OXNARD SCHOOL DISTRICT
STRATEGIC PLAN
2022-2027

OXNARD

EMPOWERS

Excellence through
Multilingualism • **P**ossibility • **O**pportunity • **E**quity • **R**espect • **S**cholarship

Excelencia a través de
Multilingüismo • **P**osibilidad • **O**portunidad • **E**quidad • **R**espeto • **S**abiduría

Oxnard EMPOWERS

OXNARD SCHOOL DISTRICT

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OXNARD
EMPOWERS

ACKNOWLEDGMENTS

Oxnard EMPOWERS was developed with the dedicated effort and collaboration of the district's teachers, administrators, support staff, students, parents, and community members, as well as external subject/theme experts. We appreciate and thank all who gave of their time and expertise in contributing to the development of this strategic plan.

Without their hopes, vision, thoughtfulness, and positive mindsets, Oxnard EMPOWERS could never have evolved from an exciting idea to a full-blown and powerful commitment to action and daily hard work to move the Oxnard School District steadily on its transformation journey.

We especially want to thank those who participated in the Oxnard EMPOWERS planning and design sessions:

LEADERSHIP TEAM MEETING - October 17, 2022
Dr. Scott Carroll, Director, Certificated Human Resources
Dr. Ana DeGenna, Associate Superintendent, Educational Services
Dr. Aracely Fox, Director, Teaching & Learning
Valerie Mitchell, Interim Assistant Superintendent, Business & Fiscal Services
Dr. Jodi Nocero, Director, Pupil Services
Julie Prater, Director, Mathematics
Teresa Ruvalcaba, Director, Equity, Family and Community Engagement
Dr. Ginger Shea, Director, Enrichment & Specialized Programs
Anna Thomas, Director, School Performance & Student Outcomes
Noemí Valdés, Director, Early Childhood Education
Debby West, Principal on Special Assignment

COMMUNITY LEADERS MEETING - October 20, 2022
Angélica Cisneros, Representative for Senator Monique Limón, District 19
Dr. Oscar Cobian, President, Student Development, Oxnard College
John Colamarino, Assistant Chief, Oxnard Fire Department
Debra Cordes, Board Member, Oxnard School District
Michael Inda, Administrative Assistant to Supervisor Kelly Long
Jarely López, Member, Oxnard School District Board of Trustees
Dr. César Morales, County Superintendent of Schools
MaryAnn Rodríguez, Member, Oxnard School District Board of Trustees
Sara Ruíz, Representative for US Representative Julia Brownley
Denise Shadinger, Assistant Chief, Oxnard Police Department
Gabe Teran, Oxnard City Councilmember, District 2

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DISTRICT STRATEGIC PLAN

SUPERINTENDENT'S MESSAGE

Dear Colleagues, Partners, & Friends:
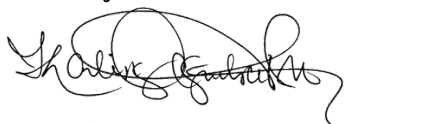
On behalf of the Oxnard School District, I want to personally introduce you to Oxnard EMPOWERS, our innovative and action-oriented strategic plan. In our district all students and families are valued and respected, and we commit to providing an excellent educational experience to every student, one that builds on their language, culture, ethnicity, strengths, and interests to create future successes. This is our district, and we will advocate for our students together! After all, we are on the cusp of a major, ground-breaking effort to design an overarching plan for Oxnard that promises to strengthen and revitalize our district and community so that we are better able to engage all students in high-level learning that prepares them for success in a globalized environment and that positions the district as a model of equity and excellence.

As a fundamental approach to creating this plan, we have engaged with students, staff, parents, and community with the anticipation that relationships among and across a most diverse group of stakeholders will be bolstered, and ownership of the issues will result. Thank you for agreeing to be part of this monumental and leading-edge effort to move our district and our community to the forefront of compelling and transformative education for our diverse and brilliant students. We have an opportunity to make a powerful and sustainable impact for our students, our families, our schools, and our community.

