity and success.

- ◆ ✕ Build collaborative relationships.
- ◆ ✕ Build positive teacher-student and student-student relationships.
- ◆ Manage body/mind states.
- Foster leadership and teamwork.
- Develop cooperative learning skills.
- ◆ Establish family attitude of positivity.
- Build trust.
- Foster student openness to new ideas.
- ◆ ✕ Embody respect.
- ◆ Embed social skill development in lessons.
- ◆ ✕ Be inclusive and responsive.
- ★ ✕ Know your students and communities.
- ★ ✕ Advocate for your students.



### Engage EMLs actively in the learning. Amplify EML voice.

- Foster leadership and teamwork.
- ◆× Provide students with choice and variety.
- ◆ Engage students in using technology purposefully.
- ◆×★ Design authentic inquiry learning. Engage students in creating authentic products that add value to the students, their families, their schools, and their communities. Engage students with authentic texts.
- ◆ Organize small group learning.
- ★× Create culturally and linguistically sustaining contexts.
- ★ Require that students use oral and written language in English and the target language(s) to communicate and concretize their thinking.
- ★× Connect the learning to students' real lives.
- × Maximize literacy engagement in and out of school.
- × Encourage peer-assisted learning opportunities.
- × Provide opportunities for extended teacher/student and peer group discussions of text and its meaning.

### Create environments of enrichment, not remediation, that activate EMLs' multilingual repertoires.

- Continually evaluate students' progress and adjust as needed.
- ×◆ Create safe, caring environments, including positive physical environments.
- ◆× Incorporate the arts and project-based learning, guiding deep discussions of students' responses to the arts experiences and what else these experiences remind them of and why.
- × Create a supportive community of peers among students.
- ×★ Hold high expectations for students (teachers, parents, and students themselves). Treat all students as gifted.
- × Create an aspirational climate.
- × Build effort optimism where students believe that they can accomplish the tasks before them if they try hard enough and persist. Reduce/mitigate stereotype threat.
- × Provide an accelerated curriculum and deep enrichment approaches and content.
- × Engage students' multilingual repertoires, including using their first/home language (L1) as a cognitive resource.
- × Improve student access to rich print in school and at home, especially during middle school grades.

### Situate learning in the lives of EMLs. Connect to their lives.

- ◆× Support transfer of learning by setting the learning context in students' lives.
- ◆× Make learning relevant to students' lives. Gather information from students.
- ◆× Engage and partner with the community to support student learning.
- Consistently seek feedback as to the success of the teaching on students. Measure impact.
- × Involve parents, especially mothers, in students' learning.



Elicit high intellectual performances that help connect EML identities to academic engagement.

- ◆ Energize students physically and emotionally.
- Use higher order questioning.
- Teach and use metacognitive strategies.
- × Teach for transfer and application of skills/learning.
- Encourage positive self-talk.
- Provide opportunities for pre-test written reflection.
- Provide useful (actionable) feedback that leads to improved learning/performance.
- Engage students in self-assessment and evaluation.
- Provide curriculum that balances surface and deep understanding.
- Articulate clear success criteria.
- × ★ Provide challenging tasks.
- × Provide a safe environment for contributions.
- ★ Welcome errors as learning/growth opportunities.
- Provide multiple opportunities for deliberate practice and application.
- Plan and talk about teaching.
- Ensure students experience repetitive successes.
- ★ × Invite students into cognitively complex work.
- ★ × Engage students' curiosities.
- ★ Help students experience a series of connected successes.
- ★ Prime or prepare students for cognitively demanding work.
- ★ × Use processes that allow student to engage meaningfully with the work.
- ★ × Organize activities designed to help students retain and retrieve what they learn.
- × ★ Tap and build on student prior knowledge.
- × Scaffold instruction (literacy and content) to support students' language comprehension.

Address the prerequisites for learning including incorporating pedagogical practices that challenge coercive relations of power.

- ◆ Enrich students' operating systems.
- × Provide students with coherent access to the full curriculum.
- Explicitly and actively teach specific skills and deeper understanding. Conduct microteaching sessions when needed.
- ★ ◆ Reduce anxiety. Alter school environment to mitigate stress.
- ★ Support students' concentration, persistence, and engagement.
- Use strategies that are planned and deliberate.
- Engage students in peer tutoring and reciprocal teaching.

- Teach learning strategies to construct meaning.
- × Provide clear and explicit success criteria. Be clear about intentions of lessons and what constitutes success: organize, explain, give examples, provide guided practice, assess.
- Provide useful and actionable feedback.
- × Explicitly teach for transference and bridge between languages and across contents.
- ◆ Monitor results. Design and assess success correctly.
- Teach students study skills.
- ◆ Incorporate celebrations of achievements.
- ◆ × Incorporate kinesthetic arts, creative projects, and hands-on activities.
- ◆ Build core skills.
- ◆ × Provide hope and support.
- ★ Provide students with resources they need to succeed.
- ★ × Explicitly teach to bridge gaps in students' academic and linguistic preparation. Teach academic language explicitly and reinforce academic language across the curriculum. Provide explicit instruction in reading comprehension strategies for older students.
- ★ × Expand families' capacities to contribute to their children's school success.
- ◆ × Identify prior knowledge. Connect prior knowledge to new learning.

## INTERACTIVE CLASSROOM STRATEGIES & ACTIVITIES

To implement these high-leverage research-informed practices, we must translate them into INTERACTIVE CLASSROOM STRATEGIES that organize our classroom life. When teachers add specific content to these strategies so that they are appropriate for their particular EMLs and context, the strategies become grade- and content-specific ACTIVITIES.

It's useful to make a distinction between STRATEGIES and ACTIVITIES. Strategies are really the framework that allows teachers to give definition to specific activities. They tend to be content and grade generic, recyclable, learnable, and strategic. Activities, on the other hand, are usually content and grade specific, used one-time, short term, and operational.

Strategies and activities, however, share a close relationship. Strategies, for instance, become activities once specific information is poured into them. For example, jigsaw reading is a strategy because it doesn't have any inherent content, nor is it inherently better suited to one grade or content area rather than another.



Jigsaw reading, where groups of students read different parts of a reading and then pool their learning, can BECOME an activity, though, if we define the content and the grade. So, if we ask 8th grade students to do a jigsaw reading using an article on the characteristics of symphonic music, jigsaw reading changes from a strategy to a specific activity.

A key difference is that while we probably wouldn't ask the same students to repeat the jigsaw reading activity on the characteristics of symphonic music, we would very likely ask them to participate in the jigsaw reading strategy many times over a school year. Once students have learned the form and process of the jigsaw reading strategy, they can apply this learning to participation in future jigsaw reading activities. Furthermore, students can also learn to determine when it would be strategic to use jigsaw reading to enhance their own learning and thinking, as opposed to relying on some other less well-suited strategy.

Typically, strategies can be modified or adjusted to enact research-informed practices in the classroom itself, and with the addition of specific content, will translate those research informed practices into daily activities with teachers and EMLs. What's more, these strategies are also vehicles for ensuring that daily classroom life reflects our eight essential pedagogical principles.

In the classroom, teachers have the important role of deciding when it would be most appropriate to use a particular strategy, given the research-informed practice that they wish to implement and the specific pedagogical principles they are targeting to incorporate into their classrooms. Additionally, teachers' selection decisions will consider who their EMLs are, their linguistic, academic, and cultural strengths and needs, and the linguistic, academic, and cultural goals and objectives they have planned.

Through the use of interactive classroom strategies, teachers help EMLs develop autonomy as smart and successful learners. They help them develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help EMLs figure out how to be better learners. Not least of all, when teachers incorporate interactive strategies into their classroom life, they help EMLs become better learners in and outside of the school so that they can become the key players in their own lives and in the life of their community. This is Oxnard MÁS at its core.



# RECOMMENDATIONS FOR ACTION

## RECOMMENDATIONS FOR ACTION

Oxnard EMPOWERS contains a set of recommendations for action. These are shown in the At-A-Glance chart below. In the following pages, you can see how these recommendations have been adapted specifically to pertain to Oxnard's Emergent Multilingual Learners.

### AT-A-GLANCE OVERVIEW OF THE OXNARD EMPOWERS RECOMMENDATIONS FOR ACTION

Strategic Goals	1 STUDENT ACADEMIC ENGAGEMENT & ACHIEVEMENT	2 LEARNING ENVIRONMENT & SCHOOL CULTURE	3 GUIDANCE & SUPPORT TO SITES & DISTRICT DEPARTMENTS	4 FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS	5 TRANSFORMATIVE LEADERSHIP & INFRASTRUCTURE
Recommendations for Action	1.1 High Intellectual Performance	2.1 Multi-Tiered System of Support	3.1 Culture of Empowerment	4.1 Student Profile Alliances	5.1 Strategic Plan Implementation
	1.2 Strengthening Instruction & Student Engagement	2.2 Access, Equity, & Inclusion	3.2 Professional Learning & Support	4.2 Family Engagement & Support	5.2 Districtwide Coherence
	1.3 Student Profile-Driven Lesson Design	2.3 Restorative Practices	3.3 Recognitions	4.3 Parent/Family Resources	5.3 Accountability & Progress Monitoring
	1.4 Multilingualism	2.4 Affirming Learning Environment & Relationships	3.4 Student Assessment	4.4 Community Partnerships & Relationship Building	5.4 Human Capital
	1.5 Technology	2.5 Facilities & Grounds	3.5 Support to Sites	4.5 Higher Education	5.5 Communications
		2.6 Student Voices		4.6 Family/Community Communications	5.6 Finance & Technology Infrastructure

## RECOMMENDATIONS FOR ACTION

### GOAL 1: STUDENT ACADEMIC ENGAGEMENT & ACHIEVEMENT

Dramatically accelerate academic engagement and achievement across all Oxnard EML populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices.

#### 1.1 HIGH INTELLECTUAL PERFORMANCE

Create and sustain globally competitive EML learning environments of high intellectual performance across the curriculum and in all areas needed success as defined in the Learner Profile.

- 1.1.1 At each school and districtwide, monitor implementation of the eight essential pedagogical principles supporting high intellectual performance for every group of EMLs.
  - Identify, activate, and build on EML strengths.
  - Affirm EML identities by challenging the devaluation of minoritized students' identities.
  - Establish powerful relationships that nurture equity and success.
  - Engage EMLs actively in the learning process. Amplify EML voice.
  - Create environments of enrichment, not remediation, that activate and engage EMLs' multilingual repertoires.
  - Situate learning in the lives of EMLs Connect to their lives.
  - Elicit high intellectual performances that help connect EML identities to academic engagement.
  - Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.
- 1.1.2 Implement innovative and high-leverage strategies, approaches, and programs that are proven to dramatically improve school results for all students, as well as for EMLs.
- 1.1.3 Create authentic vertical and horizontal planning and communication PreK-12, focused on learning expectations and Oxnard MÁS.

## 1.2 STRENGTHENING INSTRUCTION & EML ENGAGEMENT

Develop and implement student-centered high-leverage approaches proven to dramatically accelerate achievement, engagement, and voice/agency at all levels and for all groups of EMLs.

- 1.2.1 Design and deliver developmentally appropriate high-quality literacy and content instruction with a challenging and engaging curriculum that is responsive to the cultures, languages, identities, and lived experiences of Oxnard's EMLs, has a strong biliteracy engagement component, scaffolds instruction, activates EMLs' multilingual repertoires, and builds academic language across the curriculum.
- 1.2.2 Implement culturally and linguistically sustaining enrichment strategies and activities so that every EML has access to engaging activities within and beyond the school day, week, and year.
- 1.2.3 Establish opportunities for all EMLs to participate in comprehensive and coherent visual/performing arts (VAPA) learning as part of the core curriculum.
- 1.2.4 Organize learning opportunities that allow ALL EMLs to successfully access and participate in rigorous a-g courses once they are promoted to high school.
- 1.2.5 Assign the most expert and most experienced teachers to classrooms of the EMLs with the greatest needs.

## 1.3 LEARNER PROFILE-DRIVEN LESSON DESIGN

Establish comprehensive efforts to promote, expect, and support the use of Learner Profile-driven lesson design for EMLs: Lessons that start with grade-level standards, reflect our expanded mindset, and organize classroom life and learning in ways that enact our essential pedagogical principles and research-based high-leverage practices.

- 1.3.1 Engage staff in designing consistent opportunities for EMLs to illustrate the learner profile TK-8 in ways that engage EMLs to change the world in school and beyond.
- 1.3.2 Identify and commit to using agreed upon research-informed, high-leverage classroom strategies that promote Learner Profile-aligned EML success.
- 1.3.3 Establish protocols for and monitor collaborative cross-grade and cross-content (vertical and horizontal alignment) lesson planning.
- 1.3.4 Promote and support the incorporation of interactive, hands-on, collaborative, and joyful learning that builds EML passions, interests, and expertise. Phase out the use of passive learning approaches.
- 1.3.5 Support teachers in identifying and calendaring clear, specific, and accountable EML outcomes and target content for their grade level in each academic area.
- 1.3.6 Engage EMLs in self-assessment and reflection processes, including supporting them in organizing student-led progress conferences and presentations.
- 1.3.7 Provide EMLs with coherent and connected opportunities develop interest for college and career from grades TK-8<sup>th</sup>, including participating in career pathways.
- 1.3.8 Implement clear systems of support for teachers of EMLs in order to maximize EML success as defined in the Learner Profile.

## 1.4 MULTILINGUALISM

Create coherent TK-8 multilingual pathways so that all students are able to achieve competency in a second or third language.

- 1.4.1 Create coherent TK-8 multilingual pathways so that all EMLs are able to achieve competency in a second or third language.
- 1.4.2 Strengthen our Spanish and world language instruction so that 8th grade EMLs are able to place in AP courses and meet the California Seal of Biliteracy requirements upon entering high school.
- 1.4.3 Increase the percentage of EMLs who successfully complete the pathway to the California Seal of Biliteracy by 8<sup>th</sup> grade and garner the California Seal of Biliteracy upon high school graduation.
- 1.4.4 Establish opportunities for all EMLs to participate in world language learning experiences that lead to multilingualism.
- 1.4.5 Add a third language to our dual language education offerings by the 27-28 school year.
- 1.4.6 Expand site, classroom, and home primary language library and instructional resources and support their use in the classroom and at home.
- 1.4.7 Showcase student excellence, including multilingual excellence.
- 1.4.8 Establish a process for regularly reviewing any programs or approaches that are producing LTELs, and either improve them or phase them out.
- 1.4.9 Establish EML reclassification within 5 years of participation in additive education as the standard expectation for progress.



1.4.10 In collaboration with the high school district, establish supports for EML and RFEP students to ensure they succeed.

## 1.5 TECHNOLOGY

Integrate technology teaching and learning across the curriculum so that every EML in grades TK–8th develops sufficient technological competency to use technology effectively to learn, create, innovate, and communicate across content areas and disciplines.

- 1.5.1 Ensure the consistent use of technology as a tool to support EML learning across content areas.
- 1.5.2 Ensure the use of technology with EMLs for high order level of learning that includes research, project-based learning, and curriculum-driven projects.
- 1.5.3 Establish EML technology mentors to assist staff and parents in integrating technology in classrooms and homes to support learning, creativity, innovation, and communication.

## GOAL 2: LEARNING ENVIRONMENT & SCHOOL CULTURE

Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21<sup>st</sup> century success.

### 2.1 MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

Implement an integrated and comprehensive framework that focuses on student-centered, differentiated, and competency-based learning to address the multiplicity of social-emotional, linguistic, cultural, and academic strengths and needs of our EMLs in grades TK–8.

- 2.1.1 Align the Multitiered System of Student Support (MTSS) with the Oxnard MÁS vision, values, & principles.
- 2.1.2 Develop and apply a system that ensures all SST members utilize an asset-orientation, focusing first on EML strengths, and review research-informed data through the lenses of culture and language on a regular basis.
- 2.1.3 Develop and identify tiered systemic enrichment and intervention for EMLs with resources to support at all sites.
- 2.1.4 Identify and utilize high-leverage practices and strategies that result in high levels of EML social-emotional skill development, including in executive function areas.
- 2.1.5 Establish a clear understanding of Tier 1 (good first teaching) culturally and linguistically sustaining instructional practices, enrichments, and interventions, including in the SST process.
- 2.1.6 Review and reframe EML interventions so they are expansive and asset- and enrichment-based rather than remedial, punitive, or narrow.

### 2.2 ACCESS, EQUITY, & INCLUSION

Maximize access to equitable and inclusive educational opportunities for EMLs in the general education setting while also providing specialized services where and when needed.

- 2.2.1 Monitor and address EML disproportionality in programs and services as well as levels of achievement and success to ensure meaningful access and success for all EMLs.
- 2.2.2 Maintain an equitable and inclusive environment that provides/optimizes and energizes participation for all EMLs.
- 2.2.3 Provide a well-articulated and broad array of extracurricular and extended day/year enrichment activities and options aligned to EML interests, needs, and the Learner Profile and supported by adult mentors and coaches.
- 2.2.4 Establish and fund the school libraries as community safe spaces to explore, learn, study, and engage. Ensure they are open extended hours for student/community maximum access. Ensure there are primary language resources available.
- 2.2.5 Create a system where all students in 6–8 settings, including EMLs have an elective.
- 2.2.6 Develop a college going culture for all EMLs and families that includes access to AVID/AVID strategies.
- 2.2.7 Design and implement core and support services to improve teaching and learning for EML homeless and foster youth.
- 2.2.8 Strengthen the role of school counselors in guiding EMLs as they apply for high schools and as they think about their desired future, and in ensuring EMLs are able to manage the emotional stress of the process.

## 2.3 RESTORATIVE PRACTICES

Design and implement with fidelity a Restorative Practices system that promotes and strengthens positive school culture, engages EMLs and parents actively in the process, enhances pro-social relationships within the school community, and reduces suspensions TK–8 for EMLs.

- 2.3.1 Define the OSD EML restorative practices system and train all staff, EMLs, and families on the system, its practices, and its processes, as well as their specific roles within that system.
- 2.3.2 Establish equity benchmarks in the areas of school climate, discipline, and engagement as they relate to EML success.
- 2.3.3 Design/offer alternatives to traditional suspension and detention that provide opportunities for EMLs to redeem themselves.
- 2.3.4 Create a safe and civil learning environment for all EMLs by integrating Positive Behavior Interventions Support System (PBIS), as part of our restorative practices system in every classroom and in every school.
- 2.3.5 Train staff in relationship-building and de-escalation techniques.

## 2.4 AFFIRMING LEARNING ENVIRONMENT

Create and implement an overarching school climate initiative intentionally centered on building positive relationships and advancing EML, staff, and family/community learning and growth aligned to the Learner Profile.

- 2.4.1 Undertake a suite of coordinated climate improvement strategies designed to create exciting, energized, and supportive multilingual, multicultural school and community environments; reduce chronic absenteeism; and improve connections and relationships.
- 2.4.2 Create positive, supportive, and caring relationships between all EMLs, teachers, site leadership, district leadership, and families.
- 2.4.3 Design classrooms that reflect and teach about the cultures, languages, identities, lived experiences, and aspirations of our diverse students and families.
- 2.4.4 Create safe, welcoming, and inspiring classroom and school environments that establish and support positive connections and relationships among and between EMLs, staff, and families/community; prioritize and recognize effort/effort optimism, persistence, engagement, and a positive work ethic for EMLs, staff, and parents.
- 2.4.5 Design and implement a districtwide plan and climate that support quality health for all EMLs through healthy nutrition, safe environments, mental health supports, and comprehensive physical activities and that provides social-emotional and mental health support for EMLs and staff.
- 2.4.6 Improve the transition for all EMLs between elementary and middle school and middle school and high school.
- 2.4.7 Establish research-informed practices regarding the appropriate use of technology, especially at the early grades, to mitigate unintentional negative consequences for young students.

## 2.5 FACILITIES & GROUNDS

Maintain welcoming, beautiful, clean, and aesthetically inspiring schools, learning environments, and other district facilities and grounds.

- 2.5.1 Continue to evaluate and improve implementation of the Master Construct Plan, aligning it to Oxnard EMPOWERS and Oxnard MÁS.
- 2.5.2 Transform OSD campuses as up to date, inviting, aesthetically pleasing, and engaging campuses that by their appearance and design promote school pride among EMLs, students, and families and communicate clear behavioral expectations for EMLs and staff.
- 2.5.3 Develop a leadership and accountability strategy to empower EMLs to keep campuses clean and have them take ownership and responsibility for this.

## 2.6 STUDENT VOICES

Establish opportunities for diverse EMLs to develop their voice, leadership, and agency.

- 2.6.1 Establish opportunities and mechanisms for EMLs to participate in decision-making around issues where they are key stakeholders.
- 2.6.2 Bring visibility to a focus on equity by EMLs talking to their teachers and planning peaceful awareness and action events against inequity.

- 2.6.3 Expand the Superintendent Fellows program to include EMLs and mirror the diversity of Oxnard schools, including the diverse levels of formal and informal leadership exhibited by students from all types of backgrounds and circumstances.
- 2.6.4 At each site, support EMLs in staying motivated and making progress by establishing peer accountability groups that connect EMLs with similar goals and provide space and resources to help EMLs stay engaged and focused on meeting their goals.

### GOAL 3: GUIDANCE A & SUPPORT TO SITES & DISTRICT DEPARTMENTS

Provide strategic direction, guidance, and support to sites and district departments focused on improving the quality of instruction, interaction, and engagement in every classroom, in every school so that all EMLs reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.

#### 3.1 CULTURE OF EMPOWERMENT

Establish, support, and monitor a school, district, and community asset-based culture that lives the Oxnard MÁS way: excellence, multilingualism, possibility, opportunity, equity, and respect, and that utilizes the Learner Profile as a guide to developing excellence for EMLs.

- 3.1.1 Identify and implement a coherent strategy that builds a school culture of quality service, unity, support, perseverance, leadership, community, and accountability that includes EMLs.
- 3.1.2 Identify and implement effective, innovative, up-to-date practices designed to grow the capacity of our employees to live the Oxnard MÁS vision and values.
- 3.1.3 Strengthen and clarify expectations for and roles of the leadership team and identify and provide specific strategies and services to better support leadership team members in actively and successfully carrying out their responsibilities and maintaining positive relationships with each other.
- 3.1.4 Provide differentiated and ongoing training on the Learner Profile and how it pertains to EMLs: Awareness, Capacity, Mentoring.
- 3.1.5 Clearly illustrate for each grade level ELM group what learner profile-driven lesson design looks like.
- 3.1.6 Make learner profile-driven lesson design an integral part of "rounds" conducted by administrative and district staff.
- 3.1.7 Expand new teacher training to 3–5 days, continuing the "Learning from Ours" trainings and including learner profile-driven lesson design.
- 3.1.8 Conduct a districtwide cultural and linguistic assessment and act on the findings, continuing to nurture and expand bright spots, and taking action to improve in areas of need as they relate to EMLs.

#### 3.2 PROFESSIONAL LEARNING & SUPPORT

Implement a coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement the strategic plan recommendations fully and equitably for EMLs.

- 3.2.1 Provide professional learning opportunities to certificated and classified employees across the system, designed to improve their ability to consistently enact and demonstrate the Oxnard MAS essentials.
- 3.2.2 As part of our professional development plan, provide coherent opportunities for staff at all levels to gain knowledge and skills in culturally and linguistically sustaining approaches that value and respect ALL EMLs and their families; and apply their new knowledge and skills to further social justice, equity, and inclusion.
- 3.2.3 Provide training to front office and counseling staff, Parent Liaisons, and other personnel responsible for communicating with parents of EMLs to enable them to better counsel parents on Oxnard MAS and its key program models/pathways and options.
- 3.2.4 Develop an OSD Leadership Pipeline that provides opportunities for advancement for classified, certificated, and administrative staff working with EMLs as well as opportunities for staff to expand their instructional, strategic, visionary, and organizational leadership capacities to serve EMLs.
- 3.2.5 Develop/adopt, pilot test, and train staff on the use of a classroom observation protocol to ensure consistency and quality of implementation of the Oxnard MAS pedagogical principles.
- 3.2.6 Annually re-assess professional learning and support needs related to implementation of the Oxnard MAS expanded mindset, essentials, through lines, pedagogical principles, and high-leverage practices.
- 3.2.7 Design, implement and formalize peer mentoring across the different departments in our system to better serve EMLs.
- 3.2.8 Implement clear systems of support for our Special Education teachers in order to maximize EML success as defined in the Learner Profile
- 3.2.9 Establish a program to support existing staff in developing high levels of proficiency in Spanish and other languages of our students.
- 3.2.10 Offer more opportunities for high-quality teacher coaching in learner profile-driven lesson design for EMLs.
- 3.2.11 Provide professional development on student profile and its application to EMLs to new hires and staff on a yearly basis.
- 3.2.12 Maximize positive relationships by providing teaming opportunities to employees across departments, careers, and positions.
- 3.2.13 Provide staff at sites with communication trainings, including "Work Together" training, to get along.
- 3.2.14 Ensure that every staff person receives the appropriate job-related training.

### 3.3 RECOGNITIONS

Develop a monthly and yearly comprehensive school, staff, EML, and parent/community member recognition and appreciation program that highlights successes, achievements, and accomplishments, especially as they relate to the Learner Profile.

- 3.3.1 Establish a system of EML staff recognition and appreciation that lifts up staff who are improving their skill and expertise, provides support and mentoring to those needing it, and gracefully coaches those who won't or can't improve into other more satisfying professions.

- 3.3.2 Establish a system of EML, parent, and community recognition and appreciation that lifts that highlights those who are achieving success and making contributions.
- 3.3.3 Secure community/business partner "champions" to support the recognitions with a variety of awards and resources.
- 3.3.4 Participate in local, state, and national recognition events and feature EMLs.
- 3.3.5 Celebrate small victories and milestones on the path to reaching bigger goals.
- 3.3.6 Establish specific expectations regarding how often district leadership (Board, superintendent, cabinet, and key others) will visit schools to recognize school, staff, and EML successes.

### 3.4 STUDENT ASSESSMENT

Adopt and consistently use a set of TK–8 performance–based rubrics/matrices to measure EML growth/progress on the Learner Profile traits, identify artifacts/products, benchmarks and metrics at each grade level, and improve instruction.

- 3.4.1 Redesign report cards so they are parent–friendly, self–explanatory, include progress on meeting the Learner Profile, and are competency–based.
- 3.4.2 Identify and develop the artifacts/products, benchmarks, and metrics for each of the Learner Profile traits for EMLs at every grade level.
- 3.4.3 Identify a diverse group of classrooms serving EMLs to conduct a trial use of the rubrics/matrices, gather feedback for improvement purposes, and refine the rubrics/matrices.
- 3.4.4 Roll out the rubrics/matrices with training and assistance.
- 3.4.5 Engage staff in designing consistent opportunities to illustrate the learner profile TK–8 with EMLs and in collaboratively discussing EML work to sharpen and refine their own instruction.
- 3.4.6 Based on the Learner Profile, design and implement a performance–based assessment system that supports EMLs in demonstrating their accomplishments and competency, eventually phasing out more traditional and limited assessments.
- 3.4.7 Implement asset–oriented ELM assessment practices.
- 3.4.8 Build informal authentic assessments into all ELM lesson plans.
- 3.4.9 Increase EMLs' assessment literacy, agency, and investment by engaging them as collaborators in their own learning and growth, thereby better position them for active classroom engagement.
- 3.4.10 Create coherent protocols (including digital methods) to share ELM assessment outcomes with ELMs and parents in student– and parent–friendly language, starting at TK and continuing through 8<sup>th</sup> grade.

### 3.5 SUPPORT TO SITES

Provide strategic direction, support, staffing, and funding for site leaders and staff, focused on improving the quality of instruction and interaction for EMLs in every classroom and school learning space.



- 3.5.1 Establish a base level of EML staffing, funding, safety (emotional, physical, and intellectual), library and instructional resources, and other support for each type of site, and set aside contingency funds to assist school sites with resources, services, and facilities needed in order for the sites to deliver what is promised in Oxnard MAS
- 3.5.2 Organize district office supports and services in order to provide consistent, clear, and tangible support to site leaders and to EML staff at the school and classroom level.
- 3.5.3 Strengthen the academic robustness and options available to EMLs at every site so that all Oxnard schools are seen as academically desirable within and beyond the Oxnard School District borders.
- 3.5.4 Support site administrators with systems to guide, support, and monitor teacher practice and reflection on EML engagement, achievement, and 21st century success as defined by Oxnard MAS and the Learner Profile.
- 3.5.5 Conduct an assessment of current EML programs to determine their alignment to Oxnard MAS and their potential for achieving the Learner Profile vision of EML success for all groups of EMLs we serve.
- 3.5.6 Revise the SPSA to reflect the Oxnard MAS expanded mindset, essentials, through lines, strategic goals, recommended actions, and pedagogical principles.
- 3.5.7 Develop and roll out a shared accountability process and strategies designed to support sites in achieving the Oxnard MAS vision, values, and strategic goals.
- 3.5.8 Identify and provide the additional staffing, programmatic, equipment, materials, and funding support that struggling schools need to become high performing with regard to EMLs.
- 3.5.9 Provide a safe and confidential space for a Health Clinic on every campus, with access to an onsite bilingual school nurse, school psychologist, and emotional counselor.

#### GOAL 4: FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS

Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting success for all EMLs, as defined by the Oxnard Learner Profile.

##### 4.1 LEARNER PROFILE ALLIANCES

- Identify community, higher education, and business partners to serve as leads over multiple years in developing resources and support in and out of the classroom to assist teachers and EMLs in amplifying the learner profile traits.
- 4.1.1 Develop modules that explain each of the Student Profile traits and how parents and community/business partners can provide community-based internships and other similar opportunities for EMLs to develop those traits.
  - 4.1.2 Identify parent and community/business leaders to create a booster-type club for the Learner Profile.
  - 4.1.3 Provide training to parent and community/business leaders on how to build effective and sustainable alliances.
  - 4.1.4 Identify no- or low-cost resources and other materials available in the community to support development of the Learner Profile traits.
  - 4.1.5 Actively pursue foundation and grant funding to support the establishment and functioning of strong parent and community/business alliances to support the Learner Profile.



## 4.2 FAMILY ENGAGEMENT & SUPPORT

Create family engagement opportunities that address community aspirations and needs.

- 4.2.1 Revise/adapt the current Family Engagement Framework so it is consistent with Oxnard MÃS and align the current Family Engagement and Parent Support Services to that revised framework.
- 4.2.2 Design structures and spaces at every site to promote and ensure parent voice, agency, involvement, and leadership development for parents of EMLs.
- 4.2.3 Develop coherent classroom- and school-based opportunities for parent participation and involvement in EMLs' learning lives as well as for showcasing strengths, talents, and expertise of parents of EMLs.
- 4.2.4 Ensure participation, involvement, and support of our African American, Mixteco, Asian-Pacific Islander and Emergent Multilingual Learner parents in the different aspects of their children's education.
- 4.2.5 Educate all staff on the benefits of family/community engagement with targeted focus on engaging parents of EMLs.
- 4.2.6 Develop a strategy to increase/expand EML parent engagement each year for the next five years and staff/fund it appropriately.
- 4.2.7 Organize engagement and celebratory site events designed to engage parents, EMLs, and staff in a joyful environment and support achievement of the student profile.
- 4.2.8 Provide training and support to EML parents to expand and enhance their technological skills and access to resources.

## 4.3 PARENT/FAMILY RESOURCES

Create resources and tools and mobilize staff to support EML parents from underserved or marginalized groups with their child's learner profile success and train them to become educational partners, while providing incentives for continued support in educational partnership.

- 4.3.1 Identify underserved EML groups and create resources to include and engage them.
- 4.3.2 Create culturally and linguistically sustaining resources, tools, and incentives to help parents support their EML child's Learner Profile success: laptops, computers, books, iPads, and tutoring.
- 4.3.3 Charge identified departments with training and assisting parents of EMLs to become educational partners with the district.
- 4.3.4 Create a protocol to be able to provide/sell outdated technology and other resources to parents.

## 4.4 COMMUNITY PARTNERSHIPS & RELATIONSHIP BUILDING

Launch a community engagement initiative to build a strong positive and supportive community by creating a welcoming school environment and strong relationships with community organizations and businesses.

- 4.4.1 Create a consistently welcoming atmosphere at all school sites and district offices, including consistently greeting visitors in culturally and linguistically competent ways.

- 4.4.2 Establish a (Learner Profile) community stakeholder advisory group that includes parents of EMLs and incorporate stakeholder visits (presentations) to parent and student groups.
- 4.4.3 Organize/plan and coordinate field trips for parents, community members, EMLs, and staff to build community.
- 4.4.4 Showcase school sites with exceptional EML family/community engagement.
- 4.4.5 Showcase EML stories that exemplify Learner Profile-focused community partnerships.
- 4.4.6 Establish a community/business/district partnership that supports Oxnard MAS by providing parent/teacher events, internships, trainings, job fairs and other activities/programs that specifically support the Learner Profile.

## 4.5 HIGHER EDUCATION

Establish partnerships with local colleges and universities to enhance educational opportunities to improve and accelerate EMLs' mathematical, analytical, media, linguistic, artistic, and other skills and to offer mentorship opportunities.

- 4.5.1 Build a partnership with local universities and/or colleges - i.e., field trips, college courses or mini-courses, "I'm going to college day", and so forth designed for EMLs and their parents.
- 4.5.2 Invite the local CSU and community college district staff and faculty to present at school sites - including any career programs.
- 4.5.3 Enlist college students to mentor EMLs in specific Learner Profile areas.
- 4.5.4 Identify college/university facilities, programs, lectures, and other events that support our unit of studies, such as an observatory, art museum, dance performance and enter into agreements with the colleges/universities to make those accessible to Oxnard EMLs and staff.
- 4.5.5 Develop partnerships with colleges and universities to provide assistance to EMLs with college preparation, college admissions, and financial aid applications.
- 4.5.6 Organize family visits to colleges, business, trade schools, etc. to make EMLs and their parents more aware of their options and expectations.

## 4.6 FAMILY/COMMUNITY COMMUNICATIONS

Create and implement a portfolio of comprehensive, consistent, friendly, and informative social media, radio, print, and one-to-one communication vehicles, protocols, and strategies to strengthen two-way communication with and among district/sites and EML families.

- 4.6.1 Design and conduct annual family and EML surveys to surface needs and concerns and identify family/community and EML strengths and resources.
- 4.6.2 Create a menu of parent education classes and events for parents of EMLs and disseminate it widely.
- 4.6.3 Develop a toolkit for parents of EMLs that includes specific strategies and resources parents can use to support their students in meeting grade-level and Learner Profile outcomes.
- 4.6.4 Develop an interactive app of the Learner Profile to show EML progress on each trait.

- 4.6.5 Provide EML-specific information based on real EML work on progress reports.
- 4.6.6 Revamp and maximize the accessibility to the district's website as a conduit of information for all EML families and community members.
- 4.6.7 Communicate Learner Profile success on media, social media, radio, and TV. Show a list of businesses that support OSD's EMLs.
- 4.6.8 Incorporate communication strategies for parents of EMLs into every site's school plan (SPSA).

## GOAL 5: TRANSFORMATIVE LEADERSHIP & INFRASTRUCTURE

Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all students, including EMLs; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent EML education.

### 5.1 STRATEGIC PLAN IMPLEMENTATION

Establish a strategic plan implementation monitoring system capable of providing timely and easily accessible and understandable implementation and impact data that reveal patterns, insights, and implications about our level of organizational effectiveness, efficiency, and impact, and that support continuous improvement, especially as these relate to and affect EMLs.

- 5.1.1 Establish an Oxnard MÃS implementation and oversight structure and Leadership Team composed of an Oxnard MAS Lead, Strategic Goal Leads, and Action Leads that meet regularly to assess progress and trouble shoot.
- 5.1.2 Support monitoring processes and protocols and develop an annual report on progress on Oxnard MÃS.
- 5.1.3 Make Oxnard MAS progress a standing agenda item for cabinet, faculty, leadership teams, SSC, DELAC, and ELAC meetings.
- 5.1.4 Calendar and conduct periodic EML and community forums to surface concerns and communicate progress on Oxnard SD's transformation with regard to EMLs.
- 5.1.5 Partner with a researcher to document the Oxnard MÃS story and create a historical narrative of our transformation.
- 5.1.6 Develop and implement a fund development strategy (i.e., grants, donors, sponsors, advertisers) to grow the organization's fiscal resources sufficiently to fund Oxnard MAS activities and make us a fiscally healthy and sustainable organization.

### 5.2 DISTRICTWIDE COHERENCE

Build a culture of coherence across the district and create and communicate clear expectations of what "Equitable & Excellent Education" means in terms of behavior and results, especially with regard to EMLs.

- 5.2.1 Adopt and implement the eight core/essential pedagogical principles districtwide to support powerful, equitable, and culturally and linguistically sustaining teaching and learning for all EMLs. (See 1.1.1 for a list of the 8 principles.)
- 5.2.2 Develop and implement a process for ensuring districtwide coherence and consistency based on Oxnard MÁS.
- 5.2.3 Provide structured planning/collaboration time across school sites and job families to better support EML success.
- 5.2.4 Create a digital or hard copy instructional handbook that includes information about the Oxnard MÁS framework and priorities, pedagogical principles and practices, assessment processes and protocols, model lessons, enrichment/intervention resources, and instructional procedures.
- 5.2.5 Implement consistent procedural practices and expectations to support the Oxnard MÁS vision and values.

### 5.3 ACCOUNTABILITY & PROGRESS MONITORING

Develop a districtwide accountability and progress monitoring system, complete with tools and protocols, to assess and refine implementation and impact of each of the district's strategic goals and for district leadership to engage in reflection on and assessment of fidelity to Oxnard MÁS fundamental elements, progress on its action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.

- 5.3.1 Develop an implementation and monitoring matrix that shows what is being implemented, when, how, by whom, and to what level of impact with regard to EMLs.
- 5.3.2 Establish growth/impact baselines for all areas we are monitoring, and analyze impact data to see the level of impact being achieved for EMLs by various programs, projects, initiatives, etc. From this analysis, determine whether we continue to support certain approaches/programs as is, whether they need modifications, or whether we phase them out.
- 5.3.3 Develop long-term and short-term goals and data points.
- 5.3.4 Do ongoing progress monitoring of implementation.
- 5.3.5 Develop a plan and/or calendar of events well in advance and schedule specific checkpoints to ensure goals are met.
- 5.3.6 Implement and support shared accountability strategies to ensure teacher and leadership development.
- 5.3.7 Evaluate implementation of our programs on a yearly basis. Review EML outcomes, instructional practices and pedagogy, and consistency of high-quality implementation and make recommendations for improvement based on that review.
- 5.3.8 Assess the accuracy of our districtwide and site data and where the margin of error is unacceptable, provide modifications and fixes or identify alternatives
- 5.3.9 Develop a system, protocol, or process to monitor the progress/success of EMLs in high school and beyond.

### 5.4 HUMAN CAPITAL

Recruit, hire, train, and retain EML personnel that are highly skilled, diverse, multilingual, skilled at relationship

building, and who value and practice equity and inclusion.

5.4.1 Align staffing and investments with the learner profile and the vision for EML success.

5.4.2 Develop a recruitment and staffing system based on EML needs and guided by the Learner Profile.

5.4.3 Develop a staff placement protocol to ensure that teacher placement is aligned with EML and site strengths and needs.

5.4.4 Create or expand a new employee onboarding and orientation process for certificated and classified staff and substitutes that includes training related to EMLs, year-long ongoing coaching and mentoring, and supports staff retention in EML programs/services.

5.4.5 Develop an employee handbook to orient staff to Oxnard MÁS and the Learner Profile, articulate clear performance and climate expectations as well as district protocols and procedures, and provide support resources.

5.4.6 Strive to maintain stable teacher and site administrator assignments in EML programs/services to promote belonging and stability for EMLs.

5.4.7 Provide additional in-class support staff as needed to support increased EML achievement.

## 5.5 COMMUNICATIONS

Develop and implement a comprehensive and systematic communications and marketing plan, including social media, for Oxnard School District to achieve our vision for EMLs and strengthen our presence, influence, and impact.

5.5.1 Identify EML-related communication/messaging strengths and barriers for all staff and educational partners. Build on the strengths to dismantle the barriers.

5.5.2 Establish/create systemic EML-related communication and planning between departments outside cabinet, etc.

5.5.3 Identify learner profile expectations for each grade level with friendly language for EMLs, teachers, and parents.

5.5.4 Communicate vision and details of Oxnard MÁS elements to educational partners continuously in multiple ways.

5.5.5 Provide community meetings together (city, school, Oxnard Police Department, community, neighborhood), focused on EML progress and success.

5.5.6 Provide good, consistent EML-related communication between administration, staff, parents, and EMLs.

5.5.7 Respond to education partner input in a timely, transparent manner.

5.5.8 Reach out to the community frequently for constructive and actionable feedback, positive or negative.

5.5.9 Gather ideas from each job family on how they see their role in supporting each strategic goal. Provide examples of how different job families can support each goal in Oxnard MÁS.

5.5.10 Frequently gather staff, EML, and parent input (street-level data) to accurately assessment what's working and what's not.

## 5.6 FINANCE & TECHNOLOGY INFRASTRUCTURE

Ensure that our financial and technology infrastructure is healthy and primed to support implementation of the district's EML Master Plan.

- 5.6.1 Develop a long-term strategy to maximize our fiscal resources by aligning allocation of resources to the goals of Oxnard MÁS and by monitoring the cost effectiveness of our strategies.
- 5.6.2 Develop partnerships with agencies that will support the goal of becoming energy and cost effective and efficient.
- 5.6.3 Build a solid reserve for times of uncertainty.
- 5.6.4 Design a technology plan aligned to Oxnard MÁS that supports our master plan goals and identifies the management and EML information systems to be acquired and put in place across departments.
- 5.6.5 Strategically use technology as a mechanism to maximize EML equity, effectiveness, efficiency, and productivity at all levels of the organization.



SERVICES FOR EMERGENT  
MULTILINGUAL LEARNERS



## OVERVIEW

One of our five core values is our belief in our students' unlimited potential for academic achievement, multilingualism, sociocultural competence, and critical consciousness. We believe multilingualism and sociocultural competence are individual, community, national, and global assets. We recognize that when students can achieve fluency in two or more languages, students, families, and communities benefit in multiple powerful and life-changing ways. Those benefits also accrue to our society and our world, transforming the way that we as human beings relate to each other across all our differences.

Multilingual learning is addressed in five of our six strategic goals, and Recommendation 1.1 specifically directs us to implement multilingual pathways at all schools. In other key recommendations, we underscore the need to implement innovative and high leverage programs, in order to ensure the development of high levels of multilingualism for all students, and in particular for our Emergent Multilingual Learners.

Clearly, this is a major long-term task, given the number of schools in the district. For this reason, it is imperative that we design an actionable plan and commit as a district to leading that implementation district-wide and guiding and supporting sites in local implementation efforts aligned to the plan. The district has already established a districtwide Biliteracy Initiative (BI) intended to transform all of its schools into dual language education schools. This effort fits into the district's desire to establish comprehensive TK-8 multilingual learning pathways and support programs aligned to the California English Learner Roadmap Policy<sup>12</sup>.

While currently a significant number of Emergent Multilingual Learners still lack the necessary support to create equitable learning outcomes, we anticipate that the establishment of these multilingual learning pathways at all schools will dramatically improve outcomes not only for Emergent Multilinguals but for all participating students, thereby improving District outcomes as a whole.

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<sup>12</sup> Appendix 8 provides a matrix showing how/where Oxnard MÃS aligns to the California English Learner Roadmap Policy.

## THE EVIDENCE

The national and international research evidence is clear that Emergent Multilinguals who are not part of additive dual language education programs do not fare well. Additionally, the evidence of the multiple and long-lasting benefits of a multilingual education for all students is compelling. Oxnard's Biliteracy Initiative acts on this dual research base, moving over time to ensure all its students, both native English speakers and Emergent Multilingual Learners have access to additive programs designed to develop healthy, high-achieving, and bilingual/biliterate world citizens.

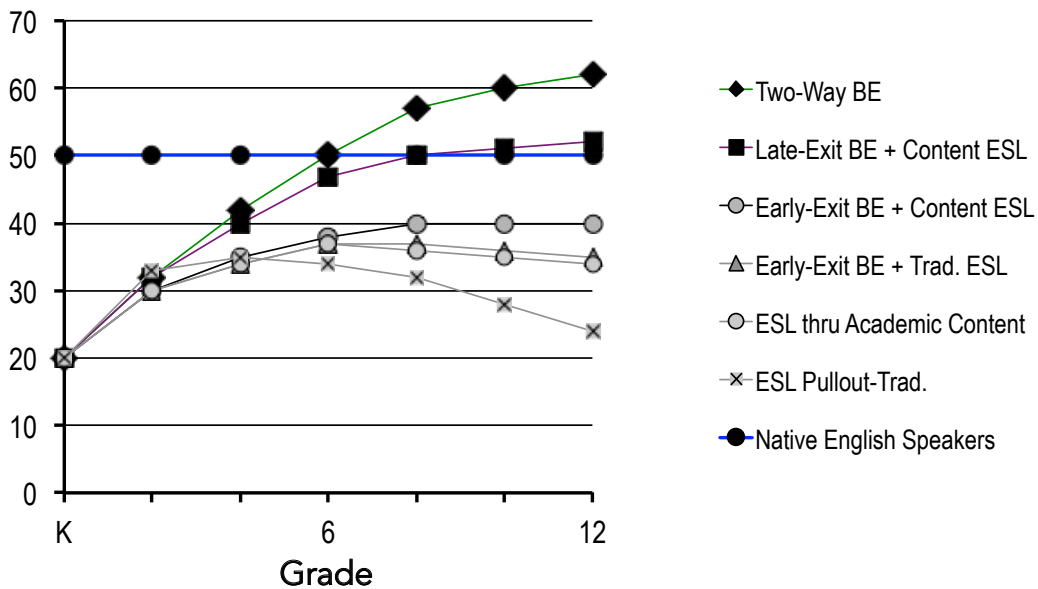
What we know is that although there are a wide array of Emergent Multilingual programs currently which Oxnard School District can choose to implement, not all of them have the power to produce the Emergent Multilingual results envisioned in Oxnard MÃS. One set of research studies by Dr. Virginia Collier and Dr. Wayne Thomas reflects our current evidence base nationally and internationally about what works for Emergent Multilinguals<sup>13</sup>. This national study of program effectiveness for Emergent Multilinguals was initially conducted in five school districts throughout the United States. It included over 210,000 student records. The study reviewed different program types for language minority students. Additional studies now include over 6.2 million student records in 35 school districts in 16 states including urban, suburban and rural districts. It makes abundantly clear that the type of program matters, that different programs have very different impacts on student achievement.

In the table below, the heavy line at the 50th NCE represents the average performance of native English speaking children making one year's progress per grade. This is the norm. Each of the various lines grouped together at the 20th NCE represents a different English Learner program model, ranging from ESL pullout to Dual Language programs (Two-Way BE on this graph). We see that all students start off making strong, accelerated progress, and if we only look at program effectiveness in the short term, it appears that it doesn't much matter what sort of program we provide to students. But by 4th grade, some groups of students are making more accelerated progress, while others are leveling off. By 6th grade, some groups are getting further and further away from ever reaching expected grade level proficiency in English. By 8th grade, some groups are shooting ahead, while others are beginning an achievement slowdown that continues through 12th grade, and that in some cases, actually leads to a larger achievement gap the longer they're in school. We see that only two program types actually help students achieve expected grade level proficiency in English: Two-Way Dual Language Programs, such as that currently being implemented in Oxnard SD, and Developmental Bilingual Programs, also known as One-Way Dual Language Immersion Programs. Structured English Immersion Programs, such as those implemented for most Emergent

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<sup>13</sup> The research is explored in more depth in the research section of this plan.

Multilinguals nationally, yield even poorer outcomes than the lowest performing program, ESL Pullout, featured in the Collier/Thomas data set.



One other point about this research: When the researchers looked at native English Speakers in the two-way model, the results surpassed those of the Emergent Multilinguals. It's important to know that this research extends beyond just Emergent Multilinguals to every group of students, including special needs students. Every group of students does better in multilingual programs. In fact, when the researchers looked at the results for African American students, these children outperformed their peers who were NOT in multilingual programs. Why is this? Powerful multilingual programs are actually ADDITIVE, enriched education programs aligned to the four key goals that the Oxnard community wants for its children: (1) proficiency in two or more languages, (2) academic achievement and college/career readiness, (3) global, multicultural, and sociocultural competence, and (4) learner agency and confidence.

# IDENTIFICATION, ASSESSMENT, & PLACEMENT, & RECLASSIFICATION OF STUDENTS<sup>14</sup>

## IDENTIFICATION, ASSESSMENT, & PLACEMENT<sup>15</sup>

Proper identification and assessment of students' language status is a foundational component for ensuring appropriate placement and access to services. At the time of enrollment, California schools are required to determine the language(s) spoken in the home by each student. For students in homes where another language is spoken, the level of proficiency in English must be determined and an appropriate program placement made. This section articulates this process of initial identification and assessment of the language and academic status of students in Oxnard School District. Student enrollment and assessment takes place at the student's attendance area school. The district has identified the following steps to support the proper identification and assessment of Emergent Multilinguals.<sup>16</sup>

### STEP 1: Registration, Including Completion of the Home Language Survey

Parents enroll their children online or at the Oxnard School District Enrollment Center. Parents complete the district's registration forms, including a Home Language Survey (HLS), as required by state law. This survey is completed the first time the parent enrolls the child in a California school, and the results are maintained thereafter. If the parent has completed the Home Language Survey more than once, the first survey the parent completed is used in this step (unless for some reason it is not available).

If the answers to Items 1, 2, and 3 are "English", the child is classified as English Only (EO). If Item 1, 2, or 3 on the Home Language Survey is answered with a language other than English, the student will be moved into further assessment to determine the student's English proficiency. When a parent indicates a language other than English or Spanish, the parent

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<sup>14</sup> Throughout this section a general deficit-orientation and deficit-based terms (such as, 'English Learners' and 'Limited English Proficient' to refer to 'Emergent Multilinguals') where content and language comes from or pertains to state and federal laws and policies which continue to use these deficit-based terms.

<sup>15</sup> A flowchart for this process is available in Appendix 4.

<sup>16</sup> In OSD, we use the term Emergent Multilingual Learner; however, California still uses the deficit term English Learner.

will complete an Informal Primary Language Survey (EL-02a). The Informal Primary Language Survey (EL-02a) will be completed by the parent and used as a tool to determine further assessment of English. At the time of enrollment parents will view a video informing them of the different program options available in Oxnard School District. Placement recommendations are described in Appendix 5.

### STEP 2A: English Language Proficiency (ELPAC) Assessment

State regulations require that if the student's Home Language Survey indicates that a language other than English is used at home, the student's English language proficiency level must be assessed within 30 calendar days of initial enrollment<sup>17</sup>. At the time of enrollment, if the student is an initial enrollment, the parent will be notified through the ELPAC Initial Assessment Notification (EL-05) that their child will be given the district official assessment ELPAC. English language proficiency is assessed at the school site or district by trained personnel. Every effort will be made to make the enrollment and initial assessment process as convenient as possible for parents and children. Currently the assessment used to determine initial English proficiency is the English Language Proficiency Assessments for California (ELPAC). This is a standards-aligned language proficiency test designed to measure the English proficiency of non-native speakers. State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as "transitional kindergarten") through grade twelve (ages 3–21). The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

- Initial Assessment (IA)—an initial identification of students as Emergent Multilingual Learners.

**Who:** Students will take the Initial Assessment if the student has a primary language other than English AND the student has not taken the ELPAC before, AND the student has not been classified before as an Emergent Multilingual Learner.

**What:** The Initial Assessment is used to identify students as either an Emergent Multilingual Learner who needs to support to learn English, or as proficient in English.

**When:** Students are given the Initial Assessment within 30 days of when they enroll at the school.

**Why:** Identifying students who need help learning in English is important so that these students can get the extra help they need to access the full curriculum. Every year students who have been identified as Emergent Multilingual Learners will take the ELPAC summative assessment to measure their progress in learning English.

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<sup>17</sup> Kindergarten registration is an exception and is described in a separate section.

- Summative Assessment (SA)—an annual summative assessment to measure an Emergent Multilingual Learner's progress in learning English and to identify the student's ELP level.  
**Who:** The Summative Assessment is given to students who are identified as an Emergent Multilingual Learner on the Initial Assessment.  
**What:** The Summative Assessment is used to measure the skills of Emergent Multilingual Learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.  
**When:** Students who are Emergent Multilingual Learners are given the Summative Assessment every spring between February and May until they are reclassified as English proficient.  
**Why:** Identifying students who need help learning in English is important so these students can get the extra help they need to access the full curriculum. Every year, students who are Emergent Multilingual Learners will take the ELPAC summative to measure their progress in learning English.

The ELPAC tests four different areas: Listening, Speaking, Reading, and Writing. The child receives a score for each part of the test as well as an overall proficiency score. The score types include raw score, scale score, and proficiency level. Based on their performance on the ELPAC, students will receive a score of 1–4 in each area, with 4 being the highest and 1 the lowest score

Level 4: Emergent Multilingual Learners at this level have well-developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).

Level 3: Emergent Multilingual Learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.



Level 2: Emergent Multilingual Learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.

Level 1: Emergent Multilingual Learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

The student receives a score for each part of the test (listening, speaking, reading, writing) as well as an overall score. Students also receive an Individual Proficiency Test (IPT) in Spanish if they have a primary language of Spanish or Mixteco. (We do not provide preliminary ELPAC scores.)

ELPAC results are maintained in the district's student information system for future use in monitoring student progress and in program evaluation. All students with a home language other than English, including students with an Individual Education Plan (IEP), will be assessed with the ELPAC. On the basis of the English language assessment, students are classified as either Initially Fluent in English proficiency (IFEP), Reclassified Fluent English Proficient (RFEP), or Emergent Multilingual Learner (EL). A student is classified as IFEP if the ELPAC scores are well-developed on each of the four subtests. A student is identified as EL if the overall level is somewhat to moderately developed or below. Emergent Multilingual Learners proceed to Language Classification and Determination of Recommended Placement in an Emergent Multilingual Learner Program/Pathway. (Step 3)

### *Initial Program Placement*

Currently, upon completion of enrollment, a meeting is held with the parents to provide them with a description of the program placement options and allow them to make an informed choice of which program they prefer for their child. This information is provided to parents on a Parent Notification of Primary Language Test Form (EL-03 Initial Parent Notification of Student Placement Form), in a language understandable by the parent. If the student is an initial enrollment, the parent



will be notified through the ELPAC Initial Assessment Notification (EL-05) that their child will be given the district official assessment ELPAC.

Currently program options available in English instruction are Sheltered English Immersion program for students who have minimally or somewhat developed English skills or English Language Mainstream<sup>18</sup> for students who have moderately or well-developed English skills.

Parents who wish to place their English Learner child in an alternative program of primary language instruction<sup>19</sup>, rather than in a program taught overwhelmingly in English, may request such instruction. This information is provided orally and in writing.

For families wanting a Spanish bilingual program the Dual Language Immersion program is available. This program is open to students based on availability. For students in 2nd grade and above, students must be tested in reading and writing abilities in Spanish and placement in the DLI program must be approved by the Director of Teaching & Learning.

OSD also offers a Newcomer Program in grades 3-5 and 6-8 (see pp. 119-120 for detailed descriptions). This program will be offered to parents of students new to the country (less than 2 years in U.S. schools) who are looking for an English acceleration program for their children.

EML students will be assigned to the program decided on by the parent's informed<sup>20</sup> preference, eligibility of student for the program, and available space within the program chosen.

The district intends to review its placement processes to determine what changes should be made in order to ensure that every student is placed in the most powerful program/pathway available and that parents are fully informed of the long-

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<sup>18</sup> Part of the parent notification process is to inform parents that these represent subtractive programs that research indicates result in less-than-optimal academic results for Emergent Multilingual Learners.

<sup>19</sup> At the present time, OSD continues to use "alternate program" to refer to primary language/dual language programs. With its focus on multilingualism and the use of research validated additive programs, the district is moving to making these programs the default programs/pathways and phasing out subtractive program options such as those where instruction is primarily provided in English.

<sup>20</sup> Parents are informed of the academic, linguistic, and social-emotional consequences of the different types of available programs, as reflected by current research findings, of the difference between subtractive and additive programs, and the overwhelming and long-lasting benefits of achieving proficient bilingualism/multilingualism.

term academic, intellectual, social, and other consequences of placement in programs/pathways that have been shown to be less effective than others. As new processes and procedures are established, the district will also establish the infrastructure to ensure that all site administrators and staff are knowledgeable about and implementing the placements and that enrollment center staff are fully trained and equipped with the knowledge and skills to communicate about this successfully with parents and other staff.

#### STEP 2B: Primary Language Proficiency Assessment

All students with a home language other than English are assessed to determine their English proficiency. An initial assessment is administered to students as soon as test is available from the State of California testing site Test Operations Management System (TOMS). Students also receive an Initial Proficiency Test (IPT) in Spanish if they have a primary language or Spanish or Mixteco. Once official results have been received, the parent is notified via mail. In addition to the results the parent will receive a copy of the Parent Notification of English Language Testing Form (EL-03 Initial Parent Notification of Student Placement Form). This written notification is available in English and Spanish. A copy of this notification is placed in the student's English Learner file in the CUM. The assessment results are imported from the State of California testing site, Test Operations Management System (TOMS) in the student data system and maintained in the student's English Learner folder inside the CUM folder for future use in monitoring of student progress and program evaluation. The results are used to determine the student's level of literacy development in English. The purpose of administering these assessments is to provide additional information critical to making an informed decision about the most appropriate support for the student, given the district's move to multilingual pathway options.

#### STEP 3: Language Classification & Determination of Recommended Placement in an Emergent Multilingual Program/Pathway

The results of the Home Language Survey and the English and primary language assessments (and any other information related to prior schooling, including transcripts, if available) are used to determine the optimal support for students.

#### STEP 4: Parent Notification of Initial Results

Parents must be notified no later than 30 days after the beginning of the school year (or, if the student has enrolled during the school year, within two weeks of the student being placed in program) of the results of the student's initial English and home language proficiency assessments, and program placement recommendation. Parents are notified by letter of the assessment results, and given a written description of the recommended program placement, the available program options,

and the benefits and consequences of each. This information is available in English and Spanish. A meeting may be requested.

### STEP 5: Program/Pathway Placement

Because of the negative linguistic, academic, and social consequences that accrue to students, families, and our community when Emergent Multilinguals are placed in subtractive schooling contexts, the district will make every effort to ensure that every Emergent Multilingual has access to an additive program while enrolled in Oxnard schools. Additive programs that are part of the district's comprehensive plan for multilingual pathways include a variety of biliteracy programs, heritage language programs, and world language programs, as well as support services such as summer, after school, and Saturday enrichment programs. This change complies with the California Department of Education English Learner Roadmap. Oxnard's comprehensive plan for multilingual pathways is fully compliant with that state policy.

Parents choose the most appropriate program for their children, based on staff recommendations and program availability. Emergent Multilinguals will receive support services to augment the ELD programs available. Where bilingual programs are not yet available, Emergent Multilingual Learners will receive support services to augment the ELD program services. These support services include summer and extended learning opportunities, as described earlier in this section. If a parent wishes to change their child's program placement, a process called Change of Programs is followed.

Throughout this document, when the text refers to a classroom (for example, "Structured English Immersion classroom") it means a classroom in which the program exists. It does not mean that the classroom is exclusively dedicated to that program. When more than one program exists within a classroom, it is extremely important that students are clearly identified by program, and that they receive the services appropriate to that program. This requires differentiation of instruction and of activities within the classroom, and careful monitoring to ensure that the guidelines for each program are followed.

The student is assigned to an appropriate program/pathway. This decision is made by the educational staff with informed input from the parent. All EMLs, regardless of program placement, by law, are to receive English Language Development instruction and support that will ensure that they learn English and have full access to the core curriculum. Once the official ELPAC results have been received from the test publisher, the parent is notified in writing of the results of the initial identification. This written notification is available in English and Spanish.

The ELPAC or any of its parts may be waived if the student's Individual Education Plan (IEP) provides for an alternative assessment in place of all or part of the ELPAC<sup>21</sup>. The IEP Team may also determine that the ELPAC may be taken but with modifications or accommodations.

Initial identification processes and ongoing monitoring are critical in the identification of program placement for EMLs. There are five distinct groups of EMLs in the Oxnard School District, the majority of whom are Spanish speakers:

1. Newly arrived EMLs with adequate formal schooling;
2. Newly arrived EMLs with limited or interrupted formal schooling;
3. Long Term EMLs (6 years or more as EMLs);
4. EMLs who are meeting benchmarks and making expected progress toward language and academic goals;
5. EMLs who speak languages other than Spanish, including indigenous language groups, and who have the characteristics of groups 1-4.

Programs will be adapted to meet the needs of students in each of these groups. These programs/services are described in more detail in the section of this plan on SERVICES FOR EMERGENT MULTILINGUAL LEARNERS.

## TRANSFER STUDENTS

### Transfers between District Schools

Parent initiated Intra-district Transfer requests are made through the district office. Completed Intradistrict Transfer forms are sent to the sending and the receiving school, and all data regarding the student's EL assessment history - current scores, current placement, records of academic progress, and interventions -- are sent to the receiving school. The site principal, or designee, at the receiving school is responsible for reviewing the student's records (including information in the district's database system) and ensuring that the student will be properly placed in the appropriate type of instructional program, as specified in the student's current records.

### Transfers from Other California Schools

Students transferring into the district from another district within the state often have records of a Home Language Survey, scores on the mandated assessments and an initial language status. These students do not need to go through the district's initial identification process. If the parent provides the student's records, staff will use this information to make an

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<sup>21</sup> EMLs with an IEP will only either take an ELPAC or an Alternate ELPAC.

appropriate placement. If not, staff will contact the former district in order to obtain the information. Records are obtained from the previous school/district, entered into the district's record keeping system and shared with the classroom teachers. If available, the first Home Language Survey (HLS) completed by the parent will be used as the basis for deciding whether the English proficiency assessment and other language assessment procedures should be performed with the child. If the student's prior records cannot be acquired at the time of enrollment, English language assessment proceeds, a temporary placement is made until necessary data is received from the sending district, and the identification/notification/placement process is implemented per the above description. The district of origin will be encouraged to expedite the process of sharing information by faxing or emailing the records, or by providing information by telephone.

### Transfers from Out of State or from Other Countries

The five-step language assessment, classification, and placement process described above will be followed for students entering the district who are new to the state or from another country. The student's district enrollment date is entered into the student's records and the student database system. The date the student first enrolled in a US school is also entered.

## RECLASSIFICATION CRITERIA

The California Department of Education's English Learner Reclassification Guidelines stipulate the following criteria: The LEA must reclassify a pupil from EML to proficient in English by using a process and criteria that include, but are not limited to:

- a. Assessment of English language proficiency. (EC § 313(d)(1); 5 CCR § 11303(a))
- b. Comparison of pupil's performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate whether the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. (EC § 313(d)(4); 5 CCR § 11303(d))
- c. Teacher evaluation that includes, but is not limited to, the pupil's academic performance. ("Teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil.) (EC § 313(d)(2); 5 CCR § 11303(b))
- d. Opportunities for parent opinion and consultation during the reclassification process. (EC § 313(d)(3); 5 CCR § 11303(c))

Oxnard School District's RFEP criteria adhere to state guidance and are outlined in Appendix 6.

## THE RECLASSIFICATION PROCESS

The reclassification process will consist of the following steps:

1. Site administrators, with support and guidance from the Educational Services Department will monitor progress toward attaining RFEP criteria. As part of on-going progress reporting, parents are informed of the child's progress toward meeting all RFEP criteria.
2. Site administrators will secure participation of the classroom teacher and other certificated staff with direct responsibility for teaching or placement decisions of the pupil (5 CCR 11303[b]).
  - The teacher recommendation is based on documented academic performance in Core Curricular Areas.
  - Other factors not related to academic success or English Language proficiency should not preclude student from reclassification.
3. Parent opinion and consultation during the reclassification process (EC 313; 5 CCR 11303[c]).
  - Site administrators will provide notice to parents and guardians of their right to review RFEP data, seek parent/guardian opinion and consultation, and encourage participation during the reclassification process.
  - Parent contact may be made face to face, by telephone, virtual conference (Zoom), or letter.
  - Additional steps for encouraging parental involvement in the process may include:
    - ✓ Meeting with parents of EMLs who are close to meeting reclassification criteria, to explain the process and steps needed to reach the goal.
    - ✓ Inviting parents to a group meeting to explain that their child has met all the criteria to be reclassified, celebrate the accomplishment, and explain that staff will monitor their student's academic performance for at least four additional years. Students are also included in this meeting/celebration.
4. The site level team including, but not limited to, the Principal, Teacher and TOSA will review the evidence of student performance data. The team will:
  - Review all the student performance data.
  - Review the teacher recommendation data.
  - Take into consideration any concerns raised by the parent/guardian.
  - Take a recommendation to reclassify or not to reclassify the student based on the evidence of the student performance data presented.
5. The student is then coded as reclassified in the district student information system. This enables district personnel to monitor all reclassified students for a minimum of four years in order to ensure correct classification, placement, and



additional academic support to ensure ongoing success in the mainstream program.

## RECLASSIFICATION STEPS

The list of potential reclassification students is generated by the Educational Services Department and sent to the site administrator for review and data analysis.

Sites determine students who meet the reclassification criteria and complete all the appropriate forms and meetings as required.

After consultation with parents and when all signatures are obtained, documentation will be completed in electronic data system to show RFEP date.

Reclassification is documented in the electronic district data system and a hard copy of all paperwork is placed in the student cumulative record.

## RECLASSIFICATION PROVISIONS FOR SPECIAL EDUCATION STUDENTS

All students with an IEP must also meet reclassification criteria. The reclassification process used for general education students is also used for students with IEPs who are being instructed using the general education curriculum with accommodations and/or modifications. If a student in this situation fails to meet the reclassification criteria, the IEP team will review and reassess using the SELPA IEP Reclassification Worksheet to recommend reclassification for a student with an IEP who has not met the reclassification criteria.

The student's Case Manager is included when a student with an IEP is being considered for reclassification. If the student fails to meet the reclassification criteria within the expected time frame, the IEP team may determine that due to the nature of the identified student's disability, an alternative reclassification process will be used. Alternative assessments must be identified for use at the Reclassification IEP. Results are compiled and presented to the parents/guardians for review, along with other measures determined by the district to assess student's progress towards reclassification at which time the IEP team along with parents/guardians determine if reclassification is in the best interest of the student.



An alternative reclassification process is used for students with moderate to severe disabilities whose IEP teams have determined that they are unable to participate in one or more parts of the ELPAC even with accommodations and/or modifications. Reclassification for these students is based upon alternative proficiency testing (Alternate ELPAC). The IEP team reviews the data and makes the decision about reclassification.

## PROGRESS MONITORING OF RECLASSIFIED STUDENTS

Site-level administrators are responsible for overseeing the progress monitoring of reclassified EMLs in the spring each year for at least four academic years following a student's reclassification (Ellevation Monitoring Form). The principal and designated staff members at each site monitor all reclassified students for a period of four years after reclassification, in order to ensure that they are making adequate academic progress. If the student's grades are not adequate, or if performance on tests or benchmark assessments indicates that academic progress is insufficient, the school re-evaluates the student's program and interventions are recommended.

To support sites in this effort, the Educational Services Department will annually generate a list of reclassified students who need to be monitored during the four-year monitoring period. As part of the monitoring process, student performance on critical achievement and performance measures is documented. If a student begins to fall behind on appropriate measures of achievement related to grade level standards, a student/parent/teacher conference is held to develop an intervention plan for the student. Services that may be provided include but are not limited to:

- Specialized academic assessment
- Tutoring
- Specialized reading instruction
- English Language Development instruction
- Primary language instruction/support
- Participation in targeted asset-based intervention provided by the school

The student's reclassification form (Ellevation Monitoring Form) is reviewed at each monitoring period, documenting continued progress toward proficiency in the content areas. After four years of monitoring, reclassification student is reviewed to determine that the student demonstrates sufficient progress. Forms documenting this progress (Ellevation

Monitoring Form) are kept within the students EL data system profile and the monitoring is terminated. If a student does not make sufficient progress, the monitoring process will continue.

## ANNUAL TK/K REGISTRATION, ASSESSMENT, & PLACEMENT

A special process is used for assessing new TK/Kindergartners' language proficiency at the beginning of each school year. TK/Kindergarten registration begins in January of the school year preceding the child's entrance into TK/Kindergarten. However, English proficiency testing, by state mandate, may not begin until July or 30 days from the first day of school. When the parent registers the child, the Home Language Survey is completed. If the HLS indicates that a language other than English is spoken, parents will be presented with the ELPAC Notification Form and will be notified of testing arrangements at a later time.

During the official assessment period (beginning no earlier than allowed by state guidelines and continuing until all assessment of new TK/Kindergartners is completed, a team of district staff trained in assessment procedures is assembled in order to complete proficiency testing for TK/Kindergartners. The same criteria and procedures related to parent notification and program placement that are used for other students are used for TK/Kindergartners. Parents are notified by letter of the assessment results, and given a written description of the recommended program placement, the available program options and the benefits of each. This information is provided in English and the family's home language. A meeting may be requested. It may be held in English or in the home language.

Parents of incoming TK/Kindergarten students are provided with information at the time of enrollment regarding the district's multilingual pathways, programs, and services, and the linguistic, academic, and social-emotional benefits of those programs explained, as well as the known long-term consequences and results of placement in subtractive programs.

## PROFESSIONAL DEVELOPMENT FOR STAFF AND ADMINISTRATORS ON INITIAL IDENTIFICATION, PLACEMENT AND PARENTAL RIGHTS/INFORMED CHOICE

The district provides ongoing professional development for administrators and staff, on legal requirements and district procedures relating to the implementation of Oxnard MÁS including:

- Initial Identification
- Placement Options and Procedures
- Parental Rights and Informed Choice



Those who participate in the training include, but are not limited to, district and site administrators, teaching staff including special education teachers and staff, district Enrollment Center staff, staff members who work with EML records, office staff members responsible for registration, Teachers on Special Assignment, paraeducators, and other support staff as necessary. Training for site staff takes place annually prior to the opening of school and/or when new staff members are employed.