In *The Flat World, Educational Inequality and America's Future*, Linda Darling Hammond, current president of the California State Board of Education, warns us that schools must prepare students for "jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not yet been invented." This aligns with the OSD Student Profile, which represents our vision for student success. As we take up this challenge, we will transform and deepen partnerships and collaborations, exploring possibilities together about how to best invest in our students' futures through building their full capacities. Through our collective effort, we will expand on our experiences to move learning into a new era. This collaboration will provide many opportunities for leaders, teachers, students, parents, and community partners to share their practice, learn from one another, and together, engage in innovative design for sustainable and equitable success for all our learners.

I am committed to our vision of Changing the World! - as exemplified by our Student Profile. You can be certain of this - our work today will have an afterlife that will live beyond this plan. We are optimistic that Oxnard EMPOWERS will yield dramatic results and outcomes and reach far beyond what we can imagine today.

Warmest Regards,

Karling Aguilera-Fort, Ed. D., Superintendent
Oxnard School District

BOARD PRESIDENT'S MESSAGE

Dear Oxnard Community,

The development of our Strategic Plan, Oxnard EMPOWERS, represents a great accomplishment in our quest for excellence as we serve you, our community.

As the President of the Board of Trustees and on behalf of the OSD Board of Trustees, I want to express my deep appreciation to all stakeholders who participated in the design of the Oxnard EMPOWERS Strategic Plan. Hearing your voices and perspectives has been instrumental as we envision a robust academic and social experience for our students throughout their years as members of the OSD family. I am certain that we will see the OSD Student Profile in action through the implementation of a visionary strategic plan. Our students, our families and our community deserve the highest caliber learning possible.

Changing the world through life-altering experiences that allow students to be successful today and tomorrow is at the heart of our new revitalized vision. That is what we intend to do as a dedicated community. Our commitment as the Board of Trustees is to ensure that Oxnard EMPOWERS guides our policy making process while collaborating with the Superintendent, staff and community to assess its implementation and to allocate resources in a thoughtful manner.

As a product of the Oxnard School District, as a mother of children in the Oxnard School District, and as the President of the Board of Trustees, I want to thank you for the hours of work you invested collaborating with us in the development of Oxnard EMPOWERS and for your support and advocacy in the years to come as we make our vision come true. It's what our children and young people deserve; it's what they are waiting for; and we are the ones on whom they are depending.

Sincerely,

Verónica Robles-Solís
President of the Oxnard School District Board of Trustees

PREFACE

It's early morning --- still not quite light out, but already families are stirring, waking, children and young people jumping out of bed, excited and filled with hope about the day that stretches out before them. Breakfast is eaten, showers are taken, clothes donned, backpacks double-checked, lunches prepared. Then it's time.

It's a school day, and all across Oxnard, kids, parents, and staff are headed to places where they will be welcomed, nurtured, and challenged: Oxnard schools. As they arrive, they greet each other warmly, in English, Spanish, Mixteco, and a host of other languages. Their schools are clean, beautiful, and inviting, mirroring the value in which Oxnard holds its children and youth, and those who serve them. Students enter their school community with a purpose: some will head for the cafeteria and breakfast; others will make their way to the library and multimedia center; yet others will hurry to the playground where staff have organized physical activities that engage students' minds and bodies.

There is a palpable sense of excitement and anticipation in the air. Each day brings opportunities for students, staff, and parents to explore their passions, expand their knowledge and skills, and experience success in a safe, supportive, and affirming community. They express the motivation, confidence, trust, and satisfaction that come from intentional, well-articulated, and strategic attention to what matters most: a shared and non-negotiable vision of powerful student success partnered with exceptional skill and commitment.