# MULTILINGUAL PATHWAYS & SUPPORTING PROGRAMS<sup>22</sup>

## INTRODUCTION

As we have said, only additive pathways have the power to achieve sustainable long-term success for our students. The umbrella term we use for these additive pathways is DUAL LANGUAGE EDUCATION. All pathways under this umbrella share the same basic four goals: high levels of proficiency in English and the target language; high levels of academic achievement and college preparedness; high levels of global, multicultural, sociocultural competence; and high levels of learner agency and self-confidence. There are two main types of pathways under the big umbrella: immersion programs and heritage or language revitalization programs. Heritage programs are programs like Spanish for Native Speakers. Immersion programs fall into two categories: two-way programs and one-way programs. For more detailed information about our district's implementation of two way dual language immersion programs, see the Dual Language Immersion section at the end of this chapter.

The terms 'two-way' and 'one-way' refer to the types of students in the programs. In two-way programs we have Emergent Multilinguals and Native English speakers together learning two languages. In terms of student results, these are the optimal programs. However, we don't always have the right mix of students to implement these programs. The next best thing are one-way programs, of which there are two kinds. Some one-way programs are for Emergent Multilinguals only. These are also known as maintenance, developmental, or biliteracy programs. Other one-way programs are for native English speakers (and others who are already English proficient) who are learning a world language. These latter programs are also known as Canadian immersion models.

The most important thing to remember is that ALL of these programs share the same core outcomes, although the target students may be different and the languages may differ. All the proposed multilingual pathways are designed for participating students to develop proficiency in English and the home/target language and provide grade-level academic content. The district will utilize the monitoring process and annual audits (see Recommendations for Actions section) to

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<sup>22</sup> Appendix 3 describes the different types of multilingual pathways and support programs.

address the consistent provision of these services. The Oxnard School District is committed to providing EMLs with a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in becoming productive members of our society and without loss of their home language. Board Policy 6174 states that "the district's program shall be based on sound instructional theory and shall be adequately supported so that English Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study".

In OSD, as part of our planning process, a multi-year pathway/program implementation schedule will be developed. This schedule will indicate when specific pathways/programs will be implemented at each site. In most cases, the schedule will allow for at least a year of planning time before a new pathway/ program is implemented. The schedule will be designed so that, if implemented appropriately, by school year 2026-2027:

- All students completing a multilingual program in the TK-5 grades will be able to move into a middle grades multilingual program.
- All middle school Recently Arrived Emergent Multilinguals will have access to a heritage language program.
- An increasing number of entering TK/K Emergent Multilinguals and English Dominant students will have access to a multilingual learning experience.
- Although currently the district does not offer primary language instruction for its Mixteco students, the district intends to research whether the Mexican government has primary language/biliteracy programs for Mixteco students, and if so, whether these programs might be adaptable to the Oxnard setting.

## ADDITIVE CORE MULTILINGUAL PATHWAYS

We can identify at least five additive Core Pathways that OSD endorses. Some of these are already being implemented in the district, while others will be introduced in future years as part of the district's Biliteracy Initiative:

- Two-Way Dual Language Immersion (Emergent Multilinguals, Experienced Multilinguals, English Only)
- Two-Way Multilingual Immersion (3 or More Languages)
- One-Way Dual Language Immersion for Emergent Multilinguals (AKA Developmental, Maintenance, Biliteracy)
- One-Way World Language Immersion (AKA Canadian Model - Non-Speakers of Target Language)
- Heritage/Language Revitalization

These additive core multilingual pathways can be implemented as whole school or as a strand within a school, except for the one-way dual language immersion for Emergent Multilinguals and heritage language pathways, which are best

implemented as strand models to avoid issues of segregation. These pathways can also be implemented in what is known as a 90/10 model or a 50/50 model. The percentages refer to the number of instructional minutes in each language. In the 90/10 model, 90% of the student's day in K/1 is in the target language, while 10% is in English. Each year, the percentages shift until a 50/50 balance is reached, then that balance is maintained for the duration of the program. In a 50/50 model, the 50/50 balance of language use starts from K and is maintained throughout the duration of the program. While the 90/10 model has shown better results in terms of language learning, there are situations where districts chose the 50/50 model, which still yields excellent results, for political or community reasons. In Oxnard SD, we have chosen to implement the 50/50 model.

In addition to the core pathways, OSD also offers a Newcomer support program. Currently, the Newcomer program does not adequately incorporate strong primary language instruction. However, over the next several years, OSD intends to re-fashion its Newcomer program to align to the requirements of additive programs.

These district's current and future pathways and programs are described in the sections that follow. The intent is to ensure that all district-supported pathways and programs contain the following required components:

- Well-articulated, standards-based, differentiated Designated English Language Development (ELD) instruction.
- Well-articulated, standards-based, differentiated instruction in the core curriculum and Integrated English Language Development instruction.
- Culturally and Linguistically Responsive Teaching that validates and values students' cultural and linguistic heritage.
- Well-developed primary language instruction, both in terms of language develop and standards-aligned core curriculum content.

Where feasible, the district will provide at least one dual language option at any school should there be 20 EMLs. The Department of Educational Services monitors parental requests across the district and coordinates with the Director of Pupil Services to support site administrators in this process. Parents choosing a model different from that offered in the school serving their child's attendance area may request an intra-district transfer to a school that offers the model they desire. Regular intra-district transfer procedures are followed to accomplish this transfer. These requests will be approved whenever feasible.

The one-way and two-way programs in the Oxnard School District offer students the opportunity to become bilingual and biliterate by developing advanced language/literacy skills in two languages. It is a simultaneous literacy model; students

develop literacy at the same time. This requires careful design of the daily schedule and focused teacher collaboration to ensure students are receiving appropriate standards-based instruction in each language. Parents who select this program option are informed of the long-term commitment in order to take advantage of the full benefits of this pathway. The district commits to allowing the child to continue to be enrolled in the same type of program model whenever possible.

### ONE-WAY DUAL LANGUAGE IMMERSION FOR EMERGENT MULTILINGUALS

This pathway, also known as Developmental, Maintenance, or Bilitery, is intended for Emergent Multilingual Learners when a Two-Way Dual Language Immersion pathway is not available or feasible, primarily because of the preponderance of one ethnic group. Currently, it is the most prevalent dual language program in the district since the district's demographics often don't allow for two-way programs. In OSD, these programs typically follow a 50/50 model where students spend half their day in Spanish and half in English. In the comprehensive middle schools, at 6<sup>th</sup> grade the balance shifts to 40/60, although in the model, the 50/50 balance is maintained through high school. At 7<sup>th</sup> and 8<sup>th</sup> grades, the students have access to a Spanish elective. OSD recognizes that this is not ideal and is exploring ways to ensure that all middle school students in the bilitery pathway experience a language balance of minimally 40/60.

This pathway has one of the highest and most positive results for EMLs. One important consideration is that planning for this pathway include attention to providing structured opportunities for EMLs to interact with bilingual and English Only students to avoid any possibilities of segregation issues.

### TWO-WAY DUAL LANGUAGE IMMERSION - 50/50 Model

This pathway is designed for a balance of Emergent Multilinguals, Experienced Multilinguals, and English Only students who enter the pathway in TK-1 and continue through Grade 8. At this time, this pathway is available only in English/Spanish. To accomplish its goals, this pathway follows a unique instructional design in which Spanish-speaking, English-speaking, and bilingual students are served in the same classroom. The linguistic balance in the classroom is necessary in that students serve as language models for each other as they acquire both languages. Oxnard SD has one school that follows a 50/50 DLI model. This model emphasizes the balanced use of the target language and English from the start, with 50% of the instructional day in the target (only Spanish at this time) language and 50% in English, which will also include P.E., art, and music classes that might be offered in English or Spanish to all students at these grade levels.

In a Two-Way DLI program, Spanish-speaking, English-speaking, and bilingual students are learning the curriculum in either their first or second language depending on the grade level and subject area. Because many students are learning content



in a language they do not speak natively, techniques that make instruction comprehensible must be utilized through the early stages of language development and continued through the grade levels as students develop higher levels of complex language. Teachers in the Two-Way DLI program use a variety of strategies to make both language and content comprehensible. Therefore, high-level, on-going professional learning for dual language educators is absolutely foundational. Furthermore, time to prepare carefully designed, student-centered units of study is necessary. The district is committed to ensuring that students have protected blocks of language time and are working with the schools to schedule their specialists in the areas of PE, music, and art in accordance with program requirements. At no time is content taught in both languages; rather, mathematics, for example, will be taught daily in the same language. Upon completion of fifth grade, students are awarded the first CA Seal of Biliteracy Pathway Award – Recognition of Biliteracy Award.

### **Biliteracy at the Middle School**

Students from the Biliteracy program will advance into middle school (or middle school grades in TK-8 schools) and continue taking their courses within the Biliteracy Initiative program core schedule. The language use percentage changes in order to best meet the needs of students as they prepare to transition to high school. While the district has not yet aligned its middle grades Spanish language arts courses to the high school advanced Spanish courses, there will be future work in this area so that there is greater alignment and correspondence. Students will continue to develop their literacy through literature studies, grammar, writing, and oral presentations throughout their middle school years. While currently all three courses offered in Spanish are literature courses, in the future, OSD intends to offer coursework in at least two selected content areas will be taught exclusively in Spanish in order to ensure that students are continuing to advance in their Spanish literacy. Upon completion of eighth grade, students would be awarded the second CA Seal of Biliteracy Pathway Award – Recognition of Biliteracy Award.

OSD will create marketing materials that outline their program TK-8, so that students, families, and the general public might understand the complexity and opportunity that a Biliteracy program brings to their community.

### **TWO-WAY MULTILINGUAL PATHWAY (3+ Languages)**

This pathway can be established as a new pathway where all students learn English and Spanish, as well as a third world language. The third language can be the same for all students, or students can select one of several languages. Rather than establish an entirely new pathway, this can also be implemented by adding a third language to existing two-way or one-way pathways. OSD intends to add a third language to its dual language pathways in the coming years.

### ONE-WAY WORLD LANGUAGE IMMERSION

This pathway, also known as the Canadian Model, is designed for non-speakers of the target world language. All students in this pathway are learning English and a world language, such as Russian, Arabic, or Mandarin. Generally speaking, this pathway is implemented as a 90/10 or 80/20 model. At this time, this pathway is not available in OSD; however, the district is interested in establishing at least one of these programs.

### HERITAGE/LANGUAGE REVITALIZATION

This is generally a program for older students who did not have an opportunity to participate in a dual language environment and who are now interested in learning their home language. This option does not yet exist in OSD; however, the district is exploring adding this as an option at its middle schools.

### STRUCTURED ENGLISH IMMERSION (SEI) AND ENGLISH LANGUAGE MAINSTREAM (ELM) PROGRAMS<sup>23</sup>

Structured English Immersion (SEI) is an optional setting for English Learners with "less than reasonable fluency". SEI is defined by the state as an English language acquisition process for young children in which nearly all classroom instruction is in English but with curriculum and presentation designed for children who are learning the language. The goal of the program is acquisition of English language skills so that the English Learner can succeed in an English-only mainstream classroom. Nearly all instruction in this program is in English.

SEI requires the teacher to make instruction comprehensible for students using materials and strategies designed for students learning English. It is an accelerated English language development program. Students may continue in an SEI setting until they meet the criteria for "reasonable fluency". The SEI setting may take place within the ELM classroom. Under prior California law (Proposition 227), SEI and ELM were the default program placements for EMLs. Consequently, some EMLs were placed in these programs. However, with the passage of Proposition 58 and the research evidence on powerful EML programs, OSD is phasing out SEI and ELM programs and transitioning to additive, research-informed programs that support EMLs in achieving high levels of multilingual proficiency, academic achievement, and global competency. Because OSD has adopted a new Learner Profile that describes what we mean by EML success and that includes the attainment of bilingual/multilingual proficiency, and in light of powerful research evidence that demonstrates the dramatically higher achievement results of multilingual programs for Emergent Multilingual Learners, OSD is expanding its multilingual pathways. Moreover, the evidence is overwhelming that SEI and ELM programs produce the least powerful

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<sup>23</sup> These are subtractive programs that are in process of being phased out.

results for Emergent Multilinguals. In consideration of all these factors, placement recommendations will identify optimal and preferred placement options, and SEI and ELM will be the placements of last resort as we transition out of these programs and establish more powerful programs. Finally, Proposition 221 SEI and ELM programs do not reflect the direction of California's new English Learner Roadmap Policy. For these reasons, efforts will be made during this interim transitioning time to augment SEI and ELM programs with primary language support and resources in order to mitigate the damaging or negative impact of these weaker programs.

## ADDITIVE SUPPORT PROGRAMS

There are also supporting programs that are useful to augment the pathway programs, to provide interim services as a district builds its pathways, to support emergent multilingual students from language groups where the district is not yet prepared to offer a full pathway, or even for native English speakers who can't or don't want to be part of a pathway, but still want to do some language study. These supporting programs include:

- Newcomer Programs
- Elementary World Language Exploration
- Secondary World Language Programs
- Extended Day/Extended Year Language Enrichment

### NEWCOMER PROGRAM - Grades 3-8

Newcomer programs are typically used for newly arrived immigrant or refugee students when a two-way or one-way dual language immersion program is not available, or when the students are older students who would not have the requisite language/literacy skills to enter a dual language immersion program in the later grades. These are limited time programs, usually not longer than a year, where students get access to English Language Development as well as core content taught through the primary language, and other services designed to facilitate their entry into a new country and culture.

In OSD, elementary newcomer students are assessed in the Enrollment Center to determine primary language proficiency. Those who demonstrate grade-level proficiency in Spanish may be placed into a dual language pathway based on parental option and program availability. The OSD Newcomer Program provides newly arrived EMLs who have been in the U.S. for less than two years with a specialized environment where they receive an intensive English acquisition program while they learn about their new school environment, culture, and country. Through use of appropriate curriculum and methods, students are able to acquire basic comprehension and progress to the Emerging and Expanding levels of language proficiency,

including academic language. While currently the OSD Newcomer program does not offer core curriculum instruction in students' primary language, the district is in process of re-imaging the program to align it to Oxnard MÃS best practice.

When forming classes for newcomers at the intermediate school level, it is important to group students by English fluency level for ELD and by home language proficiency and level of formal schooling for primary language content classes whenever possible, taking into consideration students with minimal or significantly interrupted schooling experiences. The Educational Services Department is responsible for providing support, coordination, and guidance on the implementation of Newcomer Programs.

### ELEMENTARY WORLD LANGUAGE EXPLORATION & MIDDLE SCHOOL WORLD LANGUAGE

Elementary World Language Exploration programs provide two to five hours weekly of language instruction and are meant to allow students to explore one or more other languages. By themselves, they will not lead to high levels of proficiency. Similarly, Secondary World Language Programs by themselves do not usually lead to high levels of proficiency, but can be paired with elementary dual language programs to provide a PreK-12 pathway. Currently, OSD offers world language programs in Spanish at all of its middle schools. OSD is exploring the addition of elementary world language exploration programs at its K-5 schools.

### EXTENDED DAY/EXTENDED YEAR LANGUAGE ENRICHMENT

Extended Day/Extended Year Language Enrichment can include before/after school, summer, and intersession language learning/support opportunities. OSD intends to implement these programs beginning in school year 2024-2025

## SERVICES BY EML TYPOLOGY

### NEWLY ARRIVED EMLS WITH ADEQUATE FORMAL SCHOOLING

These students may or may not have had some exposure to the formal study of English; however, they have had a formal educational program in their native country, and many have the knowledge background that supports them in their content instruction in English.

At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the exception of English Language Arts. For optimal development of their primary language literacy, a Dual Immersion placement would be indicated.

At the intermediate school level, students functioning at ELPAC level 1 who have been in the country for two years or less, may be candidates for placement in the Newcomer Program. Students functioning at ELPAC level 2 and above in intermediate schools should be considered for placement in a DLI program and will need:

- Designated English Language Development: Year-long leveled ELD and/or ELA with accommodations for language proficiency level.
- Integrated English Language Development: Academic content classes taught through Specially Designed Academic Instruction in English (SDAIE) with primary language support.

### NEWLY ARRIVED EMLS WITH INADEQUATE/INTERRUPTED FORMAL SCHOOLING

Immigrant students with little or no prior schooling typically score at the beginning level of reading and writing in their primary language, and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their English language development needs. As well as their academic and social-emotional needs The Newcomer Program is appropriate for these students in grades 3-8.

For families not opting for the Newcomer Academy or with children in grades TK-2 at the elementary school level, appropriate grade level placement with leveled Designated ELD is critical. An SEI program placement may be offered for parents wanting a program primarily in English. Placement in a dual language program is a parental option for families wanting an alternate bilingual program. Program placement is based on availability and eligibility.

In intermediate school, students in this category will need an academic program that includes a Designated English Language Development year-long leveled course and Integrated ELD courses in the core. These students are also good candidates for a Heritage Language placement.

### LONG TERM EML

A Long Term EML (LTEML) is defined as an EML in any of grades 6 to 12 who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC, and may have scored Not Met or Nearly Met on the English-Language Arts (ELA) standards-based achievement test. (EC 313.1).

Some EMLs may be at-risk of becoming a Long Term EML, defined as an EML who has been enrolled in a U.S. school for 4 to 5 years in any of grades 3 to 12, scores at the intermediate level or below on the ELPAC, and scores in the fourth year at the Not Met or Nearly Met level on the ELA standards-based achievement test.

This group of students must be provided with instructional programs that include specialized English Language Development instruction and accommodations for the student's level and need for linguistic and academic development. Some may be assigned to formal interventions that address both language and academic needs. Typically, this group of students is enrolled in an accelerated/Heritage Language program, or as a last resort, receives SEI instruction in the core academic subjects, provided by an appropriately credentialed teacher with English Learner or Bilingual Authorization. Typically, LTELs are the result of subtractive programs in the earlier years.

### EMLS WHO ARE MEETING ACADEMIC AND ENGLISH LANGUAGE DEVELOPMENT BENCHMARKS

These students are typically showing expected growth on the state standardized language assessments and are scoring Met or Nearly Met on the standardized academic achievement tests (third grade and up) or meeting benchmarks on district established literacy and numeracy benchmarks. In grades 6-8, students are offered a comprehensive English Language Development (ELD) program course sequence responsive to their language proficiency before making the transition into the more advanced courses. Student placement at a given ELD course level is based on initial assessment scores on the ELPAC for new students or annual ELPAC scores. Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the course content standards are promoted to the next proficiency level. Students may need to repeat a level until they meet requirements for transition to the next level. In order for students to develop proficiency in English as rapidly as possible, they must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a semester or course in order to move levels. Change in ELD levels will be based on the following:

- ELPAC progress
- Classroom performance
- ELD curriculum-embedded assessments
- Teacher recommendation

Students who meet or exceed benchmarks, as evidenced by semester reviews and/or teacher recommendation, should be encouraged to accelerate to higher levels of ELD.



Students in this group who have reasonable primary language proficiency should be given priority for placement in a DLI program. Students whose primary language proficiency is significantly below grade level should be considered for placement in a heritage language program.

## PRIMARY LANGUAGE INSTRUCTION VS. PRIMARY LANGUAGE SUPPORT

### PRIMARY LANGUAGE INSTRUCTION

Primary language instruction includes directed lessons and student participation in Spanish. This instruction makes use of grade-level materials in Spanish (textbooks, audio-visuals, electronic media, and internet resources, etc.) that include Common Core State Standards. Assignments and assessments are in Spanish. For students in the dual language pathways, primary language instruction is both an avenue to meeting grade level standards and a means of continuing to build literacy in that language.

### PRIMARY LANGUAGE SUPPORT

Primary language support is not the same as primary language instruction. It does not include directed lessons, assignments, or assessments in Spanish. It may be provided within the Structured English Immersion programs by a teacher who is bilingual, a trained bilingual paraeducator, or through the use of support materials in the primary language. This support is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge, transfer skills, use cognates, etc. Primary language support is used to motivate students, and also to clarify, direct, support, or explain concepts.

When daily primary language support cannot be provided by bilingual staff, teachers are encouraged to make use of various materials and resources to ensure that all primary language support tools are available to students. These may include cross-age bilingual tutors, parent or community volunteers, and occasional teaming with bilingual staff in the school. Classroom libraries should be stocked with age-appropriate bilingual dictionaries, including electronic translators, as well as fiction and non-fiction in primary language. Students should be encouraged to take home materials in the primary language that they can review with parents and other family members. Every classroom with EMLs should have some primary language support materials. In addition, when 15 percent or more of the school's students speak a single primary language other than English, schools must translate all notices, reports, statements or records sent to parents/guardians into that primary language.



## CORE INSTRUCTIONAL PROGRAM

The core instructional program for all EMLs should include the following components:

- Primary Language/Literacy Development<sup>24</sup>
- Content Instruction through the Primary Language<sup>25</sup>
- Content Instruction in English
- English Language Development (Designated and Integrated)
- College/Career Preparation
- Multicultural/Global Competency Development
- Social-Emotional Learning

### PRIMARY LANGUAGE/LITERACY DEVELOPMENT

An extensive body of research confirms that the most fundamental base for long-term EML success is the development of high levels of primary language and literacy. In fact, the most reliable predictor of EML success is the level of home language literacy. Home language and literacy skills are also relevant to a slew of other success factors for EMLs. For example, "In immigrant families, children's abilities to speak their families' home languages are related to the quality of relationships within the family and to measures of psychosocial adjustment (Tseng & Fuligni, 2000). Additionally, some literacy-related skills transfer across languages making strong home language skills of use in acquiring English literacy (Bialystok & Herman, 1999; Hammer, Davison, Lawrence, & Miccio, 2009; Riches & Genesee, 2006)."<sup>26</sup>

In addition, across the globe, young people are routinely prepared as high-level multilinguals --- all of whom can speak English at professional and technical levels -, and when the whole world knows English, knowing ONLY English is no longer

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<sup>24</sup> Currently, this is only available for Spanish-speaking students. OSD plans to expand this to additional languages in the future.

<sup>25</sup> This includes all content considered core curriculum as per California's Education Code and may also include "elective" content classes. Currently, this is only available for Spanish-speaking students. OSD plans to expand this to additional languages in the future.

<sup>26</sup> From Carol Scheffner Hammer et al. The Language and Literacy Development of Young Dual Language Learners: A Critical Review, accessed at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4394382/>

a competitive advantage. To be competitive in a global environment requires that our students develop high levels of mastery of two or more languages. In addition to these benefits, there is abundant research that corroborates that learning two or more languages brings multiple cognitive, social, health, and other benefits to the individual and that accrue to the individual's family, community, and global world. When our EMLs become proficient bilinguals, they have the opportunity to enjoy all those attendant cognitive, social, and economic benefits (Bialystok, 2009).

When EMLs have the space and support to fully develop oracy and literacy in their home language, they are able to start their educational journey in an affirming, enriched, and additive manner that sets them on an upward trajectory for the remainder of their school lives and that extends out to their success beyond school.

In additive pathways, primary language and literacy development is a cornerstone of the instructional program. For students in DLE pathways, an additional goal of target language instruction is to develop bilingualism and biliteracy. This is fully aligned with the goals and values of both Oxnard EMPOWERS and Oxnard MÁS. Moreover, it is entirely resonant with national and international studies conducted on the benefits of primary language instruction. In two recent studies, one which explored language policy change in Malaysia and another carried out by the World Bank<sup>27</sup>, the conclusions were very similar: "much of the evidence simply shows that when children are taught in their native language, they can more effectively acquire core skills that are important for the development of other skills, including that of learning a second language." In fact, the World Bank Report goes on to assert that:

- Human capital accumulation is largely a language-based endeavor.
- Shockingly low learning outcomes may be a reflection of inadequate language of instruction policies. They go on to say that one plausible consideration for these low learning outcomes is that teachers are required to provide instruction in a language that students do not speak or understand.
- Appropriate language of instruction policies facilitate learning and more. When children are first taught in a language that they speak and understand well, they learn more, are better placed to learn other languages, are more likely to stay in school, and enjoy a school experience appropriate to their culture and local circumstances.
- Good language of instruction (LOI) policies remain the exception, not the rule. Despite their many benefits, many education systems do not implement appropriate loi policies. Instead they often require children to learn in languages they do not know well, and, in far too many cases, in languages they do not know at all.

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<sup>27</sup> See Chong Soh et al, "Language of instruction matters for learning foundational skills", published 2/3/22 in Education for Global Development; and Loud and Clear: Effective Language of Instruction Policies for Learning - A World Bank Policy Approach Paper, 2021.

- Poor language policies harm learning, access, equity, cost-effectiveness, and inclusion. A substantial and growing body of research shows that children learn better in their first language (L1) than in a second language (L2). When taught in their L1 first, they are more likely over time to become proficient in an L2 and comfortably absorb academic content. They are also more likely to remain in school.
- Massive progress is feasible by teaching in a small number of additional languages. Policy dialogue often labors under the assumption that embracing mother-tongue-based multilingual education (mtb-mle) is expensive and onerous. In fact, mtb-mle is cost-effective and simpler to organize than usually thought. Indeed, the vast majority of students currently learning in an L2 would benefit from a rather modest global expansion of the number of languages used for instruction.

In response to their assessment of the issues, the World Bank Report lays out five basic principles, all of which are reflected in Oxnard EMPOWERS and Oxnard MÁS:

1. Teach children in a language they understand through at least the first six years of schooling. It's critical that instruction be in the language students speak and understand best.
2. Use a language children understand for instruction in academic subjects beyond reading and writing. Students need to master reading and writing in a broad range of disciplines and in all school subjects.
3. Introduce an additional language as a foreign language with a focus on oral language skills. Students can master two languages in basic education if instruction and sequencing are optimized.
4. Continue using the language children understand for instruction even after a foreign language becomes the principle language of instruction. L1 instruction continues to improve L2 performance in important ways even after the L2 becomes the language of instruction.
5. Continuously plan, develop, adapt, and improve the implementation of L0I policies, in line with country contexts and goals.

## CONTENT INSTRUCTION THROUGH THE PRIMARY LANGUAGE

In addition to the positive effects of primary language instruction on the linguistic performance of EMLs, there is documented evidence of those positive benefits directly affecting their cognitive and academic performance. Dual Language Education (DLE) pathways and programs provide access to the core curriculum by using the primary language (Spanish) as the medium of instruction during the Spanish Language portion of their day. For students in these pathways/programs – especially those at the Emerging and Expanding levels of English acquisition – primary language instruction is an essential resource that makes it possible for students to master grade level standards in the content areas while they are in the process of acquiring

English proficiency. In addition to the findings of various international studies such as the World Bank Report, studies conducted by American researchers such as Kathryn Lindholm-Leary demonstrate the impact of primary language instruction on subject area achievement, such as mathematics, in English in upper and intermediate grades.

## CONTENT INSTRUCTION THROUGH ENGLISH (SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH-SDAIE)

Saunders (2010), stipulates that the primary goal of SDAIE, or sheltered instruction, is to teach the skills and knowledge identified in the content area standards (CCSS, Mathematics, Science/NGSS, etc.) and frameworks. Critical features of SDAIE that make instruction comprehensible and meaningful to EMLs must take into account an EMLs' proficiency level and the linguistic demands of the lesson.

All EMLs must be provided with access to well-articulated, standards-based core curriculum. When content instruction through the primary language is not available, then the core instruction occurs in English, along with Integrated English Language Development Instruction including Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed to ensure access to the core curriculum. According to the California Department of Education, SDAIE must be designed for non-native speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to FEP and English Only students in the district. SDAIE, whether part of Integrated ELD or not, must be provided by an authorized teacher (either certified or in training for the type of service provided). It is important to note large scale longitudinal studies of EML achievement by program type/model, such as those conducted by Virginia Collier and Wayne Thomas, show that SDAIE instruction in the absence of strong primary language instruction is not capable of closing the "achievement" gap experienced by many EML students.

## PRIMARY LANGUAGE SUPPORT

Primary language support for EMLs is defined as the use of students' home language to facilitate understanding of core content that is taught in English. Because by definition, EMLs have not yet developed the levels of academic language in English needed to fully understand demanding and complex standards-based content instruction, if their content instruction is delivered through English, the language they have not yet mastered, they will most likely require primary language support to allow them to fully access the content instruction.

As per the EL Roadmap, adopted by the California Department of Education in 2017, California has entered a new era of EML education that embraces linguistic diversity as an asset while providing the supports necessary to allow EMLs access to intellectually rich and engaging curriculum. The following provisions are provided for primary language support when instruction is in English:

- When the teacher is not bilingual, a trained bilingual paraeducator may be provided, when available.
- For students with grade level literacy skills in their primary language, a core primary language textbook could be provided (if available). Bilingual dictionaries, trade books and other support materials could also be provided.
- Use of parent volunteers or community members for language and literacy support.
- Attention to and deliberate instruction of transferable skills such as cognates and prefixes and suffixes.

The use of the first language to support understanding by using such strategies as preview or review of lessons is not only appropriate but integral for students who, due to low English proficiency, can benefit from such strategies delivered in their primary language. Examples of such strategies are derived from research<sup>28</sup>.

1. Contextualizing instruction-liberal use of non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification, in order to provide students with a variety of resources in the environment that they can use to construct meaning;
2. Using language modifications such as pause time, questioning, pacing, and highlighting;
3. Using task-based instruction, allowing students to work with concepts and the language of those concepts in a variety of ways (such as drama, drawing, mapping out the concepts, or using poetry, song, chant, letter writing, journals, graphic organizers, etc. to express and exemplify concepts);
4. Using language-sensitive and culture-sensitive content teaching;
5. Avoiding the use of idioms and cultural reference without explanations;
6. Using accommodations in the learning environment (such as slowing the pace, repetition, chunking information) in order to maximize the number of students able to access the content;
7. Providing opportunities to summarize key learning and ideas, e.g., co-constructing concept charts;

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<sup>28</sup> California Department of Education (CDE). (2010a). Improving Education for English Learners: Research-Based Approaches. Sacramento: California Department of Education.

Short, D., & Fitzsimmons, S. (2007). Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Learners-A Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education

Baker, Scott, et al. (2014). Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (NCEE 2014-4012).

8. Emphasizing the major ideas or organizing principles that underlie the content;
9. Checking for understanding frequently;
10. Tapping prior knowledge from previous learning or personal experience;
11. Integrating assessment and instruction on an ongoing basis through observations, portfolios, journals and analysis of student work;
12. Providing access to large collections of appropriate age-level literature and informational texts within the student's assessed Zone of Proximal Development.

## ENGLISH LANGUAGE DEVELOPMENT

English Language Development (ELD) is a component of ALL program options for EMLs. ELD includes two ways to intentionally plan for language development instruction and is detailed in the California English Language Arts/English Language Development Framework<sup>29</sup> as follows:

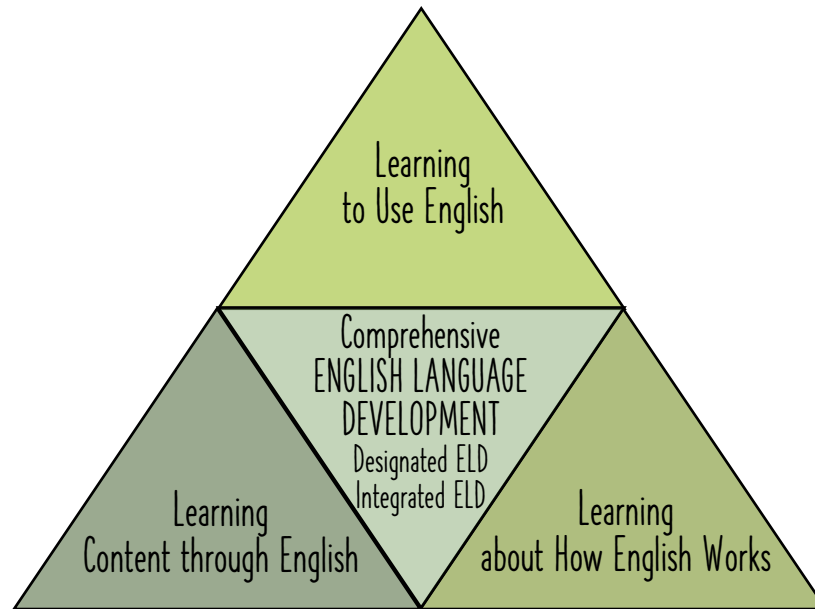
1. **Integrated ELD** is taught throughout the day and across disciplines. All teachers with EMLs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards.
2. **Designated ELD** is a protected time during the regular school day, in which teachers use the California ELD Standards as the focal standards to build into and from content instruction in order to develop critical language skills EMLs need based on their language proficiency levels.

The graphic below shows the three interrelated areas of comprehensive ELD.

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<sup>29</sup> California ELA/ELD Framework, Chapter 2, pp. 106–108; 115–116

### THREE INTERRELATED AREAS OF COMPREHENSIVE ELD<sup>30</sup>



The teaching of English within a pathway or program is based on the student's level of English proficiency. The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the California Common Core State Standards, English Language Arts (ELA) Standards. Both the ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English.

Oxnard School District implements a Comprehensive English Language Development Program in ALL program options for English. The Comprehensive ELD Program is comprised of both Integrated and Designated ELD, is taught by fully qualified teachers of EMLs, and is implemented in accordance with the California English Language Arts/English Language Development Framework (2014).

#### DESIGNATED ENGLISH LANGUAGE DEVELOPMENT

Designated English Language Development is a systematic, explicit component of EMLs' total educational program and critical to the success of the district's Comprehensive ELD Program. Designated ELD is taught by a credentialed teacher who receives

<sup>30</sup> California ELA/ELD Framework.



on-going professional development on the implementation of the CA ELD Standards and research-informed and culturally and linguistically sustaining pedagogy.

Designated ELD instruction is standards-driven, systematically planned, and follows a scope and sequence of language skills to ensure that students learn English within a reasonable amount of time. It is designed to teach EMLs at their proficiency levels as determined by English language assessments, thus ensuring that instruction is differentiated to meet student needs. Students are grouped by proficiency level for Designated ELD and there is a dedicated time for this purpose. The specific plan for accomplishing EML instructional grouping will be decided at the school level, based on an analysis of the English proficiency levels of students enrolled at the school. The Associate Superintendent of Educational Services, in coordination with the Teaching and Learning Unit, ensures that each school will develop an ELD grouping process with the goal of advancing all EMLs to at least the next proficiency level by the end of the school year.

The 2012 California ELD Standards document provides the expectations and descriptions of achievement at three levels of proficiency: Emerging, Expanding, and Bridging. These standards address skills necessary within the collaborative, interpretative, and productive communicative modes to become proficient on the CCSS. In addition, the standards call for the acquisition of linguistic resources to be able to understand how English is used to structure text orally or in print and to communicate clearly. Thus, Designated ELD focuses on developing skills to use English to "interact in meaningful ways" and on language itself to develop knowledge of how English works.

Designated ELD involves interaction to provide students the opportunity to acquire English to communicate and collaborate with each other, rather than solely focusing on the language itself (grammar, syntax, coherence). Grade level considerations for instruction in oral language, reading, and writing for Designated ELD grouping include:

- Careful attention to the diversity of strengths and needs of EMLs as they enter the district at different points in their school trajectory. Although many EMLs enter in TK/K or first grade, others enroll at later grades.
- Assessment of newly arrived EMLs, including their primary language literacy and degree of formal schooling as well as their level of English proficiency.
- Addressing the specific language development needs of Long-Term EMLs (LTEs) and students at risk of becoming LTEs who have not made adequate progress toward language or academic goals even though they have been in U.S. schools for at least 5 years.

Depending on these factors, the main instructional emphasis of Designated ELD will vary. For example, for EMLs with low literacy skills in primary language and no or little formal schooling, ELD instruction should emphasize oral language development and foundational skills. On the other hand, the specific needs of LTELs must be addressed during Designated ELD by building on their language and academic strengths to target their instructional and linguistic gaps.

Designated ELD instruction emphasizes the simultaneous development of oral language skills and abilities and the use of the academic language of different text types and curricular disciplines. At the Expanding and Bridging levels of proficiency, EMLs generate increasingly more sophisticated and complex oral and written texts (productive mode) as they move towards full proficiency in English.

Designated ELD instructional time is spent in listening, speaking, and collaborating as ways of using, understanding, and creating oral and written texts in English. The California ELD Standards identify the interpretive, productive, and collaborative modes, as well considerations for language skills needed across proficiency and grade levels. This requires the application and understanding of the processes that need to occur as language is used for different audiences and to generate different text types. Appendix 3 provides additional details about the Designated ELD instructional time.

### Time for Designated ELD Instruction

Designated ELD instruction occurs daily and is delivered by fully credentialed teachers for all EMLs regardless of program option until such time as they reclassify as Fluent English Proficient (RFEP). It is a systematic, explicit component of EMLs' total educational program. Over the years, the district's guidance on this has changed somewhat so that the amount of time depends on the lesson, focus, and language needs of students. The table below shows the minimum designated ELD instructional time recommended.

GRADE	RECOMMENDED DAILY MINUTES OF DESIGNATED ELD INSTRUCTION
TK-K	30 minutes per day
1-5	45 minutes per day
6-8	One period daily in addition to grade-level core English language arts for students who are at ELPAC Emerging and Expanding Levels). For ELPAC Bridging - Daily ELD, leveled and specialized according to students' English proficiency level; ELD may be a designated part of their English Language Arts class as well as through AVID Excel elective.
Newcomer Program 3-5	<u>Grades 3-5</u> 45 minutes for 2 instructional blocks, including U.S. culture, history and schooling

GRADE	RECOMMENDED DAILY MINUTES OF DESIGNATED ELD INSTRUCTION
6-8	<p>*ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing, as well as integrated</p> <p><u>Grades 6-8</u></p> <p>1 period daily of Designated ELD instruction at the student's English proficiency level</p>

### Instructional Grouping For Elementary Schools (Grades TK-5)

The goal of instructional grouping in elementary grades is one EML proficiency level per group. However, the span may be one level plus one. ELD groups are formed by teachers and the administrator at the site, using student performance on the ELPAC, ELD placement/progress assessments, as well as curriculum-embedded assessments. ELD grouping is reconsidered and adjusted periodically throughout the year, as new evidence of student progress becomes available.

### Instructional Grouping for Intermediate Schools (Grades 6-8)

Different groups of EMLs present different typologies that must be considered when grouping for instruction in intermediate schools:

- Newcomer – Newly arrived (twelve months or less) EML who is literate in his/her primary language or comes with little or no schooling.
- Continuing – Middle school EML who came from a U.S. elementary school, has been attending school in the U.S. for no more than 5 years, and is making normative progress.
- At-Risk of Becoming Long Term EML – EML who has been enrolled in a U.S. school for 4 to 5 years in any of grades three through eight, scores at ELPAC Emerging Level and scores in the fourth year at the "Not Met" or "Nearly Met" levels on the state required ELA standards-based achievement test. (EC 313.1)
- Long Term EML – Middle school EML who has been enrolled in a U.S. school for six years or more, has remained at the same English language proficiency level for two or more consecutive years as determined by the ELPAC and at the "Not Met" or "Nearly Met" levels on the state required ELA standards-based achievement test. (EC 313.1)

The table below illustrates the sequence of ELD courses to group the different student profiles of English Learners in Grades 6-8.

NEWCOMER	RETURNING/CONTINUING STUDENT (NORMATIVE PROGRESS)	LONG TERM EML (LTEL) AND "AT-RISK" OF BECOMING LTEL
ELPAC Emerging or Low Expanding <ul style="list-style-type: none"> <li>■ 1-2 periods daily</li> <li>■ Replaces grade-level English course</li> </ul>	ELPAC Mid-Expanding <ul style="list-style-type: none"> <li>■ 1 period Designated ELD daily</li> <li>■ Concurrent with ELA/Integrated ELD</li> </ul>	ELPAC Mid-Expanding <ul style="list-style-type: none"> <li>■ 1 period Designated ELD daily</li> <li>■ Concurrent with ELA/Integrated ELD</li> </ul>
ELPAC Low Expanding <ul style="list-style-type: none"> <li>■ 1-2 periods daily</li> <li>■ No more than 2 years in U.S. schools</li> <li>■ Replaces grade-level English course</li> </ul>	ELPAC High Expanding and Bridging <ul style="list-style-type: none"> <li>■ Daily ELD, leveled and specialized according to students' English proficiency level, may be a designated part of their English Language Arts class</li> <li>■ Concurrent with ELA/Integrated ELD</li> </ul>	ELPAC High Expanding and Bridging <ul style="list-style-type: none"> <li>■ Daily ELD, leveled and specialized according to students' English proficiency level, may be a designated part of their English Language Arts class or AVID Excel</li> <li>■ Specialized ELA course for LTELs according to whether they are less than 3 years below grade level or need further development of academic oral language and expository writing: 1 period</li> </ul>

Students who are at the ELPAC Moderately Developed to Well Developed level and who do not meet the LTEL definition may require "less intensive designated support". In such instances, the CA ELA/ELD Framework (2014) has put forth recommendations that consider different school contexts such as low numbers of EMLs at a proficiency level. These recommendations include:

- Extended school day with an extra period that may include non-EML students who need support in development of academic English related to their content learning in their middle school coursework;
- Designated English Language Development time as part of the English Language Arts class.

In instances where schools choose this structure the teacher is required to plan for, document, and deliver ELD that ensures continued progress toward reclassification. Classes are monitored by the site administrator to ensure that this dedicated time for ELD instruction is effectively implemented.

In order to ensure that consistent criteria and procedures for ELD placement and instruction are in use at all intermediate schools, the district will follow the recommendations put forth in the California ELA/ELD Framework and ensure guidelines for student placement.

### Instructional Materials for Designated English Language Development

The current state framework combines ELA/ELD instructional guidelines. School districts periodically adopt ELA/ELD materials. Because such adoptions occur on a cyclical basis, specific titles are not given in this plan. Materials can only be chosen from the state approved ELA/ELD Adoption list found on the California Department of Education website.

The district will convene an adoption committee to review state-adopted, standards-based Language Arts programs for consideration which meet the instructional needs of EMLs.

### INTEGRATED ENGLISH LANGUAGE DEVELOPMENT

Integrated English Language Development is the second component of the District's Comprehensive ELD Program. It is intended to provide EMLs with access to the content in all the curricular areas through the consistent and systematic use of SDAIE methodology. It also intends to develop EMLs' linguistic development in those disciplines through instruction of the specific academic language, discourse practices, and text types characteristic of each of the content areas. It is important to recognize that acquisition of disciplinary knowledge is interdependent of students' ability to understand and use English for these purposes. To that end, the applicable content standards should be used along with the CA ELD Standards and the focal CA CCSS for ELA/Literacy. The ELD standards inform the teacher of the degree of linguistic scaffolds and supports necessary at a specific proficiency level for EMLs to perform collaborative, interpretative, and productive tasks across all four language domains as well as to establish reasonable performance expectations commensurate with their level of proficiency.

### Integrated English Language Development in the Content Areas

Both the CCSS and the ELD Standards call for the integration of the four domains of language – reading, writing, listening, and speaking – as tools for learning knowledge and skills across the content areas to support the development of the domains themselves. To that end, the ELA/ELD Framework recommends an interdisciplinary approach to instruction in order to increase and facilitate connections between concepts and content areas. This is especially powerful with EMLs and when integrating ELD. As a result, the responsibility for ELD must be shared through collaboration and planning among teachers across and within grade levels at the elementary level, and across departments at the intermediate level in order to successfully implement the CCSS for literacy and the ELD standards in tandem with content standards.

Regardless of instructional program, any instruction for EMLs in the content areas that is delivered in English must be accompanied by Integrated English Language Development instruction. The California ELA/ELD Framework refers to "ELD

taught throughout the day and across the disciplines. All teachers with EMLs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their EMLs' linguistic and academic progress." (CA ELA/ELD Framework, Chapter 2, pp. 106–108)

### Integrated English Language Development and SDAIE strategies

Access to Core Curriculum requires attention to two areas: 1) the development of academic language in each of the core content areas needed for academic success by the intentional teaching of the language of the discipline through Integrated ELD instruction and 2) the use of SDAIE methodology (specific sheltered instructional strategies) to make the content comprehensible.

In the course of learning the core content, EMLs need to be provided with multiple opportunities to read, analyze, and create texts of different types (Part I – ELD Standards: interpretive and productive modes). They also need rich and varied opportunities for collaboration and interaction to use language to gain and exchange information and ideas (Part I – ELD Standards: collaborative mode). Guided by the ELD standards, teachers will need to provide different degrees of language scaffolds to support students' abilities to accomplish these tasks. Part of these scaffolds involve unpacking the meaning of the texts they encounter by analyzing the vocabulary and syntax used in sentences as well as the way the text is organized and structured in order to not only better comprehend the topic but also the language of the discipline (Part II – ELD Standards: language processes).

Examples on how to promote academic language development are derived from research and delineated in the CA ELA/ELD Framework<sup>31</sup>. The following are some critical strategies used to promote academic language development:

1. Choose rich and worthwhile text and topics for discussion;
2. Post frequently used phrases that facilitate turn-taking, elaborations, and extensions during small group discussions or collaborative learning;
3. Chart domain-specific vocabulary as reference for student use in discussions and writing;
4. Structure collaborative activities in such a way that students use the vocabulary in purposeful ways;

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<sup>31</sup> California Department of Education (2014). English Language Arts/English Language Development Framework. California Department of Education (CDE). (2010a). Improving Education for English Learners: Research-Based Approaches. Sacramento: California Department of Education.  
Nagy, W, García, G., Durgunoglu, A. & Hancin-Bhatt, B. (1993). Spanish/English Bilingual Students' Use of Cognates in English Reading. *Journal of Reading Behavior*. 25: 241-259.



5. Provide open sentence frames that allow for use of target academic language and more extended discourse;
6. Show models of how language resources are used to make meaning, such as how a writer presents evidence to support an argument;
7. Guide the analysis of different text type organization and the connecting and transitional words that make it cohesive; and
8. Tap into students' primary language knowledge such as cognates.

### **Promoting Collaborative Discussions about Content**

A key feature of both the CCSS and ELD Standards is an emphasis on collaborative tasks that promote rich discussions. The ELD standards in Part I–Collaborative Mode and Chapter 2 of the CA ELA/ELD Framework provide guidance for supporting EMLs in developing and refining their abilities to participate in academic discussion. For example, providing sentence stems or frequently used phrases, protocols/rules for participation and collaborative structures allow EMLs to actively contribute to the discussions.

### **Supporting Comprehension and Interpretation of Complex Texts**

Understanding the profiles of EMLs at the different proficiency levels allows teachers to provide the necessary supports for students to interact with complex text. Part II of the ELD Standards - How English Works - along with the Framework provides guidance in planning a structured approach to analyzing the language in a text. This is so EMLs may gradually grow in their understanding of how different language resources are used to make meaning, e.g., text structure, figurative language, general and specific vocabulary.

### **Supporting Academic Writing and Speaking**

Part II of the ELD Standards also offers critical guidance in how to support EMLs at the different proficiency levels in writing narrative, informational, and argument/opinion texts and in formal speaking. For example, EMLs need to understand how texts are built before they move into the writing process. Linguistic and cognitive scaffolds such as graphic organizers and paragraph frames can prepare students to develop a draft of an essay. Models or master texts are read and studied to understand the way they are structured and organized. Additionally, a variety of language resources can be used to build cohesion in the oral and written texts.



### Instructional Materials for Integrated English Language Development

In addition to district-adopted programs for all content areas, supplemental materials and resources such as realia, photos, literature, informational texts and media that facilitate comprehension and increase access to the content may be utilized.

## COLLEGE & CAREER PREPARATION

There is national consensus that all students, including EMLs, need to be well-prepared for success in college and careers. The California Department of Education includes college/career readiness on its data dashboard as one element that districts must address for all students. In OSD, we adhere to three basic principles of college/career readiness to guide our approach for EMLs:

- We prepare our EMLs to be college AND career-ready, not one or the other.  
We focus sharply on what EMLs need to know and be able to do to achieve lasting success in both college and career, not just one or the other. To this end, we have developed a "learner profile" drives the development of pathways designed to produce those outcomes.
- We engage the entire community to create great learning environments.  
We aim to improve not just how EMLs learn, but also how teachers teach, how schools better support learning and teaching, and how the community provides opportunities for learning and practice. With an interdisciplinary, experiential approach, we connect teachers and EMLs to industry professionals who help create authentic projects, assess EML work, and work side-by-side with students through job shadowing, mentoring, and internship experiences.
- We create flexible pathways, with an emphasis on high-quality.  
While there are different ways to implement a college/career readiness approach, each of our pathways must embody a comprehensive, multi-year program of study that combines college-preparatory academics, multilingual development, challenging career and technical education, a range of work-based learning experiences, and integrated EML supports, as appropriate for the TK-8 students we serve.<sup>32</sup>

At the elementary grades, we engage EMLs and their parents in age-appropriate learning and activities designed to develop a college-going culture and mindset and to explore diverse career pathways. At the middle school grades, EMLs are able to participate in career pathways and academies both within and outside of their dual language education pathways and programs. Whether our Emergent Multilinguals enter the university or the workforce when they graduate, they will have

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<sup>32</sup> These three principles are adapted from the ConnectED Guiding Principles.

the multilingual, multicultural, cognitive, and metacognitive tools to think critically and creatively in multiple languages and cultural contexts and to keep on learning throughout their lives.

## MULTICULTURAL/GLOBAL COMPETENCY DEVELOPMENT

Emergent Multilinguals also need to be prepared to apply their classroom learning to real world sociocultural issues that are extremely complex and challenging. They will be the ones making the decisions that determine our quality of life, and in a global world, decisions made in one part of the world will have impact throughout the world. In OSD, we help our EMLs develop and apply their diverse linguistic and cultural knowledge in multiculturally and globally responsible ways that reflect their own sense of identity, agency, and global competency.

We know that unless our EMLs develop fairly high levels of GLOBAL COMPETENCE, including multilingualism and interculturality, they will be at a profound disadvantage in the world they hope to navigate. We adhere to The Asia Society's four basic behaviors exhibited by globally competent students. Such students deploy and develop this global competence as they investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. They recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. They communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. And they take action to improve conditions, viewing themselves as players in the world and participating reflectively.

It's clear that today's students need a globally conscious education for what is without doubt a global era. There are very good and powerful reasons why this is not just a frill but an imperative. There are, of course, all of the economic reasons, the career-related reasons, all the rational reasons why our EMLs should develop global competency. They need to understand the worldwide circulation of ideas, products, fashions, media, ideologies, and human beings. These phenomena are real, powerful, and ubiquitous. In OSD, we hold ourselves accountable for creating affirming environments where our students learn to understand people from different cultures and engage with them effectively. Multicultural competence requires developing relationships with others, and this often means bridging a cultural divide. Through our intentional and coherent efforts, our EMLs develop a sense of multicultural and global competency that allows them to respect other cultures through exploration and seeking an understanding as a way to honor others' cultures, beliefs, and traditions.

## SOCIAL-EMOTIONAL LEARNING

In order to be fully developed and equipped for the 21<sup>st</sup> century world, our EMLs need to develop a healthy sense of identity, confidence, self-esteem, and agency, and they need to be able to access a broad array of social-emotional skills and competencies that lead to social-emotional wellness. We know that a positive sense of identity is crucial to the development of self-esteem and confidence. Children who feel worthy and capable are more likely to be optimistic and to do well in school. A healthy sense of identity also helps children to be more open to people from other backgrounds because they are less likely to fear differences or put other children down to feel better about themselves. A strong and positive feeling about their parents and grandparents helps children feel safe and confident about themselves and their roots.

Having a sense of group identity as well as personal identity also helps a child feel a sense of belonging. This is particularly important for our EMLs. In OSD, we support our EMLs in constructing a variety of group identities. After all, identity can come from belonging to a community based on religion, political or social values, shared language, ethnicity, or national origin. It can even be a community based in part on the shared experience of being targets of racism or linguicism. A group identity can come from whatever the child's family considers important in defining who is "like us." When children are of a group that others value less, creating a strong and positive group identity is particularly important for providing them with resiliency, self-confidence, moral support, and a strong sense of agency and voice for challenging the biases they may face in that larger context that devalues them (Pulido-Tobiasen and Janet Gonzalez-Mena, 1999).

Furthermore, in order for our EMLs to be successful in their personal, academic, family, social, and college/career lives, we must help them fully activate their executive functioning and other social-emotional skills and capacities. This includes the ability to form and sustain positive relationships; experience, manage, and express emotions; and explore and engage with the environment. In OSD, we explicitly teach to develop and expand the executive function skills that our EMLs need now and in the future to manage the information avalanche characteristic of our 21<sup>st</sup> century world so they can better prioritize tasks, filter distractions, and control impulses. We create environments that optimize executive functioning so our EMLs learn to effectively plan, meet goals, practice self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions.

## NORMATIVE PROGRESS – EMLS WHO ARE MEETING ACADEMIC AND ENGLISH LANGUAGE DEVELOPMENT BENCHMARKS

Oxnard School District employs a summative and formative assessment system to monitor and support student progress in English Language Development. The following assessments are used to evaluate the progress of EMLs in acquiring English language proficiency:

- Summative Assessment (State-mandated): English Language Proficiency Assessment of California (ELPAC)
- Summative Assessment (District-adopted): Standardized Language Proficiency Assessment.
- Summative and Formative Assessment (District-adopted): Curriculum-embedded assessments from the Designated ELD materials.

Students who are making "normative progress" are typically showing expected growth on the ELPAC at the rate recommended by the state, and are scoring "Met" or "Nearly Met" on the CAASPP–ELA and Math (third grade and up), or meeting benchmarks on district established literacy and numeracy benchmarks in TK/K - Grade 2. In the elementary grades, these students should move along a pathway leading to reclassification. Those who begin a multilingual pathway are expected to remain in that pathway after reclassification. In the intermediate grades (6–8), student placement in an ELD course level is based on initial or annual assessment scores on the ELPAC. The ELD course placement is flexible with respect to duration, in order to allow a student to move during the year, when assessment results indicate the student is ready.

Change in ELD course placement will be based on the following:

- ELPAC
- Course performance
- District-Adopted English Language Development Proficiency Assessment and ELD curriculum-embedded assessments
- Teacher recommendation

## INTERVENTIONS FOR ENGLISH LANGUAGE DEVELOPMENT

A multi-tiered system is used with EMLs to identify student instructional needs, continually monitor student progress, and provide evidence-based interventions.

### ENGLISH LANGUAGE DEVELOPMENT FOR EMLs WITH DISABILITIES<sup>33</sup>

Instructional decisions related to a student's language acquisition status must be described in the Individualized Education Plan (IEP). When a student qualifies for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development for EMLs with an IEP in grades K-8. Location, frequency, and duration of ELD instruction will be addressed by the IEP Team. Bilingual Instructional Assistants may be assigned to the program to provide direct support to EMLs with an IEP.

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<sup>33</sup> Appendix 10 contains more detailed information relating to EMLs who also qualify for specialized services such as Special Education and GATE.

## FLEXIBILITY OF PROGRAMMING TO MEET STUDENT NEEDS (TK-8)

OSD recognizes that given the diversity of EML strengths, needs, and backgrounds, it is essential to provide flexible programming to be as responsive as possible to the EMLs we serve. Students in additive pathways and programs should be meeting expected benchmarks. For these students who are NOT meeting expected benchmarks, interventions may be appropriate as identified in the district's MTSS framework.

OSD acknowledges that some groups of EMLs don't have access to additive pathways and programs. For these groups of students, it's particularly important to be flexible in determining placement and programming.

### NEWLY ARRIVED EMERGENT MULTILINGUAL LEARNERS WITH INTERRUPTED/ADEQUATE FORMAL SCHOOLING (SIFE)

These students may or may not have had some exposure to formal schooling. At the elementary school level, these students are likely to have an adequate background in the core academic subject areas, with the possible exception of English Language Arts. A Dual Language Immersion program would be the optimal placement for continued development of grade-level primary language literacy and content knowledge as well as development and growth in English proficiency. Placement in a Dual Language Immersion would be contingent on parent request and program availability. Students whose parents do not choose the Dual Language Immersion program will be placed in the Newcomer English Language Development Academy (Grades 3-8), or Structured English Immersion programs.

At the intermediate school level, students at ELPAC levels Emerging-Low Expanding typically benefit from a Structured English Immersion placement or may be candidates for placement in the Newcomer English Language Development Academy.

#### ELPAC Emerging

- Year-long leveled ELD- Minimum 1 period daily

- Sheltered courses at the skill level of the student based on primary language assessment
- Electives that are non-language dependent.

ELPAC Expanding and above students in intermediate schools will need:

- Year-long leveled ELD- Minimum 1 period daily
- Academic content classes taught through Integrated ELD, including SDAIE
- Electives (choice not limited by language proficiency level).

## NEWLY ARRIVED EMERGENT MULTILINGUAL LEARNERS WITH INADEQUATE FORMAL SCHOOLING

Immigrant students with little or no prior schooling typically score at the initial levels of reading and writing in their primary language and have low skill levels in other subject areas as well. Many students arrive with interrupted schooling in their native country and lack the background knowledge necessary for success in a grade level academic program. These students need an academic program that will address their primary language literacy needs. Moreover, the lack of proficiency in English (Emerging and Low Expanding) makes it difficult to access the core content and accelerate the acquisition and learning of English. The Newcomer Program would be appropriate for many of these students.

At the elementary school level, appropriate grade level placement with appropriately leveled ELD is critical. Placement in a bilingual program by parent request is optimal for many of the students in this group.

In the intermediate school, students in this category will need an academic program with the following features:

- Year-long leveled ELD- Minimum 1 period daily
- Integrated ELD, including SDAIE content instruction
- Electives that are less language dependent in the beginning years.

## LONG TERM EMERGENT MULTILINGUAL LEARNERS (LTEs)

Long Term Emergent Multilingual Learners<sup>34</sup> often have high oral fluency in English, and in some cases have attained a "reasonably fluent" level of proficiency but often have not acquired the deep levels of academic language needed to succeed

<sup>34</sup> 2013 California Educational Code 313.1. a & b defines a Long-Term EML as "an English Learner who is enrolled in any of grades 6 to 12, inclusive, has been enrolled in schools in the United States for six years or more, has remained at the same English language proficiency level for two or more consecutive years" as determined by the state's annual English language development test.



in academic courses and have not yet achieved the academic criteria to qualify for reclassification. In determining program placement, it is important to first identify the student's academic and linguistic needs and then consider the following in regard to the student's educational history, in order to determine if the student's performance is related to his/her level of English language development, or to other issues that affect academic performance:

- The student's number of years in U.S. schools.
- The quality and consistency of primary language and ELD instruction the student has had.
- The consistency of the student's instructional program.

Typically, these students are LTELs precisely because they have not been provided with the consistent additive sorts of pathways/programs they required. As such, these students require a specialized course of study that attempts to repair the harms that have resulted, and progress should be monitored in order to assign formal asset-based and additive interventions that address both language and academic strengths and needs.

### **EMLs Who Are Not Meeting Academic and English Language Development Benchmarks**

These students are typically students who have not been provided access to additive pathways/programs which are most likely to result in students meeting academic and ELD benchmarks. In the elementary grades, these students should be provided with additional primary language literacy and content support services that are high-engagement and that build on students' and families' strengths.

Additionally, students' experiences in their ELD classes should be reviewed to ensure that instruction is well-articulated and student-centered. Student placement at a given ELD level is based on initial assessment scores on the ELPAC for new students, annual ELPAC, or other district language proficiency assessments. Each ELD level is flexible with respect to duration, in order to allow a student to move up a level during the year, when assessment results indicate the student is ready. Students who master the ELD standards are promoted to the next level or exited from the ELD program. Students may need to remain at a level until they meet requirements for transition to the next level. In order for students to develop proficiency in English as rapidly as possible, students must be able to develop at their own pace, and must be able to move up ELD levels whenever necessary. They should not have to wait until the end of a trimester or course in order to move levels. Change in ELD levels will be based on the following:

- ELPAC progress
- ELD mastery test results
- Classroom performance
- ELD curriculum-embedded assessments
- Teacher recommendation

Intermediate school students in this category will need the following:

- Accelerated ELD, either through an English Language Arts class with accommodations for the student's level of English language development, or an enrichment intervention class that addresses both language and literacy skills.
- Targeted metalinguistic instruction that allows students to engage in crosslinguistic transfer of their Spanish language skills to English.
- Primary language and SDAIE support in the core academic subjects, provided by an appropriately credentialed teacher with EML or Bilingual Authorization (e.g., CLAD or BCLAD).
- Counseling and monitoring to ensure that the student is enrolled in appropriate classes meeting intermediate school promotion requirements.
- Enrichment intervention support (before, during, or after the school day).
- Possible participation in after school programs and/or summer school when available.

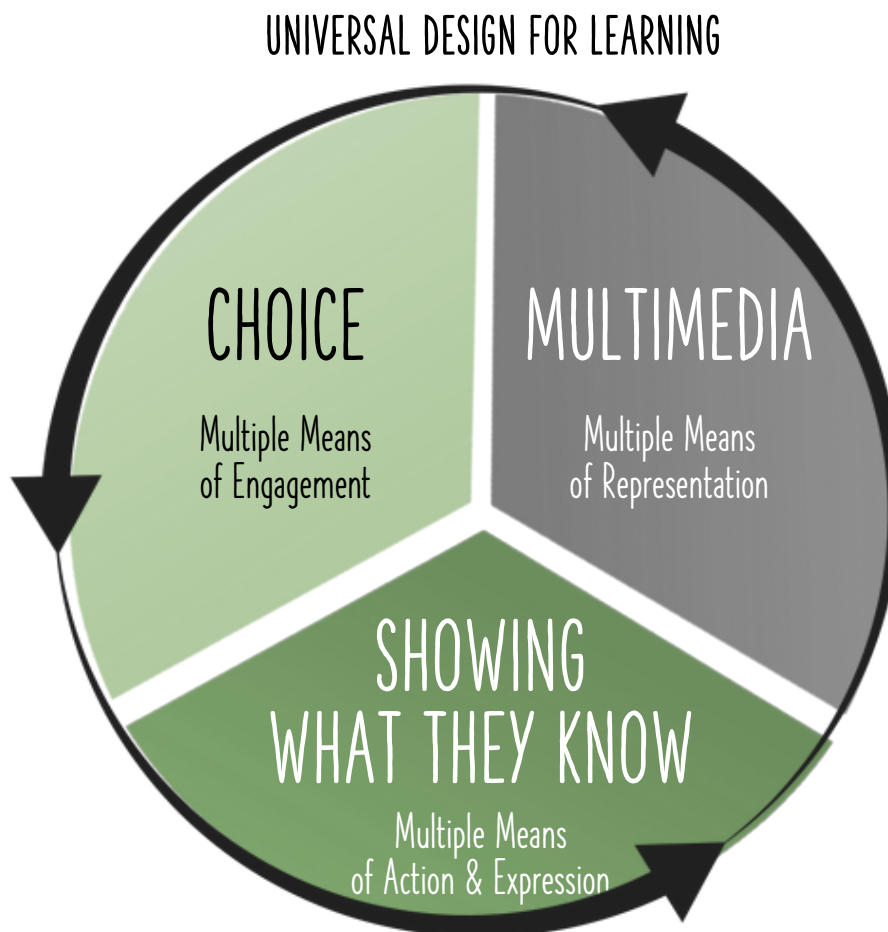
Students who meet or exceed benchmarks as evidenced by trimester reviews and/or teacher recommendation should be encouraged to accelerate to higher levels of ELD.

## STUDENTS WHO SPEAK LANGUAGES OTHER THAN SPANISH

Currently no dual language education pathway options are available for these students. At minimum, these students should receive primary language support for their content courses, as well as both Designated and Integrated ELD. Where primary language instructional materials are available in the languages of these students, those should be provided to them. The district intends to expand its dual language education offerings in the future to be able to accommodate students from other language groups beyond Spanish.

## UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL<sup>35</sup>) is implemented in all classrooms. The aim of UDL is to give students an equal opportunity to learn by using a variety of teaching methods that diminish barriers to learning and provide the flexibility to interact with the curriculum in different ways



<sup>35</sup> Source: <http://www.scoop.it/t/universal-design-for-online-learning>, March 2, 2016

## MULTI-TIERED SYSTEM OF SUPPORTS

A Multi-Tiered System of Supports (MTSS) is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems. In OSD, a MTSS is established at both the school and district levels. School sites monitor student progress and select interventions that match student needs. OSD's integrated, multi-tiered system of instruction, assessment and intervention is designed to meet the achievement and behavioral needs of all students. Supports include interventions within the Response to Intervention model, supports for Special Education, Title I, EMLs, American Indian, and gifted students. It's important to note that OSD has redefined "interventions" to mean asset-oriented enrichment-focused supports that build on students' strengths and accomplishments to create new successes.

Oxnard School District uses MTSS for data-based decision making, problem-solving, and professional development to focus on quality instruction, identify student instructional needs, continually monitor student progress, and provide evidence-based interventions. In alignment with the California Department of Education's ELA/ELD Framework, the site level MTSS team reviews data and applies the MTSS model to enact the multi-level instructional system in order to maximize student achievement and to reduce behavioral problems.

At the school level, data are examined to identify school and grade level trends, evaluate the effectiveness of the curricula, inform goal setting, and identify students in need of additional assessment or instruction. At the district level, data on student learning are used to guide curriculum improvement, recommend innovations (such as coordination with after school programs and other community resources and supports) and sustain practices, target services and supports across schools, and guide the allocation of resources for professional learning.

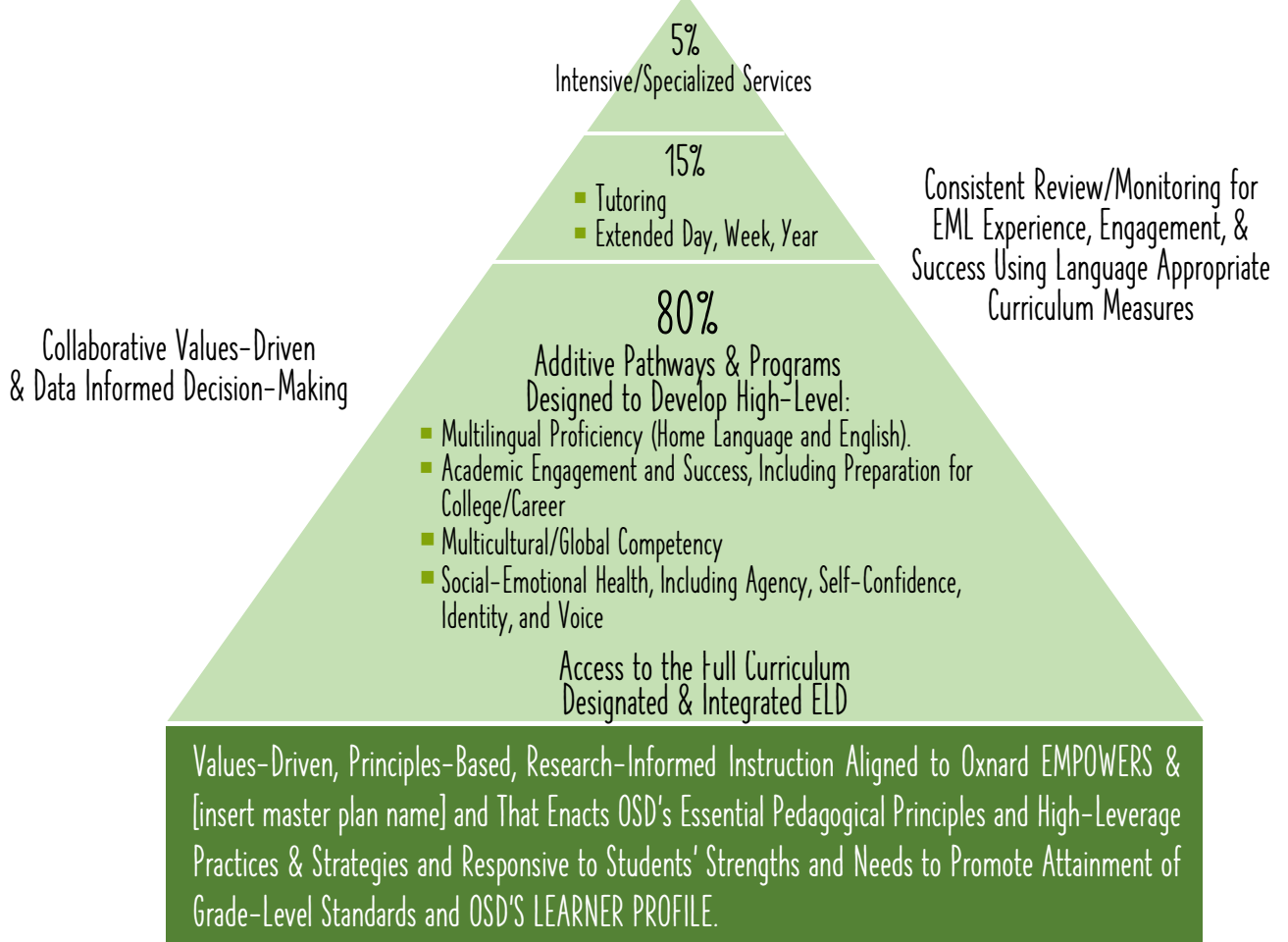
Under MTSS, all students should be provided high quality first instruction that employs UDL, although this is still under construction in OSD. For EMLs, this means that first instruction (Tier 1) is equitable, asset-based, and additive and designed to achieve four overarching goals:

- Development of High-Level Multilingual Proficiency (Home/Target Language and English).
- Development of High-Level Academic Engagement and Success, Including Preparation for College/Career

- Development of High-Level Multicultural/Global Competency
- Development of High-Level Social-Emotional Health, Including Agency, Self-Confidence, Identity, and Voice

These are considered part of powerful FIRST INSTRUCTION and are not seen as interventions. Only when EMLs need additional support beyond first instruction as described above are they considered in need of supplemental (Tier 2 or Tier 3) interventions.

### MULTI-TIERED SYSTEM OF SUPPORTS FOR EMERGENT MULTILINGUAL LEARNERS



## ACCESS TO SPECIALIZED SERVICES

### SPECIAL EDUCATION SERVICES

EMLs have access to Special Education services just as do all other students in the district. The process may begin with a careful review by the Student Success Team (SST) of all referrals. This review<sup>36</sup> includes second language surveys, SST Referral forms, modifications and interventions, review of student records, verification of current hearing and vision testing, a parent interview and an interview with student, if age appropriate. This review is required to determine if Special Education assessment is needed and to determine if the student has received access to the optimal multilingual pathways and programs, and if that is the case, whether student is making expected language acquisition growth, based on schooling and time in this country. When it is determined that an EML needs to be assessed, testing will be initiated upon parent's written approval. When appropriate, assessments will be conducted in the primary language of the student and English, making certain that cultural and linguistic differences are taken into consideration when determining eligibility.