It is scenarios such as this that inspired our community to take action, and it propelled our work to design what would be known as Oxnard EMPOWERS - a vision of possibility in action. As a community-focused school district, we can speak to a long history of advocacy, professionalism, and community building for educational excellence, equity, and success. Oxnard EMPOWERS gives us an unprecedented opportunity to reposition our district as one of California's most leading and responsive educational institutions and as an organizational advocate in addressing student success through a focus on creating equitable and social justice-oriented identity-safe learning environments. This document provides an action-oriented plan for how to make all of that real and true in Oxnard. This is our leadership strategy for dramatically improving educational outcomes for Oxnard students and for the educators and families who support them.

To achieve our focused vision for Oxnard's future and outcomes as effectively as possible, we know that all our other school and district functions and decision-making must be aligned to optimally support this educational outcome. Oxnard EMPOWERS is the vehicle that allows us to operationalize that intent of achieving a sustainable system of high performing and engaged youth in our community. It represents our collaborative efforts to create and then implement a vision-focused, action-oriented strategic plan that is transformational, sustainable, and inspiring.

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OXNARD EMPOWERS

PREFACE (CONTINUED)

We have taken a clear stand: Our vision for Oxnard student success and our leadership strategy will be the drivers of our decision-making and improvement efforts. Oxnard EMPOWERS is our educational solvency plan, which we will use in concert with our fiscal solvency plan to enact our values, priorities, and strategic goals and create a more equitable and socially just educational community. Oxnard EMPOWERS represents an explicit investment in values-driven, principles-based, and research-informed educational planning and reform for success for Oxnard students, and in particular for our most vulnerable students.

As part of this moral imperative and guided by a commitment to equity, high expectations, and accountability, we remain firm in our resolve to support safe, affirming, and engaging learning environments for our children and youth. We further resolve to support our students by ensuring all of us -students, staff, and parents- collaboratively build the foundation for our students to grow into college, career, and 21st century readiness. These resolves drive our decision-making and create an environment that promotes actively engaged and supportive communities.

Oxnard EMPOWERS also provides a roadmap for dramatically improving our efforts to this end. This commitment will launch us on a journey to sustainable and transformative school reform centered in a deep respect for our students, educators, partners, and communities. This sentiment is perfectly aligned with what the research tells us about creating powerful learning environments capable of producing powerful results.

With this in mind, we acknowledge two important insights. First, it is not enough to limit our reach to our students. To shape students' trajectories most effectively, we must commit to extending our support to our educators and families as well. Second, we cannot provide the most impactful support by limiting ourselves to the academic arena without regard for the systemic inequities that are pervasive in our society and therefore reflected in our educational institutions. We must embed strategies for dismantling these inequities into the heart of our outreach to students, educators, and parents. As a connected community, we commit to use an equity and social/racial justice lens to support most powerfully what we know to be best for the sustainable and long-term success of all our students and community.

In the pages that follow, you will learn about who we are, our commitment, and how we intend to proceed as a future-facing, equity- and social/racial justice-oriented school district to realize our vision and implement our strategic goals in a principled manner. We intend to move from mere words to concerted action and look forward continuing that work and to inspiring our community and partners to join us in this worthy endeavor.

Francisca S. Sánchez
CEO, Provocative Practice • Lead Facilitator & Consultant for Oxnard EMPOWERS

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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 October 2022, discussions began with Francisca Sánchez and Provocative Practice about moving forward with a more comprehensive and articulated approach to Oxnard's journey forward, building strategically on what the district had already accomplished. Preliminary steps included meeting with the superintendent, cabinet members, and the key district leaders to lay out a plan for our work together. Everyone involved was very clear about the staff's and parents' commitment to doing whatever needs to be done to dramatically improve outcomes for Oxnard's students.