Instructional decisions related to the student's language acquisition status must be described in the Individualized Education Program (IEP). When a student qualifies for Special Education Services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address primary language development and English language development, as well as goals that ensure full access to the content areas through primary language instruction and/or support.

Where the number of EMLs eligible for a Special Day Class (SDC), the district will provide those classes in the students' primary language. Where the number is not sufficient for a full class, the Special Education staff provides ELD instruction to the EML. Bilingual paraprofessionals may be assigned to the program to provide direct support to EMLs with an IEP. Appendix 10 provides more detailed information on specialized services.

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<sup>36</sup> This is not an exhaustive listing of the review process.

## ACCELERATED LEARNING (GIFTED & TALENTED EDUCATION/GATE) SERVICES

Oxnard School District is committed to ensure equity in the Gifted and Talented Education (GATE) program and other accelerated learning options and services. The district ensures equal access to all EMLs through its identification, referral process, and testing and teaching methodologies in its accelerated learning programs. It is the intent of all accelerated learning programs to place special emphasis on identifying students from varying backgrounds. Multiple criteria are employed to ensure that giftedness and talent are not overlooked as a result of a lack of English language proficiency or among students who may not be experiencing academic success. Students will be screened in grade 2 and tested through teacher and/or parent referral in grades 3–8. Site administrators and/or site designee GATE coordinators work with school staff and parents to inform all about the GATE referral process, testing process, and GATE services. All GATE requirements must adhere to the Federal Program Monitoring (FPM) regulations and OSD Board policies. Appendix 10 provides more detailed information on specialized services.



## SEAL OF BILITERACY

The California State Seal of Biliteracy (SSB), established by Assembly Bill 815 (Brownley, Chapter 618, and statutes of 2011), became effective January 1, 2012, and provides recognition to high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. Each school district or direct-funded charter school that confers the SSB is required to maintain appropriate records in order to identify students who have met the established criteria for the award and to affix the SSB insignia to the diploma or transcript of each qualifying student. University and college credit in world language may be given to students who receive the SSB and pass the Advanced Placement exam at a level of 4 or higher.

OSD has formally adopted the CA Seal of Biliteracy, approved by the Board of Education, in order to formalize the district's commitment to the initiation and completion of a Dual Language program pathway for all program participants. As a result of 8-9 years of study in two languages, students will be able to advance into the secondary programs fully prepared to participate in either advanced placement or honors coursework in the language they have been studying during elementary and middle school years.

The requirements for the CA State Seal of Biliteracy are as follows (Established in EC Section 51461 at <https://tinyurl.com/y9l992nz>):

- A student who graduates from high school must have achieved a high level of literacy and fluency in one or more language(s) in addition to English.
- The student must demonstrate English proficiency and proficiency in one or more languages in addition to English.
  1. Completion all English Language Arts requirements for graduation with an overall grade point average of 2.0 in those classes.
  2. Passing the California Assessment of Student Performance and Progress (CAASPP) for English Language Arts, or any successor test, administered in grade eleven, at or above the "standard met" achievement level, or at the achievement level determined by the Superintendent for any successor test.
  3. Proficiency in one or more languages, other than English, demonstrated through one of the following methods:

- a. Passing a foreign language Advanced Placement (AP) examination with a score of 3 or higher, or an International Baccalaureate (IB) examination with a score of 4 or more.
  - b. Successful completion of a four-year high school course of study in a foreign language, attaining an overall grade point average of 3.0 or higher in that course of study, and demonstrating oral proficiency in the language comparable to that required to pass an AP or IB examination.
  - c. Passing a district test with a score of proficient or higher (If no AP examination or off the shelf language tests exists and the school district can certify that the test meets the level of an AP exam) demonstrating proficiency in all of the modes of communication (reading, writing, and speaking) that characterize communication in the language.
  - d. Passing the SAT II foreign language examination with a score of 600 or higher.
4. In addition to the requirements mentioned above, if the primary language of a pupil is other than English, he or she shall demonstrate English proficiency on the English Language Proficiency Assessments for California (ELPAC), or any successor English language proficiency assessment, in transitional kindergarten, kindergarten, or any of grades one to twelve<sup>37</sup>, inclusive.

## PATHWAYS TO BILITERACY AWARDS

OSD has designed Pathways to Biliteracy Awards to recognize the development of two or more languages and support students in preparing to meet the criteria for obtaining the California State Seal of Bi-literacy. Several pathway awards have been established at the elementary level and middle school level to acknowledge and encourage students to continue to develop language and literacy skills in two or more languages.

OSD has approved board policy with specific criteria that all biliteracy schools follow. Students who meet the criteria are recognized at the district level during a celebratory ceremony.

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<sup>37</sup> OSD is a TK-8 district.



# STAFFING & PROFESSIONAL LEARNING

## INTRODUCTION

The district's ability to implement core multilingual pathways and supporting programs will depend in large part on its ability to recruit and hire bilingual, biliterate, and bicultural certified staff. The Pathway Implementation Schedule will include a staffing chart to show how many bilingually certified staff will be required for each phase of the implementation process. To support the acquisition of sufficient bilingual staff, the district will (a) give preference to appropriately qualified bilingual staff for all open positions in order to develop a pool of potential bilingual/biliterate teachers, administrators, and support staff for new programs; (b) identify interested current bilingual/biliterate paraprofessionals and support them in a pathway to California bilingual authorization; and (c) identify the California Institutions of Higher Education (IHEs) that produce the most Spanish bilingual teachers, and establish a partnership to place their teacher candidates in Oxnard schools for student teacher and practicum purposes.

## STAFFING AND CERTIFICATION

### STATE AUTHORIZATION REQUIREMENTS

California state law requires appropriate authorization of teachers to provide instruction to Emergent Multilingual Learners, including individuals providing specified EML services (EC Section 44001, EC Section 44830(a), EC Section 44831, and EC Section 44253.1). In OSD any teacher assigned to provide English Language Development, Sheltered/SDAIE Instruction or primary language instruction to EMLs must be appropriately certified with EML or bilingual authorization such as Crosscultural, Language and Academic Development (CLAD), Language Development Specialist (LDS), SB 1969/39/2042, Bilingual Crosscultural, Language and Academic Development (BCLAD)/Bilingual Certificate of Competence (BCC), and other current EML authorizations designated by the California Commission on Teacher Credentialing (CCTC). Oxnard School District ensures that all administrators or additional teaching personnel whose assignment includes EMLs also hold appropriate certification to provide necessary instructional services to EMLs. Appendix 11 provides an overview of EML programs and their respective requirements for teacher authorization.

### TEACHER HIRING & PLACEMENT

Teacher hiring and placement decisions are based on student and program need, including EML enrollment data, and other relevant factors. The district's collective bargaining agreements are adhered to in making all staffing decisions. Whenever open teaching positions require bilingual or EML Authorization, the district Human Resources staff actively recruits and hires teachers who are fully certified to fill such positions. Appendix 11 provides details about staff recruitment.

Highest priority is placed on the hiring of bilingually authorized (e.g., BCLAD or equivalent) teachers and their subsequent placement, first in dual language pathways and support programs (such as the Newcomer program) and then in other classrooms that have EMLs, especially to work with Beginning/Emerging and Early Intermediate/Expanding students, as well as those most in need of primary language support in core curricular areas. The second priority is Emergent Multilingual Learner authorized, such as CLAD or equivalent certified teachers. These teachers should be assigned to classrooms that are not part of a dual language pathways/programs and have EMLs. Substitute teachers assigned to long term assignments should similarly have the appropriate EML authorization. They may receive support from bilingual paraeducators who use

the primary language to clarify, explain, motivate and direct students. Teachers on interim assignment longer than 30 days (20 days for Special Ed) are required to meet the same criteria as teachers seeking appropriate credential authorizations.

Job applications, eligibility interviews, and processing procedures for teaching positions are handled at the district Human Resources Department. Interviews for teachers are held at the district level. The district's collective bargaining agreements are adhered to in making all staffing decisions.

## APPROPRIATE USE OF BILINGUAL PARAEDUCATORS

Bilingual paraeducators contribute specialized skills in an EML pathway/program and work and plan closely with the full instructional team. When the teacher does not hold a bilingual authorization such as BCLAD, when available the bilingual paraeducator works in concert with a teacher with an EML authorization, such as CLAD, to provide primary language support to motivate, clarify, direct, support and explain facts and concepts to the EML. The most important priority for the bilingual paraeducators' assignment is student instructional support, in order to ensure comprehensible core content instruction in language arts, math, social studies, and science. Paraeducators are not responsible for English Language Development (ELD) instruction. Paraeducators may also assist with the full spectrum of instructional and related needs outside the classroom, including but not limited to:

- Parent-teacher conferences and notifications;
- ELAC and DELAC meetings;
- ELPAC testing (but not scoring);
- Primary language testing;
- Oral and written translations.

## TEACHERS ON SPECIAL ASSIGNMENT (TOSA)

Teachers on Special Assignment can be assigned at the district-level or site-level. If assigned to a school site, the TOSA adheres to district policy and direction in support of EML pathways and programs. If assigned to the Teaching and Learning Unit, the TOSA meets staffing requirements and can provide expertise in ELD, primary language instruction, and student monitoring and progress.

District-level TOSAs assigned to the Teaching and Learning Unit work closely with and are evaluated and supervised by the Associate Superintendent of Educational Services and/or designee. They oversee and work closely with district staff on the



organization of EML, maintenance and usage of assessment data, monitoring of student progress, and reclassification. Supervision, training and professional development are provided by the Associate Superintendent of Educational Services and/or designee.

Site-level TOSAs work closely with site principals. They also work with district staff on organization of services to Emergent Multilingual Learners, maintenance and usage of assessment data, monitoring of student progress, and reclassification.



## PROFESSIONAL DEVELOPMENT

### OXNARD MÁS

Orientations on Oxnard MÁS will be conducted for all district and site staff during 23–24 in order to introduce staff to the re-visioned and redesigned ELM master plan. Key features of the plan and procedures to be adopted by all sites will be emphasized. This training will be given to all district and site administrators as well as all TOSAs. Professional development sessions at each site for faculty and staff will be implemented by the site instructional leaders in collaboration with the Unit of Teaching and Learning. After 23–24, annual plan overviews will be provided for all site staff members who have responsibility for implementing the plan. This will ensure that there will be a widespread understanding of the contents of Oxnard MÁS and commitment to faithful and high quality implementation. Orientations will be conducted for all new staff annually.

### PROFESSIONAL LEARNING & SUPPORT SYSTEM

Federal and state legal requirements exist for a professional learning and support system for teachers of EMLs that represents the shift from professional development to professional learning that is targeted; individualized; based on principles of adult learning theory; sustained, supported with coaching and follow-up; and monitored and assessed to evaluate impact on student learning.<sup>38</sup>

Research indicates that the expert teacher of EMLs is a knowledgeable professional who is an assessor and student advocate accomplished in curriculum, metalinguistics, and crosscultural understanding. It is imperative that a Professional Learning System support the development of teachers' expertise with EMLs with a focus on using students' linguistic and cultural resources. Additionally, professional learning for teachers of EMLs should focus on research-informed and evidence-based instruction for EMLs that is designed to maximize the development of English while also maximizing their development of core curricular

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<sup>38</sup> California Department of Education - Task Force on Educator Excellence (2012).

knowledge and skills through differentiated practices that can include the development of biliteracy skills.<sup>39</sup>

The Oxnard School District plans for and schedules professional learning in response to two key recommendations in Greatness by Design<sup>40</sup>:

- 5A Establish professional learning expectations for educators linked to the certification renewal process and orchestrated through Individual Learning Plans (ILPs).
  - High quality options for base credential renewal
  - IPLPs for educators based on California Standards for the Teaching Profession (CSTP)
- 5B Establish infrastructure.
  - Adopt professional learning standards and quality criteria.
  - Develop, leverage and incentivize rigorous PD opportunities.

Professional learning for Oxnard educators is guided by the California Quality Professional Learning Standards (CDE, 2014/15)<sup>41</sup>, which are intended to help educators, local educational agencies, and the state develop and contextualize professional learning system goals and plans. The following key standards provide the framework for how Oxnard School District designs professional learning:

Data	Quality professional learning uses varied sources and kinds of information to guide priorities, design, and assessments.
Content & Pedagogy	Quality professional learning enhances educators' expertise to increase students' capacity to learn and thrive.
Equity	Quality professional learning focuses on equitable access, opportunities, and outcomes for all students, with an emphasis on addressing achievement and opportunity disparities between student groups.
Design & Structure	Quality professional learning reflects evidence-based approaches, recognizing that focused, sustained learning enables educators to acquire, implement, and assess improved practices.
Collaboration & Shared Accountability	Quality professional learning facilitates the development of a shared purpose for student learning and collective responsibility for achieving it.
Resources	Quality professional learning dedicates resources that are adequate, accessible, and allocated appropriately toward established priorities and outcomes.

<sup>39</sup> Saunders, W. & C. Goldenberg. (2010). Research to Guide English Language Development Instruction. In: California Department of Education (2010). Improving education for English learners: research-based approaches. Sacramento: California Department of Education. pp. 21-82.

<sup>40</sup> Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State. CDE: CA. California Department of Education (2014, revised 2015).

<sup>41</sup> Quality Professional Learning Standards. CDE, Professional Learning Support Division. Sacramento, CA.



Oxnard School District provides educators several avenues for professional learning. This includes the opportunity for teachers of EMLs to reflect and collaborate on their instructional practices and utilize assessments to inform instruction. Teachers are part of effective learning communities meeting the needs of diverse learners. OSD has outlined professional learning that includes three critical elements: Focused & Intentional, Reflection & Coaching, and Impact Measures.

DISTRICT EML VISION	Changing the World! Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond
DISTRICT EML MISSION	<p>IGNITE EMLs' passions for learning and empower them to achieve brilliance.</p> <p>TRANSFORM our classroom and school expectations, relationships, and practices to more fully align with our values.</p> <p>NURTURE caring communities that develop EMLs' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential.</p> <p>EMBRACE high-leverage services and approaches that translate our values into action.</p>
PROFESSIONAL LEARNING & SUPPORT (District Strategic Goal 3.3)	<p>Implement a coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement the strategic plan recommendations fully and equitably for EMLs.</p> <p>Specifically, focus on improving the quality of instruction, interaction, and engagement in every classroom in every school so that all EMLs reach high levels of academic excellence, multilingual achievement, global competency, and healthy identity development, agency, and voice.</p>

In 2023–2024, all staff (administrators, teachers, support staff) will be provided with an orientation to Oxnard MÃS and the district-supported core multilingual pathways and support programs, and annually thereafter for any staff new to the district. All multilingual program teachers and principals will participate in professional learning that addresses the foundations and fundamentals of multilingual education, the English Learner Roadmap policy, the research base and rationale for multilingual education, as well as the curricular, pedagogical, and family engagement practices including assessment, that are aligned to both the EL Roadmap and Oxnard MÃS. All principals assigned to schools with multilingual programs will participate in professional learning opportunities designed to promote greater principal understanding, expertise, and leadership within a multilingual education context and to provide principals with a community of practice within which to coach and mentor each other and seek common solutions to school specific and district wide issues and challenges.

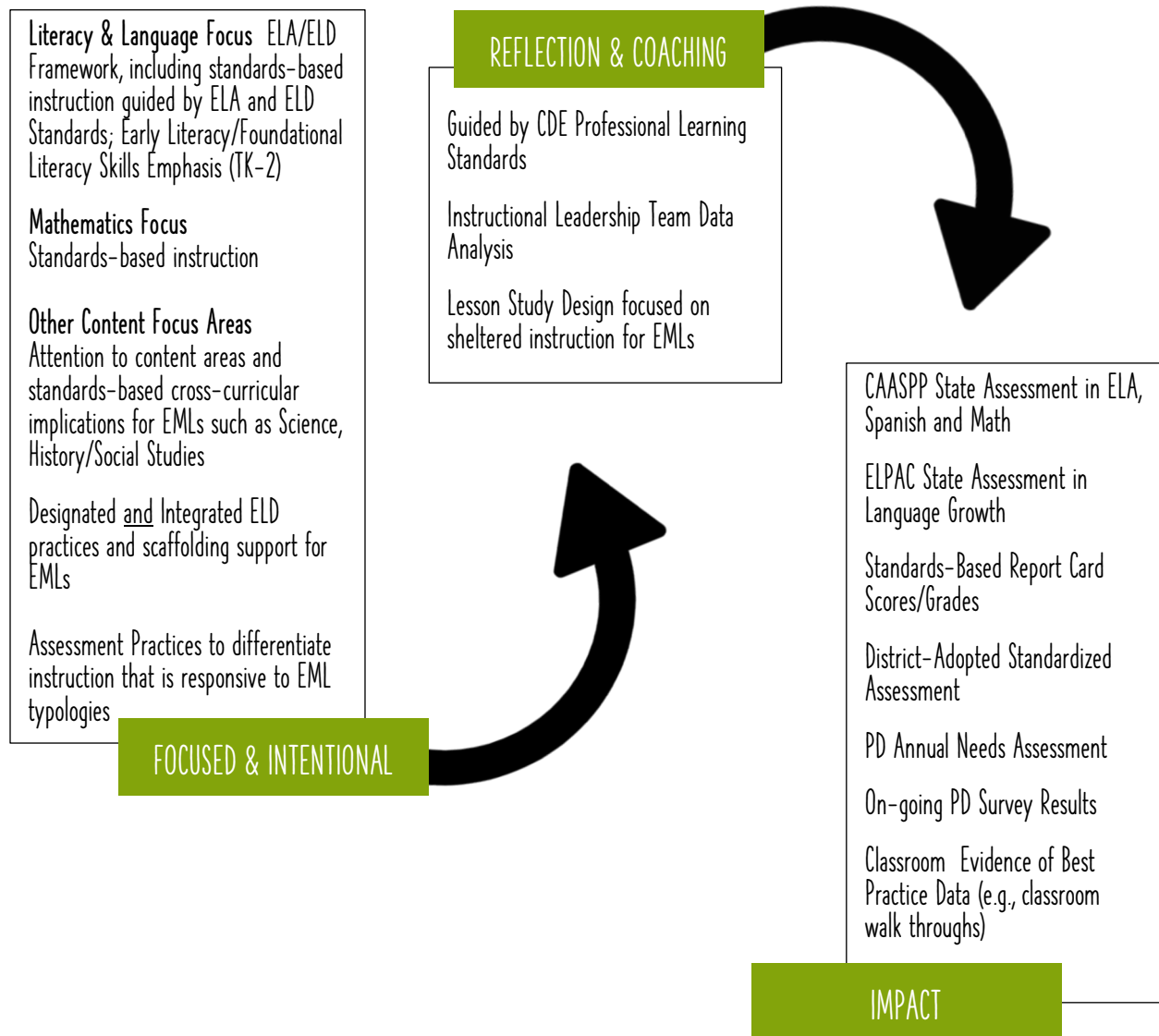
All multilingual teachers will be part of a multilingual professional learning community to promote greater teacher understanding, expertise, and leadership within a multilingual classroom context and to provide multilingual teachers with a community of practice within which to coach and mentor each other, calibrate their practice, identify emerging best



practices, and seek common solutions to curricular and pedagogical issues and challenges. An additional multilingual coach will be hired to provide on-site, in-classroom support, coaching, and mentoring to both multilingual principals and teachers for ongoing continuous improvement. All Emergent Multilingual coaches will be supported in expanding their expertise around the benefits of multilingual learning and the various types of programs and pathways and research-informed powerful instructional practices.

The district will provide ongoing professional learning to assessment, enrollment, parent liaison, and other support staff so they become informed about multilingual learning. In understanding the research base for these educational options, they can more effectively work with students, as well as, articulate and explain the program to parents and others.

## Oxnard School District Professional Learning - EML Focus



Training efforts related to EMLs will focus on the following areas:

- Critical Elements of EML Pathways & Programs
- Primary language instruction (in DLI)
- ELD standards - simultaneous with CCSS, ELA - Math - NGSS for Integrated ELD (Research and evidence-based practices, Curriculum planning, Differentiation and Use of Materials, Assessment)
- Designated ELD (Research and evidence-based practices, Curriculum planning, Differentiation and Use of Materials, and Assessment)
- Crosslinguistic Transfer and Language-Specific Skills (Non-transferable skills)
- Frontloading and Specially Designed Academic Instruction in English (SDAIE) Cultural Proficiency
- Learner Profile-Focused Instruction and Assessment
- Parent Engagement

#### PROFESSIONAL DEVELOPMENT FOCUS AREAS FOR ACCESS TO CORE CONTENT

FOCUS AREAS	LESSON PURPOSE, CONTENT, AND ORGANIZATION
Content Instruction through the Primary Language	<p><b>PURPOSE:</b> Provide time during the school day in which teachers use the content standards to provide EMLs with direct access to core content (i.e., history/social science, mathematics, science, visual/performing arts) to promote EML academic success and development of discipline-specific academic language.</p> <p><b>CONTENT:</b> Grade level content objectives and standards; essential pedagogical principles; high-leverage practices and strategies.</p> <p><b>ORGANIZATION:</b> Lessons are designed for maximum student engagement and incorporate high-leverage practices to ensure that students develop age-appropriate content, academic, and cognitive knowledge, skills, and capacities.</p>
Primary Language Support in the Content Areas	<p><b>PURPOSE:</b> Provide support during and outside of the school day in which teachers and/or first language-proficient others help EMLs bridge the language proficiency gap in order to access core content taught primarily in their new language.</p> <p><b>CONTENT:</b> Use of high-leverage strategies that promote access to content; use of language scaffolds, text features, translation/interpretation, and other resources and strategies.</p> <p><b>ORGANIZATION:</b> Can take place in individual or small groups during content instruction and through tutoring and after/before school times.</p>

FOCUS AREAS	LESSON PURPOSE, CONTENT, AND ORGANIZATION
Integrated ELD	<p><b>PURPOSE:</b> A time in which teachers with EMLs in their classroom use the California content standards in tandem with ELD/ELA standards to provide access to grade level content instruction.</p> <p><b>CONTENT:</b> Grade level content objectives and standards; essential pedagogical principles; high-leverage practices and strategies.</p> <p><b>ORGANIZATION:</b> Lessons are designed for maximum student engagement and incorporate scaffolding strategies and other high-leverage practices to ensure that language demands do not interfere with student's ability to access grade level content material.</p>
Primary Language & Literacy Development	<p><b>PURPOSE:</b> Provide time during the school day in which teachers use the Spanish Language Arts (SLA) standards to promote first language oracy and literacy, including the academic language necessary for school success.</p> <p><b>CONTENT:</b> Grade level SLA objectives and standards; essential pedagogical principles; high-leverage practices and strategies.</p> <p><b>ORGANIZATION:</b> Lessons are designed for maximum student engagement and incorporate scaffolding strategies and other high-leverage practices to ensure that students develop age-appropriate oracy and literacy skills.</p>
Designated ELD (Leveled ELD)	<p><b>PURPOSE:</b> Provide a protected time during the school day in which teachers use the ELD standards to promote second language acquisition of listening, speaking, reading, and writing and academic language necessary for school success.</p> <p><b>CONTENT:</b> Follows scope and sequence of language skills in functional contexts</p> <p><b>ORGANIZATION:</b> Level of English proficiency</p>

### MONITORING OF PROFESSIONAL DEVELOPMENT AND SUPPORT

The site principal, the Associate Superintendent of Educational Services, and the Director of Teaching and Learning monitor teacher professional development related to EML support to ensure that all staff members working with EMLs receive relevant professional development and support. The Assistant Superintendent for Human Resources monitors the progress of teachers in training as they fulfill their agreements to complete EML authorizations and related requirements.





# FAMILY ENGAGEMENT

## FAMILY ENGAGEMENT

Oxnard SD's Family Engagement work has a strong base from which to grow since the addition of a Manager of Equity, Family, & Community Engagement in 2021. The family engagement work is guided by the California Family Engagement Framework. An important and critical component of Family Engagement is quality interpretation and translation which is carried out by the Language Access Unit.

While the Framework has been helpful, our recommendations under Strategic Goal include updating and strengthening this document to align more directly and powerfully to Oxnard EMPOWERS, especially where parents of EMLs is concerned. Much of the district's future work in this area will be guided by Dr. Karen L. Mapp's<sup>42</sup> Dual Capacity-Building Framework for Family/School Partnerships<sup>43</sup>, which is based on the premise that, for family engagement to become a reality, there must be a focus on building capacity among both families and schools. Much of this section borrows from her work, for which we are very grateful.

### EQUITY, FAMILY, & COMMUNITY ENGAGEMENT & FRAMEWORK FOR FAMILY ENGAGEMENT

In addition to the Manager of Equity, Family, & Community Engagement, the team is currently made up of a Parent Support Liaison and two Mixteco interpreters/Family Liaisons. OSD also has a Community Liaison that provides some support to our family/community engagement work and to Pupil Services.

The family/community engagement team works closely with the site ELACs and the DELAC, providing a district-wide training session in the Fall of each year. The district-level courses include parent Project 2 Inspire workshops in English and Spanish, Mental Health Camp, and wellness workshops for families provided by different organizations, such as Logrando Bienestar through Ventura County Behavioral Health and California Lutheran University to provide these workshops. Courses or parent education/empowerment workshops at the sites vary. Examples of these sessions include family literacy nights,

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<sup>42</sup> Karen L. Mapp, Ed.D., is a senior lecturer on education at the Harvard Graduate School of Education (HGSE) and the faculty director of the Education Policy and Management Master's Program. Retrieved from: <https://www.gse.harvard.edu/faculty/karen-l-mapp>

<sup>43</sup> Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: [www.dualcapacity.org](http://www.dualcapacity.org)

family math nights, STEAM nights, Parent Project Workshops, The Latino Family Literacy Project, a–g requirements, and Wellness Parent Nights.

As we look to the future, we look forward to working to align our Family Engagement Framework to Oxnard MÃS and the Dual Capacity–Building Framework for Family/School Partnerships such that it can become a more powerful guiding document that helps families and schools work in true partnership for the benefit of our students and their families.

## HOME–SCHOOL COLLABORATION & ENGAGEMENT

### INTRODUCTION

Under Strategic Goal 4.3 – Family Engagement, Oxnard EMPOWERS (the district strategic plan) and Oxnard MÃS, the district commits to creating family engagement opportunities that address community aspirations and needs. The following actions are specifically articulated:

- Adopt a Family Engagement Framework consistent with Oxnard MÃS and align the current Family Engagement and Parent Support Services to that framework.
- Design structures and spaces at every site to promote and ensure parent voice, agency, involvement, and leadership development for parents of EMLs.
- Develop coherent classroom– and school–based opportunities for parent participation and involvement in EMLs' learning lives as well as for showcasing strengths, talents, and expertise of parents of EMLs.
- Ensure participation, involvement, and support of our African American, Mixteco, Asian–Pacific Islander, and Emergent Multilingual Learner parents in the different aspects of their children's education.
- Educate all staff on the benefits of family/community engagement with targeted focus on engaging parents of EMLs.
- Develop a strategy to increase/expand EML parent engagement each year for the next five years and staff/fund it appropriately.

### COMMUNICATION PROCESSES

Our goal is to clearly communicate that all multilingual programs have the same central goals: (1) proficiency in two or more languages, (2) academic achievement and college/career readiness, (3) global, multicultural, and sociocultural competence, and (4) learner agency and confidence. Part of the communication process will be to highlight multilingual success stories and more fully develop several communication paths/methods:

- Multilingual Communications Materials: Design and disseminate a variety of multimedia materials (i.e., brochures, public service announcements, videos, posters) targeting the various stakeholder groups to develop interest about multilingual education as a high-level gifted/enrichment approach that prepares students for success in a global world.
- Website and Social Media: fully develop and monitor the district/school websites and a broad range of social media, including blogs, webinars, tweets, and other relevant media for the purposes of disseminating information about multilingual education in the district.

Communication with parents of EMLs in their primary language is essential to foster parent support, involvement, and engagement. Translation and interpretation services are provided by staff from the district's Educational Services Department and individual school sites. Under state law, schools must provide written communication in the primary language of the parent when fifteen percent or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the district recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

The district provides written notification to parents of all EMLs concerning the following:

- Initial identification
- Program options
- Program placement
- Progress expectations for each grade level
- Annual ELPAC level and CAASPP scores
- Reclassification criteria
- Promotion requirements for 8<sup>th</sup> graders

Each school year, parents of EMLs are informed of their child's progress in ELD and core content areas on the regular student report card for their grade level. In addition, EML progress toward meeting the district's minimum progress expectations for EMLs is discussed at the elementary level during an individual parent-teacher conference and at the secondary level on an annual basis through parent meetings with designated site staff.

## VOLUNTEERING IN CLASSROOMS DURING THE SCHOOL DAY

The district recognizes that volunteer assistance in schools can enrich the educational program, increase supervision of students, and contribute to school safety while strengthening the schools' relationships with the community. The district encourages parents/guardians and other members of the community to share their time, knowledge, and abilities with students. Employees who supervise volunteers shall ensure that volunteers are assigned meaningful responsibilities that utilize their skills and expertise and maximize their contribution to the educational program. Guidelines for volunteering in the Oxnard School District are referenced in Board Policy AR1240.

## DECISION MAKING

Parents are crucial in participating in the decision-making process of the educational needs of the Oxnard School District students. The Local Control and Accountability Plan requires that every district set annual performance goals in response to the eight state priorities. Specific actions and plans are delineated to achieve these goals, including parent and family engagement. The new law describes parent involvement as "the efforts a school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for... pupils... with exceptional needs." (LCFF, EC Section 52060–52077). Through involvement in ELAC, DELAC and other site/district committees, parents of EMLs have opportunities to provide input in the decision-making process.

## PARENT ENGAGEMENT TO SUPPORT EML SUCCESS

As part of Oxnard EMPOWERS and Oxnard MÁS, the district commits to more directly engaging parents and key others by creating and growing family and community alliances focused strategically on their collaborative leadership role in supporting and promoting success for all EMLs, as defined by the Oxnard Student Profile. As part of this, families will be provided with Dual Language Education (DLE) learning opportunities so that they are able to communicate clearly with parents and community members about the foundations, fundamentals, and benefits of dual language education, the English Learner Roadmap policy, the research base and rationale for multilingual education.

To additionally bolster this goal, the district commits to:

- Facilitating communication by the availability of translation and interpretation services.
- Holding parent meetings at convenient meeting times, with childcare and interpretation services provided. For languages other than Spanish, a 24–72 hour request prior to the event must be submitted to the Educational Services Department.

- Providing parent training on a variety of topics related to EMLs, i.e., parent advocacy, cultural proficiency, academic support, and social/emotional support.
- Maintaining a centralized list of county and community services in an effort to assist in the coordination of resources for parents.
- Utilizing Site Outreach Resource Consultants to act as liaisons between families and county and community services to coordinate resources for parents.

### FAMILY ENGAGEMENT FOR DLI PROGRAMS

Oxnard School District is fully committed to building close relationships with the families that enroll their children into the Dual Language Immersion program. The Guiding Principles for Dual Language outlines the different levels of family engagement and OSD will incorporate these levels as part of its work.

The first and most important facet of promoting family engagement is ensuring that the school creates an infrastructure that is positive, active, and intent on developing strong ties with all members of the school community. In creating such a setting, groups of families are fully informed and assist the principal and parent outreach facilitator connecting them to the school on a continuous basis. Most successful schools have a staff member that is designated as a Parent Liaison to work with the office staff and principal to create key connections with the families of the school. In Oxnard SD, all schools have such a staff person. These individuals receive professional development on the importance of access, equity, and social justice to ensure successful outreach to and connections with all members of the school community. This, in turn, creates a welcoming school climate that positions itself to connect the families to the school and program.

Once this infrastructure is in place, the school plans and promotes family engagement, family education activities, and support services to fully inform parents on the three core goals of a Dual Language Immersion program. This work includes carefully designed family education activities to offer families key information about first and second language acquisition and how to support their child's journey in a Dual Language program. Family Education evenings are scheduled throughout the year and consist of programmatic overviews, question and answer periods, review of progress data, ideas on how to support children with homework and school projects, secondary program programming, etc. All families are highly encouraged to participate in these Family Education opportunities, as well as, schoolwide activities that include family/teacher conferences, Back to School Nights, Open House, and different cultural and special events planned by the school. These

efforts build a strong school climate and promote close relationships between the families creating a school community that is fully informed, collaborative, and supportive.

Communications with families using both traditional means of communication (newsletters, flyers, and written information) and electronic and social media requires carefully designed methods. Messaging the value and importance of both languages is a critical component of this work and side by side translations are highly encouraged. This means that all communications are translated correctly so that families understand that the work on bilingualism and biliteracy at the school site transcends to the school community as a whole. The messaging of this work promotes high levels of family and school connections and supports families in their decision to advance their child's education in both languages. The school leader is crucial to this work and works to create positive and informative messages to the school community in order to promote the program and bilingualism/biliteracy for all.

The next component of parent engagement is supporting the governance of the school through formal participation in the school's advisory committees, school site council, DELAC committees, and home school clubs. Each one of these governance groups clearly reflects the community it serves and is organized so that families of native Spanish-speaking children and families of English dominant students are connected and working side by side to ensure the success of the program for all. Governance activities are scheduled strategically to maximize parent participation and all reports are translated to help families understand the systems organized at the school. Creating strategic partners at a school will result in families that support the school program, understand the key components of how a school plans its budget, curriculum and instructional program, and creates ambassadors for the program for on-going and future recruitment of new families into the school.

Cultural events and social activities in a Dual Language Immersion school are also key to creating a school climate that is respectful of the work that is taking place in the school's DLI classrooms with students. Successful programs know this to be key and teachers, administrators, and support staff work collaboratively to schedule events that promote multiple languages and cultures. This may include student performances in both languages that showcase the development of the students in the target language and English. This may also include student projects, sharing essays and oral reports, public displays of work in both languages, open houses that are culturally and linguistically designed to show the progress of both languages, as well as growing sociocultural competence, etc. Many schools also ask students to be the master of ceremonies and announcers once they are proficient in both languages, so that they can utilize their skills in a public space. These efforts lead to the development of a protected language enclave that promotes both the languages and cultures of the students who are engaged for multiple years in the formal development of biliteracy.



## PARENT ANNUAL NOTIFICATION & STUDENT PLACEMENT

The parent will receive an Annual Notification (EL-10 ELPAC Annual Parent Notification Form) of pathway/program options and their child's options for program placement in the coming year. Parents may place an initial request at this time. Parental consent is necessary for changes in program.

In addition, general information about the district's placement options will be made available year-round at the school sites and district offices. This information will include an overview of the programs, placement procedures, and names and phone numbers of contact. Appendix 5 describes the district's placement options.

The student is assigned to an appropriate program based on assessment data, with great deference given to the parent's request. Given the negative consequences of subtractive programs, the preferred/default placement is a dual language pathway/program, if one exists. Appendix 5 details the placement procedures and options.

## MOVING FORWARD

Oxnard School District is committed to working proactively to promote positive and collaborative working relationships with families. In order for Family Engagement to become a reality and authentic family/school partnerships to exist, there must be a focus on building capacity among both the families of our students and the educators, staff, and administrators at our schools. Dr. Karen L. Mapp's Dual Capacity-Building Framework for Family/School Partnerships provides a scaffold for thinking about and designing systems to support family engagement by creating collaborative and coordinated systems. In line with the research on the importance of family engagement on student achievement, the Dual Capacity-Building Framework asks us to focus on developing parents' and educators' skills in four areas: capabilities, connections, cognition, and confidence. This aligns quite clearly with the shifts Oxnard MÁS makes from deficit- to asset-based thinking as we look at the funds of knowledge that our students and their families bring into the educational journey with them.

Additionally, it values the professionalism of OSD school and district staff by providing continued professional learning opportunities that will help them improve their practice. If effective cradle-to-career educational partnerships between home and school are to be implemented and sustained with fidelity, engagement initiatives must include a concerted focus



on developing adult capacity. The following goals and outcomes are outlined on [dualcapacity.org](https://www.dualcapacity.org)<sup>44</sup> and refer to the Policy and Program Goals section of the Dual Capacity-Building Framework. Furthermore, they are what OSD hopes to see as outcomes of the district's efforts in the area of Family Engagement. These goals and outcomes are described in Appendix 15.

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<sup>44</sup> <https://www.dualcapacity.org/framework-in-depth/policy-and-program-goals>

## LANGUAGE ACCESS

### INTERPRETATION/TRANSLATION

OSD has English-Spanish translators and interpreters and two Mixteco interpreters. Additionally, the district contracts with American Language Services to offer interpretation in various languages, including Zapotec. More detailed information about interpretation services can be accessed through the LCAP.

### ETHICS OF INTERPRETATION

In multilingual settings, language access facilitates family engagement, because it provides the tools and the structure for all families to be able to not only access information and services, but then to be able to participate, as well. As part of that structure, we must have highly skilled and qualified professionals to do the work. These professional interpreters or trained bilingual staff who are assigned to be in that role in addition to their primary job are bound by important ethical principles that inform all work done around interpretation and translation:

- **Accuracy:** One must interpret everything, accurately and completely, without filtering.
- **Confidentiality:** If a family happens to know the interpreter from another role in their life, it can be difficult for families to trust the interpreter in this position. The fear of a lack of confidentiality with a certain interpreter can be a barrier, therefore, to true interpretation in which both parties are able to honestly express their thoughts and concerns.
- **Respect:** Treating all parties with dignity. This means that no interpreter ever 'gives' anyone a voice, but is instead a conduit of communication, transferring messages from one party to another.
- **Role boundaries:** An interpreter can only do one assignment at a time. Interpreters cannot therefore take notes, offer their own opinions, or facilitate a meeting while interpreting. Additionally, interpreters must not act outside their role and advocate or offer advice, etc.
- **Professionalism:** Many interpreters get pulled into doing interpretation work by employers and therefore do not feel free to say that they are not prepared (e.g., lacking the necessary vocabulary, etc.). Additionally, in these situations, employees have often already worked an 8 hour day in their other job (i.e., office manager, assistant, etc.) and are then asked to interpret for a 3-hour meeting. Professionalism, then, is declining jobs when ethics would be compromised.
- **Impartiality:** In schools, we often ask those who work in the office, parent engagement roles, etc. to do the work of interpretation, and consequently, impartiality is almost never observed in educational interpreting. When there is no

impartiality, the information stops with the bilingual person and they become the point of communication instead of the bridge or conduit. Lack of impartiality can lead to the adding, deleting or changing of parts of the messages as a result of the interpreters' own filter.

- Professional Learning: The entire educational system needs to receive professional learning in the ethics of interpretation, such that others can support the interpreter in their ethical professional decisions. This includes all educators, administrators, Special Educators, staff, etc., as well as families who will be part of the interpretation process.

As these ethical principles indicate, we cannot assume that bilingual folks can do this without training. The role of an interpreter should be filled by a professional or by a bilingual staff member who is supported by a well-trained district and site staff.

OSD plans to adopt a Language Access Handbook in the Summer of 2024 for our school sites to reference when implementing language access.

## ADVISORY COMMITTEES

### INTRODUCTION

Oxnard School District has several approaches for systematically involving parents of EMLs in the education of their children. These are established at the district and site level and include opportunities for parents of EMLs to collaborate with district staff and provide recommendations for districtwide plans focused on serving EMLs, including Local Control and Accountability Plan (LCAP), Title III, School Site Council, Single Plans for Student Achievement (SPSAs), Local Educational Agency Plan (LEAP) Program, and SAFE Schools.

### EML ADVISORY COMMITTEE (ELAC)

As stipulated in California Education Code<sup>45</sup>, each school with 21 or more EMLs must establish a functioning EML Advisory Committee (ELAC). ELACs are not decision making counsels nor do they approve expenditures from any funding source; however, they provide valuable input and advice on school decisions and use of funding sources dedicated to EMLs.

### ELAC REQUIREMENTS

1. Members will be chosen by election. All parents/guardians of EMLs have an opportunity to vote to elect the officers.
2. Members will receive materials in their home language and training related to carrying out their legal responsibilities.
3. The ELAC advises the principal and staff on programs and services for EMLs using academic performance measures.
4. The ELAC shall assist the school in the development or review of:
  - a. School's Single Plan for Student Achievement
  - b. School's needs assessment
  - c. School's annual language census
  - d. Ways to make parents aware of the importance of regular school attendance
  - e. Ways to meet the social and academic needs of EMLs
  - f. Ways to improve communication with the parents and the broader community

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<sup>45</sup> Legal References (California Department of Education website: <http://www.cde.ca.gov/ta/cr/elac.asp>)

- California Education Code, sections 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a)
- California Code of Regulations, Title 5, Section 11308 (b), (c), and (d)

5. At its first or second meeting of the year, the ELAC will elect one representative and one alternate representative to the District English Learner Advisory Committee (DELAC).
6. The ELAC maintains recorded minutes and agendas.
7. The site principal and the Manager of Equity, Family, & Community Engagement will annually review the implementation of ELAC in order to ensure that all requirements are met by each school.
8. Each school will actively encourage all EML parents to consider election to ELAC and DELAC and/or to participate in ELAC and DELAC meetings even if not a formal representative.

### ELAC ROLES AND RESPONSIBILITIES

POSITION/ROLE	RESPONSIBILITIES
PRINCIPAL	<ul style="list-style-type: none"> <li>■ Establish ELAC</li> <li>■ Schedule at least six regular ELAC meetings and announces meetings in advance (within 72 hrs.)</li> <li>■ Coordinate meetings, communication, and documentation to and from district's Educational Services Department</li> <li>■ Serve as a voting member</li> <li>■ Arrange agenda planning meetings with ELAC Chairperson</li> <li>■ Arrange childcare</li> <li>■ Review required written communication</li> <li>■ Submit ELAC minutes and agendas to the Educational Services Department</li> <li>■ Report on EML placement in different program types, number of requests for DLI programs received and approved.</li> </ul>
ELAC PRESIDENT	<ul style="list-style-type: none"> <li>■ Meet with site principal to plan agenda</li> <li>■ Preside over all meetings</li> <li>■ Follow Robert's Rules of Order</li> <li>■ May request that site principal conduct meetings</li> </ul>
ELAC VICE-PRESIDENT	<ul style="list-style-type: none"> <li>■ Meet with site principal and ELAC President to plan agenda</li> <li>■ Assume all ELAC President's roles and responsibilities when president is absent</li> </ul>
ELAC SECRETARY	<ul style="list-style-type: none"> <li>■ With the support of school personnel maintain minutes of meetings</li> <li>■ Maintain a private address and phone list of all ELAC members</li> </ul>
ELAC PARLIAMENTARIAN	<ul style="list-style-type: none"> <li>■ Assume all ELAC President's roles and responsibilities when President and Vice President are both absent</li> <li>■ Oversee that members follow Robert's Rules of Orders and Meeting Norms</li> </ul>
DELAC REPRESENTATIVE	<ul style="list-style-type: none"> <li>■ Attend monthly DELAC meetings as school representative</li> <li>■ Report back to ELAC any important information from the DELAC meeting</li> </ul>

## ELAC ELECTION PROCESS

Elections for ELAC will be conducted annually at the school site before September 30 each year. Members will serve for two years, with half the membership elected each year. Membership composition must reflect the percentage of EMLs in the school. Membership will include parents and school staff (fewer than the number of parents). Each ELAC committee shall have a minimum of five members and a maximum of ten members, exclusive of the site principal or designee. Once ELAC officers are elected, each ELAC shall elect one representative and one alternate representative to the DELAC. If an ELAC member must be replaced during the year, the replacement will serve for the remainder of the year. At the beginning of the following year, an election must be held to fill the position.

## ELAC TRAINING REQUIREMENTS

Each year, the school/district will provide all ELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties. The site principal will provide an overview of roles and responsibilities, and the district will provide further appropriate training, including information about the relation between ELACs and the DELAC, and the responsibility of ELAC representatives to the DELAC to act as liaisons between the two groups. ELAC members will provide input into the selection of the following required training topics:

- Review of Robert's Rules of Order
- SPSA development and implementation, including analysis of student data to make recommendations about allocation of funding based on identified needs
- The design and development, content, purpose and results of a school-by-school, district-wide needs assessment
- Data included in the annual Language Census - EL, IFEP, and RFEP populations, reclassification, instructional program participation, staffing - and the implications for student achievement
- Attendance patterns and trends, in addition to school and district attendance policies
- Initial identification, reclassification, and placement of Emergent Multilingual Learners
- Monitoring procedures for the academic progress of reclassified (RFEP) students
- Categorical budgets including appropriate use of funds and supplemental services to address the identified needs of Emergent Multilingual Learner and RFEP students.
- Overview of effective methodology that fosters language acquisition and academic content knowledge of EMLs



## DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

California Education Code requires each California public school district to form a District-level English Learner Advisory Committee (DELAC) or subcommittee of an existing district-wide advisory committee, based on enrollment of fifty-one (51) or more EMLs (CDE, 2015). Parent participation in DELAC is proportionately determined by the total number of EMLs enrolled within the district. Parents or guardians of EMLs not employed by the district must constitute a majority membership (51 percent or more). After the site ELAC memberships have been established, each ELAC must elect a Representative and Alternate to participate in the District English Learner Advisory Committee (DELAC). It is OSD's goal to ensure that parents of EMLs have a meaningful opportunity to participate in the policy making processes that guide district programs and services to address the language, academic/cognitive, and social-emotional needs of these students. Studies have consistently shown that parental involvement can have a direct positive impact on increasing the academic achievement level of their children. The Board recognizes that parents of EMLs, working together with school staff and the community, can serve as a vital resource in improving our schools and neighborhoods in general.

## DELAC TRAINING REQUIREMENTS

The district will provide all DELAC members with appropriate training, materials and information needed to carry out their responsibilities and duties, including the responsibility of site ELAC representatives to take back information from the DELAC meetings to the ELAC members. DELAC members will have input into the selection of the following required training topics:

- Review of Robert's Rules of Order
- Standardized assessment data results and implications
- Annual staffing report on the number of certified and non-certified teachers instructing EML
- EML pathway/program options and process
- Comprehensive information about the development and implementation of the Local Educational Agency (LEA) plan and its relation to the EML master plan
- The design and development, content, purpose, and results of a school-by-school, district-wide needs assessment
- Goals, rationale, structure, and outcomes of the instructional programs for EMLs in the district
- Data included in the annual Language Census - EML, IFEP, and RFEP populations, reclassification, instructional program participation, staffing - and the implications for student achievement
- Criteria and procedures for reclassification of EMLs and monitoring of RFEP students
- Notifications for parents of EMLs (Enrollment, Notification of Test Results, Annual Title III Notifications)



# EVALUATION & ACCOUNTABILITY

## THE EML COORDINATING COUNCIL

OSD has established an EML Coordinating Council (EML CC) as a key mechanism for EML accountability. The Director of Teaching & Learning, in consultation with the Superintendent, convenes and leads the EML CC. This council is designed to ensure that district stakeholders have a mechanism to plan and coordinate for optimal pathways/programs and for EML success. The Council is comprised of the Associate Superintendent of Educational Services, the Director of Teaching & Learning, the Assistant Superintendent of Human Resources, representatives of the California School Employees Association (CSEA), the Oxnard Support Services Association (OSSA), the Oxnard Educators Association (OEA), and outside evaluators and specialists. Others participate as needed.

The EML Coordinating Council meets regularly to discuss topics pertaining to the implementation of EML pathways/programs in the district. The Council also:

1. Reviews strategies, ideas and suggestions for EML pathways/programs as well as a focus group for collaborative problem-solving;
2. Provides a forum to evaluate and determine that practices, resources, and personnel are being used effectively to implement the district's EML pathways/programs;
3. Reviews data on EML performance;
4. Contributes to the review of the Annual Evaluation Report;
5. Ensures communication and integration as we continue to bring clarity, consistency, compliance, and continuing improvement to the district's EML programs.

## MONITORING & ASSESSING PATHWAY & PROGRAM IMPLEMENTATION

Although not in place yet, the district intends to establish the necessary infrastructure to monitor the implementation and success of all EML pathways, programs, and services. The district's monitoring and assessment efforts will be designed to:

- Establish high expectations for all students and provide a framework for ensuring that student and organizational outcomes are achieved;
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation and assessment activities;
- Provide for high levels of coordination between district-level and site-level improvement efforts;
- Ensure that pathway/program/service assessment is an integral part of school improvement initiatives and activities;
- Provide a basis for review and modification of the EML Master Plan every three to five years.

The pathways, programs, and services described throughout this plan will be aligned around four major implementation and impact goals:

- (1) Effective and Comprehensive Implementation of EML Pathways, Programs, & Services
- (2) Mastery of the OSD Student Profile Elements, Including:
  - a. Development of High-Level Multilingual Proficiency (Home/Target Language and English)
  - b. Development of High-Level Academic Engagement and Success, Including Preparation for College/Career
  - c. Development of High-Level Multicultural/Global Competency
  - d. Development of High-Level Social-Emotional Health, Including Agency, Self-Confidence, Identity, and Voice
- (3) Consistent Monitoring of Most Vulnerable EMLs and Effective Asset-Oriented Interventions
- (4) Expansion of Family/Parent Engagement & Empowerment

Data will be collected and analyzed in order to determine the effectiveness of the pathways, programs, and services we provide to EMLs. Data analysis processes and procedures will be guided by data inquiry elements that include cycles of monitoring, assessment, and accountability in order to inform and improve curriculum, assessments, and instruction. District

and site-level leadership will be supported in guiding this process with an emphasis on the implementation of research-based strategies and programming for EMLs.

School principals are already responsible for the daily, site-level implementation of Oxnard MÁS. Throughout the academic school year, principals complete sections of the Principal's Assurance Checklist for EML Pathway/Program/Services and submit them to the Director of Teaching and Learning according to the timeline indicated on the checklist. This facilitates ongoing communication with the Director of Teaching and Learning, and assists in the monitoring of consistent implementation of this Master Plan throughout the school district. The Director of Teaching and Learning reviews all Principals' Assurances checklists at the end of the academic year.

EML progress on the Learner Profile elements and in multilingual proficiency, academic achievement, college/career preparedness, and social-emotional health will be monitored and analyzed as part of the pathway/program/services assessment. Additionally, data will be collected and analyzed for categories indicating risk for school failure such as suspensions, expulsions, other disciplinary actions, retentions, special education referrals, and Student Study and Language Appraisal Team referrals. Appendix 12 provides an overview of the evaluation design goals and corresponding sources of evidence as well as the monitoring timeline and person(s) responsible.

## GOAL 1: PROGRAM/PATHWAY IMPLEMENTATION

District and site staff will periodically monitor the effectiveness and comprehensiveness of implementation of all multilingual pathways, programs, and services. The Superintendent will hold all principals accountable for effective and comprehensive implementation of Oxnard MÁS provisions applicable at the site level. The primary goal of monitoring and assessing is to ensure that every school in the district has powerful, effective, and compliant pathways, programs, and services for Emergent Multilinguals/RFEPs.

The monitoring/assessment process will be designed to:

- Establish high expectations for all Emergent Multilinguals/RFEPs and provide a framework for ensuring that student and organizational outcomes are achieved.
- Promote full involvement of all stakeholders (administrators, teachers, parents, students) in all phases of planning, implementation, and assessment activities.
- Provide for high levels of coordination between district-level and site-level improvement efforts.

- Ensure that program monitoring and assessment is an integral part of school improvement initiatives and activities.
- Provide a basis for review and modification of Oxnard MÁS every three to four years.

This monitoring/assessment will consist of the following activities:

#### **Principal Assurances Checklist (self-review)**

School principals are responsible for the daily, site-level implementation of Oxnard MÁS. Throughout the academic school year, principals complete sections of a checklist for Emergent Multilingual Learner Services and submit them to the Director of Teaching and Learning and their supervisors, according to the timeline indicated on the checklist. This facilitates ongoing communication with the central office, and assists in the monitoring of consistent implementation of this comprehensive plan throughout the school district. The Director of Teaching and Learning and the principal supervisors will review all Principals' Assurances Checklists after each submission three times per year (October, February, and May).

#### **Instructional Schedule Reviews**

All schools will submit to the Associate Superintendent of Educational Services and their supervisors the following instructional schedules and class rosters related to provision of services for Emergent Multilinguals/RFEPs. These must be submitted by the end of the third week of each school year.

- Classrooms or courses within each multilingual pathway/program/service
- Designated English Language Development
- Primary/Target Language Instruction
- Classrooms or courses offering sheltered (SDAIE) instruction
- Integrated ELD/SDAIE Instruction
- School Master Schedule

#### **Emergent Multilingual Document Reviews**

All schools will conduct annual self-monitoring by reviewing key files and documents. These reviews will include evidence of the following: parent notification, placement, assessment, primary language/target language instruction, Designated ELD instruction, Integrated ELD/SDAIE instruction, and parental involvement. A district-developed form will be used to record the results of the school's document review. The schools' self-reviews will be examined and validated by district teams consisting of the senior administrator responsible for overseeing EML services, the principal supervisor, and the site principal. Findings will be reported back to the site principal, who will determine next steps for school improvement work.

### Multilingual Pathway Classroom Visits (District and Site Facilitated Self-Reviews)

These reviews will include monitoring of primary/target language instruction, Designated ELD, and Integrated ELD/SDAIE schedules and instructional minutes, ELD groupings by language proficiency levels, teacher interviews, and visits to selected classrooms, including the use of the Oxnard MÃS, essential pedagogical principles, and instructional framework. District-developed/adopted observational checklists will be used during the classroom visits. The district-facilitated reviews will be conducted by teams consisting of the Director of Teaching and Learning, site EML Content Specialists/Coaches, and the site principal. Site-facilitated reviews will consist of school teams that will include the site principal, EML Content Specialist/Coach, classroom teachers, students, and parents. Site level reviews will be conducted annually. The Director of Teaching and Learning will develop a schedule of district committee site visits, which ensures that each school receives such a visit at least once every two years. Findings will be reported to the school principal who will determine next steps for school improvement work.

### Ongoing Coaching and Staff Development Support

The site principal, working with the Director of Teaching and Learning, will organize site staff development and classroom coaching. Coaching visits to classrooms will use the district-developed ELD, SDAIE, and primary language checklists. These instruments may also be used during ELD/SDAIE/L1 site and classroom visits. The Director of Teaching and Learning will have lead responsibility for organizing in-depth reviews and any needed follow-up.

## GOAL 2: MASTERY OF THE LEARNER PROFILE COMPETENCIES

The Learner Profile is the cornerstone of the district's transformative efforts to dramatically improve outcomes for its students. It incorporates seven key success traits, and our expectation is that our EMLs will be actively supported in achieving mastery of all of these:

**INNOVATOR:** Oxnard's EMLs will be provided with the teaching, support, and guidance to become creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.

**COLLABORATOR:** Oxnard's EMLs will be provided with the teaching, support, and guidance to become collaborative learners; able to communicate and learn through and with others.

**PROBLEM SOLVER:** Oxnard's EMLs will be provided with the teaching, support, and guidance to become confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.



**DIGITAL LEARNER:** Oxnard's EMLs will be provided with the teaching, support, and guidance to become technologically, artistically, academically, and linguistically prepared to succeed and to lead.

**ACHIEVER:** Oxnard's EMLs will be provided with the teaching, support, and guidance to demonstrate their knowledge on local and state measures in all academic areas.

**GLOBAL THINKER:** Oxnard's EMLs will be provided with the teaching, support, and guidance to become compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.

**FOCUSED ON THE FUTURE:** Oxnard's EMLs will be provided with the teaching, support, and guidance to become high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

Monitoring of the Learner Profile elements is in the design/development stage, and as the design/development of rubrics, benchmarks, and metrics is completed, progress monitoring processes and systems are established, and these are implemented, site level and district level staff will begin utilizing these to assess and measure EML growth on and mastery of the Learner Profile elements.

## GOAL 2A: HIGH-LEVEL MULTILINGUAL PROFICIENCY

To ensure that all EMLs develop high-levels of multilingual proficiency in the home language and English, including academic language, the Director of Teaching and Learning, principals, EML Specialists/Coaches, and classroom teachers will analyze annual language proficiency assessment results, primary/target language assessments, ELD benchmarks, and student progress toward meeting criteria for reclassification and the Seal of Biliteracy. Data will be disaggregated by number of years in the district, program placement, initial language proficiency levels, and other relevant variables.

The Director of School Performance and Student Outcomes will complete an analysis of language proficiency growth (AMAOs and primary/target language assessments) by district, school, language group, and pathway. The Director of School Performance and Student Outcomes and the Director of Teaching and Learning will review and report findings and trends to principals, who will work with site staff to continue the development of school improvement work.

## GOAL 2B: HIGH-LEVEL ACADEMIC ENGAGEMENT & SUCCESS

All EMLs are expected to develop high levels of academic engagement and success, including equitable access to the full core curriculum and preparation for college and career success. Emergent Multilingual/RFEP placement into specific multilingual pathways is determined based on the parameters described in Oxnard MÁS, the identification and assessment process, the recommendations of placement staff, and the concurrence of student's parents/guardians.

Each site principal is responsible for ensuring that the recommended placement for Emergent Multilinguals/RFEPs is honored and that within the multilingual pathways, Emergent Multilinguals/RFEPs have access to the full range of core curriculum, including language arts, mathematics, science, history/social studies, physical education, visual and performing arts, and other areas designated as core curriculum.

Middle school principals will work closely with the counseling department in the development of the Master Schedule to ensure that classes reflect the needs of Emergent Multilinguals/RFEPs and that multilingual pathways are not disrupted. The Director of Teaching and Learning and principal supervisors will review Master Schedules and will work closely with school principals to monitor appropriate placements of Emergent Multilinguals/RFEPs.

Elementary principals will work closely with the EML Specialists/Coaches to ensure that Emergent Multilinguals are placed into the appropriate pathways, based on the placement recommendation and will assist teachers with creating appropriate ELD groupings by language proficiency levels to ensure that every Emergent Multilingual is provided with the appropriate level of Designated ELD. The Director of Teaching and Learning will review Emergent Multilingual placements, ELD schedules, ELD groupings by language proficiency levels, and instructional minutes.

In addition to monitoring EML placement, instructional staff at both site and district levels have the responsibility to create and maintain additive learning environments that promote EML engagement and success as described in Oxnard MÁS and the Framework for Empowerment and to engage in regular assessment of those learning environments and the resulting student progress.

Each site principal will review and analyze data from assessments of content mastery across the curriculum, including state/district assessments, as well as district developed/adopted assessment of college/career readiness. The analysis will include cross-sectional profiles of EML/RFEP performance by language proficiency level as well as disaggregation of data

by grade level, language group, and pathway. With the assistance of EML Specialists/Coaches, principals will analyze data with site staff to determine trends and areas of strength and need, and to develop culturally and linguistically responsive action plans.

Analyses will include data related to progress toward college/career readiness, including EML participation in activities designed to promote a college-going culture and mindset and to explore diverse career pathways. At the middle grades, site principals will monitor EML participation in career pathways and/or academies, both as part of their dual language education pathways/programs and outside of those pathways.

The district will also articulate with the receiving high school district to monitor and analyze data related to level of a-g coursework successfully completed, college acceptance and completion rates, career readiness, global readiness, Seal of Biliteracy attainment rates, and other relevant EML/RFEP data.

## GOAL 2C: HIGH-LEVEL MULTICULTURAL AND GLOBAL COMPETENCY

All EMLs are expected to achieve high levels of multicultural and global competency that prepares them to apply their knowledge and skills to complex and challenging real-world issues and problems. OSD is at initial design/development stages to identify/create and implement appropriate rubrics, metrics, and processes to monitor progress and mastery of EML multicultural/global competency. In its design process, OSD will be exploring how to monitor/measure four aspects of multicultural/global competency: (1) EMLs investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. (2) EMLs recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. (3) EMLs communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. (4) EMLs take action to improve conditions, viewing themselves as players in the world and participating reflectively.

## GOAL 2D: HIGH-LEVEL SOCIAL-EMOTIONAL HEALTH

All EMLs are expected to develop high levels of social-emotional health, including agency, self-confidence, identity, and voice. This includes activating and applying a range of executive function skills in their daily lives. OSD is at initial design/development stages to identify/create and implement appropriate rubrics, metrics, and processes to monitor progress and mastery of EML social-emotional health and executive functioning. In its design process, OSD will be exploring how to monitor/measure EMLs' identity development; sense of agency and voice; self-confidence and self-esteem; sense

of belonging and connection; formation and sustainability of positive relationships; ability to experience, manage, and express emotions; ability to explore and engage with the environment; manage information overload; prioritize tasks; filter distractions and stay focused; control impulses and practice self-control; and plan effectively and meet goals.

### GOAL 3: ASSET-ORIENTED INTERVENTIONS

We expect that our most vulnerable EMLs will be provided with effective asset-oriented interventions to support their attainment of Goal 3. The Director of Teaching and Learning and the Director of School Performance and Student Outcomes, in collaboration with staff at the high school district, will request and collect the following data regarding Emergent Multilinguals and RFEP students:

- Suspensions, Expulsions, and Other Disciplinary Actions
- Emergent Multilinguals Identified for Individualized Educational Plans (IEPs)
- Alternative Placements (Adult Education, Continuation School, etc.)
- Retention in Grade Rates
- Attendance and Truancy
- Credit Deficient High School Students (9th–12th grade)
- Rates of D and F Grades (6th–8th grades in OSD and 9–12 grades at the high schools)
- Completion of a–g requirements (at the receiving high schools) with C Grade or Better
- Graduation and Dropout Rates (at the receiving high schools)
- Specialized and Supplemental Services Provided to EMLs
- EMLs/RFEPs Provided with Catch-Up Plans

In calculating dropout rates, an analysis methodology will be used that reflects consideration of students who start as middle school students and drop out before graduation from high school. In calculating graduation rates, an analysis methodology will be used that measures the six-year (grades 7–12) graduation rate. This will be carried out in collaboration with the receiving high school district. Data will be disaggregated by language classification, grade level, pathway, and other relevant factors.

### GOAL 4: FAMILY/PARENT ENGAGEMENT & EMPOWERMENT

The Manager of Equity, Family, and Community Engagement and the Director of School Performance & Student Outcomes will work with the DELAC and ELACs to develop specific indicators, benchmarks, instruments, and a calendar of procedures



for expanding and evaluating family/parent engagement with schools and the district, as well as the level of family/parent empowerment as demonstrated by an identified survey or focus group process. Sites will report to the district on family/parent activities implemented during the year, as well as family/parent engagement in a set of activities to be defined in a standardized way across sites. Families in OSD take the annual Panorama Family Engagement and LCAP survey. Data from these forms will be aggregated to develop a picture of family/parent engagement/empowerment in the district as a whole and will guide parental engagement practices. Additionally, the Outreach Resource Consultants' Parent and Family Engagement Plans are developed with their site administrators and parent representatives. These plans are aligned with the school's Parent and Family Engagement Policies.

## EXPECTED EMERGENT MULTILINGUAL LEARNER BENCHMARKS

The district has identified benchmarks for Emergent Multilinguals in all recommended multilingual pathways and programs. These benchmarks are shown in the table below. This table lists expectations for the level of achievement that students should attain as they progress through district schools. Note that the tables are built around two main parameters in addition to program type:

1. The student's initial English proficiency level, and
2. The number of years in the multilingual program/pathway.

The evaluation questions related to student outcomes are keyed to these tables and to expectations for achievement set out in the state's Title I Adequate Yearly Progress (AYP).

The new California English Language Development Standards describe three English proficiency levels:

### EMERGING

Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

### EXPANDING

Students at this level are challenged to increase their English skills in more contexts and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways that are appropriate to their age and grade level.

### BRIDGING

Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, Emergent Multilinguals at all levels of English language proficiency fully participate in grade-

level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

The new proficiency levels emphasize that Emergent Multilinguals at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language, as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student's English and primary language proficiency levels. Within the proficiency levels, three general levels of support are identified: Substantial, Moderate, and Light. The descriptors for these general levels of support are intended to signal the extent of linguistic scaffolding most likely needed for appropriately implementing the California English Language Development Standards at each proficiency level.

Each proficiency level description provided in the California English Language Development Standards document includes the following:

- Overall Proficiency: A general descriptor of Emergent Multilinguals' abilities at entry to, progress through, and exit from the level
- Early Stages: Descriptors of abilities in English language that Emergent Multilinguals have at the early stages of the level
- Exit Stages: Descriptors of abilities in English language students have at exit from the level

The descriptors for early and exit stages of each proficiency level are detailed across three modes of communication:

- Collaborative: Engagement in dialogue with others
- Interpretive: Comprehension and analysis of written and spoken texts
- Productive: Creation of oral presentations and written texts

Two dimensions of knowledge of language are also described:

- Metalinguistic Awareness: The extent of language awareness and self-monitoring that students have at the level
- Accuracy of Production: The extent of accuracy in production that Emergent Multilinguals can be expected to exhibit at the level; Emergent Multilinguals increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.



## ENGLISH LANGUAGE DEVELOPMENT (ELD) PROGRESSION TIMELINE

YRS COMPLETED IN US SCHOOLS	EMERGING	EXPANDING		BRIDGING		RECLASSIFICATION
1	ELPAC 1	————→		————→		RECLASSIFICATION
2		ELPAC 2	ELPAC 3 Lower End (See cut scores.)	————→		
3						
4				ELPAC 3 Upper End (See cut scores.)	ELPAC 4	
5						
6 OR BEYOND	Students on Watch			ELPAC 4		

Adapted from San Bernardino Unified ELD Portfolio and the Summative ELPAC General Performance Level Descriptors, June 2019

In OSD, The following data are analyzed to monitor and support normative progress for all EMLs:

- State-mandated English language proficiency scores (ELPAC)
- District-adopted English Language Development benchmark assessment
- State-mandated, standardized CAASPP assessments (English Language Arts and Math)
- District English Language Arts and Math benchmarks aligned to the Common Core State Standards
- District English writing benchmark assessments

For EMLs in multilingual pathways/programs, the following additional data sources will be used to monitor and support normative progress:

- State-mandated, standardized Spanish assessments (Spanish Language Arts and Math)
- District benchmarks aligned to the Common Core State Standards (Spanish Language Arts and Math)
- District Spanish writing benchmark assessments

Based on the new California Department of Education guidelines for reclassification, OSD applies the RFEP criteria of an ELPAC score of Well Developed Level 4 in combination with "Nearly Met" or "Met" scores on district ELA benchmarks and/or the CAASPP assessment to reclassify students. The minimum expectation for progress in English Language proficiency is one year's growth on the ELPAC, and to attain academic proficiency on the CAASPP assessments and/or district benchmarks within five years of entering U.S. schools. Students who have been enrolled in Oxnard School District for at least six years and haven't met the reclassification criteria are considered Long-Term Emergent Multilingual Learners (LTEs). Students



who do not meet the minimum progress benchmarks may be supported within the district's MTSS system and may be candidates for review by the site-level MTSS teams.

## USE OF PROGRESS/ASSESSMENT DATA

The progress and assessment data gathered and the analyses performed provide a rich source of information on EML pathway/program/service implementation and outcomes. The data are used at the district and site levels to improve pathways, programs, and services for EMLs and to modify pathways, programs, and services as needed.

### SITE LEVEL USE OF INFORMATION

The self-review materials assist sites to determine strengths and areas of need in their programs, and to make adjustments accordingly. Site level reports identifying progress toward proficiency goals are provided in order to assist school staff in identifying students in need of greater support. Individual teachers and grade level teams (departments at the middle school level) use the EML Pathway/Program Assessment Data Collection Tool to monitor program implementation. After gathering data regarding program implementation, the site team develops an action plan in the School Plan for Student Achievement for professional development that establishes site needs, long-term goals, and types of professional learning experiences that are needed to improve instruction. The site professional development for teachers of EMLs should be clearly articulated with the overall district plan for professional development, and should include prioritization and support. Classroom visitations conducted by district personnel and site administrators provide an additional perspective on implementation of recommended instructional principles and practices. Annual improvement objectives and timelines are established. This information is included in the school's School Plan for Student Achievement.

Site level student outcomes are compared to district goals for EMLs. This information is used to plan for improved implementation of EML pathways, programs, and services. The data reviewed and conclusions reached in the process of site level planning are shared with the site ELAC members.

### USE OF ASSESSMENT DATA FOR INSTRUCTIONAL PLANNING

Student assessment results are maintained in electronic form in the district student information system. This allows for rapid access to results in a variety of formats. This system also allows for the retrieval of information related specifically to the progress of EMLs, including enrollment patterns, language proficiency levels, instructional program placement, academic performance, and intermediate grade-level course assignments. This information is used for a variety of purposes, including

(but not limited to) information that relates to reclassification and identification of students in need of a language and learning review to ascertain approaches for differentiated instruction.

Teachers use the core language arts and mathematics curriculum-embedded assessments to analyze student progress for planning differentiated instruction and to provide classroom interventions as appropriate. State-mandated English Language Proficiency Assessments for California (ELPAC), supplemented by other standardized or curriculum-embedded language proficiency assessments, are used for instructional differentiation in ELD at the elementary level, and student placement in ELD courses in the intermediate schools. Teachers use formative assessments in ELD to identify areas of progress, grouping needs and modification of instruction to meet individual needs. CAASPP results for both ELA and Spanish are used in conjunction with diagnostic tests in the language arts and mathematics curricula to identify students in need of interventions. Grade level and/or department teams regularly meet to examine student data, determine short-term needs, and plan instruction accordingly. These meetings may include assignment of EMLs to appropriate interventions. Site administrators are responsible to monitor progress for all students.

## DISTRICT LEVEL USE OF INFORMATION

At the district level, the annual analyses of student outcomes determines the level of effectiveness of EML pathways, programs, and services. Using site self-review data enables district staff to identify areas of strength and target areas in need of improvement on a districtwide basis. After gathering data regarding program implementation, the ELCC develops an action plan for professional development that establishes district needs, long-term goals, and types of professional learning experiences that are needed to improve instruction. The district plan for professional development for teachers of EMLs should be clearly articulated with the overall district plan for professional development and should include prioritization and support. This provides a foundation for program improvement planning, including professional development priorities and plans, in future years. An annual assessment report on EML pathways, programs, and services is shared at a regular meeting of the Board of Education in the fall of each school year. Data from the annual assessment is also shared with DELAC members. The annual report focuses on the extent to which pathways, programs, and services have been implemented and an analysis of student performance.

## DISTRICT INFRASTRUCTURE FOR LOCAL ACCOUNTABILITY & RESPONSIBILITY

The district infrastructure allows for ensuring that EMLs in Oxnard School District receive increased or improved services, in addition to core services in order to bolster language and literacy development. The district leadership has incorporated

the recommendations from California's ELA/ELD Framework (Chapter 11 – Figure 11.7, pp. 992–993). All district personnel are responsible for the education of EMLs and for the success of EML pathways, programs, and services. As such, designated roles are under the auspices of the Superintendent and Associate Superintendent of Educational Services. The Director of Teaching and Learning provides district-wide leadership and consults with the Superintendent and Associate Superintendent of Educational Services to coordinate services. Districtwide decision-making and support systems address the education of EMLs as a priority and as such all directors are responsible for supporting EMLs in Oxnard School District. Appendix 12 includes a table outlining key responsibilities at the district and site-level as part of the commitment to students and to parents as active partners in the education process.

## SITE MTSS TEAMS

Each school site utilizes its MTSS team to monitor the progress of EMLs. The MTSS TEAM is responsible for providing oversight and guidance in the following areas:

- Monitoring and review of EMLs language and academic development
- Reviewing overall and annual representation of EMLs in special education and GATE services
- Reviewing EML instructional program placement, progress, and intervention
- Monitoring progress of RFEP students

Within the MTSS team, there is specific attention to language and academic achievement of EMLs during meetings that focus on monitoring EML progress. The following are some of the areas the MTSS team considers:

- Type of EML program services
- Duration of EML program services
- Concerns specific to language development (primary language and English)
- In-classroom interventions specific to language development (current year and previous years)
- Comments or concerns documented from parent conferences/meetings
- Other factors: attendance, health, school history

## THE ANNUAL REPORT

In order to determine the status of the district's EMLs and to assess areas of progress and areas for improvement, the district will prepare an annual report that includes the following data:

### Emergent Multilingual Population

- The number of Emergent Multilinguals by language status and language group.
- The number of Emergent Multilinguals at each school by language status, language group, and grade level.

### Multilingual Core Pathways & Support Programs

- A description of each multilingual pathway/support program offered at each school site, including the target language.
- The number of Emergent Multilinguals at each school by language status, language group, and grade level assigned to each multilingual pathway/support program.
- The number of Emergent Multilinguals who are not participating in a multilingual pathway/support program, by school, language status, and language group.
- The percentage of Emergent Multilinguals receiving instruction in a language other than English by (a) school and (b) multilingual pathway/support program at the district level who gained one overall proficiency level on a test of target/primary language/literacy development, or gained the "proficient" or equivalent level on a test of target/primary language/literacy development.
- A copy of any multilingual pathway/support program-level analysis conducted by the district to evaluate the effectiveness of its multilingual pathways/support programs over the past year.

### Student Achievement

- For each school, the number and percentage of Emergent Multilinguals in Grades 3 and above who were reclassified based on district reclassification criteria at the end of the prior school year.
- The percentage of Emergent Multilinguals, by language status, who scored at or above proficient on the state accountability measure in prior year by (a) school, and (b) by multilingual pathway/support program at the district level.
- The percentage of Emergent Multilinguals by school and multilingual pathway/support program at the district level

who (a) gained one overall proficiency level on the appropriate target/primary language assessment, and (b) reached the "Proficient" level on that assessment.

- The percentage of Emergent Multilinguals by school and multilingual pathway/support program at the district level who (a) gained one overall proficiency level on the ELPAC and (b) reached the "English Proficient" level on the ELPAC.
- The percentage of Emergent Multilinguals by school and multilingual pathway/support program who graduated with the Seal of Biliteracy.
- The percentage of Emergent Multilinguals by school and multilingual pathway/support program who met the pathway criteria for the Seal of Biliteracy.

#### Specialized Services

- By school, the number of Emergent Multilinguals who: (a) were referred for special education; (b) were found eligible for special education services; and (c) receive special education services. The data on these students shall include: ELPAC level, disability, special education service category, and type of Emergent Multilingual services.
- By school, the number of Emergent Multilinguals who: (a) were referred for GATE/accelerated learning; (b) were found eligible for GATE/accelerated learning services; and (c) receive GATE/accelerated learning services. The data on these students shall include: ELPAC level, disability, special education service category, GATE/accelerated learning service category (if applicable), and type of Emergent Multilingual services.
- The percentage of students who graduated from high school who were Emergent Multilinguals when they were first enrolled in Oxnard School District. (Access to this information will require collaboration with the high school district.)
- The percentage of students who graduated from high school having successfully completed the a-g CSU/UC requirements<sup>46</sup> and who were Emergent Multilinguals when they were first enrolled in Oxnard School District. (Access to this information will require collaboration with the high school district.)
- The percentage of students, by language status, on track for a-g completion. (Access to this information will require collaboration with the high school district.)
- The percentage of Emergent Multilinguals and RFEP students who took advanced placement/honors programs in high school, disaggregated by language status and type of multilingual pathway/support program in which they participated when they were in Oxnard School District. (Access to this information will require collaboration with the high school district.)

<sup>46</sup> A-G refers to the sequence of courses which must be successfully completed in order for a student to be eligible for admission to the University of California or California State University systems.



### Staffing Data

- By school, and multilingual pathway/support program, the number of teachers assigned to provide target/primary language, designated ELD, SDAIE/Integrated ELD instruction and their teaching certification(s) and language fluency other than English.
- The number of special education teachers who are: (a) certified, noting all of their certifications (e.g., ELD, BCLAD, or CLAD); or (b) working on obtaining certification, noting the certification sought.
- The number of all paraprofessionals, assigned by school and language, who assist in providing Emergent Multilingual services, the type of services they provide (i.e., ELD, L1 support, parent outreach) and the number by school and language assigned to assist in providing ELD and other services to special education students who are EMLs.

### Professional Learning

- The title, schedule, language, and location of all district-wide Emergent Multilingual-related professional learning offered over the past year, and total staff participation for each.
- Results of the District's Internal Monitoring.
- Aggregated and disaggregated data obtained from the monitoring protocol used in observations throughout the year.
- A copy of the district's annual audit of Emergent Multilingual pathways/programs.

### Instructional Resources

- A report regarding the availability of target/primary language, designated ELD, and SDAIE/Integrated ELD instructional resources, including digital and technological resources, in each school for the prior school year and any district plans to obtain additional materials for identified schools in the coming school year.

### Translation/Interpretation for Parents of Emergent Multilinguals

- A summary of the district's provision of translation and interpreter services for Emergent Multilingual students and their parents, including:
  - ✓ The list of predominant non-English language groups in the Emergent Multilingual parent community;
  - ✓ The roster of staff trained to provide assistance in translating or interpreting;
  - ✓ The district's inventory of translated documents;
  - ✓ The district's yearly evaluation of the adequacy of its interpreter and translator services based on its tracking system, evaluation forms, and principal surveys;
  - ✓ Copies of any changes made to the following documents: guidelines for effective communication with Emergent Multilingual parents, notice regarding translator/interpreter services, primary language assistance form, and written procedures for interpretation services.

## STUDENT ASSESSMENTS

### ASSESSMENTS USED TO MONITOR STUDENT PROGRESS

The California English Language Arts/English Language Development Framework (2014) details two purposes for assessment: (1) Formative (assessment for learning) defined as the provision of "information about student learning minute-by-minute, day-to-day, and week-to-week so that teachers continuously adapt instruction to meet students' specific needs and secure progress" (CA ELA/ELD Framework, 2014 - Chapter 8, p. 822); and (2) Summative (assessment of learning) intended to "provide information on students' current levels of achievement after a period of learning has occurred" (CA ELA/ELD Framework, 2014 - Chapter 8, p. 823).

Oxnard School District monitors student progress at least annually, based on a set of state-mandated and district-adopted assessments. These assessments are used to determine English language proficiency as well as to evaluate students' academic performance. They include:

- State-mandated English language proficiency assessments; ELPAC
- State-mandated summative assessments for English Language Arts and Mathematics
- District-adopted summative and formative assessments aligned to Common Core State Standards (CCSS) for English Language Arts, Spanish Language Arts, Mathematics, Science, and the California ELD Standards for language proficiency

### STATE-MANDATED ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS

Districts are required by state and federal law (California Education Code [EC] 313 and 60810) to administer an annual assessment of progress in English language proficiency for all students who have been previously identified as EMLs. The current English language proficiency (ELP) assessment in California is the English Language Proficiency Assessment of California (ELPAC) and is aligned to the CA 2012 ELD standards. It assesses students in four domains: Listening, Speaking, Reading, and Writing. Federal and state laws require that California's ELD test be aligned with state-adopted ELD Standards. In California, the State Board of Education adopted revised ELD Standards in 2012. Appendix 12 details how and when the annual state-mandated ELP assessments are administered in OSD.

## DISTRICT-ADOPTED LANGUAGE PROFICIENCY BENCHMARK ASSESSMENTS

To monitor progress of EMLs, OSD relies on a district-required writing assessment. It is a prompt (based on SBAC Performance Task format) and is administered three times a year. Teachers will use an ELD rubric to determine EML progress. This is just in the very beginning phases and is not fully developed, and the ELD rubric has not yet been provided to teachers.

OSD utilizes district-adopted formative and summative assessments to monitor students' language proficiency progress during each academic year. These assessments monitor English language acquisition for students in all EML instructional programs to ensure every student is on target for meeting district and state proficiency-growth expectations. In addition to English proficiency assessments, students enrolled in biliteracy programs are assessed on their Spanish language development progress. Appendix 12 specifies these assessments.

## STATE-MANDATED AND DISTRICT-ADOPTED ACADEMIC ACHIEVEMENT ASSESSMENTS

The California Assessment of Student Performance and Progress (CAASPP) assessment system was established as a result of the passage of California Assembly Bill 484 (2013). Student performance in grades 3–11 is assessed in ELA and Math using the Smarter Balanced Assessment Consortium (SBAC) summative assessments. State-mandated assessments are taken by all students regardless of their language classification. However, EMLs who have been in the United States for less than 12 months are exempt from taking the ELA portion of the CAASPP assessment.

All students with disabilities participate in statewide assessments, with the exception of students who cannot achieve at or near grade level as identified by the members of the IEP Team (CA ELA/ELD Framework, 2014 - Chapter 8, p. 861). The California Alternate Assessments (CAAs) for English Language Arts (ELA) and Mathematics are given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards (CCSS) for students with significant cognitive disabilities. <http://www.cde.ca.gov/ta/tg/ca/altassessment.asp>

In addition to state-mandated assessments, district-adopted summative and formative assessments are given during the year to monitor students' academic progress in language arts and math. Curriculum embedded assessments in language arts are taken in English by all EMLs and in Spanish by students being instructed in Spanish reading. Appendix 12 provides additional details.

## ASSESSMENTS IN PROGRESS

OSD plans to develop a series of rubrics, metrics, assessments, and monitoring systems to address several areas: the Learner Profile, multicultural/global competency, social-emotional wellness, and other emerging areas related to the district's strategic plan, Oxnard EMPOWERS, and MÁS, the redesigned EML master plan.

## FEDERAL PROGRAM MONITORING (FPM)<sup>47</sup>

School districts, direct-funded charter schools, and county offices that receive funding for certain programs may be chosen for a review by the state. The purpose of the review is to ensure that they are spending the funding as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the school, district, or county office how to correct the findings.

The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process. Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the FPM reviews, which take place either in person or online.

The portion of the review dealing with Emergent Multilingual Learners looks at the following compliance issues:

- Existence, composition, and function of English Learner Advisory Committees at school sites with 21 or more English Learners.
- Existence, composition, and function of a District English Learner Advisory Committee when there are 51 or more English Learners in the district.
- Process and timelines for initial English Learner identification and assessment and annual assessment using the ELPAC
- Implementation, monitoring, and revision of the Title III Plan, including use of these funds to implement effective approaches and methodologies for teaching ELs and immigrant children and youth.
- Provision of professional development specific to the effective implementation of programs and services for English Learners.
- Provision of effective professional development of sufficient intensity and duration to improve the instruction and assessment of English Learners; enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English Learners; and increase students' English Language Proficiency and subject matter knowledge, teaching knowledge, and teaching skills of teachers.

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<sup>47</sup> This section includes multiple references to ENGLISH LEARNERS because this is the language of the Federal Program Monitoring.

- Provision and implementation of other effective activities and strategies that enhance or supplement programs for English Learners, including parent, family, and community engagement activities and strategies that serve to coordinate and align English Learner programs.
- Inclusion of English Learner programs in the School Plans for Student Achievement, including goals to improve English Learner outcomes, evidence-based strategies, actions, or services to reach goals, and proposed expenditures.
- Assurances that Title III funds are used to supplement and not supplant general fund resources.
- Reclassification procedures and policies and monitoring processes for reclassified students.
- Verification that all staff assigned to provide ELD and instruction in subject matter courses for English Learners have the appropriate authorizations.
- Provision of English Learner educational programs designed to ensure English acquisition as rapidly and as effectively as possible and provide instruction on the state-adopted content standards, including the ELD standards. These programs must be informed by research and lead to grade-level proficiency and academic achievement in both English and another language.
- Evidence that as part of the standard instructional program provided through general funds, all identified English Learners receive a program of ELD instruction, which includes designated and integrated ELD.
- Evidence that English Learners have access to the full range of academic courses required for grade promotion and/or graduation, including honors and advanced placement courses.

In addition, the review looks at job descriptions, time reports, position control reports, and other items necessary for ensuring that Title III funds are being expended appropriately. Appendix 7 includes the specific FPM items.



# RESOURCE ALLOCATION



## FUNDING & RESOURCES

### LOCAL CONTROL FUNDING FORMULA

California's Local Control Funding Formula (LCFF)<sup>48</sup> was signed into law in 2013. It established a new school finance system intended to provide more local control and a more equitable school finance system while allowing local districts the flexibility to determine how best to meet student needs with targeted attention to increase or improved services for low income students, EMLs, and foster youth for supplemental and concentration funds.

The Local Control Accountability Plan and Annual Update Template requires school districts to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

### OSD BUDGET DECISION-MAKING PROCESSES

Oxnard School District is committed to allocating sufficient funds to fully implement Oxnard MÁS. Funds are allocated following the mandates prescribed by the Education Code, state regulations, and district policies. Title III and other categorical funds are used to supplement the base educational program and not to supplant general fund monies. The core program is supported by the general fund. Expenditures are audited annually by the district's Business Office and by external auditors.

The following process is used to develop plans for program operations and improvement, and the consequent allocation of funds.

1. The School Board approves the district Superintendent's Goals and Objectives. This is a plan to meet the needs of all students.
2. The Principal coordinates development of the School Plans for Student Achievement (SPSA) and prioritization of needs based on data. The Principal is expected to align the SPSA to the district strategic plan and the LCAP. The SPSA is

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<sup>48</sup> Local Control Funding Formula (AB 97, SB 91, and SB 97); Local Control Accountability Plan (Education Codes 52060– 52077)

reviewed with ELAC and approved by the School Site Council.

3. Site and District Advisory Committees take the following roles:
  - The School Site Council develops, reviews, updates and approves the SPSA.
  - ELAC members may advise and provide input on the SPSA.
  - DELAC provides input on the LCAP.

The LCAP development process begins in February of each year and is adopted in the June Board meeting. The process starts with an in-depth review of progress towards previously set actions and services. Timelines for LCAP development are posted after the initial meeting. A month is allotted to develop and administer parent, student, and staff surveys. The survey results are examined; actions and services are created, and a meeting is set to consider final draft revisions, editing, and translations. The LCAP is posted for public review and presented to the Board of Trustees at a study session. The updated LCAP is presented for adoption to the governing board.

Each fall, the district and site budgets are shared with the DELAC and site ELACs. In the spring, in preparation for the development of each school's SPSA and the district Title III plan, information on anticipated allocations is provided to the DELAC and site ELACs.

### OXNARD MÁS ALIGNMENT TO EXPENDITURES

Oxnard MÁS will be aligned programmatically and fiscally to major policy, planning, and budgeting documents used at the district and site levels, including but not limited to:

- Oxnard EMPOWERS
- Oxnard School District Board Policies
- District Board and Superintendent Goals
- LEA Plan
- Local Control Accountability Plan (LCAP)
- Title III Accountability & Improvement Plans
- School Plans for Student Achievement (SPSA)
- Federal Program Monitoring (FPM) items
- Other relevant federal, state and local directives (Proposition 58 & EL Roadmap)

## GENERAL FUND RESOURCES

The district uses the General Fund to provide the base program for all students. Emphasis has been placed on aligning instruction to the Common Core State Standards (CCSS) by adopting standards-based materials approved by the California State Board of Education. Core materials in English Language Arts, Spanish Language Arts, English Language Development, Mathematics, Science, and History/Social Studies offer effective strategies to provide differentiated ELD by proficiency level. Frameworks and instructional materials in other core subjects (i.e., Health, World Languages, Visual & Performing Arts) offer guidance for equitable and inclusive practices. The base program includes district adopted ELD materials that provide equitable access to the core curriculum to improve English language proficiency, as well as academic achievement. For grades TK–5, the ELA core curriculum includes designated ELD and instructional materials in Spanish. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries, and other district services as well as multi-tiered, data-informed instruction, and monitoring and intervention programs to improve and evaluate the base program.

## SUPPLEMENTAL FUNDS

Both the state and federal governments provide supplemental funds that are used to support programs and services for EMLs. These funds must not be used to replace or supplant the base program. The district receives Title I, Title III and LCFF funds allocated exclusively to benefit EMLs. The funding for EMLs is based on annual needs assessments with a focus on designing, implementing and monitoring language acquisition and academic achievement as delineated and aligned to the School Plans for Student Achievement (SPSA). Appendix 16 provides information on several important sources of supplemental funds.

## RESOURCE ALLOCATION MONITORING

At the school-site level, all expenditures must be aligned to the SPSA. Documentation showing evidence of how the programs are funded and aligned to the goals of the SPSA is maintained. All SPSAs are reviewed by the Educational Services and Business Departments. The School Site Council supports the review of expenditures. The Associate Superintendent of Educational Services and the Business Department oversee and monitor site-level expenditures.

At the district level, monitoring of funds guides the designated and effective use of allocated resources to ensure coherence with established federal, state, and district guidelines. Expenditures are monitored by each department according to the designated actions and services detailed in the LCAP.



The district and school sites follow a budget process to ensure transparency of expenditures for all stakeholders. The district ensures that all schools are compliant in spending EML designated funds to maximize the impact of the core and supplemental services for EMLs.

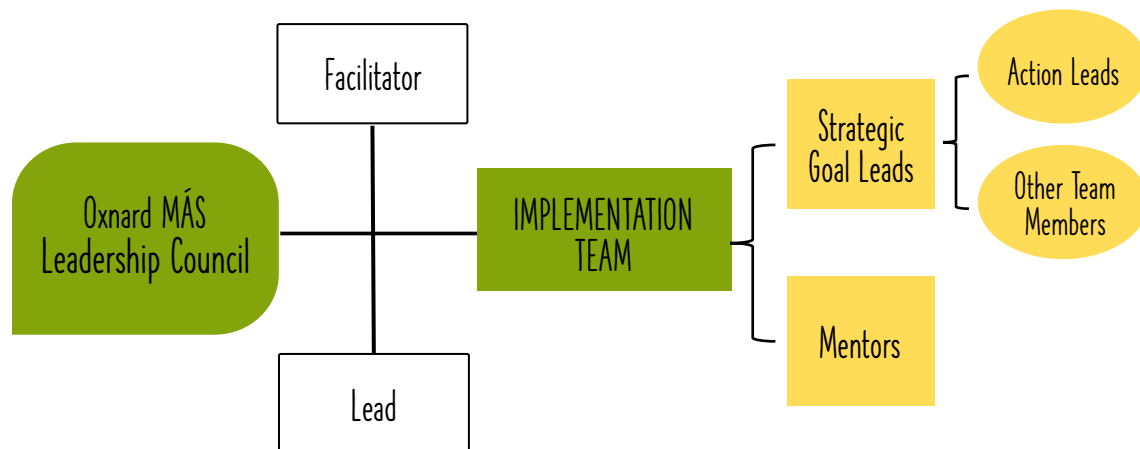


OUR WAY FORWARD

## ORGANIZING FOR SUCCESS

In order for Oxnard MÁS to become the driving force for the district's core EML work, its work will be integrated into the Oxnard EMPOWERS implementation structure. This support structure is organized to communicate its priority and central place and establishes an organizational and staffing framework to facilitate implementation, progress monitoring, and assessment of effectiveness of both Oxnard EMPOWERS and Oxnard MÁS. Key elements of this support structure include an Oxnard MÁS Lead as well as the Oxnard EMPOWERS Lead, Leadership Council, Implementation Team, Strategic Goal Leads, Action Leads, External Facilitator, and Mentors.

### Oxnard EMPOWERS Organizational Structure



### Oxnard MÁS LEAD

The Director of Teaching and Learning serves as the Oxnard MÁS Lead. The lead is part of the district-level executive team and has responsibility for ensuring the timely and successful implementation of Oxnard MÁS. This administrator has authority to cross divisional and departmental lines to implement the master plan recommendations.



Oxnard MÁS implementation will rely heavily on the existing Oxnard EMPOWERS implementation structure, including the Leadership Council, Implementation Team, and external facilitator and mentors. These structures are described in detail in the Oxnard EMPOWERS strategic plan.

## ONLINE PROJECT MANAGEMENT SYSTEM

Project management is all about juggling: resources, expectations, people, data, and much more<sup>49</sup>. Successful project management requires that all involved not only know the status of their tasks/actions at any given moment, but also be aware of where they're going and where they need to be in the future. A master plan of the scope and breadth of Oxnard MÁS cannot be managed with a paper and pencil approach. It's simply too complex and multi-faceted. Yet efficient and effective implementation requires efficient and effective management of that implementation process. To do that using a project management system, we'll need an actionable dashboard that allows us to monitor our identified metrics. This OSD has adopted a user-friendly online program management system, Asana, to track progress on each strategic plan component, and Oxnard MÁS will utilize the same system to document its work and accomplishments and to communicate across time and space.

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<sup>49</sup> Mesooma Memon, "What Is a Progress Report and How Can Your Business Benefit from It" DataBox: <https://databox.com/progress-reporting-benefits#what>



## IDENTIFYING ANNUAL PRIORITIES

For maximum effectiveness and efficiency, there will be a need to identify annual implementation priorities. Once the Oxnard MÁS team is established, it will need to identify the scope of work it will take on for its first year of implementation as a way of focusing its efforts. In addition to identifying specific priority focus areas, the prioritization process should involve identifying the metrics for those focus areas that will allow us to know for certain whether we have successfully achieved our intended benchmarks or deliverables.

In determining which of the many recommendations for action will be our first priority, the team will consider:

- Implementation now of this recommendation for action is critical to achieving our vision of EML success.
- We have done the necessary groundwork/preparation for us to successfully proceed with implementation of this recommendation.
- We have or can get the necessary resources to implement this recommendation.
- This recommendation is key to the future sustainability of Oxnard MÁS.

Once the annual priorities have been established for each strategic goal, the team should regularly and utilize a work protocol during its meetings that allows it to:

1. Identify the specific work that can or should be accomplished during the time available.
2. Do that work and record progress in Asana.
3. Consult with others as needed.
4. Troubleshoot as necessary.
5. Determine what comes next, given what was accomplished. This includes planning to complete work that must be completed before the next team meeting.
6. Report out progress.

After the first year of implementation, there should be a process for assessing progress on the priority work and determining whether that work needs to continue into the next year, and whether additional priorities need to be identified.

For all actions identified as priorities, the team should use a common frame or scaffold and record a set of common information for each action on a Priority Action Form. This process of standardizing all of the priority actions will allow the team to work across the actions and know clearly what the specific action and related tasks are, who is the target of the actions, the impact we intend to have, and how we are going to measure those impacts, as well as who has responsibility for implementing that action and the intended start and completion dates.

# SETTING IMPLEMENTATION & IMPACT METRICS

## DEFINING IMPLEMENTATION & IMPACT METRICS

One of the major tasks for the Oxnard MÁS Team will be to set both implementation and impact metrics for the priority actions. Metrics are important because they help us and those watching our work to determine whether we have succeeded in accomplishing what we set out to accomplish, and to what level of impact. Unfortunately, in education we have traditionally focused on implementation metrics and avoided impact metrics because impact in our context is much harder to define and measure accurately.

Implementation metrics respond to the question, "How well did we accomplish what we set out to do? What's the evidence?" Typical implementation evidence might include documents, plans, reports, needs assessment results, training programs, workshops, manuals, handbooks, and products or policies.

Impact metrics help us gauge the difference our actions/implementation has made. They respond to questions such as, "What is the impact of what we have accomplished? What's the evidence?" Who, what, and where do we want to impact with our work? Who/what are we targeting for impact? What evidence would convince us and our stakeholders of that impact?

## ESTABLISHING THE IMPACT TARGET

For us to hone in on the most appropriate impact metrics, we must think about WHO or WHAT we want to impact with the work we are doing. And to know THAT, we need to be able to construct an image of the future state that is our aim for that group or that focus. It's helpful then to reflect on what these different impact targets might be in the Oxnard MÁS context and what they might look like. To this end and for purposes of this master plan, we have identified five potential targets: EMLs, learning environment, staff, families and community, and the organization itself.

The EML success target is the easiest to define because it is spelled out in the Oxnard Student Profile. Learning Environment is also well spelled out in Oxnard MÃS. Additionally, in Oxnard MÃS we make references to targets for our staff as well, although it's not as cleanly laid out. However, given what we want for students and for our learning environments, and what we know of the extant research in this area we can also spell out what the optimal characteristics of our staff should be<sup>50</sup>. With regard to our families and community, we can use Karen Mapp's work<sup>51</sup> is a good reference point. Finally, in Oxnard MÃS we paint the picture of the type of school district we want to be. This is supported in the literature on system improvement and transformation<sup>52</sup>. The following tables provide the detailed specifics that define each of our five identified targets.

IMPACT TARGET GROUP	SUCCESS MARKERS
<b>EML SUCCESS</b> In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. To enact this vision of EML success, we organize our instructional and support efforts so that every EML becomes a/an:	<b>INNOVATOR:</b> EMLs will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
	<b>PROBLEM SOLVER:</b> EMLs will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.
	<b>ACHIEVER:</b> EMLs will be able to demonstrate their knowledge on local and state measures in all academic areas.
	<b>GLOBAL THINKER:</b> EMLs will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.
	<b>COLLABORATOR:</b> EMLs will be collaborative learners; able to communicate and learn through and with others.
	<b>DIGITAL LEARNER:</b> EMLs will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.
	<b>FOCUSED ON THE FUTURE:</b> EMLs will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

<sup>50</sup> Top Five Qualities of Effective Teachers, Ashley Peterson-DeLuca, Pearson, 2016, PreK-12 Education, <https://www.pearsoned.com/top-five-qualities-effective-teachers/10-Qualities-of-a-Good-Teacher>  
Qualities of a Good Teacher, Emily Dennison, 2019 <https://www.snhu.edu/about-us/newsroom/2017/12/qualities-of-a-good-teacher>

Characteristics of Highly Effective Teaching and Learning (CHETL), Kentucky DOE, 2020

<sup>51</sup> Mapp, K. Dual Capacity-Building Framework for Family/School Partnerships

<sup>52</sup> Kerner At 50: Educational Equity Still a Dream Deferred. Linda Darling-Hammond, 2018, [https://learningpolicyinstitute.org/blog/kerner-50-educational-equity-still-dream-deferred?clid=CjwKCAiAxp-ABhALEiwAXm6lyS6gOngJVuMOU\\_PR3zWZY3qMAKcAHzlR4SbRn4oRlv8glz7gmxyDBoCxeIQAvD\\_BwE](https://learningpolicyinstitute.org/blog/kerner-50-educational-equity-still-dream-deferred?clid=CjwKCAiAxp-ABhALEiwAXm6lyS6gOngJVuMOU_PR3zWZY3qMAKcAHzlR4SbRn4oRlv8glz7gmxyDBoCxeIQAvD_BwE)

Building an Equitable School System for All Students and Educators, [https://www.educationminnesota.org/EDMN/media/edmnfiles/advocacy/EPIC/EPIC\\_v5n1\\_EquitableSchools\\_Book.pdf](https://www.educationminnesota.org/EDMN/media/edmnfiles/advocacy/EPIC/EPIC_v5n1_EquitableSchools_Book.pdf)

IMPACT TARGET GROUP	SUCCESS MARKERS
<b>LEARNING ENVIRONMENTS</b> In Oxnard School District, learning environments are designed to create and sustain EML, staff, and family success. We believe that physically, social-emotionally, linguistically, and culturally safe and affirming environments are essential to our diverse EMLs' full affective, academic/cognitive, linguistic, social-emotional, and creative development. To enact this belief, we:	Identify, activate, and build on EML strengths.
	Affirm EML identities by challenging the devaluation of minoritized students' identities.
	Establish powerful relationships that nurture equity and success.
	Engage EMLs actively in the learning process. Amplify EML voice.
	Create environments of enrichment, rather than remediation, that engage EMLs' multilingual repertoires.
	Situate learning in the lives of EMLs. Connect to their lives.
	Elicit high intellectual performances that help connect EML identities to academic engagement.
	Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

IMPACT TARGET GROUP	SUCCESS MARKERS
<b>STAFF QUALITY</b> In Oxnard School District, every staff member performs in ways that substantially contribute to student, staff, and organizational success. We believe that we must continuously expand our professional competency, exhibit servant leadership, and hold ourselves accountable to our students, families, community, and colleagues for our intentions, our actions, and our results. To enact this belief, we:	Demonstrate deep knowledge of, dedication to, and passion for our professions and subject matter/responsibilities.
	Commit to successfully prepare our EMLs to meet the Student Profile characteristics.
	Exhibit adaptable, approachable, patient, empathetic, and caring attitudes and actions.
	Build community, develop strong relationships, and engage EMLs, families, and colleagues with excellence and equity.
	Model linguistic and culturally sustaining competencies, including crosscultural, crosslinguistic communication skills.
	Support and encourage EMLs' and colleagues' commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to solution-seeking and real-world learning.
	Create safe environments for EMLs in which high, clear expectations and positive relationships are fostered and active learning is promoted.
	Demonstrate a strong work ethic and high levels of preparation, organization, self-efficacy, and experience.

IMPACT TARGET GROUP	SUCCESS MARKERS
	Embody collaborative life-long learner professional approaches, consistently and actively engage in gaining knowledge on EML best practices, focus on growth and improvement, and apply current theories, principles, concepts, and skills of our discipline/profession.

IMPACT TARGET GROUP	SUCCESS MARKERS
<b>FAMILY &amp; COMMUNITY</b> In Oxnard School District, families and community are engaged as valued leaders, partners, and resources essential to sustainable student success. We believe that it is our responsibility to create relationships built on integrity, mutual trust, respect, and caring in order to work as authentic partners with families and communities to enhance family/community leadership for the success of our students. To enact this belief, we:	Support family and community members in increasing their level of human capital, skills, and knowledge needed to support their children's success.
	Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all students, as defined by the Oxnard Student Profile.
	Value our families and community members and ensure they have ready access to social capital through strong crosscultural and multilingual networks built on trust and respect.
	Create environments and relationships that enable our families and community members to feel a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural and linguistic difference.
	Provide coherent and multiple opportunities for our families to take action as partners with multiple roles in their children's education.

IMPACT TARGET GROUP	SUCCESS MARKERS
<b>SYSTEM IMPROVEMENT &amp; TRANSFORMATION</b> In Oxnard School District, we are committed to improving continuously with reasonable speed to increasingly facilitate sustainable EML, staff, and family success. We believe that we must build, support, and monitor a school, district, and community asset-	Reflect values-driven, principles-based, research-informed, and equity-centered policies and practices and an organizational culture oriented toward a learning ethos where learning is understood as a shared responsibility.
	Establish and protect equitable and adequate allocation of funds, prioritizing EMLs and other most vulnerable students.
	Provide strategic direction, guidance, and support to district sites and departments focused on improving the quality of EML instruction, interaction, and engagement districtwide.
	Create a coherent and sustainable districtwide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all EMLs.



IMPACT TARGET GROUP	SUCCESS MARKERS
based culture that lives the Oxnard MAS way. To enact this belief, we:	Support nurturing EML environments that value respect, perseverance, empathy, and risk-taking.
	Establish restorative and trauma-informed practices to support EMLs, families, and staff.
	Implement a coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement Oxnard MAS.
	Model collaborative approaches to design, decision-making, development, and determination on behalf of EMLs.
	Establish and support coherent TK-8 multilingual pathways that feature rigorous and compelling content.
	Recruit, hire, support, and retain highly qualified teachers, support staff, and leaders equipped to put EMLs first and engage EMLs in successful learning experiences.
	Utilize diverse and compelling measures of EML success-measures that families and communities understand and value.
	Focus on talent development, growth mindsets, and continuous improvement on behalf of EMLs, including staff mentoring and induction programs.
	Expect and monitor consistent use of linguistically and culturally sustaining pedagogies and practices.
	Build community, develop strong relationships, and engage EMLs, families, and colleagues with excellence and equity.
	Maintain well-designed and aesthetically pleasing infrastructure and facilities that reflect a proud investment in EMLs and community.
	Monitor master plan progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent EML education.

## IMPACT METRICS: FIVE KEY ELEMENTS

Well-designed impact metrics include five key elements:

1. **Potential Target Groups:** Students, Learning Environment, Staff, Family/Community, Organization/System
2. **Desired Impact:** What difference do you want to make?
3. **Evidence:** How will you know you have made a difference? What evidence will tell you this?
4. **Baseline:** What's the current status of this condition before you address it? What's your starting point?
5. **Quantifying the Impact:** What's your improvement/change goal? What target are you setting? Can you quantify it?



## ABOUT BASELINES

It's important to set a baseline because without a baseline it's difficult to accurately measure the improvement that has taken place because of our efforts. We can't even know for certain that an improvement has taken place. If we don't have a quantifiable baseline, then the current year's work will set the baseline for future years.

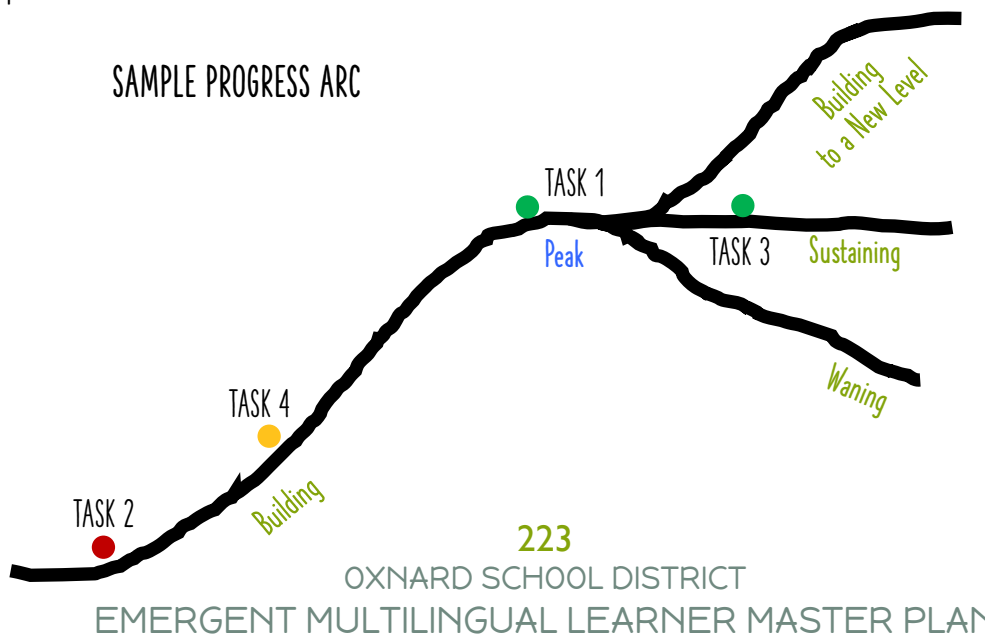
## MID-YEAR AND END-OF-YEAR ASSESSMENTS OF PROGRESS

Tracking any plan's status, our master plan in this case, is an essential step for making sure it's done on time and done well. It's why a progress reporting protocol is so important. In fact, progress reports can help boost team accountability, promote decision-making transparency, and improve budget planning all while keeping the team motivated by showcasing milestones achieved. Using the overview that a progress report provides can also keep key stakeholders informed on the work completed while making sure our priority actions are accomplished by our stated timelines and due dates.

The Team will use several mid-year and annual assessment protocols to confirm reasonable progress on the identified priority actions. Minimally, a two-step progress arc assessment protocol will be conducted as standard operating procedure. Progress arcs are at-a-glance, visual progress reports. In the case of the Oxnard MÁS Team, working in strategic goal groups, will first determine the implementation status of each of their priority actions using the following rating system:

- Task Completed
- Progress on Target
- Delays/Barriers/Modifications Needed
- Danger! Needs Immediate Attention

Then they will place each of their color-coded priority actions on a progress arc that allows everyone to see the status of the group's work as a whole.





Part of completing the progress arcs is specifying the evidence that leads each team to determine the specific status of each priority action/task. This requires the teams to revisit their implementation and impact metrics and use those to guide their analysis and decision-making about their progress.

## ALIGNING PLANS & INITIATIVES

Accountability and sustainability both call for clear alignment of the district's various plans and initiatives to eliminate confusion about where a particular initiative or plan fits, and about how various plans or initiatives are related to one another. We can clarify how the various Oxnard initiatives and plans are connected and where there is common purpose and potential increased impact resulting from alignment of those initiatives. It's essential to reduce competition and increase impact where we have multiple initiatives that develop overlapping missions, members, and audiences, resulting in overlap, inefficiency, and frustration<sup>53</sup>. An overarching strategy that communicates to internal and external stakeholders how our efforts are connected helps operationalize our vision and provide the optimal impact for our students and community.

The redesign of our master plan is the first step in aligning our plan to Oxnard EMPOWERS. As we move forward with Oxnard MÁS, we'll need to pay attention to issues of alignment with other district plans as those plans address EMLs and how we can maximize our collective impact to better serve EMLs. We want to draw a picture big enough so that other initiatives and priorities can see how they connect and why. That alignment process will help us identify where there is more efficiency and power in working together than separately. And ultimately, we have clarified the lines of communication and accountability. As we advance this work, we will keep in mind what is known about successful alignment.

### KEYS TO SUCCESSFUL ALIGNMENT

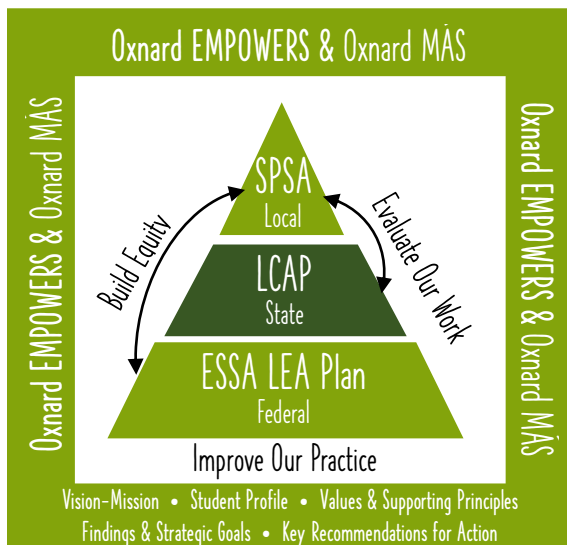
GUIDELINE	WHY IT'S IMPORTANT
Start with a focus on the outcomes you want to achieve.	Focusing on outcomes galvanizes people around goals that are harder or more complex than those they have tried to tackle alone, and it prevents getting stuck on existing strategies that might not be best for those outcomes.
Draw a picture big enough so that existing efforts see how they can connect and why.	A big picture reinforces the idea that complex challenges need interconnected solutions prevent the "edifice complex," which assumes that solutions revolve around certain institutions, such as schools.
Identify where there is more efficiency and power in working together than alone.	Analysis of synergies creates energy for leaders to take on issues that are too big to handle alone and to scale up solutions they didn't know they were pursuing separately. It also prevents development of agendas that are too big or piecemeal to make a difference.

<sup>53</sup> Aligning Collective Impact Initiatives. Merita Irby & Patrick Boyle. Stanford Social Innovation Review Fall 2014

GUIDELINE	WHY IT'S IMPORTANT
Clarify the lines of communication and accountability.	Clarification focuses committed partners on the routinization of their relationships and prevents "task force syndrome," in which partners sign on to recommendations without assuming responsibility to implement them.

Like most districts, Oxnard has many disconnected structures and initiatives. There are a variety of district and school-level plans required by state and federal regulation, including the School Plans for Student Achievement (SPSA) at the site level and how it connects to/informs the Local Control and Accountability Plan (LCAP) at the district level. How do these all fit together with Oxnard MÃS.

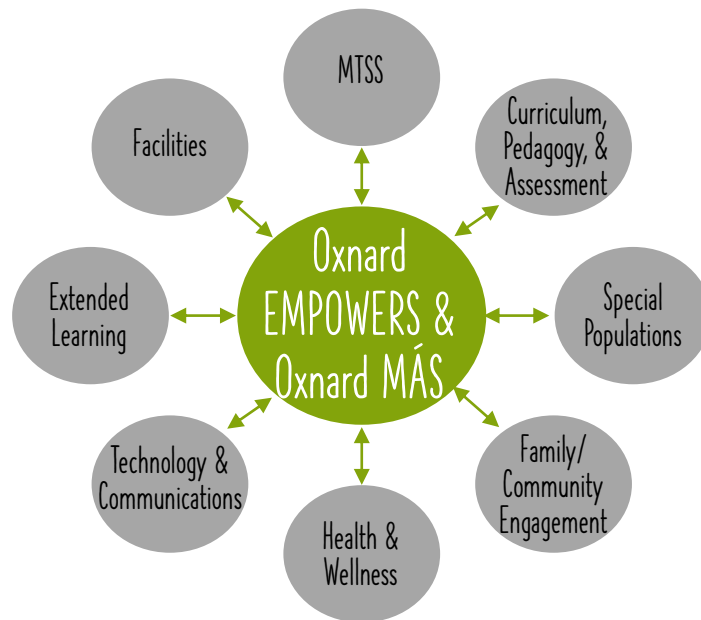
One way to think of all of this is by visualizing the Oxnard EMPOWERS and Oxnard MÃS vision and plan as the frame for everything else that happens in the district. Within this framework, we have the SPSA, a federal requirement that connects to both the Local Education Agency (LEA) Plan and the LCAP at the district-level.



All of these plans can be considered policy and planning documents with a common purpose focused on supporting, impacting, and improving educational outcomes. There is considerable alignment among the plans in some key areas:

- They all require extensive **STAKEHOLDER ENGAGEMENT**.
- They all identify specific **TARGET POPULATIONS** and require **OUTCOMES, GOALS, SERVICES, and ACTIONS** focused on those populations, as well as demonstrated evidence of improvement.
- And they all contain requirements related to **PROPORTIONALITY** that require that the students who generate the funding receive identified services.

Then, the various district and school initiatives all contribute to the core district mission of building equity, improving our work, and evaluating our work in ways that respect the Oxnard MÃS vision and values, and that support and further the Oxnard MÃS strategic goals and key recommendations for action. The underlying theme is that we are not a conglomeration of disconnected plans and efforts, but that our efforts, while at times serving different audiences, are nonetheless coordinated, complementary, and designed to yield the most powerful results.



This graphic<sup>54</sup> represents the idea that all programs, projects, and initiatives are aligned at the level of vision and values with Oxnard EMPOWERS and Oxnard MÁS. To the extent that they serve specific student groups and/or parent communities, they do so in a way that is congruent with and supportive of Oxnard EMPOWERS and Oxnard MÁS, their essentials, through lines, goals, and recommendations for action. More specifically, currently the district's main focus has been centered on the improvement of Tier 1 first instruction. All the plans created are in support of this initiative and include:

- Leadership Development on Instructional Leadership using the Plan, Do, Study, Act Cycle of improvement.
- The implementation of the uniform biliteracy framework with the conversion of schoolwide DLI programs.
- Coherence and Articulation TK–3 to improve mathematics instruction and mathematical thinking with young students.
- Creation of the MTSS<sup>55</sup> Manual to ensure that systems are in place to address students' social and emotional as well as academic needs when they are not experiencing success at the Tier 1 level.
- Layering all of the first instruction through culturally/linguistically sustaining pedagogy and providing professional learning/support on how to use this pedagogy through an asset-based approach to our students and community.

<sup>54</sup> The size of the circles in the graphic in no way reflect the size or impact of the individual programs or initiatives, nor do these represent the totality of programs, initiatives, and projects. Rather, they are illustrative of the variety of programs, initiatives, and projects.

<sup>55</sup> Multi-Tiered System of Supports is a framework that helps educators provide academic and behavioral strategies for students with various needs. MTSS grew out of the integration of two other intervention-based frameworks: Response to Intervention (RtI) and Positive Behavioral Interventions & Supports (PBIS). As part of the Individuals with Disabilities Education Act (IDEA) updated in 2004, the RtI model of assessment originally sought to identify students who would benefit from more intensive supports. From these beginnings as a tool to help improve educational outcomes for students in special education, MTSS has grown to encompass all students at every level.



# APPENDICES

## APPENDIX 1

# EML DISTRICT PROFILE<sup>56</sup>

### DISTRICT OVERVIEW

Established in 1873, the Oxnard School District, which in the 2022–2023 school year served over 15,000 students in grades Preschool–8<sup>th</sup> grade, feeds into the Oxnard Union High School District, alongside three other elementary school districts. The City of Oxnard shares its southwesterly border with the shore of the Pacific Ocean. Oxnard is approximately 60 miles northwest of downtown Los Angeles and 35 miles south of Santa Barbara. Oxnard is currently the largest city in Ventura County, with a population of over 200,000, making it the 22<sup>nd</sup> largest city in California and 124<sup>th</sup> largest in the United States. The City of Oxnard was founded by prosperous agriculture opportunities, which attracted many immigrant workers and their families. Although the city has evolved, it has a thriving economy which continues to include agriculture, as well as other industries, such as defense, manufacturing and tourism.

The district is comprised of 21 schools, including San Miguel Preschool, which serves students with Special Education needs. There are 10 TK–5<sup>th</sup> grade elementary schools, 7 TK–8<sup>th</sup> grade schools and 3 comprehensive middle schools which serve students in grades 6<sup>th</sup>–8<sup>th</sup>. OSD has TK programs housed in 10 of its schools. All but one of the district's TK–8<sup>th</sup> grade schools and 4 of our elementary schools offer biliteracy/dual language education programs in Spanish and English.

Oxnard School District strives to deliver a rigorous curriculum facilitated by teachers who receive extensive professional development. The Common Core State Standards (CCSS) are the basis for instruction. Teachers have received professional development on the English/language arts standards, Standards for Mathematical Practice (SMP), and mathematics standards. The district has instituted weekly common, collaborative planning time so teachers can share best practices, discuss lessons, write common formative assessments, share data, and plan instruction. The focus of these meetings is for teachers to fully implement standard-aligned, rigorous lessons. This guides the work of the district toward improving first instruction across all schools. All teachers are expected to participate in their grade or course level Professional Learning Communities (PLCs) and use their weekly meetings to identify students who have not reached the targeted goals and plan appropriate

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<sup>56</sup> This profile was developed in 2022 specifically for Oxnard EMPOWERS. While more recently available data is not reflected in this profile, still the profile is still largely reflective of OSD's current status.



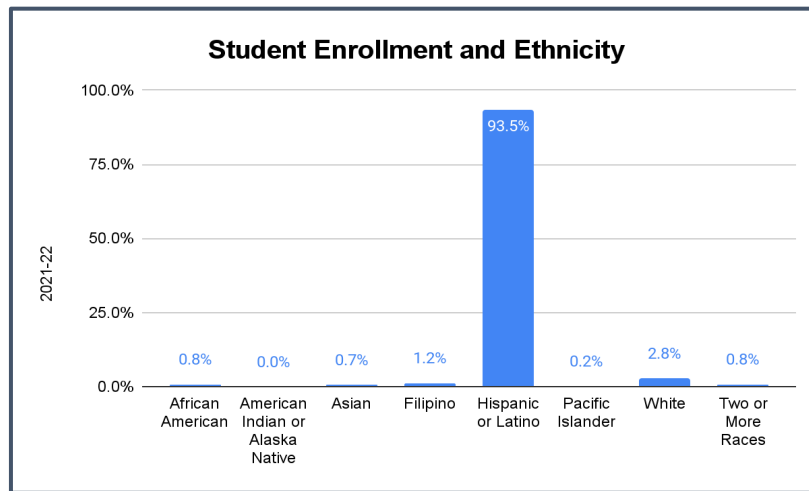
enrichment/intervention. The district utilizes Teachers on Special Assignment (TOSAs) to provide professional development and support for teachers in the areas of literacy, biliteracy, math, science, social science, and educational technology. Intervention Service Providers (ISPs) and/or Literacy Intervention Teachers (LITs) are at each site to ensure intervention for targeted students is taking place regularly and is supported by data.

The three comprehensive middle schools benefited from the Magnet School Assistance Program (MSAP) funding received in 2013–2018. This funding allowed the development of an academy focus at each site. Frank Middle School is the Academy of Marine Science and Engineering, Fremont Middle School is the Academy of Environmental Science and Innovative Design, and Dr. Manuel M. López Middle School is the Academy of Arts and Sciences. The instructional focus was on project-based learning and creating a culture of thinking and collaboration. Teachers were trained in project-based learning strategies from the Buck Institute and on how to make thinking visible with Project Zero through Harvard University.

Ten of Oxnard's schools also provide Biliteracy Programs in Spanish and English, using a 50/50 model for students and families who wish to develop a second language in addition to English. These programs prepare students for linguistic and academic proficiency in English and Spanish and require thoughtful design. The Biliteracy program is based on research that demonstrates the program model's effectiveness at leading students toward linguistic fluency and academic achievement in more than one language. As part of this work, the district has developed standards-based interdisciplinary units with careful attention to the district's language allocation plan and overall goals of the program. Oxnard School District's biliteracy program aligns with initiatives from the California Department of Education (CDE). The CDE's mission is to equip students with world language skills to better appreciate and more fully engage with the diverse mixture of cultures, heritages, and languages found in California and the world, while also preparing them to succeed in the global economy.

## DEMOGRAPHICS & ENROLLMENT

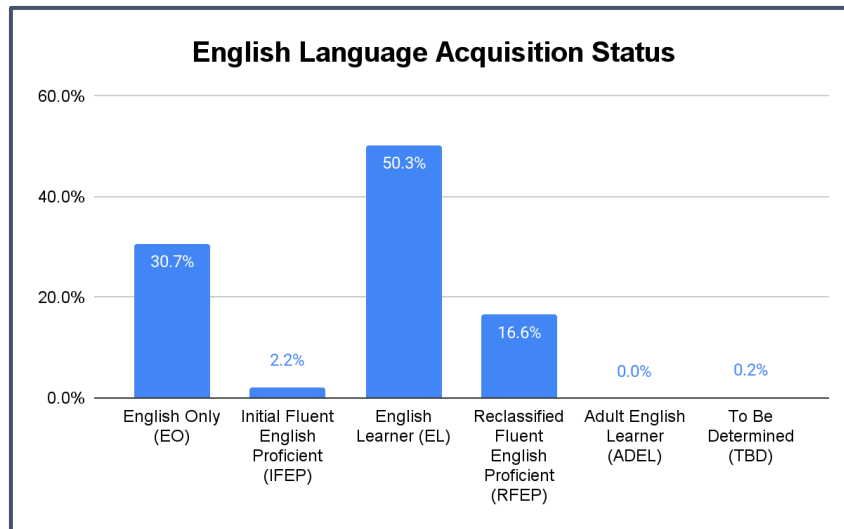
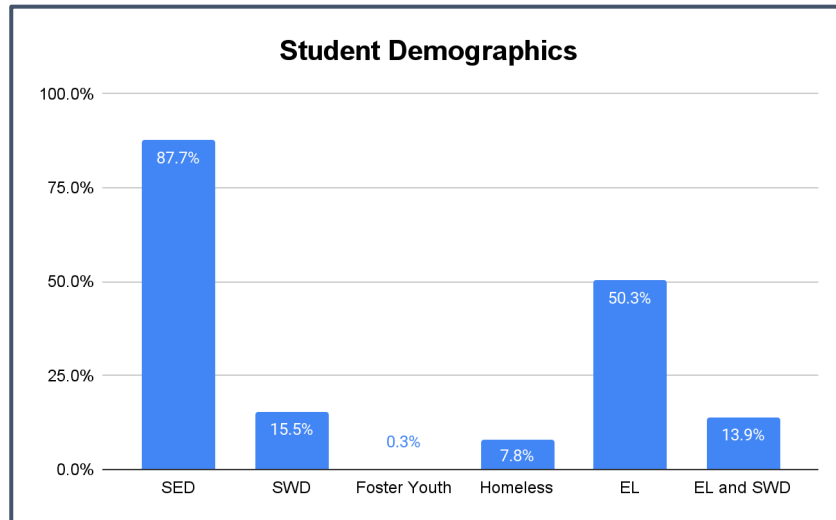
Oxnard School District's enrollment has had an 11% decline since the 2019 school year. 93.5% of Oxnard's students are Latino, with all other ethnic groups under 3%: 93.5% Hispanic/Latino, 2.8% White, 1.2% Filipino, 0.8% African American, 0.7% Asian, 0.7% students who identify as having two or more races, 0.1% American Indian, and 0.2% Pacific Islander. Emergent Multilingual Learners (EML) comprise a large percentage of the district. In the 2022–2023 school year, more than 50% of students were considered EML, most of which reported Spanish as their primary language. Nonetheless, one of the characteristics that makes Oxnard unique is the growing number of Latinx students who have Mixteco as a native language, rather than Spanish.



During the 2021-22 school year, 88% of students in Oxnard School District were considered economically disadvantaged. This represents a 4% increase since 2015. Additionally, 50% of students were classified as Emergent Multilingual Learners (EML)<sup>57</sup>, a 5% decrease since 2015. Nonetheless, if we combine all the different categories of language learners, they make up 70% of the district's students, with only 30% being classified as English Only. This is important to note because it provides support for establishing multilingual pathways as the default program. Not only would districtwide multilingual pathways (including world language immersion programs for Native English Speakers) provide powerful education for Emergent Multilingual Learners, but they would also provide English Only students with opportunities to add a world language to their repertoires.

Another data point to investigate further is the probable over-identification of students as Students with Disabilities (SWD). Approximately 13% of California students, or one in eight, are identified as special education students, compared to 17% (more than 1 in 6) in Oxnard School District, where 15% of Emergent Multilingual Students are also identified as Students with Disabilities. OSD's special education population is also 3% higher than the county as a whole, which stands at 14%. (Source: CDE Data Quest – Annual Enrollment Data (<https://dq.cde.ca.gov/dataquest/>)) It will be important to research whether this probable overidentification is more evident in some special education categories specifically, and whether some student groups are more likely to be overidentified for special education services.

<sup>57</sup> We are using the more asset-based term, Emergent Multilingual Learners, to refer to English Learners.



## PROGRAM PARTICIPATION & ACCESS

### ACCESS TO ADDITIVE LANGUAGE/EML PROGRAMS/PATHWAYS

All Emergent Multilingual Learners (EML) in Oxnard School District receive designated and integrated ELD as required by California law. To its credit, the district has a strong focus on dual language education (bilingual) programs and has full school programs at ten sites, which currently serve 3,856 EMLs, over 70% of the total students participating in these programs, and almost 55% of all EMLs in the district. This is to be commended. Compared to most other California school districts, OSD is providing a much larger percentage of its EMLs with a strong additive language/academic program. The district serves a total of 5,421 students in its bilingual programs, which means that some 1,563 students (English Only,

Initially Fluent English Proficient, and Reclassified Fluent English Proficient), who would normally not have access to multilingual learning, are on the path to becoming bilingual/biliterate.

LANGUAGE PROFICIENCY						
	EL	EO	I-FEP	R-FEP	TBD	Total
DLI - Count	3856	883	187	487	6	5421
DLI - Percent	71.13%	16.29%	3.45%	8.98%	0.11%	100.00%

8 <sup>TH</sup> GRADE DUAL LANGUAGE IMMERSION AP SPANISH TEST SUCCESS			
	TOTAL # 8 <sup>TH</sup> GRADERS	8 <sup>TH</sup> GRADERS TAKING TEST	8 <sup>TH</sup> GRADERS PASSING TEST
COUNT	111	53	16
PERCENTAGE	100%	48%	30%

OSD is on a path to expand its biliteracy programs to all schools in order to offer all students access to additive multilingual programs and pathways. At this time, however, there are still 44% of EMLs who are in SEI (Structured English Immersion) programs, where they do not yet have access to formalized primary language instruction, although in some cases students may receive support through other resources, apps, etc. In TK and K, paraprofessionals work in the classrooms and some of these are bilingual. Current data suggest that these programs can be enriched by providing a strand of primary language instruction. The district also offers a Newcomer Academy for newcomer students in grades 3–8, which serves 1.54% of the district's EMLs. While this program does not yet provide students with language instruction, OSD plans to revamp the Newcomer Program so it offers a coherent, consistent, and formalized primary language strand designed to lead to primary language proficiency.

EML PROGRAM PARTICIPATION		
Program	Grand Total	Percent
2-WAY DUAL LANGUAGE IMMERSION	3,856	54.45%
NEWCOMER ACADEMY	109	1.54%
STRUCTURED ENGLISH IMMERSION	3,117	44.01%
Grand Total	7082	100.00%

While ELD instruction by itself, or even augmented by some primary language support, does not provide the truly additive pathways that EMLs could most benefit from, especially as they move into the upper grades where the academic language

is more demanding, there are options available to improve academic performance for these students. EML students who are not able to fully develop their home languages may find themselves having academic difficulties as they move into middle school and high school, and they may struggle with the academic coursework necessary to gain eligibility to enter the California university system or to successfully navigate an increasingly complex, multilingual, globalized world. (See Footnote #2) Fortunately, the district is already on the path to ensuring stronger supports for all its EML students. The district does offer Spanish as a World Language at some of its middle schools.

## ACHIEVEMENT

The district has experienced fairly flat growth overall since 2015; however, the "pandemic" drop is significantly less than that of other similar districts. Overall, the percent of students meeting or exceeding the standard is significantly lower than that of the county, a difference of more than -16%.

During the 2022-23 school year, 28.8% of students at Oxnard School District met or exceeded the standard in ELA, representing an 8.8% increase since 2015 and a slight decrease of 0.9% since the 2018-19 school year. However, by comparison, 45% of students in the county met or exceeded the standard in ELA, representing a +16.2% difference when compared to district results. During the 2022-23 school year, 18.4% of OSD students met or exceeded the standard in math, a 5.4% increase since 2015 and an increase of 1.2% since the 2018-19 school year. However, 32.7% of students in the county met or exceeded the standard in math, representing a +14.3% difference when compared to district results.<sup>58</sup>

Redesignated students, known as RFEPs, outperformed RFEPs county-wide, although results for both groups fall behind results statewide. Even taking this into account, though, in ELA, RFEPs meet/exceed standards at almost double the rate of students overall in Oxnard. Emergent Multilingual Learners (EML) meet or exceed standards at about half or less than half the rate of students overall. The district's EML results mirror those of the county. A bright spot to point out is that since 2015, EMLs in Oxnard are making significant increases in the percentages of students meeting or exceeding standards in ELA. During the 2022-23 school year, 41.8% of reclassified students at OSD met or exceeded the standard in ELA, a 3.8% increase since 2015 and a 3.4% since the 2018-19 school year. In the county, 30.8% of reclassified students met or exceeded the standard in ELA, representing a +4.6% difference when compared to district results. During the 2022-23 school year, 23.7% of reclassified students at OSD met or exceeded the standard in math, a 1.7% increase since 2015 and

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<sup>58</sup> Any blue-shaded text or charts indicates that these sections have been updated since the initial district profile was created for Oxnard EMPOWERS.

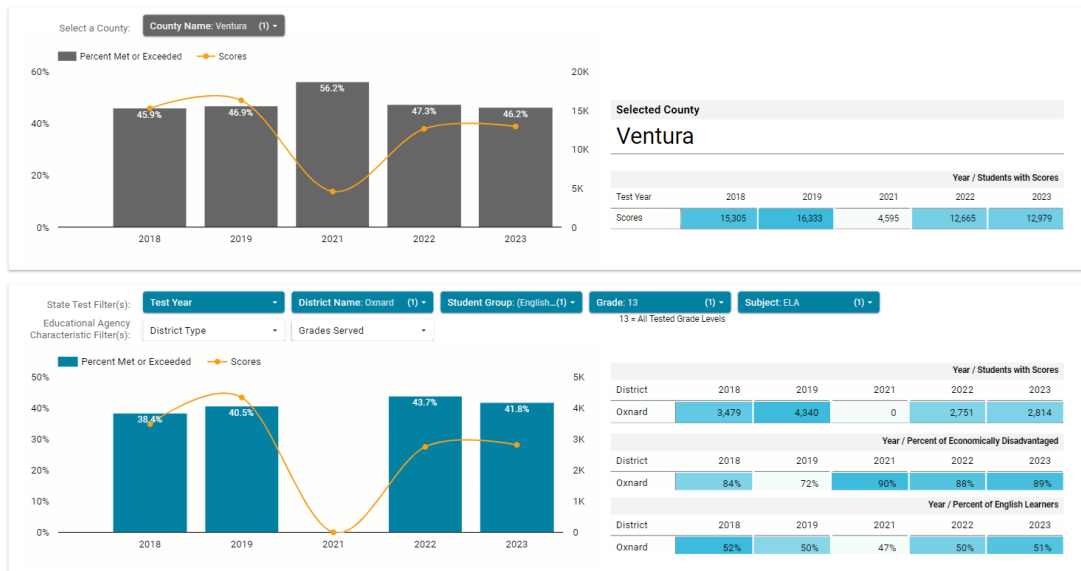
an increase of 4.2% since the 2018-19 school year. In the county, 26.3% of reclassified students met or exceeded the standard in math, a +2.6% difference when compared to district results.

## ELA

STATEWIDE RANKING TOOL DASHBOARD

### District State Test Tool

PARSEGO Analytics

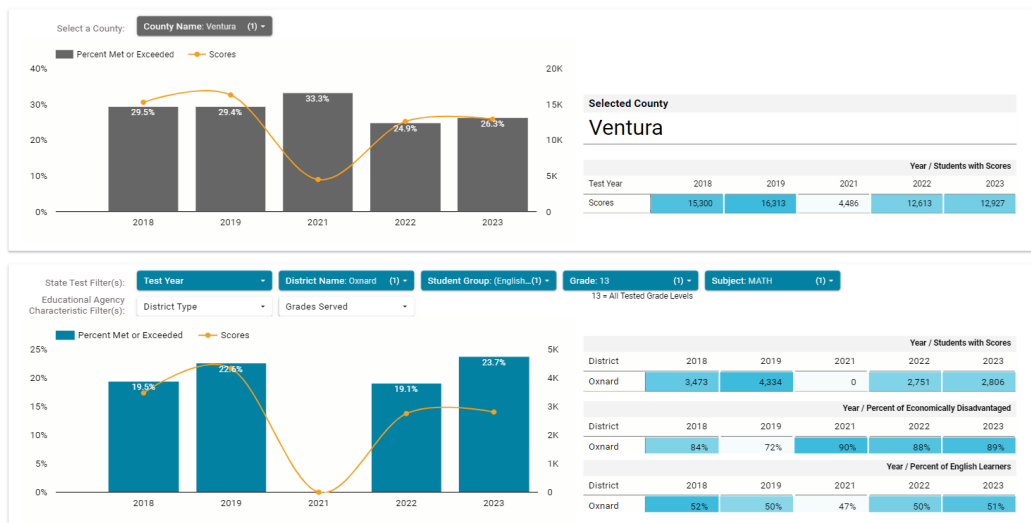


## Math

STATEWIDE RANKING TOOL DASHBOARD

### District State Test Tool

PARSEGO Analytics



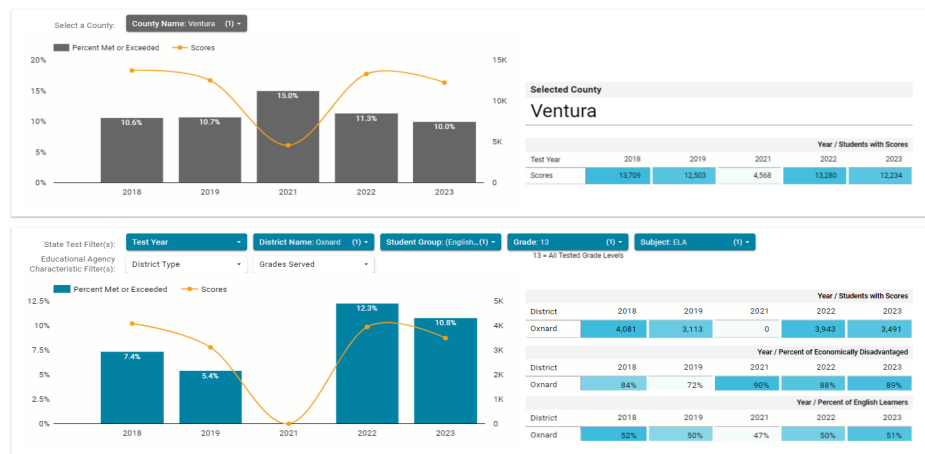
During the 2022-23 school year, only 10.8% of EMLs at OSD met or exceeded the standard in ELA, a 5.8% increase since 2015 and an increase of 5.4% since the 2018-19 school year. At the county level, 10.8% of EMLs met or exceeded the standard in ELA, representing a .8% difference when compared to district results. During the 2022-23 school year, only 8.8% of OSD EMLs met or exceeded the standard in Math, a 3.8% increase since 2015 and an increase of 4.8% since the 2018-19 school year. The county showed similar results with 8.1% of EMLs meeting or exceeding the standard in Math, a -.7% difference when compared to district results.

## ELA

STATEWIDE RANKING TOOL DASHBOARD

### District State Test Tool

PARSECO Analytics

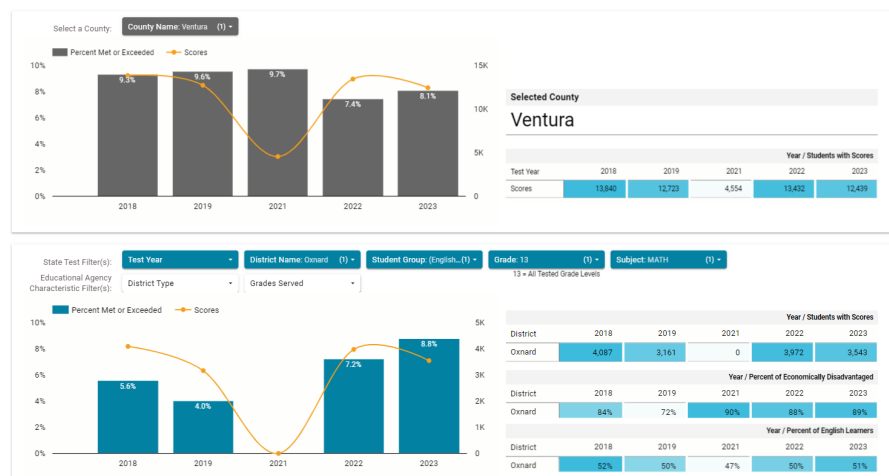


## Math

STATEWIDE RANKING TOOL DASHBOARD

### District State Test Tool

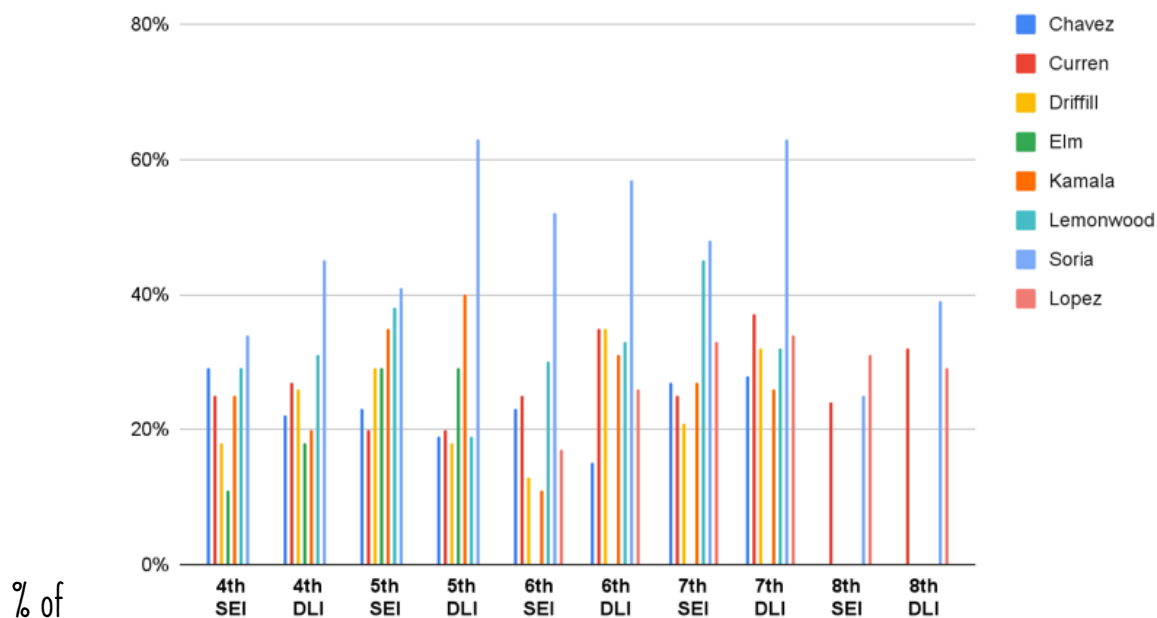
PARSECO Analytics





A bright spot that points to the path to transforming achievement for EMLs is the district's Dual Language Immersion programs, where 6<sup>th</sup> grade students in the DLI program scored 9% points higher on average than SEI students in English language arts, even though time spent learning in English is significantly less for DLI students than for SEI students. This confirms that gaining proficiency in English is not solely, or perhaps even mostly, a factor of time spent in English.