The preliminary work included an extensive document and data review and built on staff and parent interviews, and student and parent focus groups that had taken place over the previous two years. Our intent was to seek input and feedback to determine the district's current status and what it was envisioning as a potential and desirable future. As part of this work, the notion of an expanded mindset was introduced to establish a set of common understandings about the existing research base regarding powerful education and sustainable student success, particularly for those groups of students who have been subjected to historical and persistent discrimination and inequitable treatment in the forms of racism, linguicism, ableism, and other social and economic isms. Additionally, a small group of school and community leaders convened to learn more about the plans for moving forward and to lend their support. One result of that meeting was that Oxnard settled on Oxnard EMPOWERS as the name for strategic plan and the work that would emanate from that plan.

FINDINGS

During our initial analysis of current state[1], 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 became the Oxnard EMPOWERS strategic goals, and stakeholders designed specific recommendations for action for each goal.

ESSENTIALS

A second result of our initial meetings and consultations with the district leadership was that a set of essential understandings was drafted to spell out who we are and what we stand for. These ESSENTIALS paint a picture of the future we envision for our students. They include:

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[1] 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.

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EXECUTIVE SUMMARY (CONTINUED)

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

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 students' 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 students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential.
- EMBRACE high-leverage services and approaches that translate our values into action.

STUDENT PROFILE: DEFINING STUDENT SUCCESS

How do we define student success? What do we envision for our students? In Oxnard, we expect students 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 students achieving competency in these areas:

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

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EXECUTIVE SUMMARY (CONTINUED)

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

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

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

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

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

FOCUSED ON THE FUTURE: Students 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 student success and based on our vision, mission, student profile, and expressed commitments, in the context of today's realities and a globalized 21st century environment, Oxnard School District affirms five core values and beliefs. We have also articulated a set of supporting principles[2] for each core value that operationalize each value and define how we design and implement our strategic 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 students 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 students, 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 students 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 students in culturally and linguistically sustaining research-informed instruction, engagement, and interaction. (SOE)

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[2] "SOE" after a principle means that it appears in Oxnard's Standards for Excellence as well.

EXECUTIVE SUMMARY (CONTINUED)

- We take action to know our students, families, and community. We stand up for our students, families, and communities, and we stand strong that excellence is non-negotiable.
- We support responsiveness to our students' diverse identities, strengths, and needs with resources to ensure every student 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 students and families. (SOE)

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

Supporting Principles
- We intentionally design and organize our school and classroom life and environments to be safe, affirming, embracing, and supportive for our developing students.
- We explicitly take responsibility for implementing practices and approaches that support our students, 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 students 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 students develop and perform at high levels. (SOE)

3: Achievement/Performance, Multilingualism, & Global/Sociocultural Competence
We believe our students' 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.

EXECUTIVE SUMMARY (CONTINUED)

Supporting Principles

- We acknowledge our responsibility to create diverse learning environments that unleash our diverse students' unlimited intellectual potential.
- We maintain a steadfast commitment to providing the highest quality education for all our students, in which we treat our students 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 students' 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 students, 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 students, 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.

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- 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 students 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 students.
- 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. Oxnard's Theory of Action says:

IF WE COMMIT TO A VISION OF STUDENT SUCCESS that has at its center engaged and achieving students prepared for success in high school and beyond . . .

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions . . .

AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity/coherence for optimal learning for all students . . .

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities . . .

AND IF WE ENGAGE OUR FAMILIES AND COMMUNITY in active support . . .

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

EXECUTIVE SUMMARY (CONTINUED)

FINDINGS & STRATEGIC GOALS

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 will 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 students have become by the time they leave us.

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:

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. A highlight to note is that during the 2021-22 school year, 53% of students at Norman R. Brekke Elementary school met or exceeded the English Language Arts (ELA) standard; this represents the highest results across the district. This is in stark contrast to another site where only 18% of students met or exceeded the standard in ELA, representing the lowest results across the district. Overall, the percent of students meeting or exceeding the standard is significantly lower than that of the county, a difference of more than -16%.

Students identified as Economically Disadvantaged showed an increase over time of the percent of students meeting or exceeding standards. It's interesting to note that the percent of students in this group meeting or exceeding standards is not that different from that of more affluent students. This holds true for both ELA and mathematics.