### % of Students who Met or Exceeded the Standard in ELA



### Students who Met or Exceeded the Standard in ELA

	Chavez	Curren	Driffill	Elm	Kamala	Lemonwood	Soria	López
4th SEI	29%	25%	18%	11%	25%	29%	34%	
4th DLI	22%	27%	26%	18%	20%	31%	45%	
4th SEI/DLI Diff	-7%	2%	8%	7%	-5%	2%	11%	
5th SEI	23%	20%	29%	29%	35%	38%	41%	
5th DLI	19%	20%	18%	29%	40%	19%	63%	
5th SEI/DLI Diff	-4%	0%	-11%	0%	5%	-19%	22%	
6th SEI	23%	25%	13%		11%	30%	52%	17%
6th DLI	15%	35%	35%		31%	33%	57%	26%
6th SEI/DLI Diff	-8%	10%	22%		20%	3%	5%	9%
7th SEI	27%	25%	21%		27%	45%	48%	33%

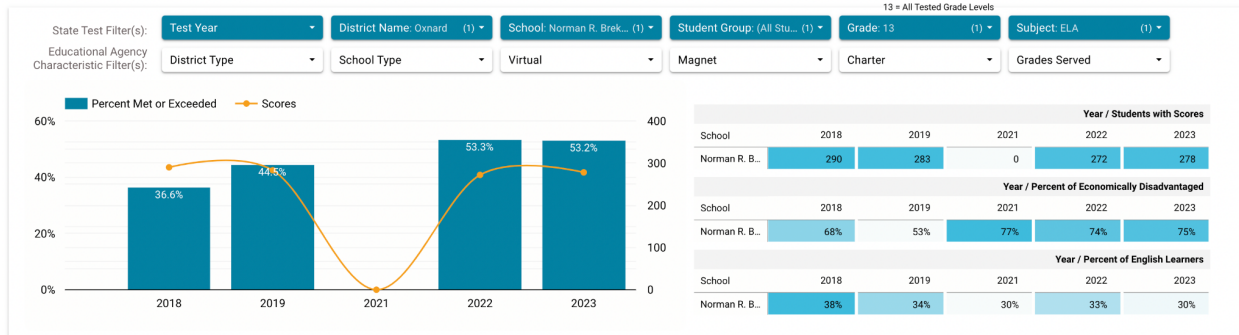
	Chavez	Curren	Driffill	Elm	Kamala	Lemonwood	Soria	López
7th DLI	28%	37%	32%		26%	32%	63%	34%
7th SEI/DLI Diff	1%	12%	11%		-1%	-13%	15%	1%
8th SEI		24%					25%	31%
8th DLI		32%					39%	29%
8th SEI/DLI Diff		8%					14%	-2%

Another highlight to note is that during the 2022–23 school year, 53% of EML students at Norman R. Brekke Elementary School met or exceeded the ELA standard; this represents the highest results across the district. This is in contrast to McKinna Elementary, where only 17.8% of EML students met or exceeded the standard in ELA, representing the lowest results across the district. During the 2022–23 school year, 46.7% of EML students at Norman R. Brekke Elementary School met or exceeded the Math standard, the highest results across the district. This contrasts with Fremont Academy of Environmental Science and Innovation Design, where only 10.7% of EML students met or exceeded the standard in Math, the lowest results across the district.

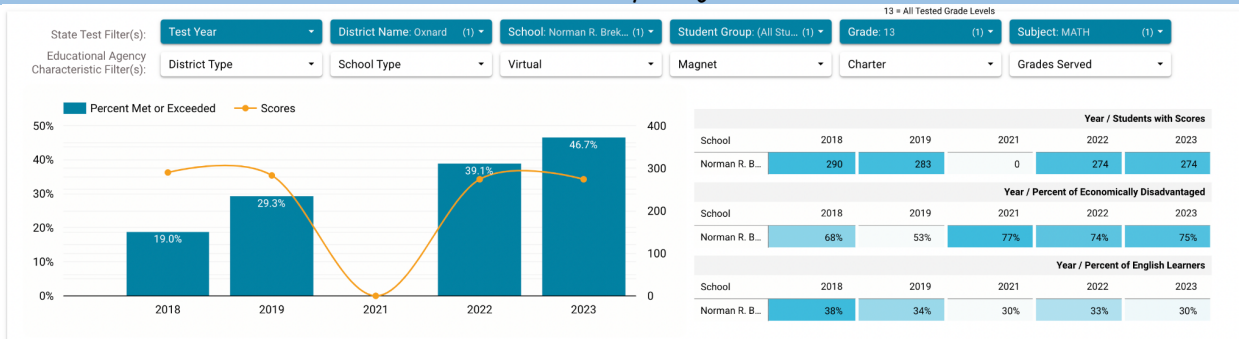
During the 2022–23 school year, 77% of reclassified students at Christa McAuliffe Elementary school met or exceeded the ELA standard, the highest results across the district for reclassified multilingual students. This is in contrast to Fremont Academy of Environmental Science and Innovation Design, where only 22.6% of reclassified multilingual students met or exceeded the standard in ELA, the lowest results across the district. During the 2022–23 school year, 69.2% of reclassified students at Christa McAuliffe Elementary school met or exceeded the Math standard, the highest results across the district for reclassified students. This contrasts with Fremont, where only 11.3% of reclassified multilingual students met or exceeded the standard in Math, representing the lowest results across the district.

During the 2022–23 school year, 44.8% of EMLs at Norman R. Brekke Elementary School met or exceeded the ELA standard, the highest results across the district for EMLs. In contrast only 1.4% of EMLs met or exceeded the standard in ELA at Fremont Academy of Environmental Science and Innovation Design, the lowest results across the district. During the 2022–23 school year, 41.4% of EMLs at Brekke met or exceeded the Math standard, representing the highest results across the district for EMLs. At Fremont Academy of Environmental Science and Innovation Design, however, only 1.4% of EMLs met or exceeded the standard in math, representing the lowest results across the district.

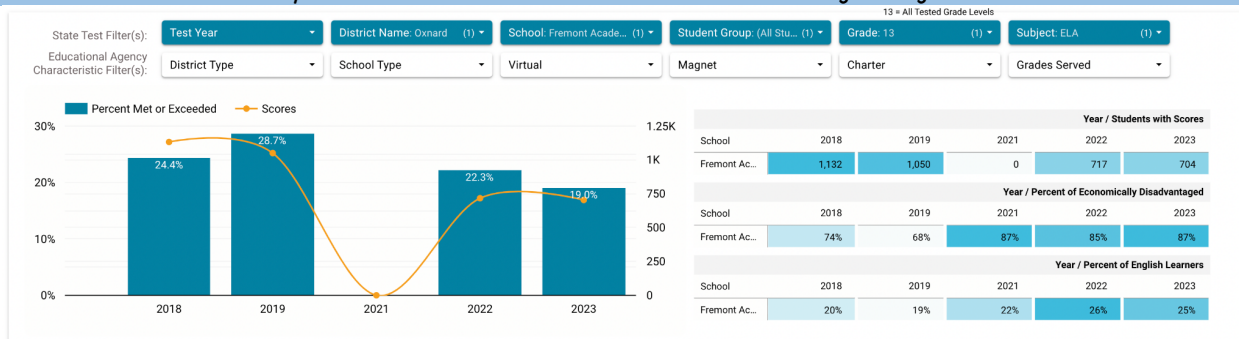
## Norman R. Brekke Elementary Longitudinal ELA Results



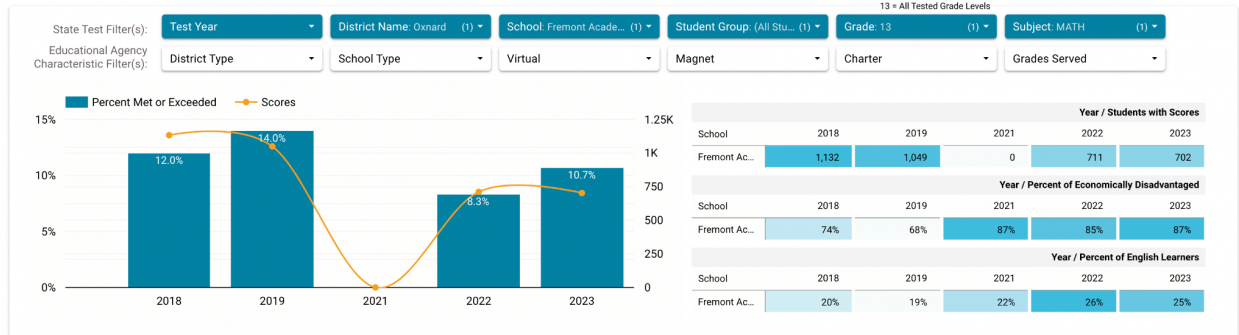
## Norman R. Brekke Elementary Longitudinal Math Results



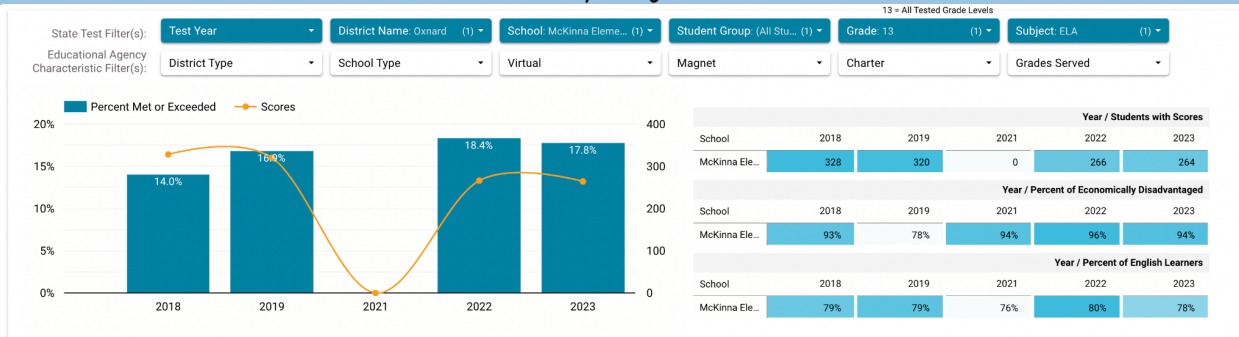
## Fremont Academy of Environmental Science and Innovation Design Longitudinal ELA Results



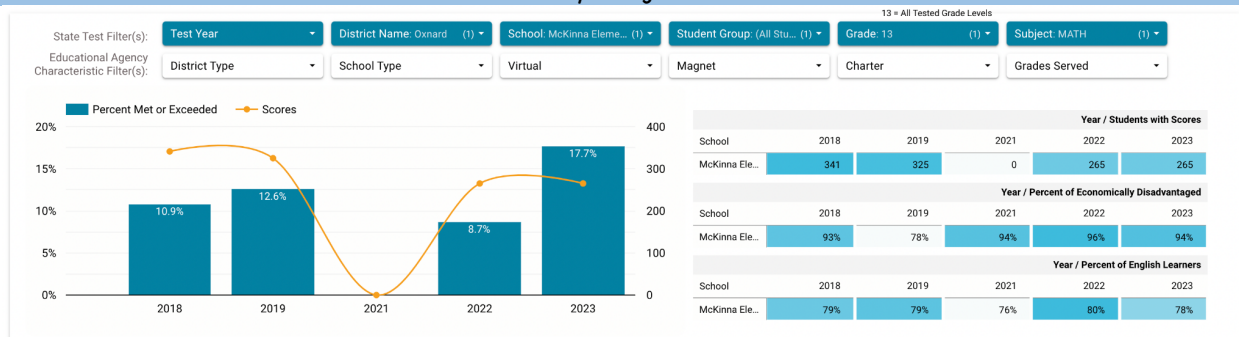
## Fremont Academy of Environmental Science and Innovation Design Longitudinal Math Results



## McKinna Elementary Longitudinal ELA Results



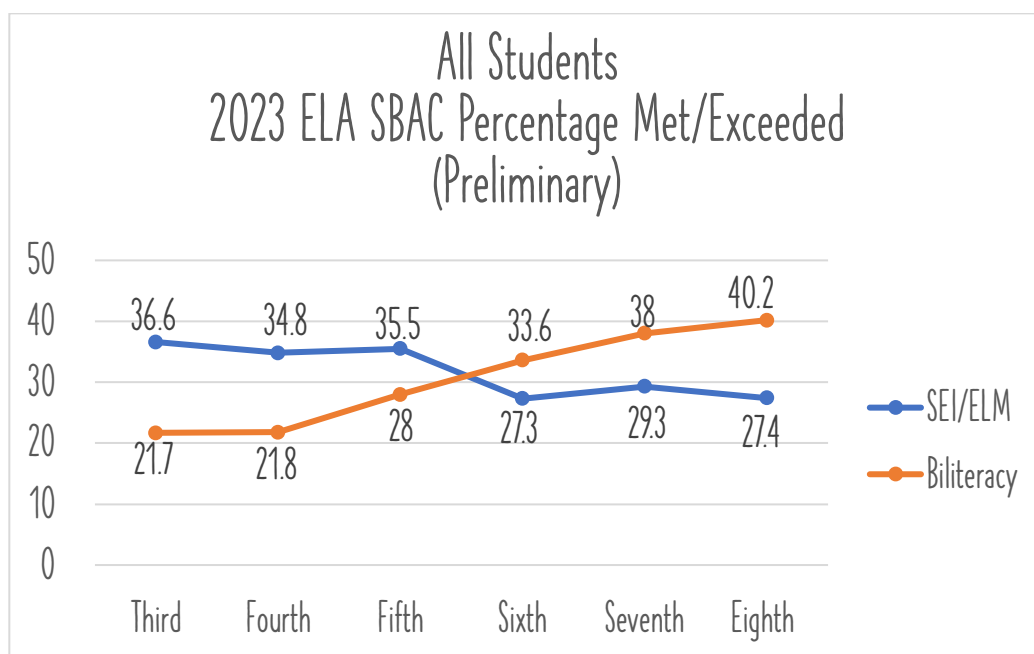
## McKinna Elementary Longitudinal Math Results



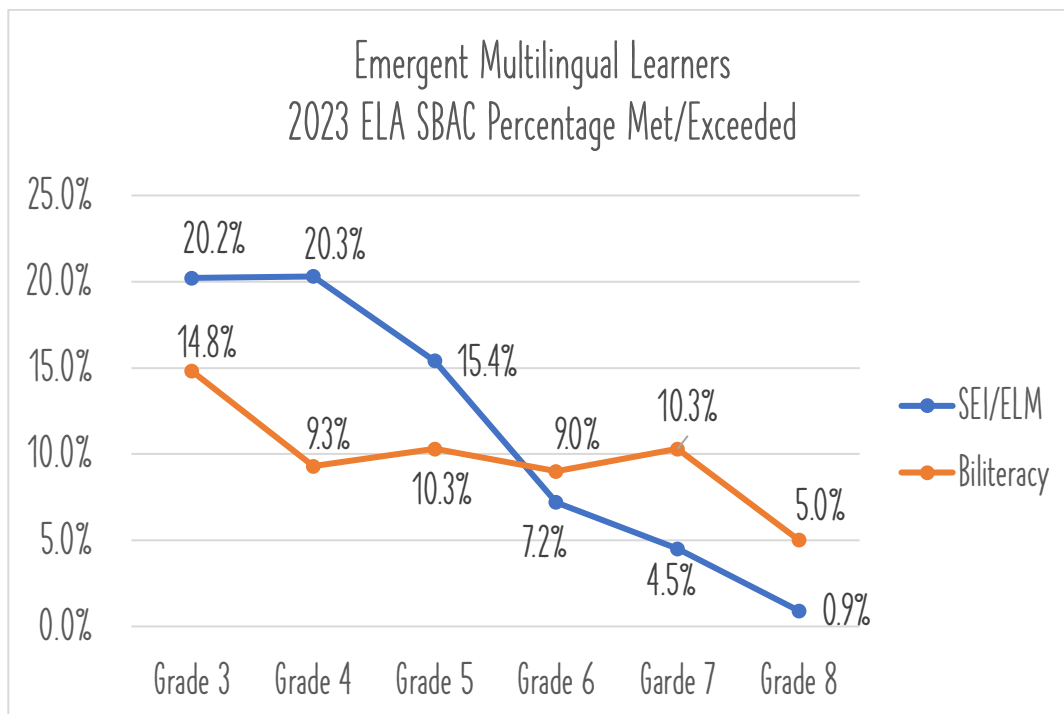
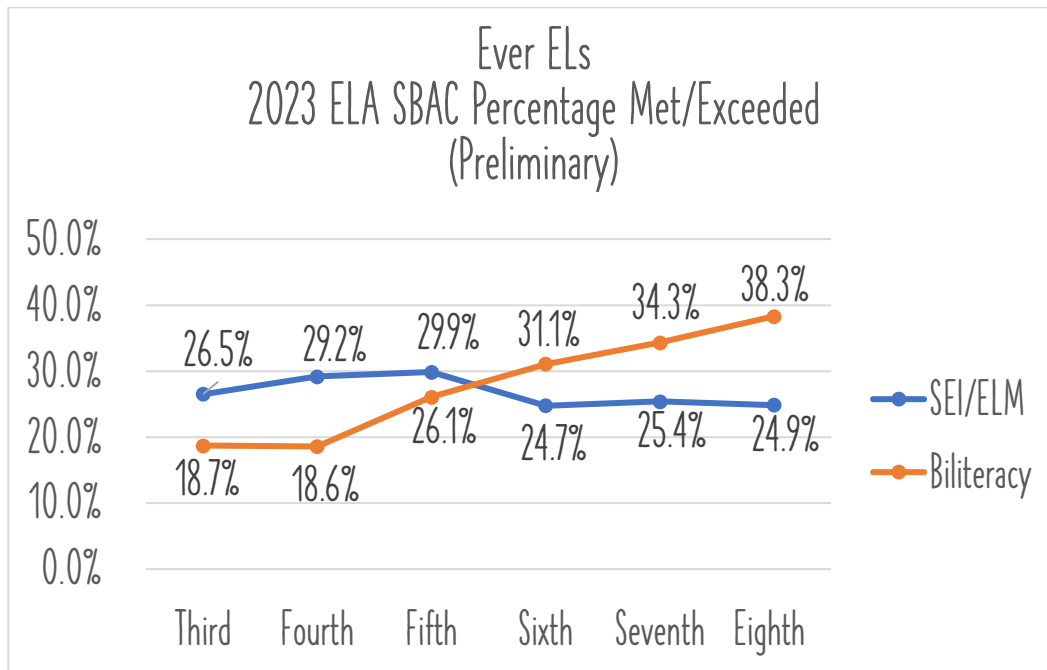
### DIFFERENTIAL PERFORMANCE BY EMLs BY PROGRAM TYPE

One important achievement detail is the stark performance difference between EMLs by program type. Using the district's own data, it's evident that if we're concerned with higher student achievement, we need to provide EMLs with strong

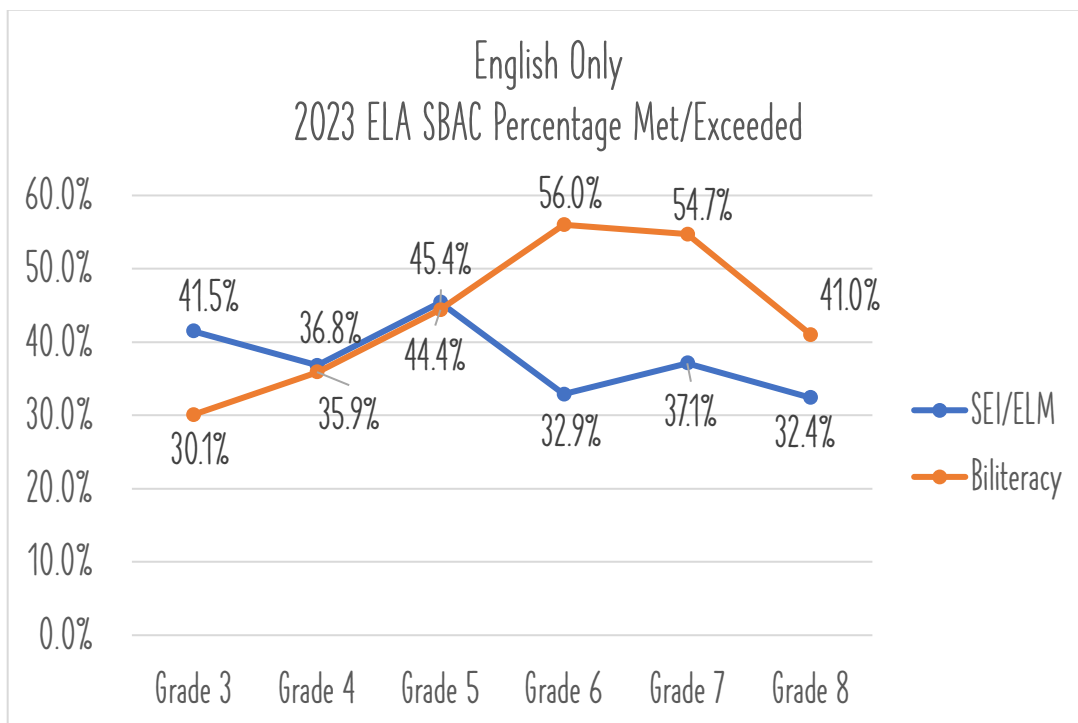
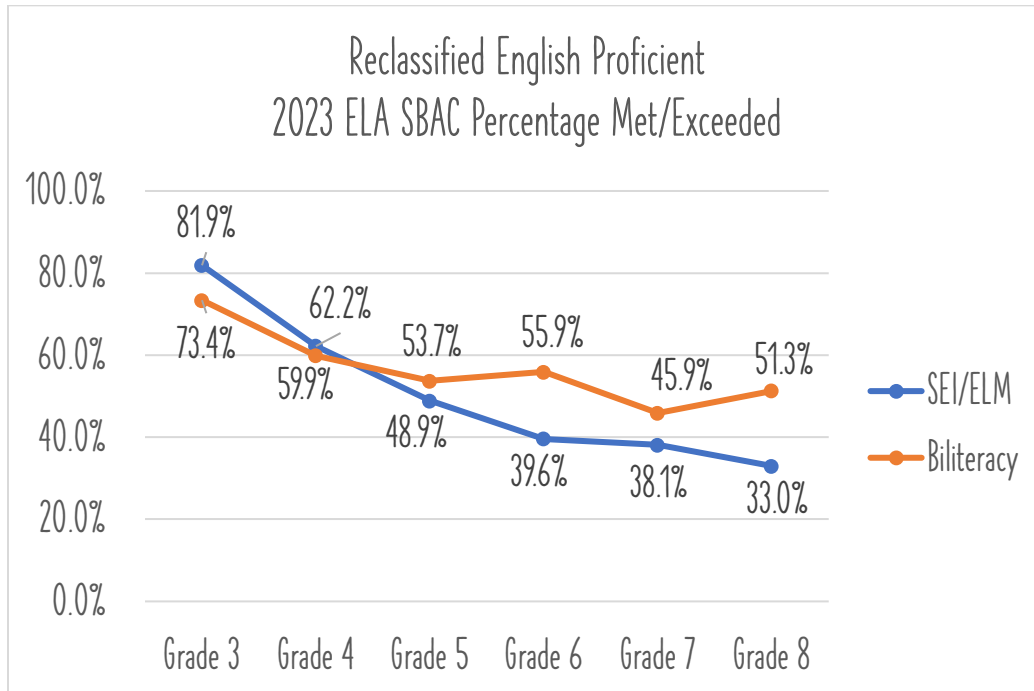
additive programs/pathways such as biliteracy and/or dual language immersion, whether one-way or two-way.<sup>59</sup> The tables below (drawn from preliminary 2023 SBAC data) in many ways mirrors national longitudinal data that show that in the short term, it may appear that all program types get about the same results, but if you look over time, by 4<sup>th</sup>/5<sup>th</sup> grade or so, students in subtractive programs such as SEI begin an achievement decline that continues through high school, while students in additive programs such as DLI are able to close the gap and sustain their progress through high school, even after they've left the targeted program.



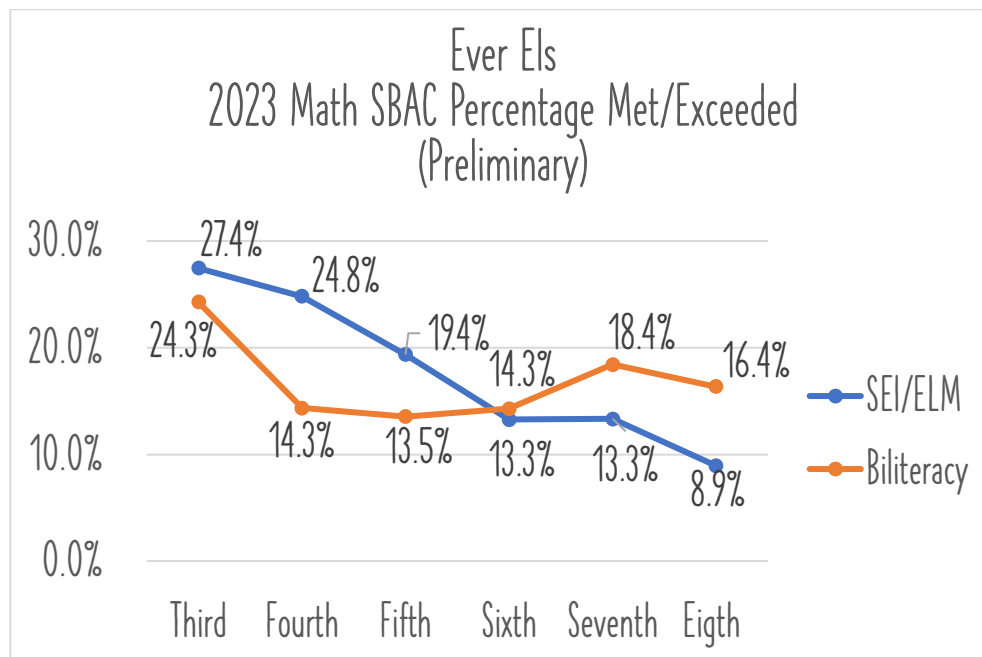
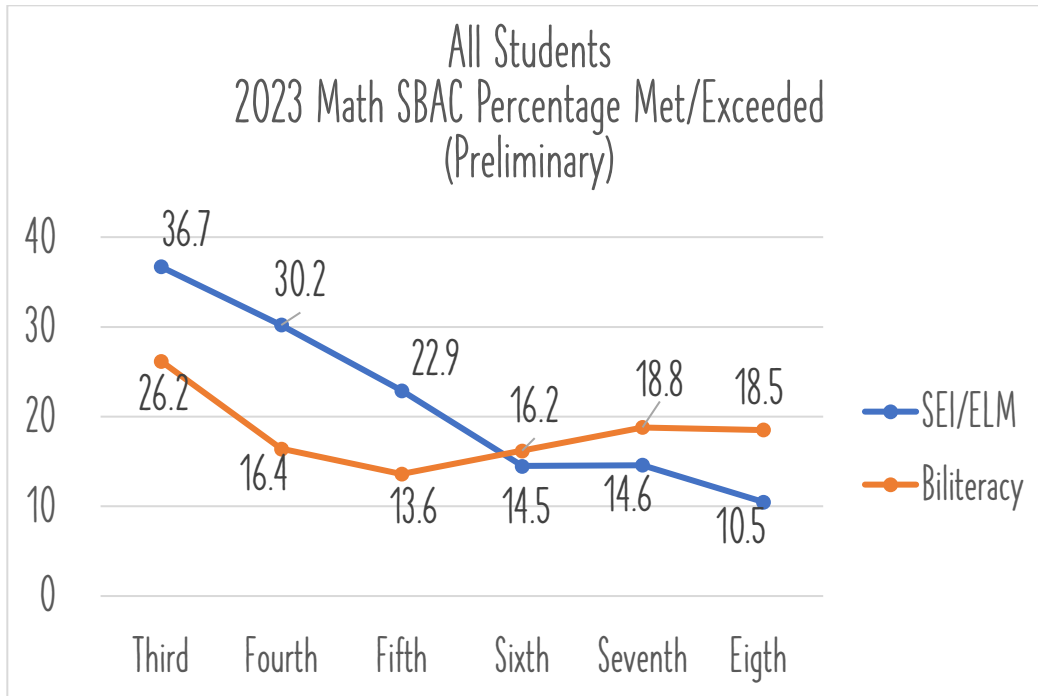
<sup>59</sup> One-Way Dual Language Immersion means that while all the students are learning in two languages, the students themselves are all EMLs. Two-Way Dual Language Immersion means that there are two groups of students participating: EMLs and Native-English speakers and/or Fluent English speakers. There is a second type of One-Way Dual Language Immersion, more commonly referred to as World Language Dual Immersion, which is designed for Native English speakers or Fluent English Proficient speakers to learn a new language.

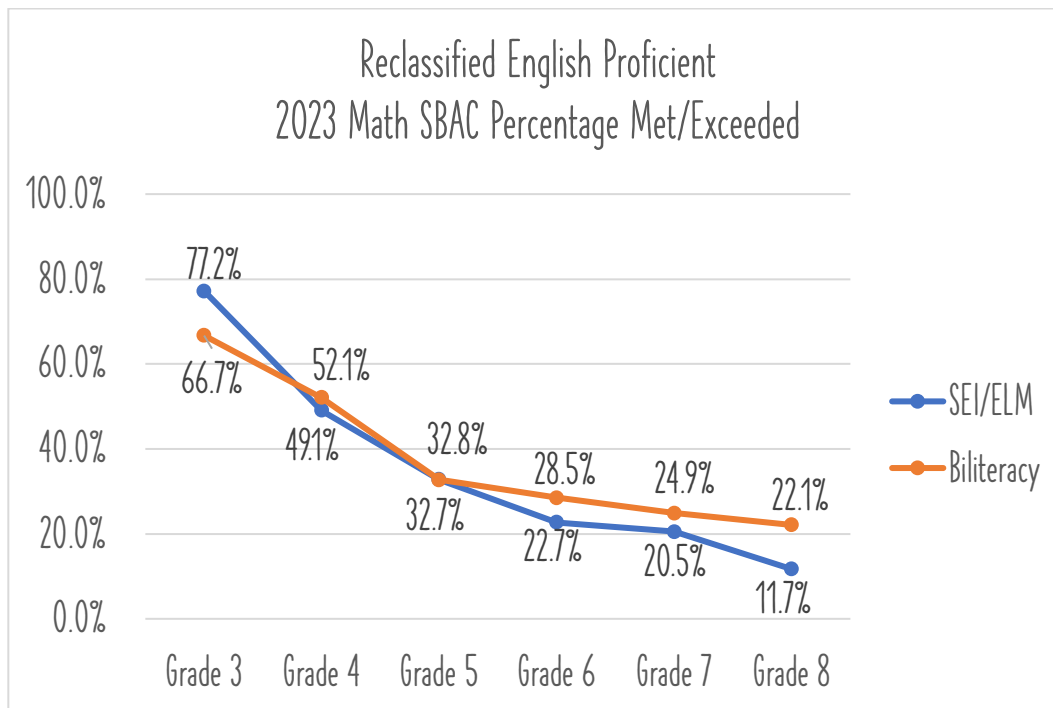
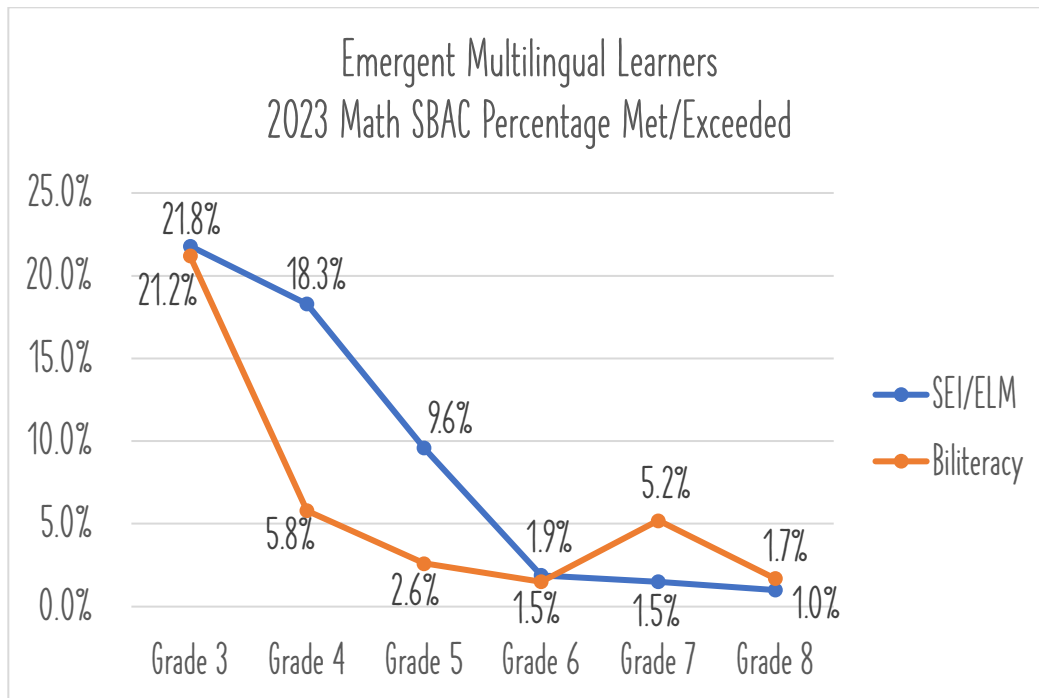


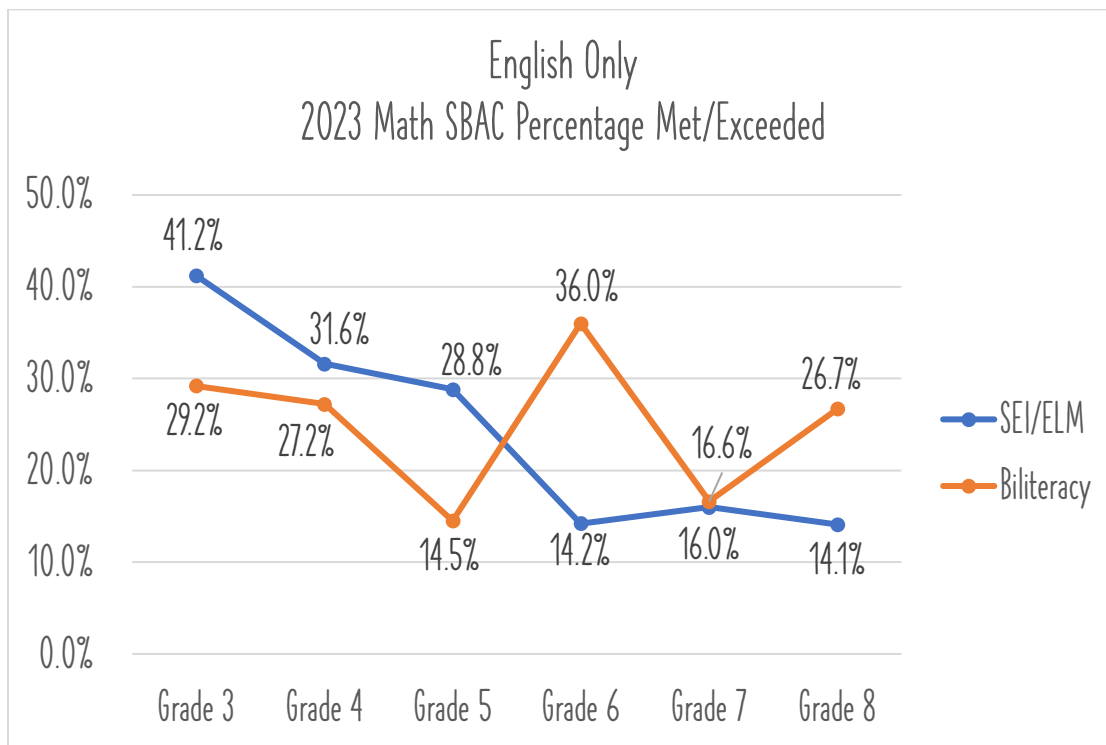












It will be critical for the district to continue to monitor how EML and other students perform in different programs in order to know which programs to expand and nurture, and which programs to phase out in favor of programs that yield more powerful and sustainable student results and success. Once these additive, research-supported programs are in place, then the task for the district will be to ensure that the instruction reflects the consistent use of research-informed high-leverage practices in learning settings that are reflective of key pedagogical principles for high levels of student engagement, interaction, and achievement in order to maximize student achievement and success.

## FAMILY/COMMUNITY ENGAGEMENT

The district has invested significantly in supportive infrastructure in this area with dedicated staff assigned. There are well-established Latino and EML family/community engagement protocols and processes, and there's an emerging focus on inclusion and growing the leadership of African American, Asian American, Pacific Islander, and Mixteco families/communities.

There are also some community sectors that continue to be under-represented and underserved, and there is room to grow in sustaining environments of trust and respect that honor and value contributions of the district's diverse communities.

While engagement has been prioritized, it has not consistently or strategically focused on how families and community partners can consistently promote student success tied to the Student Profile, the district's vision for student success. This could be a powerful vehicle for directly linking family engagement and the various community partners to positively impacting engagement, achievement, and equity across the district.

## DISTRICT LEADERSHIP & INFRASTRUCTURE

It's clear that some schools are bright light "beacons" in the district, with strong and focused principals and teachers. This is part of the overall pattern of stark overall performance differences between schools in both ELA and mathematics. These same patterns of extreme differentiation play out with subgroup populations as well. For example, the range of RFEPs meeting or exceeding standards ranges from 83% at one school, which is powerful evidence of success, to 30% at another school, which is troubling, especially since statewide, RFEPs generally outperform native English-speaking students.

These extremes are also evident in EML results, with 34% of EMLs at one school meeting or exceeding standards and only 4% at another school. Another area to note is that mathematics needs particular attention at all grade levels, where most of the district's schools and students are dramatically underperforming. These bifurcated performance differences, while troubling, are also opportunities to build on the "bright light" successes to create more coherent and widespread district success. Currently, these "bright lights" are independent efforts for the most part.

There is a need for well-articulated coherence across schools in the district and across divisions and departments at the district-level. Most importantly, all stakeholders need to clearly know and understand implications of the Student Profile for organizing classroom and school life and informing community initiatives and efforts. Resources could be maximized if there was a clear plan that all understood about how differential resources support the overall district vision.

## ABOUT OUR FINDINGS & THE DATA REVIEW PROCESS

During our initial analysis of current state<sup>60</sup>, there were five major areas of key findings that emerged as particularly salient with regard to sharpening the district's improvement efforts. These findings served to identify the big buckets of work that needed to be addressed for Oxnard to get from its current state to the realization of its new EMPOWERS vision. These then

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<sup>60</sup> This analysis was conducted as part of the development of Oxnard EMPOWERS and included a review of data documents and district plans and reports, interviews with leadership, staff, and community members, student focus groups, parent/community forums, and a review of pertinent research related to student success, school/district transformation, and organizational change.



became the Oxnard EMPOWERS strategic goals, and stakeholders designed specific recommendations for action for each goal.

Findings are the information resulting from an analysis of data. In our context, the Findings Statements paint a concise and focused, although not exhaustive, picture of the most salient aspects of Oxnard's current status. Findings statements can include both quantitative and qualitative information. Quantitative findings are usually presented in narrative form and visually in tables, charts, and/or graphs. Qualitative findings are usually presented as summary statements and discussion about patterns observed. The findings statements for Oxnard include a combination of both types.

The district's current reality is reflected in the findings statement. The desired future is described in the vision statement. The findings statements provide insight into the big buckets of work the district will need to take on in order to get from here to there. These big buckets of work are reflected in the district's strategic goals, which themselves will contain a number of recommendations for action. The identification of the relevant findings involves reviewing and analyzing demographic, programmatic, climate, and achievement data, as well as the information gathered previously through interviews and focus groups. The vision and student profile, values, and principles are utilized as lenses in that review and analysis process, and we also take into account the relevant research base. This leads to the crafting of several findings statements, each of which leads to a strategic goal and recommendations for action. These findings statements begin to paint a concise and focused, although not exhaustive, picture of the most salient elements of OSD's current status.

## ACKNOWLEDGMENTS

The data contained in this profile were prepared with the assistance of Babatunde Ilori of Parsec Education, Thomas Kranzler, OSD Interim Chief Information Officer, Dr. Aracely Fox, Acting Associate Superintendent of Educational Services, and Dr. Ana DeGenna, then OSD Associate Superintendent of Educational Services and now superintendent.

## APPENDIX 2

# LANGUAGE LEARNER TYPES & DEFINITIONS

In light of one of our expanded mindset dimensions, which calls for us to adopt an asset-oriented approach to the education of our Emergent Multilingual Learners, this appendix attempts to describe the different ways that have been used to identify language learners.

### BILINGUAL STUDENT

For purposes of this plan, a Bilingual Student is able to use two languages, one of which is English, with equal or nearly equal fluency. For example, one of the goals of dual language education programs is to produce fluent bilinguals who can navigate both English and the target language with equal proficiency and ease.

### EMERGENT MULTILINGUAL LEARNER (EML)

Historically underserved students whose home language is a language other than English, who therefore have the potential to become bilingual or multilingual in school. This term reflects an assets-based approach to refer to students whose home language is a language other than English, or English Learners. Sometimes, the term "emergent bilingual" is also used in this context.

### ENGLISH DOMINANT LANGUAGE LEARNERS (EDLL)

Students whose home or primary language is English, and who are working towards experienced bilingualism or multilingualism, oftentimes in a dual language immersion setting. EDLL includes, but is not limited to, historically underserved students who are English-dominant and/or entered school as monolingual English speakers.

### ENGLISH LEARNER (EL)

English learner is a deficit-based term used by the federal and state governments to refer to students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state approved oral language (grades kindergarten through grade twelve) assessment procedures and literacy (grades three through twelve only), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular monolingual instructional

programs. To the extent possible, Oxnard School District is transitioning to the use of the more asset-oriented term Emergent Multilingual Learner (EML) to refer to these students.

#### ENGLISH ONLY (EO)

An English Only speaker is someone whose first or home language is English and who speaks only English.

#### EVER-EL

The category Ever-EL, which is used by California, refers to a student who is currently an English Learner or who was formerly designated as an English Learner, but who has now been reclassified fluent English proficient (RFEP).

#### EXPERIENCED MULTILINGUAL LEARNER (XML)

Refers to students who can use two or more languages with relative ease, although their performances vary according to task, modality, and language. This includes, but is not limited to, students who have been Reclassified as Fluent English Proficient (RFEP), as well as students who have become bilingual or multilingual at home or through other life experiences.

#### FLUENT ENGLISH PROFICIENT (FEP)

Fluent English Proficient is a formal educational label used to describe students whose primary language is other than English and who have met the district criteria for determining proficiency in English. Students labeled FEP may or may not have some proficiency in their home language.

#### HERITAGE LANGUAGE SPEAKER

Heritage Language Speakers have proficiency in or a cultural connection to their native language. However, just as there are different kinds of heritage languages, there are different types of heritage language learners. For members of indigenous communities (e.g., Chumash, Navajo, Hawaiian, Arapaho), any member of the community studying the language might be considered a heritage language learner. In such cases (e.g., Chumash students learning the Samala language in school), all learners are members of the community and are heritage language learners regardless of their levels of Samala proficiency. Children who come from homes where no Samala is spoken would be considered heritage language learners, as would children who have had some home exposure to the language. In such settings, the focus of instruction might be community-oriented and focused on language preservation and maintenance, or it might be on heritage language development. Language instruction is part of a larger effort to pass on cultural connections to younger generations (Fishman, 2001; McCarty, 2002).



## IMMIGRANT STUDENT

According to the California Department of Education, the term "eligible immigrant student" is defined as an individual student who (a) is aged three through twenty-one; (b) was not born in any state (each of the 50 states, the District of Columbia, or the Commonwealth of Puerto Rico); and (c) has not been attending any one or more schools in the United States for more than three full school years. (20 U.S.C. § 7011[5].) Although technically immigrant students may be English speakers if they come from English speaking countries, the vast majority are not.

## INITIALLY FLUENT ENGLISH PROFICIENT (I-FEP)

A language classification given to students with a primary language other than English who demonstrated fluency in English when they were initially tested. The level of proficiency in the other language can vary widely.

## LANGUAGE MINORITY STUDENTS (LM)

A deficit-based term used by the federal and state governments to refer to groups of individuals who may be called language minorities or non-English-language background populations. These individuals are people who speak a language other than English, whether or not they also speak English, and/or they may have grown up, or lived in, an environment where a non-English language was present and influential (whether they were born in the United States or any of its jurisdictions, or because they were born and raised in a different country). It also includes the deaf and hearing impaired. Often, there is also an ethnic dimension to these groups where language helps define identity. They are referred to as "minorities" not only because they are not a numerical majority in the nation (although they may be at more local levels), but also because they often wield little influence or power within the country. American Indians may be considered language minorities even if they speak only English because their history includes a non-English language and repressive language and cultural policies by the U.S. federal government, so that their current use of English was affected by that history.

## LIMITED ENGLISH PROFICIENT (LEP)

Limited-English-proficient (LEP) is a deficit-based term used by the federal and state governments to refer to students for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, on the basis of the state-approved oral language (kindergarten through grade twelve) and literacy (grades three through twelve only assessment procedures), have been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular monolingual instructional programs. This term was replaced with the term English Learner beginning with the 1998-99 data collection.

### LONG-TERM ENGLISH LEARNER (LTEL)

Long-Term English Learner is a deficit-based formal educational classification given to students who have been enrolled in American schools for more than six years, who are not progressing toward English proficiency, and who are struggling academically due to a failure of the system to fully support their first language and English development. States, districts, and schools determine the criteria and student characteristics used to identify Long-Term English Learners, but definitions and classification criteria may vary widely from place to place. Given that these students are typically identified after six or more years of enrollment in formal education, Long-Term English Learners are most commonly enrolled in middle schools and high schools. While some Long-Term English Learners come from immigrant families, the majority are American citizens who have lived most or all of their lives in the United States.

### NATIVE ENGLISH SPEAKER

A native English speaker is someone who speaks English as his or her first language or mother tongue. For a native English speaker, English is usually the language their parents speak and/or the language of their country of origin. For official California Department of Education purposes, native English speakers list only English on the Home Language Survey.

### NEWCOMER

According to the California Department of Education, a newcomer student is an umbrella term for foreign-born students who have recently arrived in the United States. In OSD, newcomer is defined as a student who has been in U.S. schools for less than two years.

### OTHER LANGUAGE LEARNERS

Effectively all students involved in language learning, other than Emergent Multilinguals.

### RECLASSIFIED FLUENT ENGLISH PROFICIENT (R-FEP)

This category refers to students who were redesignated as FEP (fluent-English-proficient) since the prior year census. These students are redesignated according to the multiple criteria, standards, and procedures adopted by the district, demonstrating that students being redesignated have an English language proficiency comparable to that of average native English speakers.

## REFUGEE STUDENTS

The 1951 United Nations Convention Relating to the Status of Refugees defines a refugee as "[A]ny person who: owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country". Refugees also include asylum seekers and other displaced persons. Many refugee families have interrupted schooling because they may be coming from war-affected or very rural regions, and/or have lived in refugee camps for some time.

## STUDENTS WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE)

A Student with Inconsistent/Interrupted Formal Education refers to Emergent Multilingual Learners who have attended schools in the United States for less than twelve months and who, upon initial enrollment in US schools, are two or more years below grade level in literacy in their home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the US. The definition is inclusive of Low Literacy SIFE, students who have literacy at or below third grade in their home language. This means that they are not yet fluent readers in any language and do not independently use text as a resource to build new knowledge.

As their instruction has been interrupted, inconsistent, and sometimes unavailable, SIFE may have complex social and psychological needs due to possible traumatic migration experiences, frustrations with their academic delays in relation to their peers, a lack of familiarity with school culture, and feelings of isolation in school. Some may not possess the academic knowledge demonstrated by their peers who have consistently attended school. Schools are often unequipped to meet the complex needs of SIFE. As one of the most vulnerable group of students, this population requires a commitment from all stakeholders to develop innovative approaches in order to appropriately serve them. This term originated in New York.

## APPENDIX 3

# MULTILINGUAL LEARNING

### MULTILINGUAL LEARNING PATHWAY OPTIONS

Potential Additive Pathways	Grades	Target Students
<b>Two-Way Dual Language Immersion</b> Develop proficiency and academic competency in English and the target language.	PreK-12	<ul style="list-style-type: none"> <li>Emergent Multilinguals</li> <li>Heritage Language Speakers</li> <li>Native English Speakers</li> </ul>
<b>One-Way Dual Language Immersion/Biliteracy</b> Develop English and home language proficiency/literacy, and academic competency in other languages.	PreK-12	<ul style="list-style-type: none"> <li>Emergent Multilinguals</li> </ul>
<b>One-Way Dual Language Immersion/World Languages</b> Help Native English Speakers to develop competency in a World Language as well as in English.	PreK-12	<ul style="list-style-type: none"> <li>Native English Speakers</li> </ul>
<b>World Languages Experience<sup>61</sup></b> Help students develop beginning to intermediate skills in a World Language.	PreK-8	<ul style="list-style-type: none"> <li>All Non-Native Speakers of the Target Language</li> </ul>
<b>Secondary World Languages</b> Help Native English Speakers develop competency in a World Language through a yearly sequence of progressive courses, from Year 1 World Languages to AP World Languages.	6-12	<ul style="list-style-type: none"> <li>Native English Speakers and Other Non-Native Speakers of the Target Language</li> </ul>
<b>Secondary Heritage Languages</b> Help Heritage Language Speakers develop competency in their heritage language through a series of progressive courses.	6-12	<ul style="list-style-type: none"> <li>Heritage Language Speakers</li> </ul>
<b>Accelerated Learner</b> Designed for students who are three or more years below grade level and have little or no primary language literacy or English proficiency.	5-12	<ul style="list-style-type: none"> <li>Older Immigrant Emergent Multilinguals with Interrupted Schooling</li> </ul>
<b>Long Term English Learner (LTEL)</b> Designed for LTELs with a curriculum tailored to students who are orally fluent in English, making minimal progress (or losing ground) in English proficiency, and struggling academically. This option has intensive L1 support.	5-12	<ul style="list-style-type: none"> <li>Emergent Multilinguals</li> </ul>
<b>Multilingual</b> Adds a third, fourth, or fifth language to Two-Way Dual Language Immersion and One-Way Dual Language Immersion/Biliteracy Pathways.	PreK-12	<ul style="list-style-type: none"> <li>Students in Dual Language or One-Way Dual Language Immersion/Biliteracy Pathways.</li> </ul>

<sup>61</sup> In order to be additive, this option must not be at the expense of home language development.

## DUAL LANGUAGE IMMERSION EDUCATION PROGRAM MATRIX (50/50)

YEAR IN PROGRAM <sup>62</sup>	INSTRUCTION IN PRIMARY LANGUAGE	DAILY PERCENTAGE	INSTRUCTION IN ENGLISH	DAILY PERCENTAGE
YEAR 1 Grade K	Spanish Language Arts Spanish Language Development History/Social Science & Number Corner	50%	Academic ELD English Language Arts Science & Math	50%
YEAR 2 Grade 1	Spanish Language Arts Spanish Language Development Science & Number Corner	50%	Academic ELD English Language Arts History/Social Science & Math	50%
YEAR 3 Grade 2	Spanish Language Arts Spanish Language Development History/Social Science & Number Corner	50%	Academic ELD English Language Arts Science & Math	50%
YEAR 4 Grade 3	Spanish Language Arts Spanish Language Development Science & Number Corner	50%	Academic ELD English Language Arts History/Social Science & Math	50%
Year 5 Grade 4	Spanish Language Arts Spanish Language Development History/Social Science & Number Corner	50%	Academic ELD English Language Arts Science & Math	50%
Year 6 Grade 5	Spanish Language Arts Spanish Language Development Science & Number Corner	50%	Academic ELD English Language Arts Math & History/Social Science	50%
Year 7 <sup>63</sup> Grade 6	Spanish Literature History/Social Science	40%	English Language Arts Science & Math Academic ELD, if needed	60%
Year 8 Grade 7	Spanish Literature and Composition History/Social Science	40%	English Language Arts Math & Science Academic ELD, if needed	60%
Year 9 Grade 8	Spanish Elective	40%	English Language Arts Math, Science, & History/Social Science Academic ELD, if needed	60%

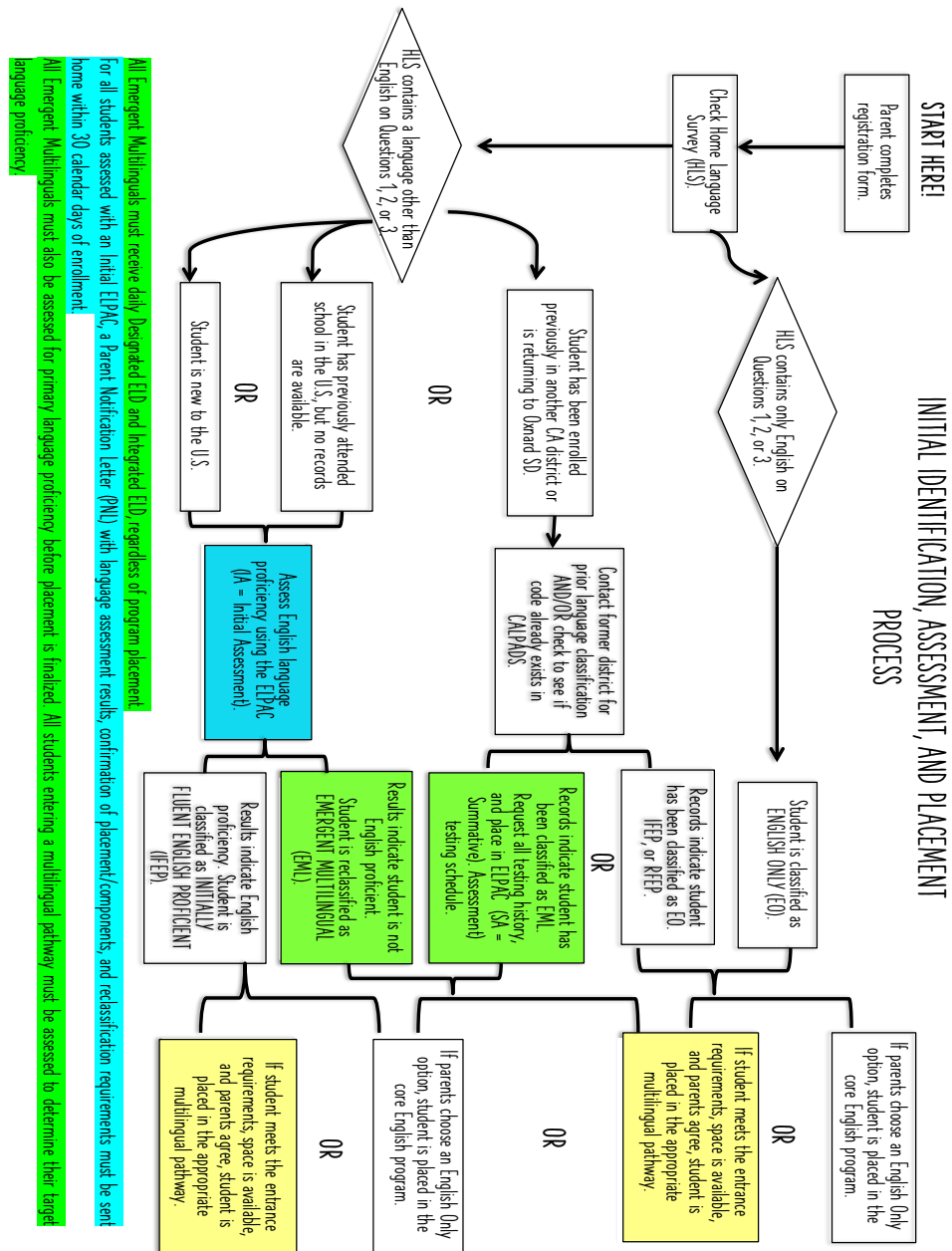
<sup>62</sup> Possible grade-level alignment

<sup>63</sup> Although currently only Language Arts/Literature and History/Social Science are available in Spanish, OSD intends to expand its Spanish curriculum offerings in middle school to include science, mathematics, and other disciplines.

## MAIN INSTRUCTIONAL EMPHASIS OF DESIGNATED ELD

Grades TK - 1 California ELA/ELD Framework- TK-1st grade*	Grades 2-5 California ELA/ELD Framework- Grades 2-3* California ELA/ELD Framework- Grades 4-5*	Grades 6-8 California ELA/ELD Framework- Grades 6-8*
Oral Language Development	Oral Language Development- Registers of English	Reading and Writing of Different Text Genres
Collaborative Conversations	Collaborative Discussions based on content areas and/or text types	Collaborative Discussions based on content areas and/or text types
Social and Academic Vocabulary Development	Academic Vocabulary Development	Academic Vocabulary and Language Development
Reading and Actively Listening from Simple to Complex Texts	Reading: Analyzing how English works in different text genres and content areas	Interpretive Mode (Listening and Reading) in English: <ul style="list-style-type: none"> <li>Analyze and evaluate how authors structure arguments, informative/explanatory texts and narratives</li> </ul>
Analyzing and Writing Cohesive Stories	Speaking and Writing: <ul style="list-style-type: none"> <li>Develop well-organized, and cohesive extended texts (beyond the sentence level)</li> <li>Clearly communicate ideas/information/events</li> </ul>	Speaking and Writing Across Genres and Content Areas: <ul style="list-style-type: none"> <li>Produce complex, well-organized, and cohesive extended visual, oral and written texts</li> <li>Use discipline-specific knowledge to clearly communicate ideas/information/events</li> </ul>
*Click on embedded link to access grade-specific chapters of the California ELA/ELD Framework.		

# APPENDIX 4 IDENTIFICATION, ASSESSMENT, & PLACEMENT FLOWCHART





## APPENDIX 5

# PLACEMENT RECOMMENDATIONS

STUDENT	LANGUAGE	GRADE	PRIOR SCHOOLING	ENGLISH PROFICIENCY	TARGET LANGUAGE PROFICIENCY	OPTIMAL/PREFERRED PLACEMENT	OTHER APPROPRIATE PLACEMENTS
Emergent Multilingual	Spanish	TK-1	NA	All Levels	All Levels	2-Way Dual Language Immersion	1-Way Dual Language Immersion for EML
		2-3	Age Appropriate	All Levels	Intermediate-Advanced	2-Way Dual Language Immersion	1-Way Dual Language Immersion for EML
			Limited/ Interrupted	Beginning- Intermediate	Beginning-Intermediate	2-Way Dual Language Immersion or 1-Way Dual Language Immersion for EML with Welcome Center Support	Welcome Center Self-Contained Classroom
		4-5	Age Appropriate	Beginning-Intermediate	Reasonable Literacy	1-Way Dual Language Immersion for EML	2-Way Dual Language Immersion with Add'l Support
			Limited/ Interrupted	Beginning - Intermediate	Limited Literacy	1-Way Dual Language Immersion for EML with Welcome Center Support	Welcome Center Self-Contained Classroom
		6-8	Age Appropriate	All Levels	Intermediate-Advanced	1-Way Dual Language Immersion for EML	Heritage Language
			Limited/ Interrupted	Beginning	Limited Literacy	1-Way Dual Language Immersion for EML with Welcome Center Support	Heritage Language with Welcome Center Support
			Age Appropriate	Near Native Oral Skills/Limited Literacy	Limited	Heritage Language	
	Other Languages	The same pathways as above, in students' L1, are recommended. However, currently, these do not exist. Until these programs are established, it is recommended that English Learners from non-Spanish backgrounds be provided with a customized learning plan that includes primary language support and instruction through primary language paraprofessionals, community mentors, and others, as well as designated and integrated ELD.					
		All	Limited/ Interrupted	Beginning	Limited Literacy	Welcome Center with Add'l Support Services	
Fluent English Proficient	Spanish	All	NA	NA	Intermediate-Advanced	2-Way Dual Language Immersion 1-Way World Language Immersion	World Languages Experience
		2-5	NA	NA	Beginning/Limited	1-Way World Language Immersion with Additional Support	World Languages Experience
		6-8		All Levels	Beginning-Intermediate	Heritage Language	World Languages
English Only	NA	TK-1	NA	NA	Beginning	2-Way Dual Language Immersion 1-Way World Language Immersion	World Languages Experience
		2-5	NA	NA	Beginning	1-Way World Language Immersion with Additional Support	World Languages Experience
		2-8	NA	NA	Grade Appropriate	2-Way Dual Language Immersion	1-Way World Language Immersion
		5-8	NA	NA	Beginning	World Languages	

## APPENDIX 6

# STUDENT ASSESSMENTS

### ENGLISH LANGUAGE DEVELOPMENT PROFICIENCY ASSESSMENTS

ASSESSMENTS/ INSTRUMENTS	TYPE	GRADE LEVEL AND PROGRAM TYPE	DESCRIPTION	ADMINISTRATION TIME LINE AND PERSONNEL
English Language Proficiency Assessments for California (ELPAC)	State- mandated  Initial Summative	TK - 8  All Pathways/Programs	Assess listening, speaking, reading and writing in English  State-mandated instrument	Initially: At registration: Legal allowance - within 30 calendar days from date of registration (Enrollment Center Staff)  Annually: February - May (Classroom Teacher, Enrollment Center Staff)

### ENGLISH AND SPANISH LANGUAGE DEVELOPMENT PROFICIENCY ASSESSMENTS

ASSESSMENTS/ INSTRUMENTS	TYPE	GRADE LEVEL AND PROGRAM TYPE	DESCRIPTION	ADMINISTRATION TIME LINE AND PERSONNEL
English Standardized Language Proficiency Assessment	District-adopted  Summative	TK - 8  All Pathways/Programs	Standardized Assessment of listening, speaking, reading, writing	Initial: For all new enrollees: Used as a diagnostic tool upon enrollment, if prior to July (Enrollment Center Staff)  Annually: Administered at a different time than the ELPAC assessment.
Curriculum- Embedded	District-adopted  Summative and Formative	TK-8  All Pathways/Programs	Assess progress in listening, speaking, reading, and writing proficiency in English	On-going (Classroom Teacher)

ASSESSMENTS/ INSTRUMENTS	TYPE	GRADE LEVEL AND PROGRAM TYPE	DESCRIPTION	ADMINISTRATION TIME LINE AND PERSONNEL
			Based on the use of district adopted ELD materials	
Local District Spanish Language Proficiency Assessment	District-adopted  Summative	TK - 8  All DLE Settings	Local District assessments of listening, speaking, reading, writing  Provides diagnostic assessment of progress in DL programs and Spanish language proficiency	Initial: For all new enrollees - Used as a diagnostic tool upon enrollment (Enrollment Center Staff)  Annually: Two times per year Mid-year and End of Year (Classroom Teacher)
Curriculum- Embedded	District-adopted  Summative and Formative	TK-8  All DLE Settings	Assess progress in listening, speaking, reading, and writing proficiency in Spanish  Based on the use of Spanish core materials and CCSS	On-going (Classroom Teacher)

## ENGLISH AND SPANISH ACADEMIC ACHIEVEMENT ASSESSMENTS

ASSESSMENTS/ INSTRUMENTS	TYPE	GRADE LEVEL AND PROGRAM TYPE	DESCRIPTION	ADMINISTRATION TIME LINE AND PERSONNEL
CAASPP (SBAC) English	State-mandated  Summative	3-8  All Pathways/Programs	On-line assessment system aligned to the Common Core State Standards (CCSS) English Language Arts Mathematics	Annually: Spring (Classroom Teacher)

ASSESSMENTS/ INSTRUMENTS	TYPE	GRADE LEVEL AND PROGRAM TYPE	DESCRIPTION	ADMINISTRATION TIME LINE AND PERSONNEL
English Standardized Assessments	District-adopted	K-8  All Pathways/Programs	K-8 assessment allowing educators to screen and group students for targeted instruction, measure student growth, predict performance on CAASPP, and monitor achievement on CCSS	On-going: Typically, 1x per trimester (Classroom Teacher)
English Curriculum- Embedded	District-adopted  Summative and Formative	TK-8  All Pathways/Programs	Assess academic progress in designated content areas taught in English, according to program design  Based on the use of core content state-adopted materials	On-going (Classroom Teacher)
Spanish Curriculum- Embedded	District-adopted  Summative and Formative	TK-8  All DEL Settings	Assess academic progress in designated content areas taught in Spanish, according to program design  Based on the use of core content standards based materials	On-going (Classroom Teacher)

## RECLASSIFICATION CRITERIA

AREA	DATA GATHERED	RECLASSIFICATION CRITERIA
English Language Proficiency	Most recent state-mandated English language proficiency assessment (Summative ELPAC)	Overall Performance Level: 4
Academic Criteria	Academic Assessment data to determine if EML has sufficient English proficiency to be reclassified as a fluent English speaker.	Grades K-8 Local Assessment Data: STAR 360 Reading: 25% or above SBAC ELA: Nearly met (2, 3 or 4)

AREA	DATA GATHERED	RECLASSIFICATION CRITERIA
Teacher Evaluation	Teacher's recommendation form and current report card	<p>Grades K-5</p> <ul style="list-style-type: none"> <li>Teacher completes "Input for Reclassification".</li> <li>Student is approaching or meeting grade level benchmarks in English reading (standards-based grade of "3" or better in ELA).</li> </ul> <p>Grades 6-8:</p> <ul style="list-style-type: none"> <li>Student is achieving grade level standards in ELA on report card (Minimum of "C").</li> </ul>
Parent Opinion and Consultation	Description and results of consultation with parent	After reviewing the data, the parent agrees that reclassification is appropriate.

## APPENDIX 7

# LEGAL REQUIREMENTS

### FEDERAL REQUIREMENTS

Under federal civil rights law, schools are obligated to ensure that English Learners have equal access to education. According to the US Department of Education, approximately 5 million students in U.S. schools have limited English language skills that affect their ability to participate successfully in education programs and achieve high academic standards. It is the responsibility of schools to ensure that all students, including these English language-learning (ELL) students, have equal access to a quality education that enables them to progress academically while learning English. The specific services to be provided are not specified by federal law; however, legislation provides the following broad outlines.

In 1970, the federal Office for Civil Rights (OCR) issued a memo regarding school districts' responsibilities under civil rights law to provide an equal educational opportunity to ELLs. This memorandum stated:

Where the inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

Although the memo requires school districts to take affirmative steps, it does not prescribe the content of these steps. It does, however, explain that federal law is violated if:

- Students are excluded from effective participation in school because of their inability to speak and understand the language of instruction;
- National origin minority students are inappropriately assigned to special education classes because of their lack of English skills;
- Programs for students whose English is less than proficient are not designed to teach them English as soon as possible, or if these programs operate as a dead-end track; or
- Parents whose English is limited do not receive school notices or other information in a language they can understand.

In its 1974 decision in *Lau v. Nichols*, the United States Supreme Court upheld OCR's 1970 memo. The basis for the case was the claim that the students could not understand the language in which they were being taught; therefore, they were

not being provided with an equal education. The Supreme Court agreed, saying that: There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

The case reaffirmed that all students in the United States, regardless of native language, have the right to receive a quality education. It also clarified that equality of opportunity does not necessarily mean the same education for every student, but rather the same opportunity to receive an education. An equal education is only possible if students can understand the language of instruction.

Within weeks of the *Lau v. Nichols* ruling, Congress passed the Equal Educational Opportunity Act (EEOA), mandating that no state shall deny equal education opportunity to any individual, "by the failure by an educational agency to take appropriate action to overcome language barriers that impede equal participation by students in an instructional program." This was an important piece of legislation because it defined what constituted the denial of education opportunities.

The U.S. Department of Education's OCR oversees school districts' broad discretion concerning how to ensure equal educational opportunity for English Learners. OCR does not prescribe a specific intervention strategy or program model that a district must adopt to serve English Learners.

The following federal guidelines have been outlined for school districts to ensure that their programs are serving English Learners effectively. Districts should:

#### Identify and Assess All Potential English Learners

- School districts must have procedures in place to accurately and timely identify potential English Learners. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential English Learners are in fact English Learners through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

#### Providing Language Assistance to English Learners

- English Learners are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.



- School districts can choose among programs designed for instructing English Learners provided the program is educationally sound in theory and effective in practice.

#### Staffing and Supporting an English Learner Program

- English Learners are entitled to English Learner programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified English Learner teachers, staff, and administrators to effectively implement their English Learner program, and must provide supplemental training when necessary.

#### Providing Meaningful Access to All Curricular and Extracurricular Programs

- English Learners must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- English Learners are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

#### Avoiding Unnecessary Segregation of English Learners

School districts generally may not segregate students on the basis of national origin or English Learner status. Although certain English Learner programs may be designed to require that English Learners receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

#### Evaluating English Learners for Special Education and Providing Dual Services (EML and Special Education Services)

- English Learners with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- English Learners who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying English Learners as students with disabilities because of their limited English proficiency, English Learners must be evaluated in an appropriate language based on the student's needs and language skills.

- To ensure that an individualized plan for providing special education or disability-related services addresses the language-related needs of an English Learner with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

#### Meeting the Needs of Students Who Opt Out of English Learner Programs or Particular Services

- All English Learners are entitled to services. Parents may, however, choose to opt their children out of a school district's English Learner program or out of particular English Learner services within an English Learner program.
- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of English Learner services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out English Learners with access to its educational programs, monitor their progress, and offer English Learner services again if a student is struggling.

#### Monitoring and Exiting English Learners from English Learner Programs and Services

- School districts must monitor the progress of all English Learners to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening, and speaking, that is aligned to State ELP standards.
- An English Learners must not be exited from English Learner programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.
- School districts must monitor the academic progress of former English Learners for at least four years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the English Learner program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never English Learners (never-EL peers).

#### Evaluating the Effectiveness of a District's English Learner Program

- English Learner programs must be reasonably calculated to enable English Learners to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- School districts must monitor and compare, over time, the academic performance of English Learners in the program and those who exited the program, relative to that of their never-EL peers.

- School districts must evaluate English Learner programs over time using accurate data to assess the educational performance of current and former English Learners in a comprehensive and reliable way, and must timely modify their programs when needed.

#### Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

## CALIFORNIA REQUIREMENTS

In addition to the federal requirements, California has also established state-level requirements focused on ensuring that English Learners:

- Acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English.
- Within a reasonable period of time, achieve the same rigorous grade-level academic standards that are expected of all students.

In order to accomplish these goals, in California all English learners must be provided with designated and integrated English language development (ELD) instruction targeted to their English proficiency level and appropriate academic instruction in language acquisition program.

Currently, the English Language Proficiency Assessments for California (ELPAC) is the mandated state test for determining English language proficiency (ELP). It must be given to students whose primary language is one other than English. California and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten-or year one of a two-year kindergarten program, also referred to as transitional kindergarten-through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards and is comprised of two separate ELP assessments: The Initial ELPAC and the Summative ELPAC. Students receive an Overall score that falls into one of four levels. The test measures English skills in four domains: Listening, Speaking, Reading, and Writing. A child's performance in each domain is identified in one of three categories: "Beginning," "Somewhat/Moderately Developed," or "Well Developed."

ELPAC Level	What Students Can Typically Do at Each Level
LEVEL 4	Students at this level have well developed English skills. <ul style="list-style-type: none"> <li>• They can usually use English to learn new things in school and to interact in social situations.</li> <li>• They may occasionally need help using English.</li> </ul>
LEVEL 3	Students at this level have moderately developed English skills. <ul style="list-style-type: none"> <li>• They can sometimes use English to learn new things in school and to interact in social situations.</li> <li>• They may need help using English to communicate on less-familiar school topics and in less-familiar social situations.</li> </ul>
LEVEL 2	Students at this level have somewhat developed English skills. <ul style="list-style-type: none"> <li>• They usually need help using English to learn new things at school and to interact in social situations.</li> <li>• They can often use English for simple communication.</li> </ul>
LEVEL 1	Students at this level are at a beginning stage of developing English skills. <ul style="list-style-type: none"> <li>• They usually need substantial help using English to learn new things at school and to interact in social situations.</li> <li>• They may know some English words and phrases.</li> </ul>

The table below shows how the four ELPAC levels relate to the three proficiency levels described in the ELD Standards.

ELPAC Levels	Level 1	Level 2	Level 3	Level 4
ELD Standards Proficiency Levels	Emerging-Requires substantial linguistic support	Expanding-Requires moderate linguistic support	Bridging-Requires light linguistic support	

#### California Education for a Global Economy Initiative

This program, also known as Proposition 58, was passed by CA voters in November 2016 and will take effect on July 1, 2017. Its purpose is to for students to become proficient English and receive the highest level of education to ensure their success later in life. The proposition focuses on the incorporation of language acquisition programs, which are designed to help students become fluent in English as quickly as possible, which will lead to academic achievements in both English and their native language. Parents can now choose the language acquisition program that best suits their child and are more involved in the development and implementation of these programs. The initiative also offers native English-speaking students the opportunity to learn another language.

## PROTECTED STATUS

The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as English Learners can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.

Based on this provision, English Learners are a class of students who have legal protected status both at the federal and state level. This means that they are guaranteed certain "protections" or services that districts may not discontinue until English Learners have been officially reclassified. Even as reclassified students, however, English Learners still enjoy certain protections, such as monitoring of their academic status for four years and remedying of any academic lags or delays resulting during those four years.

## CA ENGLISH LEARNER ROADMAP POLICY<sup>64</sup>

In July 2017, the California State Board of Education adopted a historic new English Learner education policy, the English Learner Roadmap. The Roadmap offers a vision and direction for English Learner (EL) education that sets California on a new course that views the education of English Learners as a system-wide responsibility, recognizes the need to provide EL students with a rich and challenging curriculum from early childhood to grade 12, and respects the value of English Learners' primary language and culture. The Roadmap is not an additional policy but acts as an overarching connector that provides guidance on how disparate elements in California's existing English Learner education policies relate to each other in a coherent and comprehensive approach. When implemented in counties and school districts, the Roadmap holds promise of greater success for California's English Learners.

The California English Learner Roadmap vision and mission state:

English Learners fully and meaningfully access and participate in a 21<sup>st</sup> century education from early childhood through grade 12 that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages. California schools affirm, welcome, and respond to a diverse range of EL strengths, needs, and identities. California schools prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global, diverse, and multilingual world, thus ensuring a thriving future for California.

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<sup>64</sup> Appendix 8 provides a matrix showing the alignment of Oxnard MÃS to the California English Learner Roadmap Policy.

The Roadmap includes a set of four interrelated research-based principles to guide local educational agencies (LEAs) on a pathway toward meeting the goals of the mission and vision. The English Learner Roadmap is intended for use in local planning to promote local capacity building and continuous improvement efforts. Unlike previous policies that have laid out prescriptive mandates for discrete EL programs, the Roadmap provides guidance for every level of the school system (state, county, district, school, and early childhood education) to take responsibility for implementing and strengthening programs and services aligned to the research-based principles. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together provide a powerful and effective 21st-century education for California's English Learners.

Underlying the EL Roadmap's systemic approach is the foundational understanding that simultaneously developing English Learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English Learners who attend California schools.

The four principles are:

- Assets-Oriented and Needs-Responsive Schools
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions to Support Effectiveness
- Alignment and Articulation within and across Systems

These principles are research- and values-based. They build upon and connect to the foundation of numerous other policies and guidance documents including the California English Language Arts/English Language Development Framework, the State Superintendent's Blueprint for Great Schools 1.0 and 2.0, the Seal of Biliteracy, Proposition 58 (Education for a Global Economy) legislation, foundational legal precedents, and other state policy and guidance documents.

The English Learner Roadmap is a major shift for California schools. Recognizing these shifts is important as LEAs reorient programs and services:



FROM Old Policy and Current Practice	TO New California EL Roadmap Policy
Prescriptive, mandate-driven, compliance focus on exactly what schools need to do	Setting a vision and mission for California schools, with research-based principles to guide local planning and continuous improvement
K-12 system focus	Explicit recognition of early childhood education as a crucial part of the system
English Learners as a Title III issue, or isolated compliance issue-the responsibility of ELD teachers and EL specialists	English Learners as central to practice, woven throughout the LCAP-everyone's responsibility
Focus on English proficiency only	Focus on English proficiency plus proficiency in multiple languages-and recognition of the role of home language in supporting English and overall literacy
One-size-fits-all programs and approaches	Responsive to diverse EL needs
College and career readiness as goal	College and career readiness AND preparation for civic participation in a global, diverse, multilingual 21 <sup>st</sup> century world
Focus on lack of English proficiency, i.e., what students don't have and deficiency orientation	Value and build on the linguistic and cultural assets students bring using a culturally responsive curriculum and instruction
No mention of the school climate, or of commitment of schools to be welcoming, safe, and inclusive of English Learners	Focus on safe, affirming, and welcoming school climate and culture
ELD as where/how English Learners develop English proficiency	Language development in and through content, integrated across the curriculum (Integrated ELD) along with Designated ELD
Structured English Immersion as default program	English Learners have choice of research-based language acquisition programs-including options for developing proficiency in multiple languages
No focus on knowledge and skills of leadership and administrators regarding English Learners	Explicit commitment to leadership knowledgeable of and responsive to English Learners

## FEDERAL PROGRAM MONITORING (FPM)

The following table identifies the FPM items that need to be addressed in order for EML pathways/programs to be considered compliant with state and federal law/regulations.

### I. INVOLVEMENT

SECTION	ITEM
EL 01: English Learner Advisory Committee (ELAC): A school site with 21 or more English learners (ELs) must have a functioning ELAC that meets the following requirements: a) Parent members are elected by parents or guardians of ELs.	1.1 A school may designate an existing school-level advisory committee, or subcommittee of such advisory committee, to fulfill the legal responsibilities of ELAC, if the advisory body meets the criteria in paragraph "b", above. (EC Section 52176(b); 5 CCR Section 11308(d))
	1.2 Each ELAC has the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC) or participants in a proportionate



<ul style="list-style-type: none"> <li>b) Parents of ELs constitute at least the same percentage of the committee membership as their children represent of the student body.</li> <li>c) The ELAC shall be responsible for assisting in the development of the schoolwide needs assessment and ways to make parents aware of the importance of regular school attendance.</li> <li>d) The ELAC shall advise the principal and staff in the development of a site plan for ELs and submit the plan to the school site council for consideration for inclusion in the School Plan for Student Achievement (SPSA).</li> <li>e) The ELAC receives training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal responsibilities.</li> <li>f) (California Education Code [EC] sections 52176[b], 62002.5; Title 5, California Code of Regulations [5 CCR] Section 11308)</li> </ul>	<p>regional representation scheme when there are 31 or more ELACs in the local educational agency (LEA). (5 CCR Section 11308[b])</p>
<p>EL 02: District English Learner Advisory Committee–DELAC: Each LEA with 51 or more ELs must form a DELAC unless the district designates for this purpose a subcommittee of an existing districtwide advisory committee. Parents or guardians, or both, of pupils of limited English proficiency who are not employed by the district shall constitute a majority of the DELAC. (EC sections 52176[a], 62002.5; 5 CCR Section 11308)</p>	<p>2.1 The DELAC shall advise the school district governing board of all of the following tasks:</p> <ul style="list-style-type: none"> <li>a) Development of an LEA master plan, including policies, per the State Board of Education (SBE) EL Roadmap Policy, guiding consistent implementation of EL educational programs and services that takes into consideration the SPSAs.</li> <li>b) Conducting of an LEA–wide needs assessment on a school–by–school basis.</li> <li>c) Establishment of LEA program, goals, and objectives for programs and services for ELs per the SBE–adopted EL Roadmap Policy.</li> <li>d) Development of a plan to ensure compliance with any applicable teacher and instructional aide requirements.</li> <li>e) Review and comment on the LEA's reclassification procedures.</li> <li>f) Review and comment on the written notifications required to be sent to parents and guardians. (5 CCR Section 11308)</li> </ul>

	g) Under the local control funding formula, LEAs with at least 50 ELs and whose total enrollment includes at least 15 percent ELs must establish a DELAC, and that DELAC must carry out specific responsibilities related to the Local Control and Accountability Plan (LCAP), including providing input regarding the LEA's existing language acquisition programs and language programs, and, where possible, the establishment of other such programs. If the DELAC acts as the ELAC under EC sections 52063(b)(1) and 52062(a)(2), the DELAC shall also review and comment on the development or annual update of the LCAP. (5 CCR Section 11301)
	2.2 Each LEA must provide appropriate training materials and training, planned in full consultation with committee members, to assist members in carrying out their legal advisory responsibilities. (5 CCR Section 11308[d])
	2.3 The consolidated application must also include certifications by appropriate district advisory committees, including the DELAC, that the application was developed with review and advice of those committees. (EC Section 64000[c])

## II. GOVERNANCE & ADMINISTRATION

SECTION	ITEM
EL 03: English Learner Identification & Assessment: Each LEA must properly identify and assess all students who have a home language other than English. (20 United States Code [U.S.C.] 6823[b][2]; EC sections 313, 60810)	3.1 At or before the time of a student's initial California enrollment, an LEA shall conduct, in writing, a home language survey (HLS) to identify whether the primary or native language of the student is a language other than English. (20 U.S.C. 6823[b][2]; 5 CCR Section 11518.5[a])
	3.2 If a parent or guardian HLS response indicates a primary or native language other than English, and the LEA determines the student is eligible for initial assessment, the LEA shall promptly notify the parent or guardian, in writing, prior to the administration of the English Language Proficiency Assessments for California (ELPAC) initial assessment. (20 U.S.C. 6823[b][2]; 5 CCR Section 11518.5[c])
	3.3 The LEA shall administer the ELPAC initial assessment to each student eligible for the initial assessment, locally produce the official score in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the initial

	assessment within 30 calendar days after the student's initial date of California enrollment. (20 U.S.C. 6823[b][2]; EC Section 313; 5 CCR Section 11518.5[d])
	3.4 Each LEA must annually assess the English language proficiency (ELP) and academic progress of each EL. An LEA shall administer the ELPAC summative assessment during the annual summative assessment window. (20 U.S.C. sections 6311[b][2][G], 6823[b][3][B]; EC sections 313, 60810; 5 CCR sections 11306, 11518.15[a])
	3.5 When administering an initial or summative ELPAC assessment to a pupil with a disability, the LEA shall provide designated supports or accommodations, in accordance with the pupil's individualized education program (IEP) or Section 504 plan. When a pupil's IEP or Section 504 plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the domains (listening, speaking, reading, and writing), the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil. (5 CCR Section 11518.25)
	3.6 When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed as specified in the pupil's IEP. (5 CCR Section 11518.30)
EL 04: Implement, Monitor, & Revise Title III Plan: Each LEA and consortium receiving Title III funds must annually update, implement, and monitor a Title III plan for the use of funds in a subgrant year.	4.1 The LEA or consortium receiving Title III funds must use these supplemental funds to implement effective approaches and methodologies for teaching EL students and immigrant children and youth. Each LEA must use Title III funds to: <ul style="list-style-type: none"> <li>a) Increase the ELP of EL students by providing effective language instruction educational programs that meet the needs of EL students and demonstrate success in increasing: <ul style="list-style-type: none"> <li>i. ELP; and</li> <li>ii. Student Academic Achievement; (20 U.S.C. Section 6825[c][1][A-B])</li> </ul> </li> </ul>

	<p>b) Provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:</p> <ul style="list-style-type: none"> <li>i. Designed to improve the instruction and assessment of EL students;</li> <li>ii. Designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for EL students;</li> <li>iii. Effective in increasing children's ELP or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and</li> <li>iv. Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher and any LEA employing the teacher, as appropriate. (20 U.S.C. Section 6825[c][2][A-D])</li> </ul> <p>c) Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for EL students, which:</p> <ul style="list-style-type: none"> <li>i. Shall include parent, family, and community engagement activities; and</li> <li>ii. May include strategies that serve to coordinate and align related programs. (20 U.S.C Section 6825[c][3][A-B])</li> </ul> <p>4.2 Authorized subgrantee activities may use funds by undertaking one or more of the following activities:</p> <ul style="list-style-type: none"> <li>a) Upgrading effective EL instructional strategies; (20 U.S.C. Section 6825[d][1])</li> </ul>
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	<ul style="list-style-type: none"> <li>b) Improving EL instructional programs through supplemental curricula, instructional materials, educational software, and assessment procedures; (20 U.S.C. Section 6825[d][2])</li> <li>c) Providing to EL students: <ul style="list-style-type: none"> <li>i. Tutorials and academic or career and technical education; and</li> <li>ii. Intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators. (20 U.S.C. Section 6825[d][3])</li> </ul> </li> <li>d) Developing and implementing effective preschool, elementary, or secondary school language instruction programs coordinated with other relevant programs and services; (20 U.S.C. Section 6825[d][4])</li> <li>e) Improving the ELP and academic achievement of EL students; (20 U.S.C. Section 6825[d][5])</li> <li>f) Providing community participation programs, family literacy services, parent and family outreach, and training activities to EL students and their families to: <ul style="list-style-type: none"> <li>i. Improve the English language skills of EL students; and</li> <li>ii. Assist parents and families in helping their children to improve their academic achievement and become active participants in the education of their children. (20 U.S.C. Section 6825[d][6][A-B])</li> </ul> </li> <li>g) Improving the instruction of EL students, which may include EL students with a disability, by providing: <ul style="list-style-type: none"> <li>i. The acquisition or development of educational technology or instructional materials;</li> <li>ii. Access to, and participation in, electronic networks for materials, training, and communication;</li> <li>iii. Incorporation of resources into curricula and programs; and (20 U.S.C. Section 6825[d][7][A-C])</li> </ul> </li> <li>h) Offering early college high school or dual or concurrent enrollment programs to help EL students achieve success in post-secondary education. (20 U.S.C. Section 6825[d][8])</li> <li>i) Carrying out other activities that are consistent with the purposes of this section. (20 U.S.C. Section 6825[d][9])</li> </ul>
	<p>4.3 Immigrant children and youth means individuals who:</p>

	<ul style="list-style-type: none"> <li>a) Are aged 3 through 21;</li> <li>b) Were not born in any U.S. State; and</li> <li>c) Have not been attending one or more schools in any one or more U.S. State for more than three full academic years. (20 U.S.C. Section 7011(f))</li> </ul> <p>4.4 Each LEA receiving Title III Immigrant funds must provide enhanced instructional opportunities for immigrant children and youth, which may include:</p> <ul style="list-style-type: none"> <li>a) Family literacy, parent and family outreach, and training activities for parents and families;</li> <li>b) Recruitment of and support for personnel, including teachers and paraprofessionals, who have been trained, or are being trained, to provide services to immigrant children and youth;</li> <li>c) Provision of tutorials, mentoring, and academic or career counseling;</li> <li>d) Identification, development, and acquisition of curricular materials, educational software, and technologies;</li> <li>e) Basic instructional services directly attributable to the presence of immigrant children and youth in the LEA, including payment of costs of additional classroom supplies, transportation, or other attributable services;</li> <li>f) Instructional services designed to assist the achievement of immigrant children and youth in United States schools, such as programs of introduction to the educational system and civics education; and</li> <li>g) Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to offer comprehensive community services to parents and families of immigrant children.</li> </ul> <p>(20 U.S.C. Section 6825(e)(1)(A-G))</p>
<p>EL 05: Program Inclusion in the SPSA: The EL program must be included in the development of the SPSA. (EC Section 64001(c))</p>	<p>5.1 The development of the SPSA shall include the following actions:</p> <ul style="list-style-type: none"> <li>a) The administration of a comprehensive needs assessment with an analysis of academic performance and language development data, that includes a determination of EL student and program needs. (EC Section 64001(g)(2)(A))</li> <li>b) Identification of the process for annually evaluating and monitoring implementation and progress toward accomplishing program goals identified in the SPSA, including those which address the needs of EL</li> </ul>

	<p>students not meeting or at risk of not meeting challenging state academic content standards. (20 U.S.C. 6314[b][6]; 34 Code of Federal Regulations [CFR] Section 200.25[a]; EC Section 64001[g][2][B])</p> <p>5.2 An approved SPSA must contain:</p> <ul style="list-style-type: none"> <li>a) Goals to improve student outcomes, identified through the needs assessment, including those which address the academic and language proficiency needs of EL students. (EC Section 64001[g][3][A])</li> <li>b) Evidence-based strategies, actions, or services to reach goals. (EC Section 64001[g][3][B])</li> <li>c) Proposed expenditures based on the projected resource allocation from the governing board or body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resources inequities, which may include a review of the LEAs budgeting, its SPSA-related portion of the LCAP, and school-level budgeting, if applicable. (EC Section 64001[g][3][C])</li> </ul> <p>5.3 The SPSA shall be reviewed and updated annually, and approved by the local governing board whenever there are material changes to the plan. (EC Section 64001[i])</p>
<p>EL 06: Title III Inventory: For all categorical programs, each LEA must maintain a historical inventory record for each piece of equipment with an acquisition cost of more than \$500 per unit that is purchased with Title III funds. The record must describe the acquisition by:</p> <ul style="list-style-type: none"> <li>a) Type/description;</li> <li>b) Model/name;</li> <li>c) Serial/identification number;</li> <li>d) Funding source;</li> <li>e) Acquisition date;</li> <li>f) Original Cost;</li> <li>g) Location and use;</li> <li>h) Percentage of Federal participation in the project costs for the Federal award under which the property was acquired;</li> </ul>	<p>6.1 Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity. (2 CFR Section 200.439[b][2])</p> <p>6.2 Equipment purchased with a fair market value in excess of \$5,000 may be retained, sold, or disposed of with written approval of the Federal awarding agency or pass-through entity. Equipment with a current fair market value of \$5,000 or less may be retained, sold, or otherwise disposed of with no further obligation to the Federal awarding agency or pass-through entity. (2 CFR Section 200.313[e][1]-[4])</p> <p>6.3 Each LEA must have conducted a physical check of the inventory of equipment within the past two years and reconciled the results with inventory records. (2 CFR Section 200.313[d][2])</p>



<ul style="list-style-type: none"> <li>i) Title holder;</li> <li>j) Current condition; and</li> <li>k) Transfer, replacement, or disposition of obsolete or unusable equipment.</li> </ul> <p>(2 CFR Section 200.313[d][1]); EC Section 35168; 5 CCR Section 3946)</p>	
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### III. FUNDING

SECTION	ITEM
EL 07: Supplement, Not Supplant with Title III: General fund resources must be used to provide services and programs for ELs, including ELD and access to the standard instructional program. The provision of such services and programs must not be contingent on the receipt of state or federal supplementary funds. (EC sections 300, 305[a])	7.1 Each LEA must use Title III funds only to supplement, not supplant federal, state, and local public funds that, in the absence of such availability, would have been expended for programs for ELs and immigrant children and youth and in no case to supplant such federal, state, and local public funds. (20 U.S.C. Section 6825[g])
	7.2 The LEA shall ensure that costs charged to the program(s) under Title III are reasonable, necessary, and allocable in accordance with applicable statutes, regulations, and program plan(s). (2 CFR 200.403 - 200.405)
	7.3 Each LEA must use no less than 98 percent of Title III EL apportionments on direct services to ELs and may not use more than 2 percent of such funds for the cost of administration of this program for a fiscal year. (20 U.S.C. Section 6825[b])
EL 08: Time and Effort Requirements: The LEA must properly charge and document allowable salaries and wages that are reasonable and necessary in accordance with applicable Title III program requirements and federal accounting requirements. (2 CFR sections 200.302, 200.303, 200.430[a] and [i])	

#### IV. STANDARDS, ASSESSMENT, & ACCOUNTABILITY

SECTION	ITEM
EL 09: Evaluation of Title III–Funded Programs and Services: Each LEA must evaluate all services and programs funded by Title III to determine the effectiveness of those activities. (20 U.S.C. Section 6841)	<p>9.1 Each such LEA receiving Title III funds must provide a program evaluation report that includes:</p> <ul style="list-style-type: none"> <li>a) A description of the programs and activities conducted with Title III funds, including how such programs and activities supplemented programs funded primarily with state or local funds;</li> <li>b) The number and percentage of EL students making progress toward attaining English language proficiency, including EL students with a disability;</li> <li>c) The number and percentage of EL students attaining English language proficiency based on the SBE–approved ELPAC overall score of 4;</li> <li>d) The number and percentage of EL students reclassified each school year;</li> <li>e) The number and percentage of students reclassified to fluent English proficient (RFEP) that are meeting state grade–level content standards during each of the four years after reclassification, including EL students with a disability;</li> <li>f) The number and percentage of LTEL students and their date of first enrollment at the LEA or charter;</li> <li>g) Analytical findings on the effectiveness of Title III–funded services and programs;</li> <li>h) Next steps for program improvement based on the analysis of findings of program effectiveness in (g).</li> </ul> <p>(20 U.S.C. Section 6841[a][1–7])</p>
<p>EL 10: Reclassification: Each LEA must reclassify English Learners to proficient in English by using a process and criteria that includes, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>a) Assessment of ELP (EC Section 313[f][1]; 5 CCR Section 11303[a])</li> <li>b) Teacher evaluation that includes, but is not limited to, the student's academic performance. The term "teacher" refers to the classroom teacher and other certificated staff with direct responsibility for teaching</li> </ul>	<p>10.1 Regardless of the physical form of such record and to ensure transfer of documentation, each LEA must maintain the following in the student's permanent record:</p> <ul style="list-style-type: none"> <li>a) Language and academic performance assessments;</li> <li>b) Participants in the reclassification process; and</li> <li>c) Any decisions regarding reclassification. (5 CCR Section 11305)</li> </ul> <p>10.2 Each LEA must monitor the progress of reclassified pupils for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed. (20 U.S.C. Section 6841[a][4][5]; 5 CCR Section 11304)</p>

<p>or placement decisions of the student. (EC Section 313[f][2]; 5 CCR Section 11303[b])</p> <p>c) Opportunities for parent opinion, consultation, and involvement during the reclassification process. (EC Section 313[f][3]; 5 CCR Section 11303[c])</p> <p>d) Comparison of student's performance in basic skills against an empirically established range of performance in basic skills, based upon the performance of English proficient students of the same age, which demonstrates whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English. (EC Section 313[f][4]; 5 CCR sections 11302, 11303[d])</p>	
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## V. STAFFING & PROFESSIONAL DEVELOPMENT

SECTION	ITEM
<p>EL 11: Teacher EL Authorization: Teachers assigned to provide ELD and instruction in subject matter courses in which ELs are enrolled must have the appropriate authorizations and be fluent in English. (20 U.S.C. Section 6826 [c]; EC sections 44253.1, 44253.2, 44253.3, 44253.4, 44253.5, 44253.6, 44253.7, 44253.10; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013; 5 CCR Section 11309[c][2])</p>	
<p>EL 12: Professional Development Specific to English Learners: Each LEA must provide sufficient professional development (PD) to effectively implement the LEA's EL program. (5 CCR</p>	<p>12.1 PD is provided to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:</p> <p>a) Designed to improve the instruction and assessment of ELs;</p>

11309(c)(2); Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989, 1012-1013)	<ul style="list-style-type: none"> <li>b) Designed to enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs;</li> <li>c) Effective in increasing the student's English language proficiency or substantially increasing the teacher's subject matter knowledge, teaching knowledge, and teaching skills as demonstrated through classroom observation; and</li> <li>d) Of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teacher's performance in the classroom.</li> </ul> <p>(20 U.S.C. Section 6825[c](2)(A-D))</p>
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## VI. OPPORTUNITY & EQUAL EDUCATIONAL ACCESS

SECTION	ITEM
EL 13: Program Options and Parent Choice: School districts and county offices of education must, at a minimum, provide ELs with a structured English immersion (SEI) program. SEI programs provide nearly all classroom instruction in English, but with curriculum and a presentation designed for students who are learning English. (EC sections 305[a](2), 306[c](3))	13.1 Parents or legal guardians of students enrolled in the school may choose a language acquisition program that best suits their child. "Language acquisition program" refers to educational programs designed for English learners to ensure English acquisition as rapidly and as effectively as possible. Such programs must include instruction on the state-adopted academic content standards, including the ELD standards. Language acquisition programs shall be informed by research and must lead to grade level proficiency and academic achievement in both English and another language. (EC sections 306[c], 310[a]; 5 CCR sections 11300[d], 11309[c])
	<p>13.2 The annual notice of parent and guardian rights and responsibilities shall also notify parents of the language acquisition and language programs available in the LEA. The annual notice must be distributed as required by EC sections 48980 and 48981. Parents of all pupils enrolling in an LEA after the beginning of the academic school year shall be provided the notice of rights and responsibilities described above upon enrollment. The annual notice of parent and guardian rights and responsibilities shall include all of the following:</p> <ul style="list-style-type: none"> <li>a) A description of any language acquisition programs provided, including Structured English Immersion;</li> <li>b) Identification of any language to be taught in addition to English, when the program model includes instruction in another language;</li> </ul>

	<p>c) The information set forth in section 5 CCR Section 11309[c];</p> <p>d) The process to request establishment of a language acquisition program</p> <p>e) If the LEA offers language programs, the notice shall specify the language(s) to be taught, and may include the program goals, methodology used, and evidence of the proposed program's effectiveness.</p> <p>(EC sections 305, 306, 310, 48980, 48981, and 5 CCR Section 11310; 20 U.S.C. sections 1703[f], 6311 and 6318)</p>
	<p>13.3 Schools in which parents or legal guardians of 30 students or more per school, or the parents or legal guardians of 20 students or more in any grade request a language acquisition program designed to provide language instruction must be required to offer such program to the extent possible. (EC Section 310[a])</p>
	<p>13.4 When the parents of 30 pupils or more are enrolled in a school, or when the parents of 20 pupils or more in the same grade level are enrolled in a school, request the same or substantially similar type of a language acquisition program, the LEA shall respond by taking actions to demonstrate the timelines and requirements in 5 CCR Section 11311[h] are met by the LEA.</p>
	<p>13.5 In the case where the LEA determines it is not possible to implement a language acquisition program requested by parents, the LEA shall provide in written form an explanation of the reason(s) the program cannot be provided and may offer an alternate option that can be implemented at the school. (5 CCR Section 11311[h][3][B])</p>

## VII. TEACHING & LEARNING

SECTION	ITEM
<p>EL 14: ELD: As part of the standard instructional program provided through general funds, all identified ELs must receive a program of ELD instruction, which shall include designated and integrated ELD.</p> <p>a) Designated ELD means instruction provided during a time set aside in the regular school day for focused instruction on the state-adopted ELD standards to assist English</p>	<p>14.1 ELD instruction must be designed for ELs to develop proficiency in English as rapidly and effectively as possible and to meet state priorities. (20 U.S.C. Section 6825 [c][1][A], EC sections 305, 306, 310; 5 CCR sections 11300 [a] and [c], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)</p> <p>14.2 Each LEA must take appropriate action to overcome language barriers that impede equal participation by students in instructional programs. Title III funds shall be used to supplement the standard instructional ELD program. (20 U.S.C. sections 1703 [f], 6825 [c][1][A]; F sections 300, 305, 306, 310; 5 CCR sections 11302[a], 11309; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)</p>

<p>learners to develop critical English language skills necessary for academic content learning in English. (5 CCR Section 11300 [a])</p> <p>b) Integrated ELD means instruction in which the state-adopted ELD standards are used in tandem with the state-adopted academic content standards. Integrated ELD includes specially designed academic instruction in English. (5 CCR Section 11300 [c])</p>	<p>14.3 ELD must be based on sound educational theory, implemented effectively with adequate resources and personnel, and evaluated for its effectiveness in overcoming language barriers. (20 U.S.C. Section 1703 [f]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989,1009-1010; 5 CCR Section 11309)</p>
<p>EL 15: Access to Standard Instructional Program: Academic instruction for ELs in grades TK-12 must be designed and implemented to ensure that ELs meet the LEA's content and performance standards for their respective grade levels within a reasonable amount of time. Academic instruction may be facilitated by the SBE EL Roadmap policy.</p>	<p>15.1 Each LEA must ensure that ELs in middle and high school are not denied participation in the standard instructional program, meaning they cannot be denied any of the following:</p> <ul style="list-style-type: none"> <li>a) Enrollment in the standard instructional program, which, at a minimum, consists of: <ul style="list-style-type: none"> <li>i. Core curriculum courses (reading/language arts, mathematics, science, and history/social science),</li> <li>ii. Courses required to meet state and local high school graduation requirements, and</li> <li>iii. Courses required for middle school grade promotion;</li> </ul> </li> <li>b) Enrollment in the standard instructional program, which, at a minimum, consists of: <ul style="list-style-type: none"> <li>i. Enrollment in a full course load of courses that are part of the standard instructional program, and</li> <li>ii. Enrollment in courses that are not part of the standard instructional program but either meet the subject matter requirements for purposes of recognition for college admissions, or are advanced courses, such as honors or advanced placement courses.</li> </ul> </li> </ul>
	<p>15.2 Each LEA must monitor student academic progress and provide additional and appropriate educational services to ELs in grades TK-12 for the purposes of overcoming language barriers in each subject matter. Actions to overcome content academic barriers must be taken before the deficits become irreparable. (20 U.S.C. sections 1703 [f], 6825 [c][1][B]; EC sections 305[a][2], 310, 33126, 60811.8; 5 CCR Section 11302[b]; Castañeda v. Pickard [5th Cir. 1981] 648 F.2d 989)</p>

## APPENDIX 8

# OXNARD MÁS/CALIFORNIA EL ROADMAP POLICY CROSS WALK

### ENGLISH LEARNER ROADMAP PRINCIPLE #1: CREATING ASSETS-ORIENTED AND STUDENT RESPONSIVE SCHOOLS.

#### Principle 1A – Language and Culture as Assets

The languages and cultures ELs bring to their education are assets for their own learning and are important contributions to our learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.

#### OXNARD MÁS ELEMENTS

##### LANGUAGE AND CULTURAL ESSENTIALS OF THE EML MASTER PLAN

Values and Supporting Principles regarding language and cultural assets (p. 47).

This EML master plan adopts assets-based approaches that are culturally and linguistically sustaining to help all our EMLs develop and perform at high levels. (aligned principles with Oxnard SD's Standards for Excellence) (p. 16).

Achievement/Performance, Multilingualism, & Global/Sociocultural Competence. We believe our EMLs' potential is unlimited. They are fully capable of achieving and performing at high levels academically and of developing high levels of multilingualism and global/sociocultural competency. These competencies are individual, community, national, and global assets (p. 13).

Expanded Mindset: Asset Orientation– Oxnard MÁS requires that we move from a deficit orientation to an asset orientation that facilitates and supports students' learning (pp. 24 – 25).

##### BUILDING ON ASSETS AND ASPIRATION (p. 32)

Expanding Biliteracy/Dual Language Education (p. 33)



The biliteracy/dual language education programs are a cornerstone of the district's focus on implementing and protecting powerful additive programs that have a strong research base and evidence related to their potential for dramatically improving student achievement and then sustaining that achievement over time, even beyond the time that students are participating in those programs.

#### NOTES/COMMENTS

The Language We Use (p. 28)

Oxnard School District has made a commitment to moving from a deficit approach to a strengths or asset approach. Rather than starting with what students don't know, OSD starts by considering students' strengths, assets, and potentials. In line with this, OSD is moving from the use of the term ENGLISH LEARNER, which describes these students in terms of what they don't yet know, to the use of the new term EMERGENT MULTILINGUAL LEARNER, which focuses on our students' potential achievement of becoming proficient in two or more languages.

#### Principle 1B – No Single EL Profile

Recognizing that there is no single EL profile and no one-size approach that works for all, programs, curriculum, and instruction are responsive to different EL student characteristics and experiences.

#### OXNARD MÁS ELEMENTS

SERVICES FOR EMERGENT MULTILINGUAL LEARNERS (p. 96)

Services by EML Typology:

Newly Arrived EMLs with Adequate Formal Schooling (pp. 121-122)

Newly Arrived EMLs with Inadequate/Interrupted Formal Schooling (p. 122)

Long Term EML commonly known as Long-Term English Learners (LTELs) are EMLs who have not met reclassification academic or language requirements after five years (p. 123).

At-risk of becoming Long Term EML have been in U.S. schools for 4 to 5 years in any of grades 3 to 12, but have not met reclassification academic or language requirements (p. 123).

Special Needs EMLs will also fit into an EML typology listed above (p. 149).

Success markers for EML Success (p. 221)

## NOTES/COMMENTS

Within each EML typology, unique characteristics occur for each student. Within each language program, EMLs' and English Dominants' language and academic needs vary.

Student success is defined through competencies (Markers) in OSD's Learner Profile: innovator, problem solver, achiever, global thinker, collaborator, digital learner, and focused on the future (p. 14 and p. 221).

Mastery of the OSD Student Profile Elements: a. Multilingual Proficiency (Home/Target Language and English) (p. 184).  
b. Academic Engagement and Success, Including Preparation for College/Career c. Multicultural/Global Competency d. Social-Emotional Health, Including Agency, Self-Confidence, Identity, and Voice

## Principle 1C – School Climate

School climates and campuses are affirming, inclusive, and safe.

### OXNARD MÁS ELEMENTS

Values and Supporting Principles (p. 14)

Value 2: Safe & Affirming Environments: We believe that physically, social-emotionally, linguistically, and culturally SAFE & AFFIRMING ENVIRONMENTS are essential to our diverse EMLs' full affective, academic/cognitive, linguistic, social-emotional, and creative development (p. 15). Supporting Principles to Safe and Affirming Environments:

- Safe, affirming, and embracing schools and classrooms supporting EMLs.
- Support EMLs, their families, and school staff in fully developing their multiple identities and building their voice and agency.
- Uncover and make visible the strengths that EMLs and their families bring into the classroom and the school communities.
- Adopt assets-based approaches that are culturally and linguistically sustaining to help all our EMLs develop and perform at high levels (p. 16).

**STRATEGIC GOAL 2 – LEARNING ENVIRONMENT & SCHOOL CLIMATE:**

Create and maintain safe, affirming, equitable, and enriched culturally and linguistically sustaining multilingual learning environments of high intellectual performance across all content areas and in all areas needed for 21st century success (p. 22).

**NOTES/COMMENTS**

Oxnard MÁS is aligned with OSD's strategic plan, EMPOWERS. They both build on their school climate value, creating a safe and affirming environment. The four supporting principles provide guidelines to create safe and affirming school and classroom environments.

**Principle 1D – Family & School Partnerships**

Schools value and build strong family and school partnerships.

**OXNARD MÁS ELEMENTS**

Finding on Family/Community Alliances for Student Success: The district has invested significantly in supportive infrastructure in this area with dedicated staff assigned. There are well-established Latino and EML family/community engagement protocols and processes, and there's an emerging focus on inclusion and growing the leadership of African American and Mixteco families/communities (p. 20).

STRATEGIC GOAL 2 – LEARNING ENVIRONMENT & SCHOOL CLIMATE (p. 20)

**STRATEGIC GOAL 4 – FAMILY/COMMUNITY ALLIANCES FOR STUDENT SUCCESS:**

Create and grow family and community alliances focused strategically on their collaborative leadership role in supporting and promoting student success for all EMLs, as defined by the Oxnard Learner Profile (p. 22).

Provide training to parent and community/business leaders on how to build effective and sustainable alliances (p. 89).

Provide training and support to EML parents to expand and enhance their technological skills and access to resources (p. 90).

APPENDIX 15: COMMUNITY OUTREACH AND ENGAGEMENT (p. 335)

## NOTES/COMMENTS

The DELAC was involved with the development of Oxnard MÁS (pp.188–196).

Appendix 15: Community Outreach and Engagement is committed to working proactively to promote positive, productive, and empowering working relationships with its community. Karen Mapp's Dual Capacity-Building Framework for Family/School Partnerships provides a framework for thinking about and designing systems to support parent, family, and community engagement by creating collaborative and coordinated systems for family and community engagement (p. 355).

## Principle 1E – English Learners with Disabilities

Schools and districts develop a collaborative framework for identifying English learners with disabilities and use valid assessment practices. Schools and districts develop appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices. and provide appropriate training to teachers, thus leveraging expertise specific to English learners. The IEP addresses academic goals that take into account student language development, as called for in state and national policy recommendations.

## OXNARD MÁS ELEMENTS

EXPANDED MINDSET DIMENSION #5: ACTIVATING STUDENTS' MULTILINGUAL REPERTOIRES includes special needs EMLs (p. 64).

### ELD FOR EMLs WITH DISABILITIES

EMLs with an IEP will receive Designated and Integrated ELD instruction from either the general education or special education teacher, and this decision will be made by the IP team. Bilingual Instructional Assistants may be assigned to the program to provide direct support to EMLs with an IEP (p. 143).

(Note 33) APPENDIX 10 contains more detailed information relating to EMLs who also qualify for specialized services such as Special Education

Evaluating Emergent Multilingual Learners for Special Education and Providing Dual Services: Emergent Multilingual Learners with disabilities must be provided both the language assistance and disability-related services to which they

are entitled under Federal law. Special needs EMLs must be located, identified and evaluated for special education and disability-related services in a timely manner (p. 266).

To avoid inappropriately identifying Emergent Multilingual Learners as students with disabilities because of their limited English proficiency, Emergent Multilingual Learners must be evaluated in an appropriate language based on the student's needs and language skills (p. 266).

SPECIAL EDUCATION SERVICES (p. 306)

#### NOTES/COMMENTS

Collier & Thomas study reveals that EMLs including special needs EMLs succeed more in multilingual programs (pp. 98-99).

The district is comprised of 21 schools, including San Miguel Preschool, which serves students with Special Education needs (p. 325/328).

## ENGLISH LEARNER ROADMAP PRINCIPLE #2: SUPPORTING PROGRAMS AND PRACTICES THAT PROVIDE INTELLECTUAL RIGOR AND MEANINGFUL ACCESS FOR ENGLISH LEARNERS.

### Principle 2A – Integrated ELD

Language development occurs in and through content and is integrated across the curriculum, including integrated ELD and designated content-based ELD (per ELA/ELD Framework).

### OXNARD MÁS ELEMENTS

#### ENGLISH LANGUAGE DEVELOPMENT

1. Integrated ELD is taught throughout the day and across disciplines. All teachers with EMLs in their classrooms use the CA ELD Standards in tandem with the focal CA CCSS for ELA/Literacy and other content standards (p. 131).
2. Designated ELD is a protected time during the regular school day, in which teachers use the California ELD Standards as the focal standards to build into and from content instruction in order to develop critical language skills EMLs need based on their language proficiency levels (p. 131).

Discussion on Designated ELD (p. 132)

**Mandatory Time for Designated ELD Instruction:**

- TK-K: 30 minutes per day
- 1-5: 45 minutes per day
- 6-8: One period daily in addition to grade-level core English Language Arts for students who are at ELPAC Emerging and Expanding Levels). For ELPAC Bridging - Daily ELD, leveled and specialized according to students' English proficiency level; ELD may be a designated part of their English Language Arts class as well as through AVID Excel elective.
- Newcomer Program
  - ✓ Grades 3-5: 45 minutes for 2 instructional blocks, including U.S. culture, history and schooling \*ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading and writing, as well as integrated.
  - ✓ Grades 6-8: 1 period daily of Designated ELD instruction at the student's English proficiency level (pp. 134-135).

**Integrated English Language Development (p. 137)**

**NOTES/COMMENTS**

California recognizes that EMLs in transitional kindergarten through grade twelve have a double curricular load: They must become proficient in academic English, and they must learn the same rigorous academic content required of all students in California. . . . Therefore, EMLs are provided support for academic language development in core content courses (integrated ELD) and specialized support (designated ELD) for English language development. (ELA/ELD Framework, p. 10).

Designated ELD and Integrated ELD are based on three interrelated areas of comprehensive ELD: Learning to Use English, Learning about How English Works, and Learning Content through English (p. 131).

Content Instruction through English (Specially Design Academic Instruction in English-SDAIE) (p. 128).

## Principle 2B – Intellectually Rich, Standards-Based Curriculum

Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding for comprehension, participation, and mastery.

### OXNARD MÁS ELEMENTS

#### ESSENTIALS

Vision – In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors (p. 13).

Mission – The mission statement explains the commitment we have to realizing our vision. With regard to EMLs, it says that we will: ignite, transform, nurture, and embrace (pp. 13–14).

#### INSTRUCTIONAL PRIORITIES –

Creating and sustaining 21st century multilingual learning environments of high intellectual performance for our students:

- Learning Environments
- Multilingual Learning
- 21<sup>st</sup> Century Learning
- High Intellectual Performance (p. 22)

Making powerful EML learning for visible for EMLs, parents, staff, and public so everyone:

- Knows what powerful multilingual teaching and learning for EMLs looks like and see it exhibited regularly in and out of school.
- Knows what to do to produce consistently high-quality student learning results for EMLs.
- Holds each other responsible for high-quality teaching and learning.
- Expects that work is "done" only when it meets publicly agreed-upon standards of quality.
- Works together to create safe and affirming environments of high intellectual performance and multilingual excellence throughout the district, schools, and community for all EMLs (p. 23).

#### NOTES/COMMENTS

Oxnard SD established multiple biliteracy pathways across the district, as well as career academies at its middle schools. As the district continues to strengthen and expand both its multilingual programs and its career academies, it will look



at how to incorporate a robust visual and performing arts program within the school day, as opposed to relying on after school programs to fill this need (p. 55).

### Principle 2C – High Expectations

Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking—with the same high expectations for EMLs as for all.

### OXNARD MÁS ELEMENTS

EML will meet the Learner Profile: Innovator, Problem Solver, Achiever, Global Thinker, Collaborator, Digital Learner, and Focused on the Future (p. 14).

Supporting Principles (p. 16)

Principle 3: Achievement/Performance, Multilingualism, & Global/Sociocultural Competence (p. 16)

Student Academic Engagement & Achievement (p. 21)

### EXPANDING OUR MINDSET

Additive Education– Additive programs have four fundamental goals in common and are designed to ensure that the students in those programs develop high levels of proficiency in first language and a second language, perform at high levels academically in two languages and are prepared for college and career, demonstrate positive multicultural skills and behaviors and global competency, and develop high levels of social-emotional health, including agency, identity, self-confidence, and voice (pp. 24-25).

### A FRAMEWORK FOR EMPOWERMENT (p. 25)

### NOTES/COMMENTS

Oxnard MÁS

Leadership established clear goals and commitments to EMLs' access, growth toward English proficiency, academic achievement.

It proposes capacity building at all levels of the system, to promote powerful teaching and learning and to understand and address the needs of EMLs.

## Principle 2D – Access to Full Curriculum

EMLs are provided access to the full curriculum along with the provision of EML supports and services.

### OXNARD MÁS ELEMENTS

Learning Environment & School Climate: phasing out subtractive bilingual programs to establish more additive bilingual programs. As the district continues to strengthen and expand both its multilingual programs and its career academies, it will be important for the district to also look at how to incorporate a robust visual and performing arts program within the school day (p. 56).

#### CREATING SYSTEMS TO SUPPORT THE IMPROVEMENT OF INSTRUCTION/PROGRAMS

Multilingual learning opportunities, the arts, technology, and much more are now being addressed seriously and systemically as essential to a well-rounded education for global competitiveness (p. 32).

Core Instructional Program (p. 125)

#### NOTES/COMMENTS

The Core Instructional Program for all EMLs should include the following components: Primary Language/Literacy Development; Content Instruction through the Primary Language; Content Instruction in English; English Language Development (Designated and Integrated); College/Career Preparation; Multicultural/Global Competency Development; and Social-Emotional Learning (p. 126).

Dual Language Education (DLE) pathways and programs provide access to the core curriculum (pp. 128–129).

## Principle 2E – Home Language

Students' home language is (where possible) understood as a means to access curriculum content, as a foundation for developing English, and is developed to high levels of literacy and proficiency along with English.

### OXNARD MÁS ELEMENTS

Master Plan Implementation – In addition to our district vision, values, and principles, OSD also embraces Stanford University's Understanding Language Key Principles for EMLs and the Road Map principles (pp. 29–30).

Multilingual Pathways (pp. 114-119)

Primary Language/Literacy Development (pp. 126-128)

Content Instruction through the Primary Language – primary language instruction is an essential resource that makes it possible for students to master grade level standards in the content areas while they are in the process of acquiring English proficiency (pp. 115-127).

Primary Language Support – If EMLs’ content instruction is delivered through English, the language they have not yet mastered, they will most likely require primary language support to allow them to fully access the content instruction (pp. 118-129).

Appendix 3 – Multilingual Learning: Multilingual Learning Pathway Options (p. 255)

## NOTES/COMMENTS

Establishing Multilingualism as the Norm (p. 28)

Types of Additive Core Multilingual Pathways for future consideration: Two-Way Dual Language Immersion (Emergent Multilinguals, Experienced Multilinguals, English Only); Two-Way Multilingual Immersion (3 or More Languages); One-Way Dual Language Immersion for Emergent Multilinguals (AKA Developmental, Maintenance, Biliteracy); One-Way World Language Immersion (AKA Canadian Model - Non-Speakers of Target Language); Heritage/Language Revitalization (p. 118).

General Fund may be used to purchase primary language instructional materials for the base program (p. 211).

## Principle 2F – Rigorous Instructional Materials

Rigorous instructional materials support high levels of intellectual engagement and integrated language development and content learning, and provide opportunities for bilingual/biliterate engagement appropriate to the program model.

## OXNARD MÁS ELEMENTS

Identify no- or low-cost resources and other materials available in the community to support development of the Student Profile traits (p. 88).

Structured English Immersion (SEI) requires the teacher to make instruction comprehensible for students using materials and strategies designed for students learning English in an English language mainstream program (pp. 118–120).

Primary language instruction includes directed lessons and student participation in Spanish. This instruction makes use of grade-level materials in Spanish (textbooks, audio-visuals, electronic media, and internet resources, etc.) that include Common Core State Standards.

The use of support materials in the primary language is a means of increasing access to core curriculum taught in English, and of assisting the student to tap prior knowledge (pp. 124–125).

Primary Language Support materials include bilingual dictionaries and trade books (pp. 128–129).

Instructional Materials for Designated English Language Development: The current state framework combines ELA/ELD instructional guidelines (p. 1376).

Instructional Materials for Integrated English Language Development: In addition to district-adopted programs for all content areas, supplemental materials and resources such as realia, photos, literature, informational texts, and media that facilitate comprehension and increase access to the content may be utilized (p. 139).

Where primary language instructional materials are available in the languages of these students, those should be provided to them (p. 147).

## NOTES/COMMENTS

The CA Department of Education provides LEAs and schools a criteria for selecting core instructional resources for kindergarten through grade eight:

Category 1: Alignment with the Standards

Category 2: Program Organization

Category 3: Assessment

Category 4: Universal Access

Category 5 : Instructional Planning and Teacher Support (ELA/ELD Framework, p. 1012.)

Any instruction for EMLs in the content areas that is delivered in English must be accompanied by Integrated English Language Development instruction. . . (pp. 136–137). "Teachers with EMLs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their EMLs' linguistic and academic progress." (CA ELA/ELD Framework, Chapter 2, pp. 106–108)

## Principle 2G - Research-Based Language Support Programs

Emergent Multilingual Learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome the language barrier and provide access to the curriculum.

### OXNARD MÁS ELEMENTS

Learning Environment & School Climate: The district is phasing out subtractive bilingual programs in lieu of additive programs [(8195) Collier, V. & W. Thomas. (2017)] (p. 21).

Strategic Goal 1- Student Academic Engagement & Achievement: Dramatically accelerate student academic engagement and achievement across all Oxnard EML populations through coherent additive approaches, essential pedagogical principles, and high-leverage practices (p. 21).

A Framework for Empowerment can engage all EMLs in high intellectual performance, a term used by Yvette Jackson in her book Pedagogy of Confidence. Jim Cummins talks about a very similar concept when he refers to academic engagement (pp. 25-26).

Appendix 14: Research Base for Multilingual Learning (pp. 351-354):

Benefits for Students Who Are Native Spanish Speakers (pp. 351-352);

Research on DLI Educational Programs (pp. 352-353);

Cognitive Development (p. 353);

High Academic Achievement (p. 353);

Language Transfer (pp. 353-354);

Literacy Transfer (p. 354);

Knowledge Transfer (p. 354); and

Self-Esteem (p. 354);

### CONTENT INSTRUCTION THROUGH ENGLISH (SPECIALLY DESIGN ACADEMIC INSTRUCTION IN ENGLISH- SDAIE)

Content Instruction through Specially Design Academic Instruction in English- SDAIE.

Saunders (2010) stipulates that the primary goal of SDAIE, or sheltered instruction, is to teach the skills and knowledge identified in the content area standards (CCSS, Mathematics, Science/NGSS, etc.) and frameworks. The use of the first

language to support understanding by using such strategies as preview or review of lessons is not only appropriate but integral for students who, due to low English proficiency, can benefit from such strategies delivered in their primary language (p. 129).

#### A FRAMEWORK FOR EMPOWERMENT

We can engage all EMLs in high intellectual performance, a term used by Yvette Jackson in her book Pedagogy of Confidence. Jim Cummins talks about a very similar concept when he refers to academic engagement (pp.25-26).

#### NOTES/COMMENTS

Research Base for Multilingual Learning: A significant body of research has established many benefits of multilingual learning (pp. 351-354).

OSD's strategic plan, EMPOWERS and Oxnard MÁS identify students' and EMLs' linguistic and academic needs through action research and quantitative and qualitative analysis.

Improvement recommendations are based on best practices for system improvement and transformation and supported by research on language and literacy development and second language acquisition (pp. 221-222) .

## ENGLISH LEARNER ROADMAP PRINCIPLE #3: ENSURING SYSTEMWIDE CONDITIONS TO SUPPORT IMPLEMENTATION.

### Principle 3A - Leadership

Leadership establishes clear goals and commitments to Emergent Multilingual Learner access, growth toward English proficiency, academic achievement, and participation, and maintains a focus across the system on progress towards these goals and continuous improvement.

### OXNARD MÁS ELEMENTS

VALUES AND SUPPORTING PRINCIPLES: To support our new vision of EML success, OSD affirms five core values and beliefs. Each core value has a set of supporting principles (pp. 47-51).

#### Supporting Principle 5: Professional Accountability & Service

We believe that we must continuously expand our professional competency, exhibit servant leadership, and hold ourselves accountable to our EMLs, families, community, and colleagues for our intentions, our actions, and our results.

Our decision-making is driven by our values, guided by our principles, and informed by valid and relevant data and research.

We evaluate our work to ensure the integrity of our decision-making and regularly review data and feedback to improve our adherence to our values and principles.

Our actions are informed by evidence and the expectation that they will move us closer to achieving our district vision.

We implement programs, models, and pathways that have been proven to yield optimal results (as defined by our student profile) for the types of EMLs we serve (p. 49).

We regularly monitor and assess our progress and results, and when those are not in line with our expectations, we make the necessary adjustments. [Appears in Oxnard's Standards for Excellence (SOE)]

We hold ourselves accountable through mutual responsibility and ownership for the results we want.(SOE)

We are active learners committed to growth and improving our work.(SOE)

We adjust our strategies and tactics as new, valid data become available, constantly learning from our mistakes and successes.(SOE)

We use quality improvement processes to effectively monitor, evaluate, improve, or remove initiatives.(SOE)

We strive to exemplify servant leadership and instill that ethic in our EMLs.

We work collaboratively to produce exemplary outcomes for our Oxnard community (p. 50).

Transformational Leadership & Infrastructure – The district is focused on the need for establishing district-wide coherence for all previous findings areas noted above (p. 21).

Strategic Goal 5 – Transformational Leadership & Infrastructure (p. 22) : Create a coherent and sustainable district-wide infrastructure and culture to support and communicate the district's identity and strategic work on behalf of all EMLs, facilitate strategic plan implementation, monitor progress, and assess effectiveness and sustainability, and position the district as a leader in equitable and excellent education for EMLs (p. 31).

Recommendations for Action on Transformational Leadership & Infrastructure: Strategic Plan Implementation; Districtwide Coherence; Accountability & Progress Monitoring; Human Capital; Communications; and Finance & Technology Infrastructure (p. 23).

## A FRAMEWORK FOR EMPOWERMENT

This leadership framework contains eight essential pedagogical principles that describe the types of school and classroom environments we want to create and sustain for our EMLs (p. 25).



DISTRICT INFRASTRUCTURE FOR LOCAL ACCOUNTABILITY AND RESPONSIBILITY (p. 30)

MONITORING OF PROFESSIONAL DEVELOPMENT AND SUPPORT (p. 166)

Appendix 12: Evaluation Design and Goals (pp. 334-344)

### NOTES/COMMENTS

Guidance & Support to Sites & District Departments – It's clear that some schools are bright light "beacons" in the district, with strong and focused principals and teachers. This is part of the overall pattern of stark overall performance differences between schools in both ELA and mathematics (p. 20).

District Infrastructure for Local Accountability and Responsibility – All district personnel share the responsibility for the education of EMLs and for the success of EML pathways, programs, and services as described in Oxnard MÃS and required by state and federal law (p. 30).

Provide training to parent and community/business leaders on how to build effective and sustainable alliances (p. 88). Leadership Council is composed of the EML master plan lead, , key district division/department heads, the strategic goal leads, and the external Oxnard EMPOWERS facilitator (p. 214). The role of the Leadership Council is to provide guidance and support to the implementation team. The Leadership Council communicates progress and issues to the Superintendent's Cabinet (p. 214).

### Principle 3B – Adequate Resources

The school system invests adequate resources to support the conditions required to address EML needs.

### OXNARD MÃS ELEMENTS

Local Control Funding Formula provides more local control and a more equitable school finance system while allowing local districts the flexibility to determine how best to meet student needs with targeted attention to increase or improved services for low income students, EMLs, and foster youth for supplemental and concentration funds (p. 209).

General Fund Resources – For grades TK-5 the ELA core curriculum includes designated ELD and instructional materials in Spanish. Funding is used for core curricular materials, instructional supplies, administrator and teacher salaries, and

other district services as well as multi-tiered, data-informed instruction, and monitoring and intervention programs to improve and evaluate the base program (p. 211).

Supplemental Funds must not be used to replace or supplant the base program. The district receives Title I, Title III and LCFF funds allocated exclusively to benefit EMLs (p. 211).

Resource Allocation Monitoring – At the school-site level, all expenditures must be aligned to the SPSA and reviewed by the Educational Services and Business Departments. The School Site Council supports the review of expenditures (pp. 211-212).

At the district level, monitoring of funds guides the designated and effective use of allocated resources to ensure coherence and are detailed in the LCAP (p. 209).

External Facilitator – the facilitator is an external consultant who is well-versed in the master plan and who designs and leads the monthly Implementation Team meetings (p. 214).

Mentors have high levels of expertise related to the plan's five strategic goal areas. They serve as mentors, advisors, and coaches to the Leadership Council and the Implementation Team, providing targeted support and mentoring as needed (p. 216).

#### NOTES/COMMENTS

California's general funding for schools (Local Control Funding Formula-LCFF) requires that as part of the core (standards-base) instructional program, all identified Emergent Multilingual Learners receive a program of ELD instruction, which includes designated and integrated ELD. LCFF also support core dual-language/biliteracy instruction.

#### Principle 3C – Reliable Assessments

A system of culturally and linguistically valid and reliable assessments support instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

### OXNARD MÁS ELEMENTS

Currently, the English Language Proficiency Assessments for California (ELPAC) is the mandated state summative test for determining English language proficiency (ELP). It must be given to students whose primary language is one other than English (p. 268).

Initial ELPAC: At registration: Legal allowance - within 30 calendar days from date of registration (Enrollment Center Staff) (p. 260).

Annual ELPAC: February - May (Classroom Teacher, Enrollment Center Staff)

English and Spanish Language Development Proficiency Assessments (ESLPA): Summative/formative standardized assessment of listening, speaking, reading, and writing (p. 260).

Initial ESLPA: For all new enrollees: Used as a diagnostic tool upon enrollment, if prior to July (Enrollment Center Staff) (pp. 260-261)

Annual ESLPA: Administered at a different time than the ELPAC assessment.

Curriculum Embedded Summative/formative assessment in all pathways/programs.

Local District Spanish Language Proficiency Assessment: District-adopted summative assessment for all DLE settings. Provides diagnostic assessment of progress in DL programs and Spanish language proficiency.

Initial: For all new enrollees - Used as a diagnostic tool upon enrollment (Enrollment Center Staff)

Annually: Two times per year Mid-year and End of Year (Classroom Teacher) Curriculum Embedded Summative/formative assessment in all DLE settings. Assess progress in listening, speaking, reading, and writing proficiency in Spanish. Based on the use of Spanish core materials and CCSS (pp. 260-262).

English and Spanish Academic Achievement Assessments: CAASPP (SBAC) English, state-mandated summative assessment in grades 3-8 in all pathways/programs (pp. 261-262).

English Standardized Assessments, K-8 district-adopted in all pathways/programs.

English Curriculum-Embedded, TK-8 district-adopted summative/formative assessment in all pathways/programs.

Spanish Curriculum-Embedded, TK-8 district-adopted summative/formative assessment in all DEL settings (p. 262).

## NOTES/COMMENTS

Reclassification Criteria:

English language proficiency based on overall performance levels 4 or 5 on Summative ELPAC, grades 3-8.

Academic Criteria, grades K-8 • STAR 360 Reading, 25% or above and SBAC ELA, Nearly met (2, 3, or 4) (pp. 262-263).

#### Teacher Evaluation

##### Grades K-5

- Teacher completes "Input for Reclassification".
- Student is approaching or meeting grade level benchmarks in English reading (standards-based grade of "3" or better in ELA) (p. 263).

##### Grades 6-8,

Student is achieving grade level standards in ELA on report card (Minimum of "C") (p. 263).

Parent Opinion and Consultation. After reviewing the data, the parent agrees that reclassification is appropriate (p. 263).

#### Principle 3D - Capacity Building

Capacity building occurs at all levels of the system, including leadership development to understand and address the needs of EMLs, professional development, and collaboration time for teachers and robust efforts to address the teaching shortage and build a pipeline (recruit and develop) of educators skilled in addressing the needs of EMLs, including bilingual teachers.

### OXNARD MÁS ELEMENTS

#### CREATING A COMPREHENSIVE AND ALIGNED PLAN.

Our overarching goal is to revise and rethink the current EML Master Plan so that it becomes a comprehensive visionary and inspiring document that is fully aligned to Oxnard EMPOWERS, the new district strategic plan (pp. 27-28).

#### ESTABLISHING MULTILINGUALISM AS THE NORM

Oxnard is the right place to advance a district-wide cutting edge comprehensive plan for multilingual pathways that innovates, inspires, and re-imagines what is possible (p. 28).

#### MASTER PLAN IMPLEMENTATION

To ensure consistent implementation of our master plan across our sites, OSD has identified six parameters that all schools must utilize with regard to programs/pathways for EMLs (pp. 28-29).

#### DISTRICT INFRASTRUCTURE FOR LOCAL ACCOUNTABILITY AND RESPONSIBILITY

Oxnard MÃS includes strategic and structural/operational recommendations for ensuring that EMLs in Oxnard School District receive the instructional and support services they require to meet the Student Profile competencies, including English and home language proficiency, college/career readiness, core curriculum mastery, and healthy identity and social-emotional development (p. 30).

#### Creating Systems to Support the Improvement of Instruction/Program Design

Across the district, goals and expectations are aligned and articulated to all stakeholders. The design of all values-driven and principles-based programs has gone hand-in-hand with attention to what we know from the research about what works for Oxnard's students (pp. 31-32).

#### EML MASTER PLAN ALIGNMENT TO EXPENDITURES

Oxnard MÃS will be aligned programmatically and fiscally to major policy, planning, and budgeting documents used at the district and site levels, including but not limited to: Oxnard EMPOWERS; Oxnard School District Board Policies; District Board And Superintendent Goals; LEA Plan; Local Control Accountability Plan (LCAP); Title III Corrective Action Plans; Single Plan for Student Achievement (SPSA); Federal Program Monitoring (FPM) items; and other relevant federal, state, and local directives (Proposition 58 & EL Roadmap) (p. 210).

#### ALIGNING PLANS & INITIATIVES (p. 225)

##### TK-12 Coherence & Articulation

Our parents and EMLs should expect a seamless journey beginning with joyful kindergartners and culminating in multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their curricular and extracurricular content and practices within and across programs, grades, grade spans, subject areas, schools, and feeder districts. OSD and the feeder high school district engage in regular articulation processes to ensure that EMLs matriculating into the high school district have a smooth, seamless, and successful transition (p. 58).

IDENTIFICATION, ASSESSMENT, & PLACEMENT, & RECLASSIFICATION OF STUDENTS is an essential component for the continuity of an empowering education, graduation, and college readiness for all OSD students, including EMLs (pp. 99-112).

NORMATIVE PROGRESS – EMLS WHO ARE MEETING ACADEMIC AND ENGLISH LANGUAGE DEVELOPMENT BENCHMARKS  
OSD monitors and supports student progress with reclassification criteria (pp. 142–143).

Appendix 17: BENEFITS OF COLLEGE ATTENDANCE

It's Not Just the Money; the Benefits of College Education to Individuals and to Society (pp. 362–365).

NOTES/COMMENTS

Teachers and other school personnel need training, coaching, and experience to identify EMLs' linguistic, cultural, intellectual, and academic assets in order to use them, build on them, and amplify them to support optimal learning (p. 69).

## ENGLISH LEARNER ROADMAP PRINCIPLE #4: ALIGNING AND ARTICULATING PRACTICES ACROSS THE SYSTEM.

### Principle 4A – Alignment & Articulation

EML approaches and programs are designed for continuity, alignment and articulation across grade and systems segments beginning with a strong foundation in early childhood (preschool) and continuing through to reclassification, graduation, and higher education.

#### CREATING A COMPREHENSIVE AND ALIGNED PLAN.

Our overarching goal is to revise and rethink the current EML Master Plan so that it becomes a comprehensive visionary and inspiring document that is fully aligned to Oxnard EMPOWERS, the new district strategic plan (pp. 27–28).

#### ESTABLISHING MULTILINGUALISM AS THE NORM

Oxnard is the right place to advance a district-wide cutting edge comprehensive plan for multilingual pathways that innovates, inspires, and re-imagines what is possible (p. 28).

#### MASTER PLAN IMPLEMENTATION

To ensure consistent implementation of our master plan across our sites, OSD has identified six parameters that all schools must utilize with regard to programs/pathways for EMLs (pp. 28–29).

#### DISTRICT INFRASTRUCTURE FOR LOCAL ACCOUNTABILITY AND RESPONSIBILITY

The EML master plan includes strategic and structural/operational recommendations for ensuring that EMLs in Oxnard

School District receive the instructional and support services they require to meet the Student Profile competencies, including English and home language proficiency, college/career readiness, core curriculum mastery, and healthy identity and social-emotional development (p. 30).

#### Creating Systems to Support the Improvement of Instruction/Program Design

Across the district, goals and expectations are aligned and articulated to all stakeholders. The design of all values-driven and principles-based programs has gone hand-in-hand with attention to what we know from the research about what works for Oxnard's students (p. 31).

#### EML MASTER PLAN ALIGNMENT TO EXPENDITURES

The EML master plan will be aligned programmatically and fiscally to major policy, planning, and budgeting documents used at the district and site levels, including but not limited to: Oxnard EMPOWERS; Oxnard School District Board Policies; District Board And Superintendent Goals; LEA Plan; Local Control Accountability Plan (LCAP); Title III Corrective Action Plans; Single Plan for Student Achievement (SPSA); Federal Program Monitoring (FPM) items; and other relevant federal, state, and local directives (Proposition 58 & EL Roadmap) (p. 210).

#### ALIGNING PLANS & INITIATIVES (P. 225)

##### TK-12 Coherence & Articulation

Our parents and EMLs should expect a seamless journey beginning with joyful kindergartners and culminating in multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their curricular and extracurricular content and practices within and across programs, grades, grade spans, subject areas, schools, and feeder districts. OSD and the feeder high school district engage in regular articulation processes to ensure that EMLs matriculating into the high school district have a smooth, seamless, and successful transition (p. 58).

IDENTIFICATION, ASSESSMENT, & PLACEMENT, & RECLASSIFICATION OF STUDENTS is an essential component for the continuity of an empowering education, graduation, and college readiness for all OSD students, including EMLs (pp. 99-112).

NORMATIVE PROGRESS –EMLS WHO ARE MEETING ACADEMIC AND ENGLISH LANGUAGE DEVELOPMENT BENCHMARKS OSD monitors and supports student progress with reclassification criteria (pp. 142-143).



## Appendix 17: BENEFITS OF COLLEGE ATTENDANCE

It's Not Just the Money; the Benefits of College Education to Individuals and to Society (pp. 362–645).

### NOTES/COMMENTS

The District Infrastructure for Local Accountability and Responsibility focuses on meeting the Learner Profile competencies, including English and home language proficiency, college/career readiness, core curriculum mastery, and healthy identity and social-emotional development. This infrastructure is specifically addressed in Strategic Goal 5: Transformative Leadership and Infrastructure. This infrastructure is further bolstered with the recommendations from California's ELA/ELD Framework (Chapter 11 – Figure 11.7, pp. 992–993) (p. 30).

## Principle 4B – Provide Extra Time

Schools plan schedules and resources to provide extra time in school (as needed) and build partnerships with afterschool and other entities to provide additional support for EMLs, to accommodate the extra challenge facing EMLs of learning English fluency and accessing/mastering all academic content.

### OXNARD MÁS ELEMENTS

#### 2.2 ACCESS, EQUITY, & INCLUSION

2.2.3 Provide a well-articulated and broad array of extracurricular and extended day/year enrichment activities and options aligned to EML interests, needs, and the Student Profile and supported by adult mentors and coaches.

2.2.4 Establish and fund the school libraries as community safe spaces to explore, learn, study, and engage. Ensure they are open extended hours for student/community maximum access (p. 83).

Emergent Multilinguals will receive support services to augment the ELD programs available. These support services include summer and extended learning opportunities (p. 105).

#### TWO-WAY DUAL LANGUAGE IMMERSION - 50/50 Model

The district is committed to ensuring that students have protected blocks of language time and are working with the schools to schedule their specialists in the areas of PE, music, and art in accordance with program requirements (p. 120).

Additive Support Programs will provide Extended Day/Extended Year Language Enrichment.

They can include before/after school, summer, and intersession language learning/support opportunities. OSD intends to implement these programs beginning in the school year 2024–2025 (p. 135).

For 6–8 EMLs, Extended school day with an extra period that may include non–EML students who need support in development of academic English related to their content learning in their middle school coursework (p. 136).

Interventions for ELD.

ELD for EMLs with Disabilities (p. 142).

Flexibility of Programming to Meet Student Needs (TK–8).

Newly Arrived EMLs with Interrupted/Adequate Formal Schooling (SIFE) (p. 144)

Newly Arrived EMLs with Inadequate Formal Schooling (p. 145)

Long Term Emergent Multilingual Learners (LTEs) (pp. 145–146)

Students Who Speak Languages other than Spanish (p. 147)

Multi-Tier System of Support: At the district level, data on student learning are used to guide curriculum improvement, recommend innovations (such as coordination with after school programs and other community resources and supports) (pp. 149–150).

## NOTES/COMMENTS

Improving the instructional program for EMLs by identifying and acquiring supplemental curricula, instructional materials, and educational software to be used afterschool, for intervention and Saturday school (p. 338).

## Principle 4C - Coherence

EML approaches and programs are designed to be coherent across schools within districts, across initiatives, and across the state.

## OXNARD MÁS ELEMENTS

### PLAN REVISION & RETHINKING

Oxnard MÁS was initiated to revise, rethink, and develop a redesign process to ensure that it would be aligned to the new strategic plan, Oxnard EMPOWERS (p. 4).

The redesign process includes the development of a new table of contents that reflects intentions to organize the plan to align with Oxnard EMPOWERS, including the addition of new components and the placement of the more technical plan components within the Appendices section.

Thorough review of the current plan to identify where existing components could be integrated into the new organization (p. 38).

#### Transformational Leadership & Infrastructure

There is a need for well-articulated coherence across schools in the district and across divisions and departments at the district-level. Most importantly, all stakeholders need to clearly know and understand implications of the Learner Profile for organizing classroom and school life for our EMLs and informing community initiatives and efforts (p. 21).

#### TK-12 Coherence & Articulation

Our parents and EMLs should expect a seamless journey beginning with joyful kindergartners and culminating in multilingual/multicultural college, career, and globally ready graduates with multiple post-secondary options. Staff plan, coordinate, and align their curricular and extracurricular content and practices within and across programs, grades, grade spans, subject areas, schools, and feeder districts. OSD and the feeder high school district engage in regular articulation processes to ensure that EMLs matriculating into the high school district have a smooth, seamless, and successful transition (p. 58).

#### 5.2 DISTRICTWIDE COHERENCE

Build a culture of coherence across the district and create and communicate clear expectations of what "Equitable & Excellent Education" means in terms of behavior and results, especially with regard to EMLs (pp. 91-92).

Coherence and Articulation TK-3 to improve mathematics instruction and mathematical thinking with young students.