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. 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 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.

Responding to the School Climate Survey, 5th and 7th grade students revealed a significant difference in positive responses, with 7th graders reporting much fewer positive interactions in areas such as teacher/student relationships, teacher concern and caring, and a sense of belonging. There were some areas that showed a less than 70% positive response for both groups of students: social awareness, self-management, and emotional regulation. These areas need attention overall. Another area that warrants deeper exploration is the overidentification of students with special needs.

EXECUTIVE SUMMARY (CONTINUED)

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.

EXECUTIVE SUMMARY (CONTINUED)

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 8th grade. There is a pressing need for articulation between the district and the high schools into which Oxnard students matriculate.

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. The Oxnard Stakeholder Design Team will develop recommended actions for each of these strategic goals.

Student Academic Engagement & Achievement
Dramatically accelerate student academic engagement and achievement across all Oxnard 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 students 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 students, 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 students, facilitate strategic plan implementation, monitor progress, and assess effectiveness and sustainability, and position the district as a leader in equitable and excellent education.

EXECUTIVE SUMMARY (CONTINUED)

INSTRUCTIONAL PRIORITIES

Our instructional priorities 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
- 21st Century Learning
- High Intellectual Performance

Second, in the context of Oxnard's strategic plan, how do we make powerful learning (and the teaching that leads to powerful learning) public and visible to our entire Oxnard community? In other words, how do we make 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 - students, 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 student learning results.
- 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 students.

RECOMMENDATIONS FOR ACTION

By clarifying Oxnard School District's current state and then looking forward to a time when the district's big vision has been realized, stakeholders convened in November 2022 to identify a set of recommendations for action that they believe will move the district to realizing that big vision. These recommendations for action address the following areas:

DISTRICT STRATEGIC PLAN

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 & INFRASTUCTURE
Recommendations for Action	High Intellectual Performance	Multi-Tiered System of Support	Culture of Empowerment	Student Profile Alliances	Strategic Plan Implementation
	Strengthening Instruction & Student Engagement	Access, Equity, & Inclusion	Professional Learning & Support	Family Engagement & Support	Districtwide Coherence
	Student Profile-Driven Lesson Design	Restorative Practices	Recognitions	Parent/Family Resources	Accountability & Progress Monitoring
	Multilingualism	Affirming Learning Environment & Relationships	Student Assessment	Community Partnerships & Relationship Building	Human Capital
	Technology	Facilities & Grounds	Support to Sites	Higher Education	Communications
		Student Voices		Family/Community Communications	Finance & Technology Infrastructure

EXPANDING OUR MINDESET

An important part of Oxnard EMPOWERS has to do with the attitude or mindset with which we approach the work before us. What Oxnard EMPOWERS 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 teaching and learning in Oxnard. In particular, there are five key dimensions of an expanded mindset that are core to Oxnard EMPOWERS:

- Equity, Inclusion, & Liberation
  Understanding and embracing Oxnard EMPOWERS requires that we understand the difference between equality and equity, and that we commit to liberation, inclusion, and counter-hegemony.

EXECUTIVE SUMMARY (CONTINUED)

- Additive Education
Understanding and embracing Oxnard EMPOWERS 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 EMPOWERS 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 EMPOWERS 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 EMPOWERS 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 EMPOWERS 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 students 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 EMPOWERS current thinking on 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.

EXECUTIVE SUMMARY (CONTINUED)

With this as the backdrop, then, the framework specifically showcases Oxnard EMPOWERS's vision of the future we want for our students. This vision leads to the articulation of Oxnard EMPOWERS's 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. The pedagogical principles reflect a broad array of powerful research-informed high-leverage practices that have been shown to significantly accelerate student 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 students and context, the strategies become grade- and content-specific classroom activities.