Creation of the MTSS Manual to ensure that systems are in place to address students' social and emotional as well as academic needs when they are not experiencing success at the Tier 1 level (p. 227).

#### RESOURCE ALLOCATION MONITORING

At the school-site level, all expenditures must be aligned to the SPSA. Documentation must show evidence of how the programs are funded and aligned to the goals of the SPSA is maintained. At the district level, monitoring of funds guides the designated and effective use of allocated resources to ensure coherence with established federal, state, and district guidelines. Expenditures are monitored by each department according to the designated actions and services detailed in the LCAP (p. 211).

#### NOTES/COMMENTS

District and school leadership is well engaged with Oxnard EMPOWERS and the development of this EML master plan. They have engaged students, staff, parents, and community stakeholders with the development of these plans. Understanding and practicing new core values and supporting principles will provide the OSD community clarity in pursuing the vision, mission, and goals of the two strategic plans.

## APPENDIX 9

# INSTRUCTIONAL PRIORITIES

### PRIORITY #1

First, we must create and sustain globally-competitive multilingual/multicultural learning environments of high intellectual performance for Emergent Multilinguals. This priority requires that we understand and operationalize four embedded concepts:

- What do we mean by learning environments?
- What do we mean by globally-competitive 21<sup>st</sup> century learning?
- What do we mean by multilingual/multicultural learning?
- What do we mean by high intellectual performance?

### LEARNING ENVIRONMENT

What do we mean by learning environment? The term *learning environments* refers to culturally and linguistically responsive learning spaces in our classrooms, our schools, and our community where every student is considered high status and that positively develop and affirm each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency. In these spaces, educators and staff intentionally plan and structure instruction and interactions to develop a sense of community, self-determination, trust, and democracy. In these learning environments, educators and staff establish strong relationships with students by being personable, caring, trustworthy, and having an interest and understanding of the lives of our students. Educators and staff show respect for students' experiences, languages, and cultures by honoring their voice and creating environments where student voice permeates the classroom instruction, and decisions for instruction are based on student needs. Educators and staff communicate responsibility by creating physically, emotionally, and intellectually safe learning environments, modeling high expectations for learning, connecting instruction with students' learning interests and needs and making a link with their prior knowledge, providing multiple ways in which students can learn and demonstrate knowledge, and clearly articulating the curriculum's "usefulness" for today and the future. Educators and staff use students' lives outside the classroom as a means of engaging them more deeply in learning that has strong relevance for them. In particular, we find ways to help our students see future possibilities for people who look and sound like them, who come from similar backgrounds and experiences.

## GLOBALLY COMPETITIVE 21<sup>ST</sup> CENTURY MULTILINGUAL LEARNING

What do we mean by globally competitive 21<sup>st</sup> century multilingual learning? This refers to a set of specific skills, capacities, and dispositions that prepare students to thrive in and out of school. These skills, capacities, and dispositions include:

### a) HIGH-LEVEL ACADEMIC PREPARATION & MULTILINGUALISM

Globally-competitive academic preparation differs from the traditional academics. Instead, it focuses on a full multilingual/multicultural curriculum that includes all the different disciplines, including the arts, technology, and physical education. Emergent Multilinguals need opportunities to show what they've learned through advanced-level applications of their knowledge in the various languages they are learning. Most importantly, they need to learn HOW to learn because most of the actual content they get in school will be obsolete by the time they finish college. The content of their learning includes strategies for working and collaborating across languages and cultures.

Furthermore, in today's world, being bilingually proficient at near native-speaker like levels is the barest minimum. Across the globe, young people are routinely prepared as high-level multilinguals --- all of whom can speak English at professional and technical levels -, and when the whole world knows English, knowing ONLY English is no longer a competitive advantage. To be competitive in a global environment requires that our students develop high levels of mastery of two or more languages. In addition to this, there is abundant research that corroborates that learning two or more languages brings multiple cognitive, social, health, and other benefits to the individual and that accrue to the individual's family, community, and global world.

Multilingual learning in an academic environment requires that we have formal systems established to ensure students engage in learning language and content both.

### b) COLLEGE AND CAREER READINESS

Being college and career ready means that Emergent Multilinguals have real choices and options - to go to university or not, to pursue this career or that, not because of their zip code or the language they speak but because we prepared them. They are knowledgeable about the various post-secondary options. They have experienced what college is all about. They have participated in one or more career pathways. Their families have been supported in developing their own expertise in these areas. Whether Emergent Multilinguals enter the university or the workforce when they graduate, they will have the multilingual, multicultural, cognitive, and metacognitive tools to think critically and creatively in multiple languages and cultural contexts and to keep on learning throughout their lives.

c) MASTERY OF MULTILINGUAL LITERACY AS WELL AS OTHER 21<sup>ST</sup> CENTURY LITERACIES, INCLUDING ENVIRONMENTAL, VISUAL, DIGITAL, MEDIA, AND INFORMATIONAL LITERACIES

In addition to having oracy<sup>65</sup> and literacy in at least two languages, including textual literacy (the ability to read, write, analyze, and evaluate textual works of literature and personal and professional documents), our students must also have the literacy skills to 'read' the world and make sense of information by means other than traditional reading and writing. These 21<sup>st</sup> century literacies include environmental, visual, digital, media, and informational ways of meaning-making. Central to the concept of multiple literacies is the belief that in the 21<sup>st</sup> century, our students need to learn how to construct knowledge from multiple sources and modes of representation (Seel 2012).

Environmental Literacy requires an understanding of the earth as a physical system and the living environment, including humans and their societies within the landscape, as well as a familiarity with some basic modes of inquiry, critical thinking and problem-solving skills, and an ability to interpret and synthesize information.

Visual Literacy can be defined as the ability to understand and produce visual messages. Our students need to develop their abilities to create, use, and evaluate visual resources. Not only do they read printed words, they also must learn how to "read" images. Visual literacy includes facial expressions, body language, drawing, painting, sculpture, hand signs, street signs, international symbols, photos, layout of pictures and words in a book, clarity of type fonts, computer images, film sequences, critical analysis of advertisements and many other things.

Media Literacy is the ability to access, analyze, evaluate, and create media. Media literate youth and adults are better able to understand the complex messages we receive from television, radio, internet, newspapers, magazines, books, billboards, video games, music, and all other forms of media (The Media Literacy Project).

Digital Literacy is the ability to understand, evaluate, create, and integrate information in multiple digital formats via the computer and internet (Gilster 1997).

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<sup>65</sup> Oracy is the ability to express oneself in and understand spoken language, and the research base (see the work of Mercer and Littleton, 2007 and Wolf and Alexander, 2008, for example) is strong that it's as important as reading and writing (literacy). The theory is that purposeful dialogue focused on the exploration of complex ideas extends student thinking. Deep thinking creates the conditions for retaining and then mobilizing important knowledge. Through informed debate, argument, and persuasion, students are cognitively stretched.



Technological Literacy is often what comes to mind when we talk about global preparedness. But this area isn't just about using tools --- it's about a new way of conceptualizing communication, interaction, integration, intelligence, innovation, and imagination across languages and cultures. It's the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21 century (SETDA). New literacies that arise from new technologies include things like text-messaging, blogging, social networking, podcasting, and videomaking. These digital technologies alter and extend our communication abilities, often blending text, sound, and imagery. Although connected to older, "offline" practices, these technologies change what it means to both "read" and "write" texts. (They change the meaning of "text," as well.)

Informational Literacy is the ability to recognize when information is needed and have the ability to locate, evaluate, and effectively use the needed information. It includes those skills that an informed citizen of an information society ought to possess to participate intelligently and actively in that society. Although other educational goals, including traditional literacy, computer literacy, library skills, and critical thinking skills, are related to information literacy and important foundations for its development, information literacy itself is emerging as a distinct skill set and a necessary key to one's social and economic well-being in an increasingly complex information society.

d) INNOVATION, CREATIVITY, CRITICAL THINKING, COMMUNICATION, COLLABORATION, AND SOLUTION-SEEKING COMPETENCIES

Our Emergent Multilinguals' success will depend in significant part on having the discipline, skill, and daring to be innovators and creators and to seek and find solutions to problems that haven't even been invented yet, often in multilingual and multicultural work and social environments. How do we provide the space for Emergent Multilinguals to acquire these skills, capacities, and dispositions in a coherent, comprehensive, and disciplined way when many Emergent Multilinguals have been precluded from participating in instruction, such as the arts, that builds these skills? Our Emergent Multilinguals need to be able to use their linguistic and cultural skills to reason effectively, use systems thinking, make judgments and decisions, communicate clearly, and collaborate with others in order to thrive in the 21<sup>st</sup> century global business, social, and personal environments.

e) SOCIOCULTURAL CAPACITIES, INCLUDING IDENTITY DEVELOPMENT, CROSSCULTURAL & GLOBAL COMPETENCE, AND MULTICULTURAL APPRECIATION

Emergent Multilinguals also need to be prepared to apply their classroom learning to real world sociocultural issues that are extremely complex and challenging. They will be the ones making the decisions that determine our quality of life, and in a global world, decisions made in one part of the world will have impact throughout the world. How do we help them develop and apply their diverse linguistic and cultural knowledge in socioculturally responsible ways that reflect their own sense of identity, agency, and global competency?

We know that sociocultural factors - shared values, norms, and attitudes - positively affect various aspects of international competitiveness - entrepreneurship, innovation, productivity, and international cooperation. We know as well that a positive sense of identity is crucial to the development of self-esteem and confidence. Children who feel worthy and capable are more likely to be optimistic and to do well in school. A healthy sense of identity also helps children to be more open to people from other backgrounds because they are less likely to fear differences or put other children down to feel better about themselves. A strong and positive feeling about their parents and grandparents helps children feel safe and confident about themselves and their roots.

Having a sense of group identity as well as personal identity also helps a child feel a sense of belonging. This is particularly important for our Emergent Multilinguals. Group identity is constructed in many different ways. Identity can come from belonging to a community based on religion, political or social values, shared language, ethnicity, or national origin. It can even be a community based in part on the shared experience of being targets of racism. A group identity can come from whatever the child's family considers important in defining who is "like us." When children are of a group that others value less, creating a strong and positive group identity is particularly important for providing them with resiliency and moral support for challenging the biases they may face in that larger context that devalues them (Pulido-Tobiassen and Janet Gonzalez-Mena, 1999).

Our Emergent Multilinguals will be required to interact positively with people from all cultures and walks of life. This requires a healthy sense of identity, confidence, self-esteem, and agency. Additionally, we know that unless our Emergent Multilinguals develop fairly high levels of GLOBAL COMPETENCE, including multilingualism and interculturality, they will be at a profound disadvantage in the world they hope to navigate.

The Asia Society talks about four basic behaviors exhibited by globally competent students. Such students deploy and develop this global competence as they investigate globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research. They recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully. They communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers. And they take action to improve conditions, viewing themselves as players in the world and participating reflectively.

It's clear that today's students need a globally conscious education for what is without doubt a global era. There are very good and powerful reasons why this is not just a frill but an imperative. There are, of course, all of the economic reasons, the career-related reasons, all the rational reasons why our young people should develop global competency. Young people need to understand the worldwide circulation of ideas, products, fashions, media, ideologies, and human beings. These phenomena are real, powerful, and ubiquitous. They need to understand people from different cultures and engage with them effectively. Crosscultural competence requires developing relationships with others, and this often means bridging a cultural divide. Our students will need to develop a sense of multicultural appreciation that allows them to respect other cultures through exploration and seeking an understanding as a way to honor others' cultures, beliefs, and traditions.

e) SOCIAL, CIVIC, ENVIRONMENTAL, & ETHICAL RESPONSIBILITY

Students also need to be prepared to apply their classroom learning to real world social, civic, and environmental issues which are extremely complex and challenging. Our 21<sup>st</sup> century world needs global thinkers and doers who have the desire, the perseverance, and the moral strength and courage to tackle a range of pervasive issues that determine the quality of our lives on this planet, today and into the future: Issues of human conflict, global warming, climate change, human migration, poverty, innovation, health, the spread of disease, the control of nuclear energy, and so forth. And then if these reasons seem insufficient, there are all of those reasons that have to do with our own humanity and the expansion of our own human and social capital: The reasons that relate to our relationships as human beings, our ability to understand each other, and ourselves as part of a connected and interdependent system.

After all, today's students will be the ones making the decisions that determine our quality of life tomorrow, and in a global world, decisions made in one part of the world will have impact throughout the rest of the world. How do we help our students develop and apply their diverse linguistic and cultural knowledge in socially, civically, and environmentally responsible ways?

We also recognize that the development of personal, social, and business ethics is a key need for a responsive global community. Our students will need to make ethical choices and apply ethics in all areas of their lives. But what does ethics mean, and why do ethics matter?

We can think of ethics as the principles that guide our behavior toward making the best choices that contribute to the common good of all. Ethics is what guides us to tell the truth, keep our promises, or help someone in need. There is a framework of ethics underlying our lives on a daily basis, helping us make decisions that create positive impacts and steering us away from unjust outcomes. Ethics guides us to make the world a better place through the choices we make.

Ethics in business and in the larger society is just as important as ethics in personal life. Business leaders have a unique role and a great responsibility in shaping the ethical culture of their businesses, and thereby influence their broader communities as well.

Social responsibility is the idea that an individual (or organization) has an obligation to act for the benefit of society at large. Today, social responsibility has become an important part of culture at businesses of all sizes. Social responsibility can be practiced in big or small ways every day. Businesses can volunteer with local organizations, donate funds to a chosen cause, sponsor a neighborhood group or sports team, and much more. Even planting flowers, applying a fresh coat of paint, or picking up trash has a positive impact on the community. When we give back, we not only contribute to the common good, but we also engage with our communities in meaningful ways, build morale among neighbors and employees, and create positive regard for our work. (Ethics in Life and Business, scu.edu)

#### f) PHYSICAL & MENTAL WELLNESS

Living in a global village requires that every member develop the strength of body, mind, and character to contribute in positive ways to a healthy and diverse community. We know from an emerging body of research the impact of healthy bodies on powerful minds. For example, we know from research that there are positive associations between physical activity and academic performance, and there are positive associations between physical activity and mental resiliency, as well. Youth who engage in physical activity demonstrate lower rates of anxiety and depression. Students cannot learn when their minds are distracted by extraneous events. Taking the right steps to help students regain and maintain mental stability will be life changing for students, their families and teachers as well.

Wellness includes seven dimensions: physical, emotional, mental, social, environmental, occupational, and spiritual. Wellness incorporates factors such as adequate fitness, proper nutrition, stress management, disease prevention, spirituality, not smoking or abusing drugs, personal safety, regular physical examinations, health education, and environmental support (Hoeger & Hoeger, 2002). This is particularly relevant to our immigrant communities because they often lack access to education and services that support a healthy lifestyle.

Students who are physically healthy are able to participate with competence and confidence in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person. They are able to make healthy, active choices that are both beneficial to and respectful of their whole self, others, and their environment. When exploring topics such as healthy eating, substance use and abuse, mental health, and personal relationships, students can begin to make connections to how decisions (both personal and financial) affect their overall well-being, and that of others, both in the short and long-term.

Our Emergent Multilinguals need to develop the skills needed to obtain, interpret, and understand basic health information and services; understand preventative physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction; use available information to make appropriate health-related decisions; establish and monitor personal and family health goals; understand national and international public health and safety issues.

## HIGH INTELLECTUAL PERFORMANCE<sup>66</sup>

Oxnard EMPOWERS and Oxnard MÁS specifically call out the concept of high intellectual performance/academic engagement (terms used by Yvette Jackson in her book *Pedagogy of Confidence* and Jim Cummins in *Negotiating Identities*), an overarching concept that encompasses eight essential pedagogical principles, which are reflected in our framework.

These principles are drawn and adapted from the work of Jackson and Cummins and expanded in our framework. We support high intellectual performance/academic engagement when we deploy these pedagogical principles, holding them up as core principles that describe the types of school and classroom environments we want to create and sustain in Oxnard.

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<sup>66</sup> High Intellectual Performance comes from the work of Yvette Jackson as noted in *The Pedagogy of Confidence*. The essential pedagogical principles cited here are directly derived from her high operational practices, as well as from the work of Jim Cummins (*Negotiating Identities*), who calls this "academic engagement".

### 1. IDENTIFY, ACTIVATE, AND BUILD ON EML STRENGTHS.

Jackson (2011) explains that teaching that encourages students to recognize and apply their strengths releases neurotransmitters of pleasure, motivating students to actively participate and invest in a learning experience, set goals for their learning, and follow through with their learning for meaningful application and deeper development of strengths for personal agency. Identifying, activating, and building on student strengths means acknowledging that EMLs don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages --- all of these are powerful assets that we should build on. Cummins stresses that we need to acknowledge these assets and show EMLs that we believe in them and in their linguistic, cultural, intellectual, and academic capacity. This also means that teachers and other school personnel need training, coaching, and experience to identify such assets in order to use them, build on them, and amplify them to support optimal learning.

### 2. AFFIRM EML IDENTITIES BY CHALLENGING THE DEVALUATION OF MINORITIZED STUDENTS' IDENTITIES.

Cummins explains the critical nature of affirming EML identities by challenging the devaluation of minoritized students' identities - devaluation that happens because schools are reflections of a broader society that prizes white English-speaking people as the "real" and legitimate Americans, and that devalues others. The roots of this white supremacist belief have deep historical roots and are now so ingrained in our systems and structures that they have become like the air we breathe - clearly there, but not on our conscious radar most of the time. So, we must challenge the existing social context of coercive and exclusionary relations of power by recognizing and dismantling the systemic barriers to full participation that stem from this pervasive belief. That means explicitly valuing who our EMLs are, including their histories, experiences, languages, and cultures. Central to equity-focused liberatory education that actively affirms and values who our EMLs are is a belief in our own transformative power to create counter-hegemonic spaces in our schools for EMLs and educators to voice and achieve their full identities and aspirations. Without this access, our most vulnerable students are left without crucial opportunities to become their full and best selves, to create themselves as powerful players in their own lives and in the life of their communities.

### 3. ESTABLISH POWERFUL RELATIONSHIPS THAT NURTURE EQUITY & SUCCESS.

Jackson (2011) points out that students fare best cognitively, socially, and emotionally when they know they are liked, appreciated, and valued as part of a vibrant, caring community. Positive relationships stimulate oxytocin, positively impacting both the motivation and the memory capacity critical for learning. Establishing powerful relationships that nurture success requires that teachers know their EMLs and their communities and that EMLs see teachers and staff as their advocates and supporters. EMLs will look for teacher behaviors that they see as evidence that the teacher respects them and their cultures,



languages, and communities. We know that relationships are everything. Many students will refuse to learn from teachers who they don't believe care about them, respect them, or have their best interests at heart.

#### 4. ENGAGE EMLS ACTIVELY IN THE LEARNING PROCESS. AMPLIFY EML VOICE.

As Jackson (2011) emphasizes, encouraging students to voice their interests, perspectives, reflections, and opinions and enabling them to make personal contributions is not only motivating but also builds the confidence, agency, academic language, investment, and skill EMLs need to join wider communities of learners and doers in the world outside of school. We can engage EMLs actively in the learning process by focusing their attention on challenging thinking and requiring that they use oral and written language in the target language(s) and English to communicate and concretize their thinking. We can connect the learning to EMLs' real lives and engage them in creating authentic products that add value to the EMLs, their families, their schools, and their communities.

#### 5. CREATE ENVIRONMENTS OF ENRICHMENT, NOT REMEDIATION, THAT ENGAGE EMLS' MULTILINGUAL REPERTOIRES.

Enrichment, Jackson (2011) notes, taps students' interests, generates strengths, expands their cognitive capacity, and guides them to apply what they know in novel situations for self-actualization. The research is clear on the power of creating learning environments of enrichment rather than remediation, which teachers can do by treating EMLs as gifted and organizing language and content learning experiences that allow them to behave and produce as gifted students and scholars. As Cummins underscores, this includes engaging EMLs' multilingual repertoires as powerful resources for learning.

#### 6. SITUATE LEARNING IN THE LIVES OF EMLS. CONNECT TO THEIR LIVES.

Jackson (2011) states that students perform most effectively when they can connect new learnings to what is relevant and meaningful to them. These connections validate their lived experiences, activating the focusing of the brain through its Reticular Activating System (RAS). Without such personal connections, the new learnings are not likely to be retained and used effectively. Learning is best situated in the lives of EMLs by using culturally and linguistically sustaining strategies that validate EMLs as knowers and that use their lives, languages, cultures, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to EMLs that their experiences count and that who they are counts. When we engage parents and community in this manner, we are much more likely to understand how to connect learning to EMLs' lives beyond the classroom and build on the historical and current family and community funds of knowledge.

#### 7. ELICIT HIGH INTELLECTUAL PERFORMANCES THAT HELP CONNECT EMLS' IDENTITIES TO ACADEMIC ENGAGEMENT.

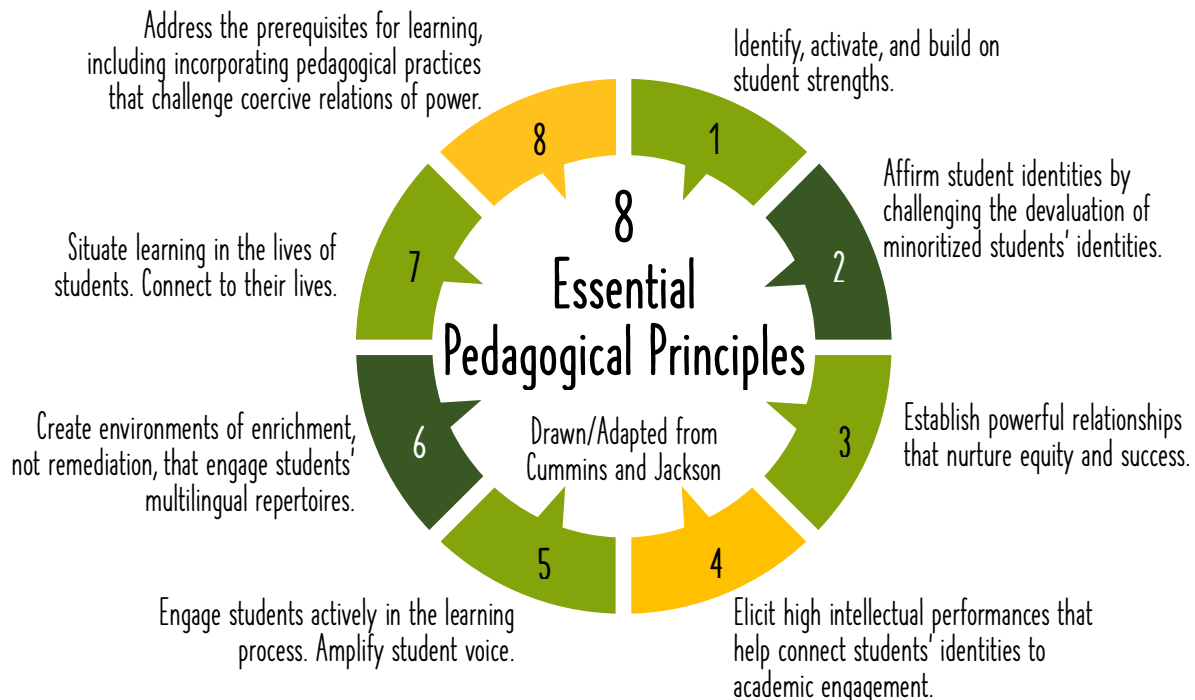


According to Jackson (2011), students crave challenges. Their intelligence flourishes when they are asked to think at high levels about complex issues, demonstrate what they know in creative ways, and develop useful habits of mind such as reflection, raising substantive questions for deeper understanding, and thinking flexibly and innovatively. Teachers can elicit high intellectual performances by making sure the curriculum is multilingual, multicultural, well-articulated, relevant, and rich. Cummins adds that they intentionally invite EMLs into cognitively complex work and inquiries in ways that allow EMLs' curiosities to be engaged and for EMLs to experience a series of linked successes, in this way connecting their identities to academic engagement. Such teachers take advantage of what we know about how the brain works best to structure brain-compatible experiences for EMLs. Most importantly, they carefully plan activities that prime EMLs for cognitively demanding work, they use processes that allow EMLs to engage in meaningful ways with the content, and they organize activities designed to help EMLs retain and retrieve what they learn - all in linguistically and culturally sustaining contexts.

#### 8. ADDRESS THE PREREQUISITES FOR LEARNING, INCLUDING INCORPORATING PEDAGOGICAL PRACTICES THAT CHALLENGE COERCIVE RELATIONS OF POWER.

Jackson (2011) underscores that foundation schema-building activities are critical so that students have the right foundations for learning new information and acquiring new skills. This foundation heightens EMLs' understanding, competence, confidence, and motivation. We address the prerequisites for learning by making sure that EMLs have what they need to be successful learners and students. This includes the resources -academic, social, health, nutritional and so forth-- we provide to EMLs, as well as explicitly teaching to bridge gaps in EMLs' academic and linguistic preparation and engaging EMLs in enriched learning experiences that may not be available to them outside of our schools. It means working with families in ways that expand their capacity to contribute to their children's school success, not just inviting them to serve as passive listeners to our own ideas and plans. When teachers incorporate pedagogical practices that challenge coercive relations of power that often play out in classrooms, as stressed by Cummins, they provide EMLs with the necessary tools to "talk back" to the stereotypes and biases that diminish them as powerful learners.

## HIGH INTELLECTUAL PERFORMANCE/ACADEMIC ENGAGEMENT & THE PEDAGOGICAL PRINCIPLES



### PRIORITY #2:

Second, in the context of Emergent Multilinguals, we must make multilingual/multicultural learning (and the teaching that leads to powerful multilingual/multicultural learning) public and visible to our entire Oxnard community. We must create classrooms, schools, and communities where Emergent Multilinguals, teachers, administrators, staff, and parents:

- Know what powerful multilingual/multicultural teaching and learning looks like and see it exhibited regularly in and out of school. They are familiar with excellent Emergent Multilingual teaching and learning. They know what to look for in and out of the classroom. They know where excellent teaching and high level learning is happening and can articulate how to identify it and what makes it so powerful.
- Know what to do to produce consistently high quality Emergent Multilingual learning results. They understand the role of quality feedback in improving learning. They are familiar with the conditions for optimal learning. They can converse easily about what they can do in their specific roles to support high quality learning results for Emergent Multilinguals.

- Hold each other responsible for high quality Emergent Multilingual teaching and learning. They understand their respective roles in ensuring that teaching and learning, whether in the classroom, in the home, or in the community, meet the highest level of quality. They understand what is meant by "quality," and can point to examples. Their expectations are high for themselves and each other, and they have a repertoire of support strategies to draw on when they or others need help.
- Expect that work is "done" only when it meets publicly agreed-upon standards of quality. They are clear about what is meant by quality and can articulate its features or characteristics. They have collaborated to determine what their common standard(s) of quality should be and are familiar with work that exemplifies that standard. When they see work that doesn't meet the standard, they have a set of tools, supports, and protocols for providing the needed assistance to raise the quality of the work.
- Work together to create Emergent Multilinguals environments of high intellectual performance throughout the school and community. They meet regularly to discuss how best to collaborate on behalf of Emergent Multilingual success. They consider the whole city their campus and work together to identify learning opportunities for Emergent Multilinguals not only in the school, but in the home and community as well. They celebrate successes and use these to strengthen multilingual pathways and programs.

## APPENDIX 10

# ACCESS TO ACCELERATED & SPECIAL EDUCATION SERVICES FOR EMERGENT MULTILINGUAL LEARNERS

The following actions will be implemented to ensure equitable access for Emergent Multilinguals to Accelerated and Special Education services.

### ACCELERATED PROGRAMS & SERVICES

Emergent Multilingual Learners will have access to gifted and talented programs and services and accelerated instruction as appropriate and to the same degree as non-Emergent Multilingual students.

1. ENSURE THAT EMERGENT MULTILINGUALS WHO QUALIFY FOR GATE SERVICES/ACCELERATED LEARNING HAVE ACCESS TO MULTILINGUAL PATHWAYS, PROGRAMS, AND SERVICES.

The GATE and the Emergent Multilingual Learner Teams will collaborate to establish multilingual program options for Emergent Multilinguals qualifying for GATE services.

2. ENSURE THAT QUALIFYING EMERGENT MULTILINGUALS RECEIVE GATE SERVICES/ACCELERATED LEARNING AND APPROPRIATE LANGUAGE ACQUISITION SERVICES.

Where an alternative to multilingual program placement is necessary, ensure that qualifying Emergent Multilinguals receive GATE/Accelerated Learning services and appropriate language acquisition services through a model or some other combination of services that include culturally and linguistically sustaining supports.

3. PROVIDE GATE PROGRAM/ACCELERATED LEARNING SETTINGS THAT INCLUDE MULTILINGUAL PATHWAYS.

The district will ensure that GATE programs/Accelerated Learning include multilingual pathway options for all GATE-eligible Emergent Multilinguals.

4. MONITOR EMERGENT MULTILINGUAL PARTICIPATION IN GATE/ACCELERATED LEARNING.

By September 2024, the district will design and implement a data collection system that enables the District to track

students by language proficiency status at each stage in the GATE/Accelerated Learning identification and services process.

- a. Student Data: This system will include tracking the following information for each student referred to GATE/Accelerated Learning in mid-spring semester: school, grade, language proficiency status (EL, IFEP, RFEP, EO<sup>67</sup>), eligibility finding, and placement decision. Comparative data from two consecutive years will track changes in identification patterns/trends, including disaggregation by language status, language, grade, school, and GATE identification category.
- b. School Data: At least once a year, the district will review that year's data as well as consecutive/multiple year data to determine districtwide and school number/percent of Emergent Multilinguals referred to, identified for, and receiving GATE services/Accelerated Learning and whether these are proportionate to Emergent Multilingual populations within the larger district/school populations. Where school data reveal disproportions, strategies will be developed to assist those schools in increasing Emergent Multilingual GATE/Accelerated Learning referrals to, identification for, and participation in GATE/Accelerated Learning services.

## 5. IMPLEMENT PARENT OUTREACH STRATEGIES.

The district will implement parent outreach strategies to inform parents of Emergent Multilinguals in their primary language about the GATE program/Accelerated Learning, including what the program offers, the referral process, and how to obtain more information. These strategies will include, but not be limited to, GATE/Accelerated Learning information in the predominant primary languages on the district's website, and placing an item regarding the GATE program/Accelerated Learning on the agenda of at least one SSC/ELAC meeting at each school site annually and one DELAC meeting annually.

## 6. ADDRESS THE PARTICULAR NEEDS OF EMERGENT MULTILINGUALS IN THE GATE/ACCELERATED LEARNING REFERRAL, EVALUATION, AND PLACEMENT PROCESS.

The following actions are designed to address Emergent Multilingual needs at all points in the GATE/Accelerated Learning process:

Referral. The district's Multi-Tiered Systems of Support Team (MTSS), which is a site-based body that may make

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<sup>67</sup> English Learners, Initially Fluent English Proficient, Reclassified Fluent English Proficient, English Only

GATE/Accelerated Learning referrals, will consistently implement procedures for pre-referral, intervention, and referral for GATE evaluation that take into consideration the linguistic and cultural background of students, including:

- Providing a consult with at least one certificated staff person with a bilingual or ELD certification for student study team (SST) meetings concerning Emergent Multilinguals.
- Fully considering the language background and all language-related issues of Emergent Multilinguals when making the decision to assess Emergent Multilinguals for GATE /Accelerated Learning evaluation.
- Using MTSS forms that include information about the students' primary language proficiency assessment results, educational history, and state-identified English Learner proficiency assessment scores. These forms shall be completed and fully considered with respect to each Student Study Team meeting held for Emergent Multilinguals.

Evaluation of Emergent Multilinguals for GATE/Accelerated Learning. The district's GATE Department is responsible for determining GATE eligibility, including the following steps:

- Assess Emergent Multilinguals for GATE/Accelerated Learning eligibility in each student's primary language.
- Provide Emergent Multilinguals with initial or subsequent evaluations by qualified specialists who are proficient in the students' primary language. To the extent that such personnel are currently unavailable to the district, the district will make its best efforts to locate and obtain the services of such personnel.
- Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

Placement of Emergent Multilinguals in GATE/Accelerated Learning. Placement teams will take into account each student's particular needs as an Emergent Multilingual when determining appropriate GATE/Accelerated Learning placement.

- The person who conducts the eligibility assessment will provide the team with information to help the team understand the impact of the student's giftedness as it relates to an Emergent Multilingual. Teams will consult with at least one certificated staff person with the appropriate CTC Bilingual/ELD Authorization who can assist the team in determining what GATE/Accelerated Learning services are appropriate to provide the Emergent Multilingual with accelerated access to core curriculum instruction.

7. ENSURE THAT ALL GATE/ACCELERATED LEARNING TEACHERS ALSO HOLD THE APPROPRIATE CTC BILINGUAL/ELD CERTIFICATION.

The district will reaffirm its commitment to hiring GATE/Accelerated Learning teachers who also hold a CTC bilingual authorization, and as its second priority, hiring GATE/Accelerated Learning teachers with a CTC ELD certification. If such candidates are not available, the district will make hiring of new GATE/Accelerated Learning teachers contingent on commitment to pursue a CTC Bilingual Authorization.

## SPECIAL EDUCATION SERVICES

1. ENSURE THAT EMERGENT MULTILINGUALS WHO QUALIFY FOR SPECIAL EDUCATION SERVICES HAVE ACCESS TO MULTILINGUAL PATHWAYS, PROGRAMS, AND SERVICES.

The Special Education Department and the Emergent Multilingual Learner Team will collaborate to establish multilingual pathway/program options for Emergent Multilinguals qualifying for special education services. As part of the placement of Special Education Emergent Multilinguals in multilingual programs, staff will ensure that the IEP contains culturally and linguistically appropriate goals.

2. WHERE AN ALTERNATIVE TO MULTILINGUAL PROGRAM PLACEMENT IS NECESSARY, ENSURE THAT QUALIFYING EMERGENT MULTILINGUALS RECEIVE SPECIAL EDUCATION SERVICES AND APPROPRIATE LANGUAGE ACQUISITION SERVICES through one of the models below or some other combination of services. Notwithstanding the list below, services will be determined based on the individual needs of the student, as required by state and federal law.

- Instruction by a teacher who holds a CTC Bilingual Authorization and special education certification.
- Team-teaching by a teacher who holds a CTC Bilingual Authorization and a special education certified teacher.
- Instruction by a teacher with both ELD and Special Education certifications with the support of a primary language paraprofessional or mentor.
- Team-teaching by an ELD-certified teacher and a special education-certified teacher with the support of a primary language paraprofessional or mentor.
- Consultation between a certified special education teacher and a teacher who holds a CTC Bilingual Authorization.

3. ADDRESS THE PARTICULAR NEEDS OF EMERGENT MULTILINGUALS IN THE SPECIAL EDUCATION REFERRAL, EVALUATION, AND PLACEMENT PROCESS.

The following actions are designed to address Emergent Multilingual needs at all points in the special education process:

Referral. The district's Multi-Tiered System of Supports Team (MTSS), which is a site-based body that may make special education referrals, will consistently implement procedures for pre-referral, intervention, and referral for



special education evaluation that take into consideration the linguistic and cultural background of students, including:

- Providing a consult with at least one certificated staff person with a bilingual or ELD certification for student study team (SST) meetings concerning Emergent Multilinguals.
- Fully considering the language background and all language-related issues of Emergent Multilinguals, including lack of academic progress in an appropriate multilingual pathway, and carefully document Emergent Multilinguals' student information when making the decision to assess Emergent Multilinguals for special education evaluation.
- Using MTSS forms that include information about the students' primary language proficiency assessment results, educational history, and state-identified English Learner proficiency assessment scores. These forms shall be completed and fully considered with respect to each Student Study Team meeting held for Emergent Multilinguals.

Evaluation of Emergent Multilinguals for Special Education. The district is responsible for determining special education eligibility, including the following steps:

- Assess Emergent Multilinguals for special education eligibility in each student's primary language.
- Provide Emergent Multilinguals with initial or subsequent evaluations by qualified specialists who are proficient in the students' primary language. To the extent that such personnel are currently unavailable to the district, the district will make its best efforts to locate and obtain the services of such personnel.
- Evaluation reports will address the validity and reliability of the assessments used in light of the student's language background and will be interpreted in a language accessible to the student's parents.

Placement of Emergent Multilinguals in Special Education. Individual Education Plan (IEP) teams will take into account each student's particular needs as an Emergent Multilingual, such as the need for special language assistance, when determining appropriate special education services.

- The person who conducts the eligibility assessment will provide the IEP team with information to help the team understand the impact of the student's disability as it relates to an Emergent Multilingual. IEP teams should include or consult with a certificated staff person with the appropriate CTC Bilingual/ELD Authorization who can assist the IEP team in determining what special education services are necessary to provide the Emergent Multilingual with access to core curriculum instruction. If English language acquisition or primary language services are necessary for a child to receive a free appropriate public education (FAPE) under special education law, a description of such services will be written into the IEP.

- Upon parental request, the district will translate IEPs for parents of Emergent Multilinguals in a timely fashion.
- When the district notifies a parent of an Emergent Multilingual of an IEP meeting, the notice will be in the parent's primary language and will inform the parent of the right to request an interpreter at the IEP meeting. This notice will explain to the parent how to request an interpreter. When parents make such requests with reasonable notice, the district will provide adequate interpreter services at IEP meetings.

4. MAINTAIN THE REQUIREMENT THAT ALL SPECIAL EDUCATION TEACHERS ALSO HOLD THE APPROPRIATE CTC BILINGUAL/ELD CERTIFICATION.

The district will reaffirm its commitment to hiring special education teachers who also hold a CTC bilingual authorization, and as its second priority, hiring special education teachers with a CTC ELD certification. If such candidates are not available, the District will make hiring of new special education teachers contingent on commitment to pursue a CTC Bilingual Authorization.

5. PROVIDE SPECIAL EDUCATION PROGRAM SETTINGS THAT INCLUDE MULTILINGUAL PROGRAM PATHWAYS.

The district will ensure that Special Education programs include multilingual pathway options for all Special Education-identified Emergent Multilinguals, taking into account their special needs and anticipated higher levels and potentials.

6. SUPPORT EFFORTS TO EXPAND THE POOL OF TEACHERS WITH MULTIPLE AUTHORIZATIONS TO PROVIDE SERVICES TO DUAL-IDENTIFIED STUDENTS.

Encourage current teachers to pursue additional authorizations (Special Education/GATE and bilingual/ELD) to serve targeted populations. Support the recruitment of new teachers who possess multiple/additional authorizations. Partner with local universities in these efforts. Establish career ladder programs that support bilingual paraprofessionals in securing their teaching credentials with authorizations in GATE and Special Education.

## APPENDIX 11

# STAFF RECRUITMENT & REQUIREMENTS

### TEACHER CERTIFICATION REQUIREMENTS

Instructional Program	Grade Level(s)	Proper Authorization
Structured English Immersion	TK - 8	Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed
English Language Mainstream	6 - 8	Bilingual Authorization/BCLAD or equivalent OR EL Authorization/CLAD or equivalent with bilingual paraeducator to provide primary language support when needed
Transitional Bilingual Education	2 - 3	Bilingual Authorization/BCLAD or equivalent
Dual Language	TK - 8	EL Authorization /CLAD or equivalent (for English teachers)
Newcomer	3-5 and 6-8	Bilingual Authorization/BCLAD or equivalent OR EL Authorization /CLAD or equivalent with bilingual paraeducator to provide primary language support when needed

### RECRUITMENT PROCEDURES

#### TEACHERS

The district Director of Teaching and Learning works closely with the Assistant Superintendent of Human Resources and the Human Resources Department staff on issues of recruitment, interviews, and recommendations to site administrators. The following steps taken each year constitute the district's approach to recruitment of teachers for EMLs. Each spring, following the annual R-30 Language Census report, the Director of Teaching and Learning and principals work collaboratively to plan regarding the need for adequate numbers of qualified teachers to fully implement the EML pathways and programs at each school site. A decision is made regarding the anticipated number of classes that will be considered necessary to meet the program needs of the school's EMLs in the coming year.

The principal, with support from the Assistant Superintendent of Human Resources and the Director of Teaching and Learning, will develop a proposed staffing plan for the school, based on projected numbers of EMLs and program enrollment. This plan is reviewed each spring by the Director of Teaching and Learning and Human Resources staff. Vacancies are posted as necessary, listing required Commission on Teacher Credentialing (CTC) authorizations for the positions. Working together, district Human Resources staff and site administrators assign properly credentialed teachers to specific programs requiring their specialized expertise. When a sufficient number of authorized teachers are not available to fill all openings, the teachers who are assigned to these classrooms must enroll in approved training programs for the necessary authorizations.

Advertising and recruitment efforts are undertaken, internally and externally, until all positions are filled. These efforts include:

- (1) Job announcements sent to the following types of organizations:
  - Educational placement centers with teacher training programs at private, UC and CSU campuses
  - Major educational organizations including those associated with language minority students
  - County Offices of Education
  - Local school sites, the district's Department of Human Resources, and the district's Enrollment Center
  - Colleges and universities identified as having a pool of potential bilingual teacher candidates, including departments such as Teacher Education, California Mini-Corps and teacher internship offices
- (2) Advertisements placed as needed in appropriate newspapers and organizational newsletters such as the following:
  - Local community newspapers, including Spanish language
  - Newsletters of bilingual educator organizations such as the California Association of Bilingual Education (CABE) and the National Association for Bilingual Education (NABE)
  - National Education Association (NEA), California Teachers Association (CTA), American Federation of Teachers (AFT) and California Federation of Teachers (CFT) publications
  - Bilingual media (radio, television, publications)
- (3) Recruiting booths at conferences such as:
  - National Association for Bilingual Education (NABE) when the conference is held in California
  - California Association for Bilingual Education (CABE)
  - Association of Mexican American Educators (AMAE)
  - Career Day events at local colleges/universities and secondary schools, where the district provides information

- concerning needs for bilingual teachers and paraprofessionals, employment opportunities and procedures for hiring
- Use of informal contacts in the community and/or local community organizations to identify potential local candidates

In addition, the district is committed to developing and implementing a career pathway program for teachers leading to leadership positions through attainment of specialist and administrative credentials.

### PARAEDUCATORS

The need for paraeducator positions is determined in the same way as described above for teachers. In addition to the above, the district is committed to developing and implementing a career ladder program for paraeducators leading to attainment of teaching credentials. This is being supported through the OSD Teacher Pathways program.

## APPENDIX 12

# EVALUATION DESIGN AND GOALS

Several evaluation questions guide the data inquiry, and the analysis cycle for each of the goals and evaluation activities focus on these evaluation questions.

### EVALUATION DESIGN- GOALS AND EVALUATION QUESTIONS

GOALS	EVALUATION QUESTIONS	EVIDENCE
1. EML pathways and programs are effectively and comprehensively implemented.	1.1 Are EML pathways and programs comprehensively, consistently, and effectively implemented in ways that are aligned to Oxnard MÃS and that meet or exceed requirements of state and federal law? 1.2 To what extent is Oxnard MÃS utilized by teachers, support staff, administrators, and parents as a tool to meet the needs of EMLs and staff? 1.3 What percentage of schools have implemented a dual language education pathway of program? 1.4 Have any dual language education pathways added a third language?	<ul style="list-style-type: none"> <li>■ Principal Assurances Checklist</li> <li>■ EL Program Reviews</li> <li>■ Meeting Agendas</li> <li>■ Surveys</li> <li>■ Site Visits (District and Site Initiated)</li> <li>■ Instructional Schedule Review</li> </ul>
2. All EMLs are making appropriate progress on attaining the OSD Learner Profile Competencies.	2.1 What percentage of EMLs are meeting grade-level benchmarks for each of the seven Learner Profile Competencies? 2.2 What percentage of 5 <sup>th</sup> grade EMLs have mastered the elementary-level Learner Profile competencies? 2.3 What percentage of 8 <sup>th</sup> grade EMLs have mastered the secondary-level Learner Profile competencies? 2.4 What percentage of 5 <sup>th</sup> grade EMLs have successfully completed the elementary Learner Profile portfolio? 2.5 What percentage of 8 <sup>th</sup> grade EMLs have successfully completed the secondary Learner Profile portfolio? 2.6 What percentage of 5 <sup>th</sup> grade EMLs have successfully presented their Learner Profile defense?	Benchmarks, metrics, and progress monitoring systems and instruments are under development.

GOALS	EVALUATION QUESTIONS	EVIDENCE
	2.6 What percentage of 8 <sup>th</sup> grade EMLs have successfully presented their Learner Profile defense?	
2a. All EMLs are on a path to developing high-level multilingual proficiency in L1 and English and are making appropriate annual progress.	<p>2a.1 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score standards "Met" or "Exceeds" in reading/language arts and mathematics on the Spanish versions of the state standards test?</p> <p>2a.2 What percentage of all students (ELs, IFEPs, RFEPs, EOs) participating in these programs score at the "Met" or "Exceeds" proficiency level in English Language Arts and Mathematics on the California Standards Tests?</p> <p>2a.3 What percentage of all students (ELs, IFEPs, RFEPs, EOs) qualify for the Oxnard School District Seal of Bilingual Pathway Award?</p> <p>2a.4 Are EMLs acquiring English language proficiency at a rate that is consistent with EML program expectations?</p> <p>2a.5 Are 75% or more of EMLs reaching reasonable fluency on the ELPAC in 5 years or less?</p> <p>2a.6 Are EML students who are currently receiving ELD services progressing academically relative to program goals or expectations?</p>	<ul style="list-style-type: none"> <li>■ Spanish version of state standardized test</li> <li>■ CAASPP ELA, Math (grades 3–8)</li> <li>■ Bilingual Pathway Award Records</li> <li>■ ELPAC Assessment Results</li> <li>■ Reclassification Data</li> <li>■ ELSSA</li> </ul>
2b. All EMLs are on a path to developing high-level academic success in all core curriculum areas, including preparation for college/career success.	<p>2b.1 Is the number of LTEL students in grades 5 through 8 decreasing by 5% annually?</p> <p>2b.2 Are EML and RFEP performing academically at a rate that is consistent with EOs?</p> <p>2b.3 Is there an increase in the percentage of EMLs obtaining "B" or better in core courses in intermediate grades?</p> <p>2b.4 Are EMLs proportionally represented in Special Education and GATE referrals?*</p> <p>2b.5 What percentage of EMLs participate in college-going culture, career exploration, AVID, and career academies/pathways? How does this compare to EO students?</p> <p>2b.6 What percentage of Oxnard Ever-ELs successfully complete the a–g sequence in high school?</p> <p>2b.7 What percentage of Oxnard Ever-ELs enter a four-year university or college upon graduation from high school?</p>	<ul style="list-style-type: none"> <li>■ District developed Summative Assessments</li> <li>■ Reclassification Data</li> <li>■ Language Appraisal Team Monitoring</li> <li>■ CAASPP Results in All Subjects Assessed (grades 3–8)</li> <li>■ District report cards</li> <li>■ Participation rates in electives and extracurricular activities</li> <li>■ Special Education and Gate Referral and Participation Data</li> <li>■ Feeder District Data</li> </ul>



GOALS	EVALUATION QUESTIONS	EVIDENCE
2c. All EMLs are on a path to developing high-level multicultural and global competency.	<p>2c.1 Are all EMLs developing and applying their diverse linguistic and cultural knowledge in multiculturally and globally responsible ways that reflect their own sense of identity, agency, and global competency?</p> <p>2c.2 What percentage of EMLs are engaged in activities focused on investigating globally significant issues in the world beyond their immediate environment, framing significant problems and conducting well-crafted and age-appropriate research?</p> <p>2c.3 What percentage of EMLs are able to successfully recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully?</p> <p>2c.4 What percentage of EMLs are able to successfully communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers?</p> <p>2c.5 What percentage of EMLs are engaged in activities focused on taking action to improve conditions, viewing themselves as players in the world and participating reflectively?</p> <p>2c.6 What percentage of EMLs are able to interact positively with people from other language, ethnic, and cultural groups?</p>	Benchmarks, metrics, and progress monitoring systems and instruments are under development.
2d. All EMLs are on a path to developing high-level social-emotional skills, including agency, self-confidence, identity, and voice.	<p>2d.1 What percentage of EMLs demonstrate a healthy sense of identity, self-confidence/self-esteem, and voice/agency?</p> <p>2d.2 What percentage of EMLs have strong/positive feelings about their parents and families?</p> <p>2d.3 What percentage of EMLs feel a sense of belonging and connection to their school?</p> <p>2d.4 What percentage of EMLs can identify strategies for challenging positively bias, racism, and linguisticism when they experience these?</p> <p>2d.5 What percentage of EMLs are able to form and sustain positive relationships?</p> <p>2d.6 What percentage of EMLs are able to experience, manage, and express emotions?</p> <p>2d.7 What percentage of EMLs are able to explore and engage with the environment?</p> <p>2d.8 What percentage of EMLs are able to manage information overload?</p> <p>2d.9 What percentage of EMLs are able to prioritize tasks?</p>	<ul style="list-style-type: none"> <li>■ Attendance Records</li> <li>■ Student Records</li> <li>■ Special Education and GATE</li> <li>■ Data</li> <li>■ Discipline Records</li> <li>■ Healthy Kids Surveys</li> </ul> <p>Additional benchmarks, metrics, and progress monitoring systems and instruments are under development.</p>

GOALS	EVALUATION QUESTIONS	EVIDENCE
	<p>2d.10 What percentage of EMLs are able to filter distractions and stay focused despite distractions?</p> <p>2d.11 What percentage of EMLs are able to effectively plan and meet their goals?</p> <p>2d.12 What percentage of EMLs are able to practice self-control?</p> <p>2d.13 To what extent are Ever-ELs over- or under-represented in referrals to and participation in GATE and Special Education?</p> <p>2d.14 What percentage of EMLs have excessive absences and tardies, and how does this compare to EO percentages?</p> <p>2d.15 What percentage of EMLs have been suspended, expelled or suffered other disciplinary action, and how does this compare to EO percentages?</p> <p>2d.16 What percentage of EMLs have been retained in grade, and how does this compare to EO percentages?</p> <p>2d.17 What percentage of EMLs drop out of school, and how does this compare to EO percentages?</p>	
3. We consistently monitor the success of the most vulnerable EMLs and ensure that they are provided with effective asset-oriented interventions.	<p>3.1 What percentage of EMLs are referred for/receive intervention services?</p> <p>3.2 What percentage of EMLs are provided with Catch-Up Plans?</p> <p>3.3 What percentage of EMLs who receive intervention services no longer need those services after a semester? A year?</p>	<p>■ Intervention Referral Records</p>
4. Family/Parent engagement and empowerment programs are expanding and improving yearly, resulting in increased meaningful participation by parents of Ever-	<p>4.1 Are parents of EMLs and RFEPs as likely as parents of EOs to participate in school activities (parent-teacher conferences, volunteer in class, etc.)?</p> <p>4.2 Is the rate of parent engagement increasing at meetings and parent conferences?</p> <p>4.3 What measures are used to ensure that parents are knowledgeable about EML program placement, language acquisition, the benefits of multilingualism, and their child's academic progress?</p>	<p>Sign-in sheets</p> <p>Meeting Agendas</p> <p>Surveys</p> <p>Parent Trainings</p> <p>EML Master Plan</p>

GOALS	EVALUATION QUESTIONS	EVIDENCE
ELs (EMLs and RFEPs).	4.4 To what extent are parents of Ever-ELs represented in leadership positions in SSCs and other parent engagement groups?	

\*\*The state criteria for annual progress on the ELPAC for students at level 1-3 overall is gain of one level per year; for students at Level 4 overall, gain on subtest until all are at Level 3 or higher (i.e., reasonable fluency); for students at reasonable fluency, maintenance of that status until reclassified.

## MONITORING PROGRAM IMPLEMENTATION

GOAL	EVIDENCE	DATA COLLECTION	MONITORING TIMELINE	PERSON(S) RESPONSIBLE
1. EML programs are fully implemented	Principal Assurances Checklist  EML Program Reviews Meeting Agendas Surveys	1a. Document Reviews Home Language Survey, alternative program, program placement, reclassification and reclassification follow up  Principal's Assurance Checklist  Program Evaluation Data Collection Form  1b. District-facilitated self-reviews aligned with FPM process	1a. Annually  1b. Rotating cycle based on FPM review timelines.	1a. Site Administrator  District Leadership under the Direction of the Director of Teaching and Learning  1b. Site Administrator District Leadership under the Direction of the Director of Teaching and Learning
2. Parents of EMLs and RFEPs participate meaningfully in their children's education.	Sign-in sheets  Meeting Agendas  Surveys	2a. Principal's Assurances for EML Programs Checklist  2b. Sign-in Sheets, Meeting Agendas, Surveys	2a. and 2b. On-going based on required parent meetings and regularly scheduled parent community engagement activities	2a. Site Administrator District Leadership under the Direction of the Director of Teaching and Learning  2b. Site Administrator
3. All EMLs will achieve full	ELPAC assessment results	3a. ELPAC Results	3a. Annually	3a., 3b. and 3c.

GOAL	EVIDENCE	DATA COLLECTION	MONITORING TIMELINE	PERSON(S) RESPONSIBLE
proficiency in English.	District Developed Summative Assessment results ELSSA	3b. District Developed Summative Assessment Results 3c. Analysis of ELPAC growth - ELSSA by school, language group, and program	3b. According to assessment timelines  3c. Annually	District Leadership under the Direction of the Director of Teaching and Learning  Site Administrators  Teachers
4. EMLs will achieve academic success comparable to EO's.	CAASPP ELA, Math (grades 3-8) District-adopted standardized assessments  District report cards (intermediate)  Participation rates in electives and extracurricular activities such as Art, Music, Sports (intermediate)	4a. CAASPP performance data in ELA and Mathematics with Cross-sectional profiles of performance by ELPAC level as well as disaggregation of data by school, grade level, and language group	4a. Annually for state-mandated assessment; On a trimester basis aligned to grading cycles for report cards.	4a. Site Administrator  District Leadership under the Direction of the Director of Teaching and Learning
5. Rates for EMLs and RFEPs in categories indicating risk for school failure are no greater than those for EO's	Attendance Records Student Records CAASPP ELA, Math (grades 3-8)	5a. Data on suspensions, expulsions, other disciplinary actions, retentions, special education referrals, Student Study Teams, and GATE referrals	5a. Annually	5a. Site Administrators  District Leadership under the Direction of the Director of Teaching and Learning
6. Students enrolled in DLE pathways/ programs will master language	Spanish version of State Standardized Tests	6a. Analysis of EML reading and mathematics scores on CAASPP scores in ELA and Mathematics, and district	6a. 6b. Annually, fall semester.  6c. Annually, spring	6a - 6c. Site Administrators

GOAL	EVIDENCE	DATA COLLECTION	MONITORING TIMELINE	PERSON(S) RESPONSIBLE
skills in Spanish as well as English	CAASPP ELA, Math (grades 3-8)  Bi-literacy Pathway Award Records	developed summative assessments  6b. Analysis of Spanish version of State Standardized test and district-adopted summative assessments  6c. Biliteracy Pathway Award Criteria		District Leadership under the Direction of the Director of Teaching and Learning

## EXPECTED BENCHMARKS FOR EMLs

ENGLISH LANGUAGE PROFICIENCY (All EMLs)						
YEARS IN PROGRAM	1	2	3	4	5	6
ELPAC	I Novice  Minimally Developed	II Minimally Developed  Somewhat Developed	III Somewhat Developed  Moderately Developed	IV Moderately Developed  Well Developed	V Moderately Developed  Well Developed	VI Well Developed
ELD District Benchmark Assessment	Early Emerging	Early Emerging	Early Expanding	Exit Expanding		Bridging
English: CAASPP - ELA	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded
English: CAASPP - Math	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded
English: District Reading Benchmark	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded
English: District Writing Assessment	0-1 Standards Not Met	1-2 Standards Not Met			3 Standards Nearly Met	3-4 Standards Met/Exceeded
English: District Math Benchmark	Standards Not Met	Standards Not Met			Standards Nearly Met	Standards Met/Exceeded

ACADEMIC ACHIEVEMENT (EMLS IN DUAL LANGUAGE EDUCATION PATHWAYS/PROGRAMS)						
YEARS IN PROGRAM	1	2	3	4	5	6
State Standardized Spanish Language Arts Assessment	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded
State Standardized Spanish Math Assessment	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded
Spanish: District Reading Benchmark	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded
Spanish: District Writing Assessment	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded
Spanish: District Math Assessment	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded	Standards Met/Exceeded

## EVALUATION & ACCOUNTABILITY: ROLES & RESPONSIBILITIES

ROLE	RESPONSIBILITIES
Student	<ul style="list-style-type: none"> <li>■ Attends school daily, arrives on time, and works for high achievement</li> <li>■ Participates in school activities</li> <li>■ Communicates regularly with parents, teachers, and support staff</li> </ul>
Parent	<ul style="list-style-type: none"> <li>■ Monitors and promotes EML's progress in academics, homework, attendance, and behavior through: <ul style="list-style-type: none"> <li>✓ Support for EMLs in activities to promote student achievement</li> <li>✓ Regular communication re: student progress with student, teachers, and school</li> <li>✓ Attendance at parent conferences and school functions (e.g., Back to School Night, conferences)</li> <li>✓ Participation in school committees-----ELAC, Site Council, etc.</li> </ul> </li> </ul>
Classroom Teacher	<ul style="list-style-type: none"> <li>■ Implements specific EML programs as described in the EML Master Plan and provides instruction that aligns with state frameworks and district/state standards</li> <li>■ Ensures delivery of appropriate ELD instruction</li> <li>■ Monitors EML progress, reviews school/district data, uses data to modify instruction, reviews content and ELD standards and assessment procedures</li> </ul>

ROLE	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>■ Determines/implements differentiated strategies for EMLs and RFEP students</li> <li>■ Advocates for support services for students not meeting standards and benchmarks who may be at risk of retention or who require interventions in order to reach goals</li> <li>■ Attends team meetings and informs parents of progress and strategies to support students in meeting standards</li> <li>■ Uses data to understand and respond to student needs</li> </ul>
Principal	<ul style="list-style-type: none"> <li>■ Monitors all aspects of staffing for and instruction in EML programs, according to the Master Plan</li> <li>■ Monitors all procedures and legal requirements pertaining to EMLs at the school</li> <li>■ Monitors placement of EMLs and oversees reclassification process</li> <li>■ Reports periodically to district administration on implementation of EML programs and services</li> <li>■ Leads and participates in the analysis and use of data to facilitate student progress monitoring</li> <li>■ Provides leadership in all aspects of the educational program</li> <li>■ Provides leadership and responsiveness in working with parents and community through structures such as the EML Advisory Committee (ELAC)</li> </ul>
Assistant Principal	<ul style="list-style-type: none"> <li>■ Assists the principal in administration and monitoring of programs and services to Emergent Multilingual Learners</li> </ul>
Teacher on Special Assignment (TOSA)	<p>If assigned to a school site:</p> <ul style="list-style-type: none"> <li>■ Adheres to district policy and direction in support of EML programs</li> <li>■ Supports site administrator by monitoring student progress</li> <li>■ Serves as a resource for the Student Study Team and the Language Appraisal Team (LAT)</li> <li>■ Provides input on staff development opportunities and needs for teachers of EMLs</li> <li>■ Provides technical assistance and coaching support to teachers</li> <li>■ Assists with data collection and surveys</li> <li>■ Provides support and resources for parents of EMLs</li> </ul> <p>If assigned to the EML Services Department:</p> <ul style="list-style-type: none"> <li>■ Provides expertise in English Language Development, primary language instruction, student monitoring, and programs</li> <li>■ Assists with document reviews and has lead responsibility for supporting in-depth reviews</li> <li>■ Supports parent involvement (Parent Conferences, workshops, ELAC/DELAC)</li> <li>■ Visits assigned schools regularly and provides differentiated support to schools based on EML program implementation needs</li> <li>■ Supports site TOSA with EML-related duties</li> </ul>
Academic Counselor (Intermediate School)	<ul style="list-style-type: none"> <li>■ Assists with initial placements, using the Master Plan for EMLs as a guide</li> <li>■ Monitors progress of EMLs toward meeting language and academic benchmarks</li> <li>■ Assists with interpretation of student assessments, and collaborates with teachers, the site TOSA and others in devising individual program modifications and interventions, as needed</li> </ul>



ROLE	RESPONSIBILITIES
District English Learner Advisory Committee (DELAC)	<ul style="list-style-type: none"> <li>Reviews district-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role</li> <li>Reviews the Annual Language Census report</li> <li>Advises on issues relevant to EMLs in the district</li> <li>Works with other district committees</li> </ul>
English Learner Advisory Committee (ELAC)	<ul style="list-style-type: none"> <li>Reviews site-level data on program effectiveness and student achievement on an annual basis to frame recommendations for program improvement for the following year as part of its advisory role</li> <li>Reviews the Annual Language Census report</li> <li>Advises on issues relevant to EMLs at the site</li> <li>Works with other site committees</li> </ul>
Superintendent	<ul style="list-style-type: none"> <li>Evaluates district goals relative to the LEA and Title III Plans, including implementation of the EML Master Plan, student achievement, professional development, and evaluation and accountability</li> <li>Consults with the Director of Teaching and Learning regarding EML Coordinating Council</li> </ul>
Associate Superintendent of Educational Services	<ul style="list-style-type: none"> <li>Collaborates with and supports Superintendent</li> <li>Oversees compliance procedures relative to EML programs</li> <li>Analyzes district and school site data</li> <li>Provides overall support for EML Programs</li> <li>Meets with principals and administrators to review plans, program modifications, timelines for implementation, and support services for school site</li> <li>Oversees data collection, provides analysis, and presents reports</li> <li>Prepares annual EML evaluation report together with the Director of Teaching and Learning</li> <li>Collaborates with district staff and parent groups on annual program evaluation</li> </ul>
Director of Teaching & Learning	<ul style="list-style-type: none"> <li>Supports sites in implementing the EML Master Plan</li> <li>Monitors implementation of Master Plan, Evaluation Plan, and Monitoring Plan</li> <li>Reviews district and site EML data</li> <li>Monitors and supports implementation of the Title III Plan</li> <li>Monitors the instructional materials used in the classroom delivery of ELD and core curriculum to EMLs</li> <li>Develops work plan for, supervises, and works closely with TOSAs assigned to EML Services</li> <li>Meets with principals to review site plans for services to EMLs</li> <li>Monitors compliance and EML procedures at the site and district levels</li> <li>Works with other district-level administrators (Directors of Accountability, Special Education, Pupil Services, etc.) to provide ongoing training for site TOSAs, teachers, instructional assistants, and support staff (e.g., administrative assistants and school office staff)</li> <li>Works with Assistant Superintendent of Human Resources to ensure timely recruitment, hiring, and training of teachers for EML assignments</li> <li>Monitors assessments used for evaluation of EML progress</li> <li>Prepares the EML annual evaluation report</li> </ul>

ROLE	RESPONSIBILITIES
	<ul style="list-style-type: none"> <li>■ Shares results of evaluation with all stakeholders, including DELAC</li> <li>■ In consultation with the Superintendent, Chairs the EML Coordinating Council</li> </ul>
Assistant Superintendent of Human Resources	<ul style="list-style-type: none"> <li>■ Recruits and monitors placement of EML staff in collaboration with principals and the Director of Teaching and Learning</li> <li>■ Arranges/Publicizes EML or Bilingual Authorization training and other needed staff development to ensure implementation of Master Plan for EMLs in collaboration with the Director of Teaching and Learning</li> <li>■ Monitors credentials of all personnel working with EMLs</li> </ul>
Manager of Equity, Family and Community Engagement	<ul style="list-style-type: none"> <li>■ Supports EMLs and develops relationships with parents and community</li> </ul>

## APPENDIX 13

# POWERFUL PERFORMANCE ASSESSMENT

To use only standardized achievement tests is like casting a net into the sea – a net that is intentionally designed to let the most interesting fish get away. Then, to describe the ones that are caught strictly in terms of their weight and length is to radically reduce what we know about them. To further conclude that all the contents of the sea consist of fish like those in the net compounds the error further. We need more kinds of fish. We need to know more about those we catch. We need new nets.

Dr. William T. Randall

The word ASSESSMENT comes from the Latin root *assidere*, meaning to sit beside. In an educational context, assessment refers to the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. At its most useful, assessment is an episode in the learning process; part of reflection and autobiographical understanding of progress. Traditionally, student assessments are used to determine placement, promotion, graduation, or retention.

In the context of institutional accountability, assessments are undertaken to determine the principal's performance, effectiveness of schools, etc. In the context of school reform, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

The word EVALUATION refers to both qualitative and quantitative descriptions of pupil behavior plus value judgments concerning the desirability of that behavior. Evaluation involves using collected information (assessments) to make informed decisions about continued instruction, programs, and activities.<sup>68</sup>

As part of Oxnard MÃS there is the intent to build and implement valid, comprehensive, and culturally/linguistically sustaining assessment systems aligned to the Oxnard EMPOWERS and Oxnard MÃS values and designed to promote reflective practice and data-informed planning in order to improve academic/cognitive, linguistic, sociocultural, and social-emotional outcomes

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<sup>68</sup> Used with permission of the author, Francisca Sánchez, "In Support of a Comprehensive District Framework," May 2010.

for Emergent Multilingual Learners and other language learners. This requires the design and implementation of sophisticated and comprehensive assessment systems that include multiple measures and approaches, are ongoing, include teacher observations and judgments, and provide clear analyses of actual student work and performance. The specific assessment within such a system should help schools and communities know to a certainty how every student is doing. There must be structures available for classroom teachers to observe and assess students' progress on a daily basis and then apply what is learned from those assessments to their teaching. There must be reasonable benchmarks that allow teachers and students themselves to know how close they are to meeting the identified goals and standards. There must be ways of triangulating data so that judgments about student achievement and progress are not dependent on any single indicator. This system conforms to the highest level of technical standards, including data security and portability; reflects our values and the relevant research; includes teacher-created assessments, student self-assessment, the use of portfolio approaches, and samples of student work and the criteria/standards for that work; is integrated seamlessly with curriculum; matches the languages of instruction; and is tied to professional development to enhance our capacity to know deeply what students know and can do.

One essential tool in such an assessment system is performance assessment. To this end, Oxnard MÁS envisions a TK–8 culturally and linguistically sustaining web-based system of ongoing and timely performance assessment processes that incorporates principles of universal design and that by design responds to the assets and needs of all of our student populations, including our most marginalized student populations, Emergent Multilingual Learners; informs instruction in ways that accelerate student learning, cognition, and metacognition; makes students' brilliance and accomplishments visible; measures their progress across multiple modalities and intelligences in achieving high levels of 21st century success; and is easily and deeply accessible to students and parents. Within this vision of assessment, we design and regularly monitor assessments to ensure they:

- Are clearly situated within a comprehensive framework that includes both formative and summative assessments.
- Represent an asset-based evaluation/expectation for the school and district, recognizing and building upon current strengths as we move forward.
- Are culturally and linguistically sustaining.
- Meet the needs of diverse learners.
- Integrate seamlessly with the curriculum, inform instruction, and lead to action: questioning strategies, reflection on student dialogue, and ownership of learning.
- Reward effort and relentless persistence.
- Include the voices of all stakeholders, including practitioners and key naysayers.

- Result in information-sharing and strong collaboration.
- Require teachers to display ALL student work to begin the dialogue between students and teachers and teachers and teachers.
- Form part of an electronic archive for past and future assessment.
- Take into consideration practical realities yet are true to big ideas.
- Maximize the use of current and future fiscal and other resources.

We can group the purposes of district assessment into three types:

1. District Management and Leadership

District management and leadership requires evidence that can be summarized and analyzed. Scores that can be compared are of high value: Overall performance of the district; performance by school to determine staffing and resource priorities; policy analyses to predict for planning purposes, such quantities as the number of current 6th graders who will need tutoring to succeed in Algebra I in 8th grade. The use of evidence in communications with schools is a crucial use of assessment.

2. School Management and Leadership

School management and leadership includes the leadership team and teachers acting collectively school wide, in grade level groups, by department or other learning communities including informal social networks. Evidence can be used to make teacher and student assignments, what content, practices, and skills needs more time and resources (and from where the time will come).

3. Teaching and Learning

Teaching and Learning includes assessing the development of expertise by students in academic practices, the building of academic, linguistic, and sociocultural knowledge, development of skills and proficiencies, and personal development as responsible participants in the school learning community. Assessment embodies principles of academic motivation and youth development, fairness and transparency, feedback for learning, and integrity to academic goals of instruction.

This distinction among these three major uses of assessment helps us understand where performance-based assessment fits in the larger assessment picture. We can think of performance-based assessment as the cornerstone of teaching and

learning – a sort of “accomplishments” system to make visible the development of student expertise at the core of teaching and learning.

According to ASCD, “Performance assessment involves the demonstration and application of knowledge, skills, and work habits through what is known as a performance task. It is important that the task be meaningful and engaging to students. Tasks built around student interests engage students and help them make connections to their personal lives. To make tasks meaningful to students, provide an authentic audience to whom they will present their knowledge. This gives them a purpose to apply effort to the task. When students perform tasks that are meaningful and engaging to them, they are able to take ownership of their learning and effectively work, either independently or in collaboration, depending on the requirement of the task.”<sup>69</sup> What is most essential to understand is that the core purpose of performance assessment is not to EVALUATE student learning, but to improve and expand it.

Well-designed performance assessments are a better tool than almost any off-the-shelf assessment or standardized test for gathering evidence about what students can do with their knowledge because performance assessments have the built-in capacity for students to apply knowledge to solve a problem or demonstrate a skill. In performance assessments, students demonstrate or construct something, and that work is assessed using observation and judgment, often using something like a rubric. Performance assessment is particularly useful for assessing students’ achievement of complex or multiple/integrated learning standards (e.g., comparing how two authors writing in the same genre but in different languages use figurative language), assessing their ability to apply concepts they learned to solve problems (e.g., using their knowledge of the immigrant experience to create a supportive school environment for newcomers), and assessing skills (e.g., using presentation/public speaking skills). Until we provide students with opportunities to apply their knowledge in an authentic real world-like situation, neither they nor we will know how well they’ve actually learned what we want them to know.

As Tom Vander Ark notes, performance assessment is part of an approach to teaching and learning that values application over rote memorization. “In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to ‘real world’ situations. [Performance assessment] is the “application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. These tasks,

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<sup>69</sup> “Assessment: Designing Performance Assessments, Module 2, What Is Performance Assessment?” Tom Vander Ark. ASCD. 2011. [https://pdo.ascd.org/lmscourses/PD110C108/media/Designing\\_Performance\\_Assessment\\_M2\\_Reading\\_Assessment.pdf](https://pdo.ascd.org/lmscourses/PD110C108/media/Designing_Performance_Assessment_M2_Reading_Assessment.pdf)

occasionally marking gateways in learning, are strategically placed in the lesson or unit to enhance learning as the student 'pulls it all together.'<sup>70</sup> In fact, Daggett suggests that applying multi-faceted, interdisciplinary knowledge to real-world, unpredictable situations shows the highest level at which students can demonstrate conceptual understanding.<sup>71</sup>

Performance tasks must be carefully designed so that the student responses really do give evidence of the knowledge and skills we are trying to assess. Performance criteria must be clear and help students focus on those things, particularly, so they can "show what they know." Performance tasks help show students what real work in a discipline looks like – what it means to be a writer, mathematician, historian, or scientist, for example. And when students understand the criteria for success with a learning task and apply those criteria as they work, research shows that their performance – and their achievement – increases.<sup>72</sup> As we work on designing appropriate performance-based tasks, we also want to keep in mind the notion of Evidence-Centered Design put forth by Mislevy (1994, 1996):

Student Model	Exactly what do we want students to know, and how (well) do we want them to know it?
Evidence Model	What will we accept as evidence that the student has the desired knowledge?
Task Model	What tasks will students perform to demonstrate/communicate their knowledge?

In order to ensure authentic performance-based assessment, our assessment system should reflect the following characteristics<sup>73</sup>:

- It will assess what the student sees self as having control over, what s/he can improve by revising, resubmission, and so forth. This reflects integrity to human motivation research. (Dweck, Goode, Elliot)
- It will not assess what appears to be a trait that cannot be changed by the student through effort. Many tests have this property because they are not designed to be studied for. (Elliot)
- Work will be responded to, and revision will be a routine expectation. Only quality work will be accepted: students are expected to keep revising until the work meets the quality criteria.
- It incorporates transparency and integrity to fairness: criteria are public and taught. Examples of a variety of graded

<sup>70</sup> "Assessment: Designing Performance Assessments, Module 2, What Is Performance Assessment?" Tom Vander Ark. ASCD. 2011. [https://pdo.ascd.org/lmscourses/PD110C108/media/Designing\\_Performance\\_Assessment\\_M2\\_Reading\\_Assessment.pdf](https://pdo.ascd.org/lmscourses/PD110C108/media/Designing_Performance_Assessment_M2_Reading_Assessment.pdf)

<sup>71</sup> Rigor/Relevance Framework: A Guide to Focusing Resources to Increase Student Performance. Willard R. Daggett. International Center for Leadership in Education. 2014. <http://www.leadered.com/pdf/R&Rframework.pdf>

<sup>72</sup> "Performance Assessment: What Is It and Why Use It. Susan M. Brockhart. McGraw-Hill. December 12, 2016. <https://medium.com/inspired-ideas-prek-12/performance-assessment-what-is-it-and-why-use-it-1394712c5d3>

<sup>73</sup> "In Support of a Comprehensive District Framework." Francisca Sánchez. May 2010. (Based on personal conversations with Phil Daro)



work are displayed, not just the heroes. Whole class sets fill the hallways, proclaiming that the school is about academic and linguistic accomplishment.

- The assessment tasks are authentic and have project-based properties, meaningful to students and community, reflecting what a real-world professional might produce. Parents are proud; the community sees the students as accomplished.
- There is a catalogue of approved multilingual performance-based assessment tasks students can tackle.
- Every assessment task has built in language development, multiliteracy, and global readiness requirements. For example, social studies accomplishments require reading from target language primary and secondary sources and writing in specified genres based on standards, as well as oral presentations that incorporate the use of multimedia.
- Language, content, and other relevant standards are built into assessment task specifications: integrity to standards.
- It is an "all student" system, not a "some student" system.
- Classroom observation protocols pay attention to assessment tasks, as do community events; schools are interactive museums of student accomplishment for visitors and students.
- It becomes motivating for teachers to see their accomplishments on display.

Through Oxnard MÁS, we have the possibility of transforming the way in which we assess our Emergent Multilingual Learners and other language learners, ensuring that we start with the end in mind, clearly designing performance-based tasks that have our confidence, and that of our community, that they demonstrate our students' achievements in authentic manners that all can recognize and celebrate as evidence of their accomplishment . . . and as evidence that our teaching is coherent, powerful, and valuable enough to lead to those accomplishments.

## APPENDIX 14

# RESEARCH BASE FOR MULTILINGUAL LEARNING<sup>74</sup>

A significant body of research has established many benefits of multilingual learning. Studies on second language learning provide the following evidence: the "additive bilingual" immersion setting allows all students to learn two languages simultaneously without losing one language to learn another (Howard, Sugarman, Perdomo and Adder, 2005). Second-language learning enhances comprehension in the native language. Second language learners apply these reading and language analysis skills to their native language (Thomas and Collier, 2002). The mental discipline of learning a second language system increases intellectual flexibility and translates into higher achievement in all subject areas. The longer the exposure to the second language, the more significant the cognitive advantages to the student (Genesee and Lindholm-Leary, 2009). Knowledge of more than one language enables people to communicate in a variety of cultures and settings. A heightened level of multicultural awareness and communication skills foster intergroup contact and appreciation (Cummins, 1986; Ager 2005). Second language course content explores social studies, math, science and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding (ACTFL 2006). Proficiency in other languages enables learners to gain direct access to additional sources of knowledge, as well as understanding about the similarities and differences between the structures of the languages they know (ACTFL 2006). Research shows that Emergent Multilingual students have a higher rate of success in Dual Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures (Genesee and Lindholm-Leary, 2009). Students studying two languages have a more positive self-concept and are more likely to remain in school and attend college than Emergent Multilinguals in mainstream English classes (Thomas and Collier, 2002).

### Benefits for Students Who Are Native Spanish Speakers

Multiple studies on Dual Language Immersion Programs in the US demonstrates that native speakers of other languages can indeed attain grade level proficiency in both languages. Extensive research by both Dr. Lindholm-Leary and Drs. Virginia Collier and Wayne Thomas that span over 34 years, indicates that Emergent Multilinguals have a higher rate of success in

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<sup>74</sup> This section is drawn from a research brief developed by Santa Barbara Unified School District and included in their English Learner Master Plan, META.

DLI Education vs English-only mainstream programs, because students have maximum access to the curriculum. The following research studies indicate:

- Students in DLI programs have a unique opportunity to develop literacy and academic skills in both their native language and English in a culturally-validating setting. (Genesee and Lindholm-Leary, 2009)
- Students who are native speakers of Spanish have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to Emergent Multilinguals in English mainstream classes (Thomas and Collier, 2002)
- Emergent Multilinguals who enter high school reclassified as fluent English proficient are able to fully participate in college-bound schedules and courses and develop a college-going mindset (Lindholm-Leary, Promise Initiative, 2012).
- Students who are native speakers of Spanish continue to stay connected with their families by developing their mother tongue as well as learning English in school.
- Thomas and Collier (2002) also found a much higher graduation rate of Latinx students who fully participated in Dual Language programs offsetting the historical drop-out rate of Latinx students.
- Emergent Multilinguals with low-socioeconomic status who participate in Dual Language Immersion Programs tend to outperform EMLs in other programs as measured by their scores in English reading achievement tests. (Lindholm-Leary, 1995)
- English-dominant students in Dual Language Immersion Programs also tend to score higher on English achievement tests than their English-only peers in regular monolingual programs (Thomas and Collier, 2002).

#### Research on DLI Educational Programs

Dual Language Immersion Education (DLI) programs, which started in California, Illinois, and Florida in the early 1980s, have become a viable educational option for thousands of students across the United States. The DLI programs that were initiated in five districts in California, have quickly gained ground across the country with over 2,000 programs in 2019-20 (ATDLE listserve of programs). The DLI programs have become an exciting core program option that successfully serves culturally and linguistically diverse student populations. The leading researcher in Dual Language Immersion Education is Dr. Kathryn Lindholm-Leary, Professor Emeritus, from San José State University in California who studied the implementation of the first DLI programs in California as part of an extensive longitudinal study and has the largest research base on DLI programs dating back to the mid-70s. Dr. Lindholm-Leary conducted numerous cohort analyses as the programs developed into the secondary level. She documented these findings in her book, *Dual Language Education: Bilingualism & Bilingual Education* (2001) and it continues to serve as the seminal research base for Two-Way & Dual Language Immersion education in the United States.

Dr. Virginia Collier and Dr. Wayne Thomas have also conducted research analysis of programs in Maryland, Texas, Washington DC, and other states. Their work is responsible for informing the field about the effectiveness of different program designs in the development of both target language (i.e., Spanish, Chinese, Korean, Russian) and English language proficiencies of the students over their K-12 schooling experiences.

### Cognitive Development

For students who develop bilingual competencies as young children, the child's first language is developed from a conversational level to an academic level through their schooling in two languages. Over time, children who become experienced bilingual students develop significant cognitive advantages over students whose educational experience is traditionally monolingual. Continuing well-developed instruction in both languages into the secondary level provides students with the academic and linguistic development that results in advanced cognitive development. Brain researchers in Canada and the U.S. find that bilingual students who engage in "additive bilingual" programs until at least age 12, are able to achieve at or above grade level in school and excel on academic tests in both languages. The cognitive development of bilingual students is significant. But the same studies also indicate the importance of a well-designed program: the quality of the program, teachers, leadership, and curriculum over the course of the 8-9 years in the program are also significant factors in ensuring the success of the students in the programs.

### High Academic Achievement

The stimulus for achievement in two languages is based on the students' multi-year instruction in both languages: the mother tongue and the target language. No child sacrifices his/her first language to learn the second and in fact they use their proficiency in their first language, that is, their entire linguistic repertoire, to add on the second effectively and efficiently. Studies indicate that students can achieve grade level in both languages over the course of their K-8th grade program and often times, achieve above grade level academic gains as measured by state and national assessments.

### Language Transfer

A child's first language serves as an important knowledge base or reference point for learning despite some peoples' belief that the first language (L1) interferes with the learning of the second. Research in linguistic universals has found many properties to be in common. Dr. Jim Cummins explains language transfer as an "interdependence" or "common underlying principle" of language (1979, 1991). He describes the relationship between first language development and its relationship to success in the second (L2). It is, therefore, natural for bilinguals to apply information learned in their L1 to their learning

of the L2. This transfer becomes more and more sophisticated as students gain ground in the development of their bilingual proficiency. Schooling and literacy development supports these capabilities.

### Literacy Transfer

Researchers have found that more than half of the skills acquired in learning to read are universal skills and have a positive transfer for literacy skills in reading and writing. This transfer occurs in all human languages (Collier & Thomas 2006). Studies of students in 90/10 DLI programs where students learn to read in Spanish (target language) first, find that students naturally apply those literacy skills to the English language they speak. Students need more time in the non-English language in the primary years, because the target language does not get support in the broader society, but once the three groups of students achieve grade level proficiency in the target language, they apply those skills to the second language (English). When students are introduced to formal literacy development in English, usually in 2nd grade, they find that students have already figured out many aspects of the English language literacy. Therefore, teachers at the intermediate level focus on teaching non-transferable skills, instead of engaging in re-teaching the beginning skills of reading, and find students accelerated in the development of literacy in English. While reading research in the target language is rarely included in the research, reading in the target language is an important predictor of English reading achievement.

### Knowledge Transfer

Conceptual knowledge developed in one language does not have to be retaught in the second. Using Cummins' research on the underlying principle of second language acquisition, his studies indicate that subject knowledge transfers from one language to the other. Students who study academic content (reading, mathematics, science, etc.) in the target language are able to demonstrate knowledge of that content in the second language as soon as they learn the language skills to express their content knowledge. Teachers need not engage in re-teaching content from the beginning stages of learning.

### Self-Esteem

DLI students are more likely to be bilingual and continue to communicate with their families than non-DLI students. Students also demonstrate a positive attitude about their learning and their sense of self. DLI students learn to support each other in their learning of language and academics, developing a positive interdependence with students who are linguistically and culturally different than they are. Students perceive themselves to be "smarter" because of their understanding and skills in both languages and thus, more confident as they move through their schooling. This is especially important for the success of students who are native speakers of Spanish in the program, as studies of cohorts of students indicate a higher graduation rate than native Spanish speakers in an English only learning environment.

## APPENDIX 15

# COMMUNITY OUTREACH & ENGAGEMENT

Oxnard School District is committed to working proactively to promote positive, productive, and empowering working relationships with its community. Karen Mapp's *Dual Capacity-Building Framework for Family/School Partnerships* provides a framework for thinking about and designing systems to support parent, family, and community engagement by creating collaborative and coordinated systems for family and community engagement. It asks us to think of parents as partners rather than consumers, to value parents' contributions rather than just providing services to them, to invest in capacity building and leadership development versus expecting involvement without this investment, and to focus on developing parents' skills in four areas: capabilities, connections, cognition, and confidence. Supporting parent/family/community engagement activities should be aligned with Oxnard EMPOWERS goals and connect families to the teaching and learning goals for students. A major focus of these activities should be on building respectful and trusting relationships between home, school, and community. As Mapp describes it, a major outcome should be "Staff who can honor and recognize the wealth of knowledge that families possess, which can in turn assist schools with pedagogical priorities; and families that can negotiate multiple roles – as supporters, monitors, advocates, and decision makers for their children."

### CAPABILITIES: HUMAN CAPITAL, SKILLS, & KNOWLEDGE

Our family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Families increase their knowledge and understanding of what their children should know and be able to do PreK–12 in order to be well-prepared for college and career and increase their portfolio of tools and activities that they can use to enhance their children's learning and preparation.
- Families have enhanced knowledge and understanding of educational policies and programs that can facilitate/support their children's PreK–12 success and college-going and college completion.
- Families enhance their own capacities to connect to community-based and foundation organizations that provide support and resources.
- Staff and community/business/university partners increase their knowledge of the assets and funds of knowledge of Oxnard School District's families and communities.
- Staff and community/business/university partners increase their knowledge and understanding of culturally and linguistically sustaining practices and pedagogy.



- Staff and community/business/university partners increase their portfolio of ways to reach out to and build respectful and trusting relationships with families, including historically underserved communities.

### CONNECTIONS: IMPORTANT RELATIONSHIPS AND NETWORKS – SOCIAL CAPITAL

Staff and families need access to social capital through strong, crosscultural, and multilingual networks built on trust and respect. These networks should include family-teacher relationships, parent-parent relationships, and connections with community agencies and services. Our family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Levels of relational trust increase between families and educational staff.
- The number and scope of parent-to-parent networks and connections increase.
- The number of crosscultural and multilingual networks (across race, language, socioeconomic status, education level, etc.) increase between educational staff/organizations and families and communities.
- Families and staff increase their connections to community agencies and services.

### CONFIDENCE: INDIVIDUAL LEVEL OF SELF-EFFICACY

Staff and families need a sense of comfort and self-efficacy related to engaging in partnership activities and working across lines of cultural and linguistic difference. Our family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Staff, families, and community/business/university partners experience an increase in their comfort level and sense of self-efficacy when engaging in home-school-community partnership events and activities.
- An increased number of families and staff from diverse backgrounds take on positions of leadership in supporting increased attainment of the Student Profile characteristics and college-going and college completion among Oxnard students.

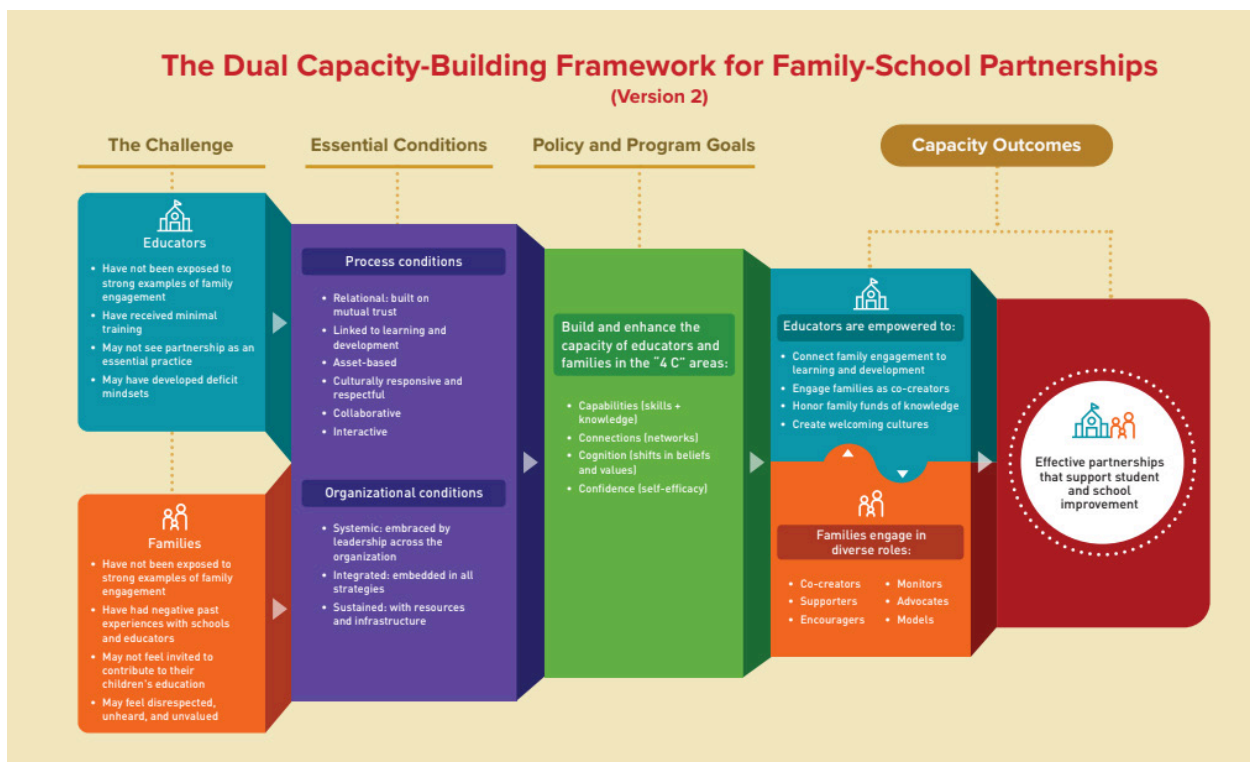
### COGNITION: ASSUMPTIONS, BELIEFS, AND WORLDVIEW

We are committed to working as partners with families and believe in the value of such partnerships for improving student success. Families need to view themselves as partners in their children's education and must construct their roles in their children's learning to include the multiple roles described in this appendix. Our family, parent, and community outreach and engagement efforts will focus on ensuring that:

- Families' beliefs about the role they play in their children's education broaden to include multiple roles.



- Staff and community/business/university partners core beliefs about family/community engagement are discussed and documented.
- Staff and community/business/university partners belief systems about the value of home-school-community partnerships are linked to attainment of the Student Profile characteristics and college-going and college completion.
- Staff and community/business/university partners have a commitment to family/community outreach and engagement.



Source: Karen Mapp, Dual Language Capacity-Building Framework for Family/School Partnerships: <https://www.dualcapacity.org>

## APPENDIX 16

# SUPPLEMENTAL FUNDING SOURCES

### MAJOR CATEGORICAL PROGRAMS: FUNDING SOURCES & ALLOWABLE EXPENDITURES – A

	TITLE I, PART A*	LCFF
FUNDING SOURCE DESCRIPTION	A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards and narrow the achievement gap.	A state program requiring increased or improved services for EMLs
STUDENTS TO BE SERVED	EMLs performing in the Standards "Not Met" and Standards "Nearly Met" Achievement Levels on CAASPP	EMLs
SUPPORT PERSONNEL	<ul style="list-style-type: none"> <li>■ Reading/Math/ELD Coaches</li> <li>■ Intervention teachers</li> <li>■ Instructional Assistants</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading/Math/ELD Coaches</li> <li>■ Intervention teachers</li> <li>■ Instructional Assistants</li> <li>■ Multilingual parent advisor</li> <li>■ Multilingual community liaison</li> </ul>
SUPPORT OF OTHER CORE SUBJECT AREAS		<ul style="list-style-type: none"> <li>■ Instructional materials and equipment</li> <li>■ Professional development</li> </ul>
CAPACITY BUILDING/ PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>■ Academic Conferences</li> <li>■ Training</li> <li>■ Consultants</li> <li>■ Principal Coaching</li> <li>■ Teacher Stipends</li> <li>■ Teacher Substitutes</li> <li>■ Training Materials/Resources</li> <li>■ Duplication</li> <li>■ Conferences/Workshops that support school plan goals</li> </ul>	<ul style="list-style-type: none"> <li>■ Academic Conferences</li> <li>■ Training</li> <li>■ Consultants</li> <li>■ Principal Coaching</li> <li>■ Teacher Stipends</li> <li>■ Teacher Substitutes</li> <li>■ Training Materials/Resources</li> <li>■ Duplication</li> <li>■ Conferences/Workshops that support school plan goals</li> </ul>
SCHOOL CLIMATE, PARENT ENGAGEMENT, FAMILY SUPPORT AND	Set aside 1% of Title I allocation for parent involvement activities	Set aside 1% of Title I allocation for parent involvement activities <ul style="list-style-type: none"> <li>■ Food for parent meetings and trainings</li> </ul>

	TITLE I, PART A*	LCFF
<b>LEARNING ENVIRONMENT</b>	<ul style="list-style-type: none"> <li>Food for parent meetings and trainings</li> <li>School Site Council expenditures</li> <li>Parent training/education opportunities</li> <li>Parent workshops</li> <li>Speakers for parent workshops</li> <li>Duplication</li> <li>Parent support materials</li> <li>Translation</li> </ul> <p>Support Personnel:</p> <ul style="list-style-type: none"> <li>Attendance incentives and home visits</li> <li>Parent Advisor/Community Liaison</li> <li>Parent Orientations</li> <li>Kinder Academy and Pre-K Articulation</li> <li>Attendance Clerk</li> <li>Student Outreach Worker</li> <li>School Nurse/Paraeducators</li> <li>Counselor/Therapist</li> <li>Healthy Start</li> </ul>	<ul style="list-style-type: none"> <li>School Site Council expenditures</li> <li>Parent training/education opportunities</li> <li>Parent workshops</li> <li>Speakers for parent workshops</li> <li>Duplication</li> <li>Parent support materials</li> <li>Translation</li> </ul> <p>Support Personnel:</p> <ul style="list-style-type: none"> <li>Attendance incentives and home visits</li> <li>Parent Advisor/Community Liaison</li> <li>Parent Orientations</li> <li>Kinder Academy and Pre-K Articulation</li> <li>Attendance Clerk</li> <li>Student Outreach Worker</li> <li>School Nurse/Paraeducators</li> <li>Counselor/Therapist</li> <li>Healthy Start</li> </ul>
<b>APPROPRIATE EXPENDITURE EXAMPLES</b>	<ul style="list-style-type: none"> <li>Extended day/year for targeted students</li> <li>Supplemental instructional materials that support standards and core program</li> <li>Specialized and targeted interventions</li> <li>Primary language instruction/support</li> <li>Academic interventions</li> </ul>	<ul style="list-style-type: none"> <li>Extended day/week/year for targeted students</li> <li>Supplemental instructional materials and equipment</li> <li>Primary language instruction/support</li> <li>Primary language materials</li> <li>Targeted interventions to accelerate reclassification of EMLs</li> <li>Support for reclassification process</li> <li>Support for language assessments</li> <li>Support for monitoring academic progress of all students</li> </ul>
<b>INAPPROPRIATE EXPENDITURE EXAMPLES</b>	<ul style="list-style-type: none"> <li>Supplanting general funds</li> </ul>	<ul style="list-style-type: none"> <li>Supplanting general funds</li> <li>Regular teachers</li> </ul>

	TITLE I, PART A*	LCFF
	<ul style="list-style-type: none"> <li>Strategies not based on scientific research or with no data to support increased achievement</li> <li>Regular teacher</li> <li>Food for staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>Food for staff meeting</li> <li>Capital outlay</li> </ul>

## MAJOR CATEGORICAL PROGRAMS: FUNDING SOURCES & ALLOWABLE EXPENDITURES - B

	TITLE III	IMMIGRANT EDUCATION
<b>FUNDING SOURCE DESCRIPTION</b>	A federal program providing funding to enhance the education of EMLs. This funding is directly associated with the state goals to ensure that EMLs make annual progress toward English language proficiency.	A federal program that provides supplemental funds to <ul style="list-style-type: none"> <li>Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that results from repeated moves.</li> <li>Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.</li> <li>Overcome migratory, cultural and language barriers, social isolation, various health-related problems, and help children to make successful transition to post-secondary education or employment.</li> </ul>
<b>STUDENTS TO BE SERVED</b>	EMLs K-12	Students who qualify for Migrant Services and who are identified as Priority for Service
<b>SUPPORT PERSONNEL</b>	<ul style="list-style-type: none"> <li>Reading/Math/ELD Coaches</li> <li>Intervention teacher</li> <li>Instructional Assistant</li> <li>Multilingual parent advisor</li> <li>Multilingual community liaison</li> </ul>	<ul style="list-style-type: none"> <li>Migrant Teachers</li> <li>Instructional Assistants</li> <li>Teachers on Special Assignment</li> <li>Peer coaches</li> </ul>

	TITLE III	IMMIGRANT EDUCATION
<b>APPROPRIATE EXPENDITURE EXAMPLES</b>	<ul style="list-style-type: none"> <li>■ Provisions of supplemental "high quality language instruction educational programs"</li> <li>■ Provision of high quality professional development to classroom teachers, principals, administrators, and other school or community-based organizational personnel</li> <li>■ Upgrading program objectives and effective instructional strategies</li> <li>■ Improving the instructional program for EMLs by identifying and acquiring supplemental curricula, instructional materials, and educational software to be used afterschool, for intervention and Saturday school</li> </ul>	<ul style="list-style-type: none"> <li>■ Extended day/year for targeted students</li> <li>■ Supplemental instructional materials that support standards and core program</li> <li>■ Specialized and targeted interventions and professional development</li> <li>■ Supplemental instructional materials and equipment</li> <li>■ Primary language materials and professional development</li> <li>■ Academic interventions and professional development</li> </ul>
<b>INAPPROPRIATE EXPENDITURE EXAMPLES</b>	Supplanting general funds	<ul style="list-style-type: none"> <li>■ Supplanting the base program</li> <li>■ Delivering the core instructional program (i.e., the migrant teacher provides the core curriculum for students) or providing required academic guidance to migrant students</li> <li>■ Administering required summative or formative assessments (i.e., administering CAASPP assessments, ELPAC, etc.)</li> </ul>

## APPENDIX 17

# BENEFITS OF COLLEGE ATTENDANCE

### IT'S NOT JUST THE MONEY THE BENEFITS OF COLLEGE EDUCATION TO INDIVIDUALS AND TO SOCIETY

#### SUMMARY

In some contexts, an issue basically boils down to the monetary bottom line. In other contexts, though, focusing just on the dollars is like throwing the baby out with the bathwater. Narrowly defined economics does not always capture all of the essential aspects of an issue. The value of a college education is one such example.

The value of a college education is often presented in purely monetary terms, probably because the average monetary payoff from a college degree is so high. The substantial financial rewards from obtaining college degrees are well known and documented. The link between college attainment and economic prosperity has been clearly demonstrated for individuals, as well as for cities, states, and nations.

It is no secret that the financial payoff is only one of the benefits from a college education. But the other benefits, and particularly their magnitudes, are considerably less well known. These other benefits of college education are often difficult to quantify and harder to demonstrate. Consequently, these frequently unmeasured benefits are often ignored in policy discussions. It is sometimes joked that "if you can't measure it, it doesn't exist." Unfortunately, there is more than a grain of truth in this quip. But the lack of quantification does not make the benefits any less real or any less important, except for perhaps in policy discussions. Moreover, the "other" benefits of college education appear to be at least as important as the well-known effect on earnings. Thus, public policy debates about postsecondary education frequently omit more than half of the story.

This report provides a more complete picture by highlighting many of the frequently unmeasured and ignored benefits of college attendance. Education has numerous beneficial effects, and many of these have been estimated in large academic

literatures. But research articles typically carefully examine just one effect. This report organizes and compiles the evidence from several different literatures into one easily accessible place.

On average in 2012, Americans with bachelor's degrees (and without graduate degrees) receive the following benefits in comparison to high school graduates never attending college:

- Annual earnings are about \$32,000 (134 percent) higher. Moreover, there is no evidence that the college earnings premium is declining. Indeed, it has been increasing.
- Lifetime earnings are, conservatively, about \$625,000 (114 percent) greater in present discounted value (using a 3 percent real interest rate and taking forgone earnings while in college into account).
- The incidence of poverty is 3.5 times lower.
- The likelihood of having health insurance through employment is 47 percent higher. Annual additional compensation in the form of employer contributions for health insurance is \$1,400 (74 percent greater).
- The likelihood of having a retirement plan through employment is 72 percent greater. Retirement income is 2.4 times higher.
- Job safety is greater. The incidence of receiving workers' compensation is 2.4 times lower.
- Measures of occupational prestige are significantly higher.
- The probability of being employed is 24 percent higher.
- The likelihood of being unemployed is 2.2 times lower.
- The likelihood of being out of the labor force (neither employed nor unemployed) is 74 percent less.
- Age at retirement is higher. The probability of being retired between the ages 62 through 69 is about 25 percent lower.
- The likelihood of reporting health to be very good or excellent is 44 percent greater.
- The likelihood of being a regular smoker is 3.9 times lower. The incidence of obesity and heavy drinking are significantly lower. The likelihood of exercising, having a healthy diet, wearing seat belts, and seeking preventative medical care are significantly higher.
- The incidence of a disability making it difficult to live independently is 3.6 times lower.
- Life expectancy at age 25 is seven years longer (for those having at least some college compared to those never having gone to college).
- Asset income is 4.9 times greater (\$1,900 more per year).
- The likelihood of not having a bank account is 8.1 times lower. Reliance on expensive forms of banking and credit is significantly lower.
- The probability of being in prison or jail is 4.9 times lower.



- The probability of being married is 21 percent higher and the probability of being divorced or separated is 61 percent lower.
- The likelihood of being happy is significantly higher.
- The total value of a college education is thus considerably greater than just the higher earnings. But the catalog of benefits above lists only those accruing to the degree holder. There are also substantial benefits accruing to the rest of society. On average in 2012, the rest of American society receives the following benefits from those with bachelor's degrees (and without graduate degrees) in comparison to high school graduates never attending college:
- Although the evidence is not completely conclusive, the positive effect on the aggregate earnings of others appears to be roughly similar to the effect on own earnings.
- Lifetime taxes are, conservatively, \$273,000 (215 percent) greater in present discounted value (using a 3 percent real interest rate and taking into account forgone taxes while in college). That is, college graduates contribute hundreds of thousands of dollars more toward government services and social insurance programs.
- Lifetime government expenditures are about \$81,000 (39 percent) lower in present value. College graduates rely much less on other taxpayers.
- The lifetime total fiscal effect is roughly \$355,000 in present value.
- Crime is significantly lower.
- Volunteering is 2.3 times more likely. The estimated value of volunteer labor is 4.1 times (\$1,300 annually) greater.
- Employment in the nonprofit sector is twice as likely. The estimated value of the implicit wage contribution to nonprofits is 8.7 times (\$1,500 annually) greater.
- Annual cash donations to charities are \$900 (3.4 times) higher.
- Total philanthropic contributions (i.e., the value of volunteer labor plus the value of the implicit contribution to nonprofits plus cash donations) are \$3,600 (4.7 times) higher.
- Voting and political involvement are significantly higher.
- Participation in school, community, service, civic and religious organizations is substantially (1.9 times) higher. Leadership in these organizations is particularly (3.2 times) greater.
- Community involvement is significantly greater. For example, attendance at community meetings is 2.6 times greater.
- Neighborhood interactions and trust are significantly higher.

The magnitude of the total benefits to the rest of society is comparable to the substantial total benefits to college graduates. Moreover, these long lists represent just the (imperfectly) measurable benefits of college attainment. There are numerous

vitaly important effects that are almost impossible to quantify such as the positive influences on innovation, arts, culture, diversity, tolerance, and compassion.

The evidence is overwhelming that investment in college education pays in a big way both for individuals and for society. But the typically emphasized financial payoff is only small part of the story. It is not an overstatement to call the effect on earnings just the tip of the college-payoff iceberg. There are more benefits to college education beneath the surface than above it.



#### LUMINA ISSUE PAPERS

##### IT'S NOT JUST THE MONEY

##### THE BENEFITS OF COLLEGE EDUCATION TO INDIVIDUALS AND TO SOCIETY

by Philip Trostel

Margaret Chase Smith Policy Center & School of Economics University of Maine

A copy of the full report can be accessed at

<https://www.luminafoundation.org/files/resources/its-not-just-the-money.pdf>

## APPENDIX 18

### GLOSSARY

#### A

**ACCESS TO CORE:** Providing Emergent Multilingual Learners with simultaneous access to both English Language Development and the core content in language arts, mathematics, history/social science, science, the visual and performing arts, world languages, and physical education, using strategies such as primary language instruction, primary language support, and/or SDAIE methodology.

**ACHIEVEMENT GAP:** The "achievement gap" is a deficit-based term used in education to refer to the disparity in academic performance between groups of students. Please see: Education Debt for a more current and accurate definition.

**ADDITIVE APPROACHES/PROGRAMS:** Additive language learning approaches are supported by the research that shows that the acquisition of a second language is not detrimental to one's first language, but is in fact, beneficial to the language user. The term "additive" is used as it portrays an addition to one's language repertoire. That is, even while learning a second language, one's first language skills and culture remains valued. Thus, additive bilingualism is seen as the main goal of bilingual and multilingual education.

**ADVANCED PLACEMENT PROGRAM (AP):** A United States and Canada-based program that offers high school students the opportunity to receive university credit for their work during high school by taking special advanced courses and passing the exam with a grade of C or better.

**ADVOCACY:** Advocacy is an activity by an individual or group that aims to influence decisions within political, economic, and social systems and institutions.

**AGENCY:** When referring to student agency, this term refers to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. Student agency gives students voice and often, choice, in how they learn.

**ASSESSMENT:** The process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs.

**ASSETS-BASED APPROACHES:** An asset-based approach focuses on strengths. It views diversity in thought, culture, and traits as positive assets. Teachers and students alike are valued for what they bring to the classroom rather than being characterized by what they may need to work on or lack. "Asset-based teaching seeks to unlock students' potential by focusing on their talents. Also known as strengths-based teaching, this approach contrasts with the more common deficit-based style of teaching which highlights students' inadequacies." (Association of College & Research Libraries, 2018)

## B

**BILINGUAL, CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (BCLAD):** A California certificate which authorizes the holder to provide ELD, SDAIE, and primary language instruction.

**BILINGUAL EDUCATION:** Education where two distinct languages are used for general teaching and where language and literacy are developed in two languages.

**BILINGUAL/BILITERACY PROGRAM:** This Emergent Multilingual Learners program/pathway develops proficiency and academic competency in English and the home language. It is important to note that this program type yields one of the highest results for Emergent Multilingual Learners. It is also commonly known as Maintenance, Developmental, or Late-Exit.

**BILITERACY:** The state of being literate in two or more languages. To be biliterate has a stronger and more specified connotation than the claim of being simply bilingual. This is because with the change of the term from 'lingual' to 'literate,' the concept of reading and writing are added to simply speaking and understanding. In bilingualism the extent of fluency in each language is in question. One can be anywhere on the spectrum from comfortable oral communication in certain social contexts to fluency in speaking, reading, and writing in a professional setting. With the term biliteracy, however, it is understood that fluency in both reading and writing are present.

**BRIDGE/BRIDGING:** The Bridge is the part of a biliteracy unit of instruction (BUF) that has been planned and organized by the teacher to help students develop metalinguistic awareness. Bridging, however, is more flexible and spontaneous, and is

student driven. Bridging occurs during the Bridge and whenever students make metalinguistic connections between two languages.

## C

**CALIFORNIA ALTERNATE ASSESSMENT (CAA):** A state-approved exam designed to assess those students with significant cognitive disabilities who cannot participate in the Smarter Balanced Assessments, even with accommodations and/or modifications.

**CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP):** CAASPP is a system intended to provide information that can be used to monitor student progress and ensure that all students leave high school ready for college and career. The CAASPP includes computer-adaptive tests in English-language arts and mathematics as well as paper-based tests for science. The CAASPP system replaces the California Standards Tests (CSTs).

**CALIFORNIA DEPARTMENT OF EDUCATION (CDE):** Oversees the public school system in California and enforces education law, regulations, and school improvement programs.

**CALIFORNIA ENGLISH LEARNER ROADMAP:** The California English Roadmap State Board of Education Policy: Educational Programs and Services for English Learner was passed by the State Board of Education on July 12, 2017. This policy is intended to assist the California Department of Education in providing guidance to districts, county offices of education and others in order to welcome, understand, and educate the diverse population of students who are English Learners attending California public schools.

**CALIFORNIA MODIFIED ASSESSMENT (CMA):** a state-approved exam designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of California content standards with or without accommodations. The CMA was developed to provide more access so that students could better demonstrate their knowledge of content standards and needed to be clearly identified in the student's IEP as an alternative to the administration of the standard CST.

**CALIFORNIA TEACHER OF ENGLISH LEARNERS EXAMINATION (CTEL):** California examination that leads to CLAD authorization, which is required to be able to teach English Language Development.

**CAREER PATHWAYS:** A Career Pathway is a series of structured and connected education programs and support services that enable students, often while they are working, to advance over time to better jobs and higher levels of education and training. Each step on a career pathway is designed explicitly to prepare students to progress to the next level of employment and/or education. Career pathways target jobs in industries of importance to local and regional economies. They are designed to create avenues of advancement for the underemployed, the unemployed, incumbent workers, new and future labor market entrants, and to produce a steady supply of qualified workers for employers.

**CAREER/TECHNICAL EDUCATION:** CTE usually refers to a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

**CATCH-UP PLAN:** A plan to assist Emergent Multilingual Learners in accessing and mastering ELD and recouping any academic deficits to mastering grade level standards in the core curriculum.

**COLLABORATIVE LEARNING:** An umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product. The approach is closely related to cooperative learning, but is considered to be more radical because of its reliance on youth voice. Collaborative learning activities can include collaborative writing, group projects, and other activities.

**COLLEGE & CAREER READINESS:** Specifically, college and career readiness refers to the knowledge, skills, and dispositions needed to be successful in postsecondary education and/or training that lead to gainful employment.

**COMMON CORE:** The Common Core State Standards Initiative is an educational initiative in the United States that details what K-12 students should know in English Language Arts and Mathematics at the end of each grade. The initiative is sponsored by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) and seeks to establish consistent educational standards across the states as well as ensure that students graduating from high school are prepared to enter credit-bearing courses at two- or four-year college programs or to enter the workforce. California has adopted state common core standards in English Language Arts and Mathematics, as well as the Next Generation Science Standards, the Common Core en Español, and the new California English Language Development Standards.

**COMMUNITY OF PRACTICE (COP):** Refers to the process of social learning that occurs when people who have a common interest in some subject or problem collaborate over an extended period to share ideas, find solutions, and build innovations.

**COMPETENCY-BASED EDUCATION (CBE):** Competency-based education is a method of academic instruction and evaluation based upon students demonstrating their mastery of a subject. This method focuses on having students "show what they know" and applying the concepts they've learned to evaluations that show they've truly grasped the subject.

**CONTENT-BASED LANGUAGE INSTRUCTION (ALSO KNOWN AS CONTENT BASED INSTRUCTION, CONTENT- BASED SECOND LANGUAGE INSTRUCTION, OR CONTENT-CENTERED LANGUAGE LEARNING):** A goal of content-based instruction programs is the development of significant levels of language proficiency through experiential learning in subject-matter areas. Lessons reflect both content (subject-matter) and language objectives and are aligned to the standards. According to Swain and Lapkin (1989) there needs to be a carefully planned integration of language and content.

**CONTENT STANDARDS:** Standards adopted by the California State Board of Education that specify what all California children are expected to know and be able to do in each grade or course. For subject areas where new standards have not been adopted, the existing content standards are still applicable.

**CONTINUOUS IMPROVEMENT:** Continuous improvement, sometimes called continual improvement, is the ongoing improvement of products, services, or processes through incremental and breakthrough improvements. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once. In education, the term continuous improvement refers to any school- or instructional-improvement process that unfolds progressively, that does not have a fixed or predetermined end point, and that is sustained over extended periods of time. There are a variety of continuous improvement models available to schools, businesses, and other organizations.

**COOPERATIVE LEARNING:** Proposed in response to traditional curriculum-driven education. In cooperative learning environments, students interact in intentionally structured heterogeneous group to support the learning of oneself and others in the same group.



**CORE CURRICULUM:** Curriculum designed to facilitate teaching and learning of California content standards in core subject areas including language arts, mathematics, science, history/social science, visual and performing arts, world languages, and physical education.

**CREATIVITY:** Creativity is the process of having original ideas that have value. Creativity is putting your imagination to work. It is applied imagination. Innovation is putting new ideas into practice. There are various myths about creativity. One is that only special people are creative, another is that creativity is only about the arts, a third is that creativity cannot be taught, and a fourth is that it's all to do with uninhibited "self-expression." None of these is true. Creativity draws from many powers that we all have by virtue of being human. Creativity is possible in all areas of human life, in science, the arts, mathematics, technology, cuisine, teaching, politics, business, you name it. And like many human capacities, our creative powers can be cultivated and refined. Doing that involves an increasing mastery of skills, knowledge, and ideas. (Sir Ken Robinson) Creative education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible. Instead of being taught to reiterate what was learned, students learn to develop their ability to find various solutions to a problem.

**CRITICAL CONSCIOUSNESS:** The ability to recognize and analyze systems of inequality and the commitment to take action against these systems.

**CRITICAL THINKING:** Consists of a mental process of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, considering the point of view presented, and forming judgments about the facts. Critical thinkers can gather such information from observation, experience, reasoning, and/or communication. Critical thinking has its basis in intellectual values that go beyond subject-matter divisions and which include clarity, accuracy, precision, evidence, thoroughness, and fairness.

**CROSS-CULTURAL LANGUAGE AND ACADEMIC DEVELOPMENT (CLAD):** California credential or certificate which authorizes the holder to teach ELD and SDAIE.

**CROSSLINGUISTIC TRANSFER:** Cross-linguistic transfer embodies language learners' use of linguistic knowledge of their first language to leverage the learning of a second language.

**CULTURALLY & LINGUISTICALLY SUSTAINING PEDAGOGIES/PRACTICES<sup>75</sup>:** Culturally and linguistically sustaining pedagogies and practices exist wherever education sustains the lifeways of communities who have been and continue to be damaged and erased through schooling. As such, CLSP explicitly calls for schooling to be a site for sustaining—rather than eradicating—the linguistic and cultural ways of being of communities of color.

**CULTURAL PROFICIENCY:** The knowledge, skills, and attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.

## D

**DEFICIT-BASED APPROACHES:** An approach that tends to focus on needs and problems in people or helping people avoid risks associated with negative outcomes. These risk-based interventions do not sustain change (Skodol, 2010).

**DEVELOPMENTAL BILINGUAL EDUCATION (DBE):** Also referred to as maintenance or late-exit bilingual education. DBE programs aim to teach academic content and English as well as their native language, so that the student is fully bilingual and biliterate. This approach has been proven to yield excellent academic and linguistic results for Emergent Multilinguals, and is also known as one-way dual language immersion.

**DIFFERENTIATED INSTRUCTION:** Instruction using different methods or strategies designed to meet the wide range of educational needs of students and to have students with different experiences, skills, strengths, and needs reach the same learning goals.

**DIGITAL LITERACY:** Digital literacy is the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills. (The American Library Association)

**DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC):** A district-level advisory committee with parent representatives from each school that advises the district's School Board on programs and services for Emergent Multilinguals.

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<sup>75</sup> Alim, S. & Paris, D (2017). *Culturally Sustaining Pedagogies: Teaching and learning for justice in a changing world*. New York, NY: Teachers College Press.

**DUAL LANGUAGE EDUCATION (DLE):** Dual language is a form of education in which students are taught literacy and content in two languages. Most dual language programs in the United States teach in English and Spanish, but programs increasingly use a partner language other than Spanish, such as Arabic, Chinese, French, Hawaiian, Japanese, or Korean.

## E

**EARLY CHILDHOOD EDUCATION (ECE):** Covers the education of a child from the period from birth to Pre-Kindergarten.

**EARLY-EXIT TRANSITIONAL BILINGUAL EDUCATION PROGRAM:** In this subtractive Emergent Multilingual Learner program, students receive instruction in both languages to progress academically and prepare to transfer rapidly to a mainstream classroom with English native speakers. The program can last from one to four years, from kindergarten to third or fourth grade, although most early exit programs phase out primary language instruction by 2nd or 3rd grade. Long-term academic results for this type of program are poor.

**EDUCATION DEBT:** Describes the opportunities and resources held back from students of color over the decades and challenges the use of the term Achievement Gap, which fails to acknowledge the historic, economic, sociopolitical, and moral foundations of the disparate educational outcomes between white students and students of color.

**EMERGENT MULTILINGUAL (EML):** Historically underserved students whose home language is a language other than English, who therefore have the potential to become bilingual or multilingual in school. This term reflects an assets-based approach to refer to children whose home language is a language other than English. Sometimes, the term "emergent bilingual" is also used in this context.

**ENGLISH DOMINANT LANGUAGE LEARNERS (EDLL):** Students whose home or primary language is English, and who are working towards experienced bilingualism or multilingualism, oftentimes in a dual language immersion setting. EDLL includes, but is not limited to, historically underserved students who are English-dominant and/or entered school as monolingual English speakers.

**ENGLISH LANGUAGE ARTS (ELA):** A core subject area that includes instruction in English (reading, writing, listening, and speaking).

**ENGLISH LANGUAGE DEVELOPMENT (ELD):** Systematic, daily, leveled, standards-based instruction in the English language for students who have been identified as Emergent Multilinguals. Designated ELD refers to a specific course or period of instruction when the focus is directly on ELD. Integrated ELD refers to courses or periods of instruction when ELD is integrated into content instruction. Both types of ELD are required by state law to be provided to Emergent Multilingual Learners.

**ENGLISH LANGUAGE DEVELOPMENT STANDARDS:** Standards established by the State of California that correspond to the California Core Standards for ELA/Literacy and address English language and literacy skills that Emergent Multilingual Learners need in key content areas.

**ENGLISH LANGUAGE MAINSTREAM PROGRAM (ELM):** An instructional model established under Proposition 227, designed for English Learners with reasonable fluency in English. Core content is taught in English using SDAIE methodology along with daily leveled ELD. It is important to note that this program type yields the worst results for English Learners. This program is no longer mandated under Proposition 58.

**ENGLISH LEARNER (EL):** A deficit-based classification used to identify a student who is not currently proficient in English and whose primary language is not English; also called Limited English Proficient (LEP) student.

**ENGLISH LEARNER ADVISORY COMMITTEE (ELAC):** A site-level committee that advises the principal and school staff on programs and services for Emergent Multilinguals.

**ENGLISH-ONLY STUDENT (EO):** A student with a primary language of English, and no other language.

**ENVIRONMENTAL LITERACY:** An individual's understanding, skills, and motivation to make responsible decisions that considers their relationships to natural systems, communities, and future generations. Environmental Literacy is the desired outcome of environmental education that strives to provide learners with sound scientific information.

**EQUALITY:** Equality is about fairness. It focuses on ensuring that all people have the same opportunities. It means that the law and government treat everyone the same, irrespective of their status or identity. It presupposes a level playing field.

**EQUITY:** Equity means that, in some circumstances, people need to be treated differently in order to provide meaningful equality of opportunity.

**EVER-EL:** A student who is currently an Emergent Multilingual Learner or who was formerly designated as an Emergent Multilingual Learner, but who has now been reclassified fluent English proficient (RFEP).

**EVERY STUDENT SUCCEEDS ACT (ESSA):** The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and long-standing commitment to equal opportunity for all students.

**EVIDENCE-INFORMED:** Evidence-Informed refers to the use of evidence to identify the potential benefits, harms and costs of any intervention and also acknowledging that what works in one context may not be appropriate or feasible in another. Evidence-informed practice brings together local experience and expertise with the best available evidence from research.

**EXIT:** In the context of Emergent Multilingual Students, 'exit' has historically referred to the process where students are removed from a specialized, subtractive program or service. Usually, this is done in conjunction with a reclassification process.

**EXPERIENCED MULTILINGUAL LEARNER (XML):** Refers to students "who can use two or more languages with relative ease, although their performances vary according to task, modality, and language."<sup>76</sup> This includes, but is not limited to, students who have been Reclassified as Fluent English Proficient (RFEP), as well as students who have become bilingual or multilingual at home or through other life experiences.

**EXTENDED LEARNING:** Also called extended learning time, the term expanded learning time refers to any educational program or strategy intended to increase the amount of time students are learning, especially for the purposes of improving academic achievement and test scores, or reducing learning loss, learning gaps, and achievement gaps. Extended learning can happen before/after school, during intersessions, or during the summer.

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<sup>76</sup> Referring to the term "experienced bilinguals" as it was used in: García, O., Ibarra Johnson, S., & Seltzer, K., 2017. *The Translanguaging Classroom: Leveraging Student Bilingualism for Learning*. Caslon Publishing, Philadelphia, PA.

## F

**FEDERAL PROGRAM MONITORING (FPM):** A state review process focused on determining whether a district's programs are in compliance with federal and state law and regulations.

**FLUENT ENGLISH PROFICIENT (FEP):** A term used to refer to students with a home language other than English, whose oral and written English skills approximate those of native English speakers. FEP students include both Initially Fluent in English (I-FEP) students and Reclassified Fluent English Proficient (R-FEP) students. These students are also referred to as Experienced Multilingual Learners, if they have grade/age appropriate home language proficiency.

**FUNDS OF KNOWLEDGE:** The concept of "funds of knowledge" is based on a simple premise: people are competent and have knowledge, and their life experiences have given them that knowledge. The claim is that first-hand research experiences with families allow one to document this competence and knowledge, and that such engagement provides many possibilities for positive pedagogical actions. The funds of knowledge approach facilitates a systematic and powerful way to represent communities in terms of the resources they possess and how to harness them for classroom teaching. (Norma González, Luis C. Moll, Cathy Amanti, 2007)

## G

**GIFTED AND TALENTED EDUCATION (GATE):** ESEA defines GATE students as "Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities."

**GRADING FOR EQUITY:** This is a term coined by Joe Feldman. Equitable grading has three pillars: accuracy, bias resistance, and intrinsic motivation. Grades must accurately reflect only a student's academic level of performance, exclude nonacademic criteria (such as behavior), and use mathematically sound calculations and scales, such as the 0-4 instead of the 0-100 scale. Grading for Equity is often associated with competency-based education.

**GRADUATE PROFILE:** Unlike a mission or vision statement, a graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. Co-

created with input from key stakeholders, this profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. It's a shared vision of a district's or school's destination.

**GROWTH MINDSET:** "In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work. This view creates a love of learning and a resilience that is essential for great accomplishment." (Dweck 2015) Having a growth mindset (the belief that you are in control of your own ability, and can learn and improve) is the key to success. People with a growth mindset have an underlying belief that their learning and intelligence can grow with time and experience. According to Dweck, when a student has a fixed mindset, they believe that their basic abilities, intelligence, and talents are fixed traits.

## H

**HEGEMONY:** The dominance of one group over another, often supported by legitimating norms and ideas.

**HERITAGE LANGUAGE PROGRAM:** A heritage language program is any language development program that is designed to address the needs of heritage language learners/speakers. A heritage language is a minority language (either immigrant or indigenous) learnt by its speakers at home as children, but never fully developed because of insufficient input from the social environment: in fact, the community of speakers grows up with a different dominant language in which they become more competent. Heritage language programs may be at any level or setting, including community-based, K-12, higher education, or camps.

**HIGH INTELLECTUAL PERFORMANCE:** High Intellectual Performance is an overarching concept developed by Yvette Jackson and realized through enactment of seven essential pedagogical principles, which Jackson refers to as high operational practices. The term is used in the context of focusing on the strengths and intellectual potential of urban students and the power of educators to optimize the vast potential and capacity of these students. According to Jackson, high intellectual performance results when we are successful in helping students to combine UNDERSTANDING and MOTIVATION with CONFIDENCE and COMPETENCE. Central to high intellectual performance is the belief that intelligence is not fixed; rather it is modifiable.



**HOME LANGUAGE SURVEY (HLS):** A questionnaire, required in California public schools, to be completed by parents at the time of registration, which elicits information about the language background of the child, to determine the primary language of the student.

**INDIVIDUALIZED EDUCATION PLAN (IEP):** This plan is a legal document that specifies the goals, objectives, and programs for a student in special education. The IEP is created through a specific team of the child's parent and district personnel who are knowledgeable about the child.

**INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA):** A U.S. federal law on Special Education.

**INFORMATION LITERACY:** This refers to the hyper ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand. (United States National Forum on Information Literacy)

**INITIALLY FLUENT ENGLISH PROFICIENT (I-FEP):** A language classification given to students who speak a language other than English and who also demonstrated fluency in English when they were initially tested.

**LANGUAGE ACQUISITION:** A natural process, progressing through predictable stages, whereby language is acquired.

**LANGUAGE REVITALIZATION:** Language revitalization, also referred to as language revival or reversing language shift, is an attempt to halt or reverse the decline of a language or to revive an extinct one. Those involved can include parties such as linguists, cultural or community groups, or governments. This term is usually used in the context of indigenous languages.

**LANGUAGE SEPARATION POLICY:** Immersion programs follow the practice of delivering instruction in only one language during any given period of instruction, rather than mixing English and the target language. Consistent adherence to a language separation policy in time, place, teacher, and content has shown to increase the students' language production in the second language over time. On the other hand, systematic translation of information is ineffective as it undermines

students' second language development, disrupts the natural flow of speech and generally does not promote teacher best practices of accommodations for comprehensible input through the second language. (Howard, Sugarman, Perdomo, and Adger, 2005)

**LATE EXIT BILINGUAL EDUCATION PROGRAM:** In late-exit bilingual programs bilingual teachers work with Emergent Multilinguals who share the same first language. Students receive instruction in both languages until they reach linguistic, cultural and academic proficiency in both their native language and English and can join mainstream classes.

**LEARNER PROFILE:** A "learner profile" is a long-term, holistic and aspirational vision of education that puts the student at the center of everything that happens at a school or in a district. The learner profile is the organization's mission statement translated into a set of learning outcomes for the 21st century. The aspirational qualities of a learner profile inspire and motivate the work of teachers, students, families, and schools, providing a statement of the aims and values of the organization and a definition of what it means by student success. The learner profile unites everyone in the organization with a common focus on the whole person, as a lifelong learner. It applies to us all - student, teacher, parent, or administrator - for we are all continually learning.

**LEARNING DISABILITY:** In the United States, the term learning disability is used to refer to sociobiological conditions that affect a person's communicative capacities and potential to learn. The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, autism, dyslexia, and developmental aphasia.

**LITERACY:** The ability to read, write, speak, and listen. In modern context, the word means reading and writing in a level adequate for written communication and generally a level that enables one to successfully function at certain levels of a society.

**LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP):** The finance system for K-12 education in the state of California is known as the Local Control Funding Formula (LCFF). One of the major components of the LCFF is the Local Control and Accountability Plan (LCAP), which is a three-year plan that describes the goals, actions, services, and expenditures to support student outcomes that address local and state priorities.

**LOCAL EDUCATION AGENCY (LEA):** Usually refers to a school district, but may also refer to a County Office of Education.

## M

**MAINTENANCE BILINGUAL PROGRAM:** This is another name for One-Way Dual Language Immersion and Development Bilingual Education. Refer to those entries.

**MEDIA LITERACY:** Media literacy encompasses the practices that allow people to access, critically evaluate, and create media. Media literacy is not restricted to one medium.

**MULTILINGUAL EDUCATION:** Education through the medium of two or more languages. Historically, Multilingual Education has typically referred to "first-language-first" education, that is, schooling which begins in the mother tongue and transitions to additional languages.

**MULTILINGUALISM:** Multilingualism is the ability of an individual speaker or a community of speakers to use various languages. Contrast with monolingualism, the ability to use only one language. A person who can speak multiple languages is known as a polyglot or a multilingual. Multilingual speakers outnumber monolingual speakers in the world's population. People who speak several languages are also called polyglots.

**MULTILINGUAL PATHWAY:** A multilingual pathway is a PreK –12 comprehensive and aligned sequence of courses, programs, and services designed to support language learners in achieving four big goals:

- Develop high levels of proficiency in at least two languages, one of which is the student's home language.
- Perform at high levels academically in two languages and prepare for success in college and career.
- Develop sociocultural competence.
- Develop high levels of social-emotional health, including agency, self-confidence, identity, and voice.

**MULTI-TIERED SYSTEM OF SUPPORTS (MTSS):** MTSS is a proactive and preventative framework that integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs from a strengths-based perspective. MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, social and emotional learning, and positive behavioral supports necessary to ensure positive outcomes for districts, schools, teachers, and students. The MTSS framework is comprised of four essential components: screening, progress monitoring, multi-level prevention system, and data-based decision making.

## N

**NEURAL PLASTICITY:** There is now solid evidence that our brains are flexible and can keep growing and evolving. Especially relevant to educators is the concept of neuroplasticity, the brain's ability to reorganize itself by forming new neural connections throughout life. We now know that many aspects of the brain can be altered (or are "plastic") even through adulthood, although the developing brain exhibits a higher degree of plasticity than the adult brain. Behavior, environmental stimuli, thought, and emotions may also cause neuroplastic change through activity-dependent plasticity, which has significant implications for healthy development, learning, memory, and recovery from brain damage.

**NEWCOMER:** A student who is a recent immigrant to the United States (i.e., has been in the U.S. for less than 12 months).

**NUMERACY:** A term that emerged in the United Kingdom as a contraction of "numerical literacy". In the United States, it is somewhat better known as "Quantitative Literacy," and is familiar to math educators and academics, but not in the common usage. Innumeracy is the absence of numeracy.

## O

**OFFICE FOR CIVIL RIGHTS (OCR):** The Office for Civil Rights is a sub-agency of the U.S. Department of Education that is primarily focused on protecting civil rights in federally assisted education programs and prohibiting discrimination on the basis of race, color, national origin, sex, sexual identity, ability, age, or membership in patriotic organizations.

**ONE-WAY DUAL LANGUAGE FOR ENGLISH LEARNERS PROGRAM/PATHWAY:** An additive multilingual program/pathway in which the goals are development high levels of proficiency in at least two languages, one of which is the student's home language; performance at high levels academically in two languages and preparation for college and career; sociocultural competence; and development of high levels of social-emotional health, including agency, self-confidence, identity, and voice. It is important to note that this program type yields the best and most sustainable results for both Emergent Multilingual Learners, after Two-Way Dual Language programs. This program typically follows the 90/10 model, referring to the percentage of usage of the target language and English. Initially, instruction is 90% in the target language and then shifts every year until there is a 50/50 balance in the instructional use of each language. The 50/50 model starts with instruction being provided 50% in each language, and that balance is maintained at each grade level. Studies have confirmed that this is one of two models that the best results, leading to full gap closure.

**ONE-WAY WORLD LANGUAGE IMMERSION PROGRAM:** This is an additive pathway that is designed for native speakers of English. This pathway is also known as the Canadian model, and instruction begins 100% or 90% in the target language, shifting over time until a 50/50 balance is achieved. In some variations of this model, instruction remains mainly in the target language with time for English language arts/literacy.

## P

**PARA-EDUCATOR:** A person who assists teachers in the classroom. A bilingual para-educator has passed the district-approved assessment and is fluent in both English and another language; also known as paraprofessional or instructional aide or assistant.

**PARENTAL INVOLVEMENT:** The engagement of parents in the education of their children including; parenting, communicating, volunteering, learning at home, decision-making and advocacy, relationship building and collaborating with the community.

**PEDAGOGY:** The art and science of teaching.

**PERFORMANCE-BASED ASSESSMENT:** In general, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. Typically, the task challenges students to use their higher-order thinking skills to create a product or complete a process (Chun, 2010).

**POST-SECONDARY EDUCATION:** Any form of education that is taken after first attending a secondary school, such as a high school. The purpose of a post-secondary education can be to receive vocational education and training or to prepare for professions or scientific/academic careers through higher education.

**PRIMARY LANGUAGE (L1):** The language that has been identified as the student's native or home language.

**PRIMARY LANGUAGE INSTRUCTION:** The use of an Emergent Multilingual Learner's primary language by a teacher as a primary medium of instruction of core content.

**PRIMARY LANGUAGE SUPPORT:** The use of a student's primary language by a teacher or paraprofessional to facilitate teaching and learning when English is the primary medium of instruction. Primary language support may include the use of bilingual dictionaries, glossaries, texts, or other reference material in the student's primary language.

**PROFESSIONAL LEARNING:** Professional learning is designed to stimulate staff's thinking and professional knowledge and to ensure that their practice is critically informed and current. When a wide range of high-quality, sustained professional learning experiences are undertaken by teachers, they are more likely to inspire pupils and provide high-quality teaching and learning experiences, enabling learners to achieve their best. In an educational context, it is important that professional learning provides rich opportunities for staff to develop and enhance their professional knowledge and practice, in order to progress the quality of learning and teaching and school improvement. Critical self-evaluation is an important part of the professional learning and professional learning process.

**PROPOSITION 58:** A California ballot proposition that passed on the November 8, 2016 ballot. Proposition 58 repealed bilingual education restrictions enacted by Proposition 227 in 1998. Proposition 58 passed by a wide margin. It preserves the requirement that public schools ensure students obtain an English language proficiency, requires school districts to solicit parent/community input in developing language acquisition programs, requires instruction to ensure English acquisition as rapidly and effectively as possible, and authorizes school districts to establish dual-language immersion programs for both native and non-native English speakers. Proposition 58 is now known as CA EdGE, or the California Education for a Global Economy Initiative.

**PROPOSITION 227:** A 1998 California ballot measure requiring children to be taught in classrooms where the instruction was "overwhelmingly" in English, essentially restricting access to bilingual programs, unless students had approved parental exception waivers. Many of the more onerous provisions of this proposition were overturned in 2016 with overwhelming passage of Proposition 58.

## R

**RECLASSIFICATION (FORMERLY CALLED REDESIGNATION):** When a student has met all the district criteria, they are reclassified from EL to RFEP (Reclassified Fluent English Proficient). This change in language classification may currently involve a change in the student's instructional program placement; however, reclassification is not synonymous with "exit" from a program. As districts move to more robust programs/pathways for Emergent Multilinguals that include the

development of bilingual proficiency, reclassified students will continue in their bilingual/dual language programs in order to continue expanding and deepening their proficiency in the target language.

**RECLASSIFIED FLUENT ENGLISH PROFICIENT (R-FEP):** A classification given to students who were once identified as English Learners who have met all of the district criteria to be considered Fluent English Proficient (FEP).

**RUBRIC:** In education, a rubric is a set of criteria and standards linked to learning objectives that is used to assess a student's performance, such as on a paper, project, or essay.

## S

**SCHOOL SITE COUNCIL (SSC):** A site governing body, consisting of the principal and elected representatives from parents/guardians and staff members at the school, which oversees the development, approval, and implementation of the School Plan for Student Achievement (SPSA).

**SECOND LANGUAGE (L2):** The second language students acquire.

**SELF-CONCEPT (OR SELF-IDENTITY):** The mental and conceptual awareness and persistent regard that sentient beings hold with regard their own being. Components of a being's self-concept include physical, psychological, and social attributes; and can be influenced by its attitudes, habits, beliefs, and ideas.

**SELF-EFFICACY:** The belief that one has the capabilities to execute the courses of actions required to manage prospective situations. Unlike efficacy, which is the power to produce an effect (in essence, competence), self-efficacy is the belief (however accurate) that one has the power to produce that effect.

**SEQUENTIAL BILINGUALISM:** Students in DLI 90/10 program will follow a sequential bilingual system where students learn to read in the target language first and add on English literacy by 2nd and 3rd grades.

**STUDENTS WITH INTERRUPTED/INCONSISTENT FORMAL EDUCATION (SIFE):** A Student with Inconsistent/Interrupted Formal Education refers to Emergent Multilingual Learners who have attended schools in the United States for less than twelve months and who, upon initial enrollment in US schools, are two or more years below grade level in literacy in their



home language and/or two or more years below grade level in math due to inconsistent or interrupted schooling prior to arrival in the US. The definition is inclusive of Low Literacy SIFE, students who have literacy at or below third grade in their home language. This means that they are not yet fluent readers in any language and do not independently use text as a resource to build new knowledge.

**SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA):** A plan approved by the school site council (SSC), which outlines the goals, actions, timelines, and resources for continuous school improvement.

**SOCIAL-EMOTIONAL LEARNING:** Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**SOCIOCULTURAL COMPETENCE:** Sociocultural competence is a term that, according to the Center for Applied Linguistics, encompasses identity development, cross-cultural competence, and multi-cultural appreciation.

**SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN ENGLISH (SDAIE):** SDAIE is a methodology used by teachers to make academic content comprehensible to Emergent Multilingual Learners. This approach emphasizes the development of grade-level to advanced academic competencies and should be viewed as one component within a comprehensive program for English Learners. This type of approach is also sometimes known as integrated ELD.

**SPECIAL EDUCATION:** Describes an educational alternative that focuses on the teaching of students with academic, behavioral, health, or physical needs that cannot sufficiently be met using traditional educational programs or techniques.

**STANDARDS TEST IN SPANISH (STS):** a Spanish language test that measures student attainment of the state reading/language arts and mathematics standards.

**STRUCTURED ENGLISH IMMERSION PROGRAM (SEI):** Under Proposition 227, the default instructional model for Emergent Multilinguals with less than reasonable fluency in English. Core content is taught in English using SDAIE methodology along with daily leveled English Language Development (ELD). It is important to note that this program type has been proven to have some of the worst results for Emergent Multilinguals, and is no longer required under current law.

**STUDENT-CENTERED LEARNING:** An approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators. This approach has many implications for the design of curriculum, course content, and interactivity of courses.

**STUDENT SUCCESS TEAM (SST):** A team consisting of the classroom teacher, parents/guardians, principal, resource teacher, and school psychologist (as needed) to discuss academic and/or social concerns, and interventions for individual students.

**STUDENT VOICE:** The distinct perspectives and actions of young people.

**SUBTRACTIVE APPROACHES/PROGRAMS:** Subtractive approaches view Emergent Multilinguals' first language as unnecessary or even detrimental to the learning of the second language, English. This phenomenon is found to be experienced by minoritized groups, especially when they are not schooled in their first language (Lambert, 1975). With the frequent usage of their second language, their native language competence and culture is gradually replaced by the second language.

## T

**THEORY OF ACTION:** Typically constructed as a series of IF/THEN propositions, a good theory of action helps us successfully and accurately translate our intentions into actions that yield the results we say we want. A good theory of action does not simply elaborate which actions to take. Too often leaders jump immediately to actions without fully examining or otherwise appreciating what is happening for students and adults. As a result, sometimes there is an investment of considerable time, funding, and other resources in particular activities before we realize that what we have set out to do won't actually get us where we want to go. If we suspend action long enough to carefully examine what is happening in our settings, we might not embark on the wrong course.

**TITLE I:** A federal program that provides supplementary funds to help improve instruction in high poverty schools to ensure all students meet state academic standards. Note: All uses of Title I funds must be based on scientifically-based research and data that verify actions resulting in increased student achievement.

**TITLE III:** A federal program that provides funding to improve the education of Emergent Multilingual Learners and Immigrant students by assisting them in learning English and meeting academic standards.

**TRANSLANGUAGING:** Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential. (Ofelia García, 2009: 140) Translanguaging is about *communication*, not about *language* itself. There are times when we need to be language teachers, focusing on accuracy in English so that our learners can pass exams and be taken as proficient speakers in wider society. Much of the time, though, we are working with students to explore concepts, add to their knowledge, make connections between ideas and to help them make their voices heard by others. This is often about *communicating*, and this is where using *all* our language resources can be very valuable.

**TWO-WAY DUAL LANGUAGE IMMERSION (DI) PROGRAM/PATHWAY:** An additive multilingual program/pathway in which the goals are development high levels of proficiency in at least two languages, one of which is the student's home language; performance at high levels academically in two languages and preparation for college and career; sociocultural, multicultural, and global competency; and demonstrate high levels of agency, self-confidence, and social-emotional skills.

## U

**UNIVERSAL PRESCHOOL:** The notion that, similar to Kindergarten, access to preschool should be available to families. Child advocates have different definitions of who is included and how it is to be funded. There has been a move to change the name to Preschool for All.

## V

**VISUAL LITERACY:** Visual literacy is the ability to interpret, negotiate, and make meaning from information presented in the form of an image, extending the meaning of literacy, which commonly signifies interpretation of a written or printed text.

## W

**WORLD LANGUAGE EXPERIENCE/EXPLORATION PROGRAMS (WLEE):** Also known as FLEX or FLES, WLEE programs can support a core multilingual pathway and aim to give students a foundation for world language study. Most programs of this type provide basic introduction to the target language, or a number of target languages. These programs often help students to decide which language to study in later grades. They may also serve to boost language enrollment in a school system.



These programs frequently offer cultural information that can help students develop an appreciation of other societies and customs.

**WORLD LANGUAGE LEARNERS (WLL):** Students whose home or primary language is English, or who are English Fluent, who are enrolled in a world language program. Most districts offer some world language courses at the middle and high school level.

## APPENDIX 19

# REFERENCES

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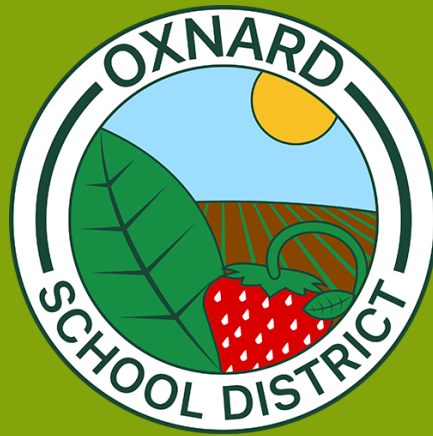
U.S. AID. The Media Literacy Project

California English Learner Roadmap Policy

Universal Design for Learning

American Library Association

Association of College and Research Libraries



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