OXNARD

EMPOWERS

THE OXNARD SCHOOL DISTRICT JOURNEY

WHO WE ARE

HISTORY OF THE DISTRICT

Established in 1873, the Oxnard School District, which in the 2021-2022 school year served over 15,000 students in grades Preschool-8th 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 22nd largest city in California and 124th 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.

ENROLLMENT

During the 2021-2022 school year, more than 85% of the student population of the Oxnard School District was considered to be socioeconomically disadvantaged. The district's demographics are as follows: 92% Hispanic/Latino, 3.2% White, 1.2 % Filipino, 0.9% African American, 0.8% Asian, 0.7% students who identify as having two or more races, 0.1% American Indian, and 0.1% Pacific Islander. Emergent Multilingual Learners (EML) comprise a large percentage of the district. In the 2021-2022 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.

TYPES OF SCHOOLS

The district is comprised of 21 schools, including San Miguel Preschool, which serves students with Special Education needs, as well as an Independent Study Program for K-8th grades. There are 10 TK-5th grade elementary schools, 7 TK-8th grade schools and 3 comprehensive middle schools which serve students in grades 6th-8th. OSD has TK programs housed in 10 of our schools. All but one of the district's TK-8th grade schools and 4 of our elementary schools offer biliteracy programs in Spanish and English.

PROGRAMS

Oxnard School District strives to deliver a rigorous curriculum facilitated by teachers who receive extensive professional development. The common core state standards 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

WHO WE ARE (CONTINUED)

Communities (PLCs) and use their weekly meetings to identify students who have not reached the targeted goals and plan appropriate 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.

Students in TK-8th grade and TK-5th grade schools are exposed to a school wide strand allowing a deep focus into a theme at their own school with topics such as: Science and Inquiry; Literacy, Communication Arts and Technology; Environmental Science and Global Awareness; Life Science and Mathematics; Music and Environmental Science; Communication, Art and Technology; STEAM; and Health and Language.

Ten of our schools also provide two-way dual language immersion programs (2-Way DLI), in Spanish and English, using a 50/50 model or 80/20 model for students and families who wish to develop a second language. These programs prepare students for linguistic and academic proficiency in English and Spanish and require thoughtful design. The 2-Way DLI 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 2-Way DLI 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.

In order to address the many needs of our students for overall wellness and social-emotional health, the district has resources in place including, but not limited to, a community-based Wellness Collaborative; five full-time nurses; extensive wrap-around services to address the needs of the whole child, and additional school level support to provide improved services to families and staff. Additionally, every school site is staffed with at least one full-time school counselor and an Outreach Consultant who acts as a school-community liaison, while offering other support services. For the 2022-2023 school year, OSD is increasing the number of social workers supporting our district from two to four to ensure that we have the necessary services to support the OSD students and families.

DISTRICT STRATEGIC PLAN

WHO WE ARE (CONTINUED)

Oxnard School District offers afterschool programming and enrichment to students in grades K-8th. The program offers enrichment that includes math, literacy, engineering, art, STEAM, Lego, and many other high interest activities. In addition, there are 3 seasons of sports offered for students in middle grades. Students can sign up to participate in the program in various ways, whether it is once a week or five days per week. There are many programs offered throughout the year.

In the Oxnard School District, an array of special education services is offered to support the needs of students with disabilities. The mission is to honor the least restrictive environment by offering a continuum of programming that allows for inclusive practice. Resource specialist and/or Teacher on Special Assignment services are provided that are administered in both a push-in and pull-out model. Special education services are provided in self-contained classrooms for children with mild to moderate and moderate to severe disabilities. If the IEP team determines that a child would benefit from a less restrictive environment, opportunities for mainstreaming are made available. Some of the specialized programs that are offered include classes for children with autism as well as children with social and emotional behavioral needs. OSD programming is available to support the deaf and hard of hearing populations, and itinerant services for children with visual impairment are offered. A social-emotional behavior team that consists of four behavior specialists, as well as ten behavior paraeducators, are available to support students with those specific needs. Program specialists support teachers by mentoring them in curriculum, instructional practices, classroom management, and behavior supports. Special education managers support the administrative needs of our sites across the district. Several research-based interventions have been implemented over the last three years to support specific learning needs in special education. These programs stretch across mild to severe disabilities in reading and math.

Over the last five years, the district has worked to develop strong family and community engagement through the use of the California Family Engagement Network Toolkit. The district has focused on building and supporting parent leaders as partners in education by empowering parents to be change agents. Because of this focus, the district was selected to be part of the Professional Learning Network on Family and Community Engagement with the California Department of Education. Parents/Family support and engagement are at the forefront of district goals.

OPPORTUNITIES, CHALLENGES, & HOPES

OPPORTUNITIES

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.

OPPORTUNITIES, CHALLENGES, & HOPES (CONTINUED)

EXPANDING BILITERACY/DUAL LANGUAGE EDUCATION

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. 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 two-way dual language immersion 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 dual language immersion students, the district provides and pays for the option to take the AP Spanish assessment in 8th grade. To do this, OSD works in collaboration with the high school district. In 21-22, 53 students registered for the AP exam, and 30% passed. Students that pass receive high school credit and are able to enroll in higher AP classes in high school.

Students in dual language education programs are demonstrating higher academic results (in English) than students in English classes, consistent with international research and studies. To support this work, the district has establish the Pathway towards Biliteracy Award at 5th and 8th grade. In addition, all students receive recognition awards for participating in biliteracy/dual language 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 Biliteracy District Recognition Award. Additionally, two OSD schools received CABE's Seal of Excellence 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.

OPPORTUNITIES, CHALLENGES, & HOPES (CONTINUED)

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 Steering Committee, which includes members of the community and higher education partners; the African American Parent Advisory Group; the Mixteco Steering Committee, which includes members of the community and organizations that support and provide resources to parents; the Mixteco Parent Advisory Group; a newly formed Asian and Pacific Islander Parent 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 two staff members 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.

CHALLENGES

There is much to be done to achieve Oxnard's new vision of student success. Despite good intentions and sincere work, the level of student achievement is still unacceptably low. Staff need additional opportunities for professional growth and support. There is a need to align multiple plans. The Oxnard community is a low-income community with all the attendant issues: nutrition, employment, education, housing, and criminal justice. Parents need more robust support in order to in turn support their children with school success. Students need more plentiful access to rigorous, challenging, and engaging curriculum and pedagogy.

Even with the advances made in human capital, program design, and multilingual pathways, there is still work to be done. Limited knowledge of current and effective practices prevent staff from operating consistently from an asset-orientation and from fully activating students' multilingual repertoires. There are not yet high levels of understanding of student grade level expectations. Often this leads to a frustrating lack of agency on everyone's part.

The challenges in the area of program design are similarly frustrating. The advances accomplished around resources, guidance, and expectations don't result in even implementation at the site level, with sometimes limited and ineffective use of the planning time set by the district and limited site-level ownership of district programs and initiatives. There continue to be issues with ineffective and/or incomplete communication between stakeholders to assure everyone understands the same messaging regarding programs and expectations.

OPPORTUNITIES, CHALLENGES, & HOPES (CONTINUED)

Historically two of the largest initiatives designed with the intention to close the achievement gap and respond to the lack of opportunity of marginalized students were the court mandate to desegregate schools and year-round calendar. Theoretically, both of these initiatives should have shifted the narrative for marginalized students in the Oxnard School District, however the result of both these practices further widened the academic and opportunity gap.

This strategic plan has the potential to transform the district and provide what past initiatives have not. In an internal study conducted by Dr. Aracely Fox, several factors were identified that were not considered in the attempted implementation of the desegregation remedy imposed by the courts. These included emotional safety, connections to staff connectivity through extracurricular activities, and connections to neighborhoods. Because these factors were not addressed, the unintended consequences of the desegregation policy implementation included the awareness of a racial and social divide that students were unaware of prior to policy implementation, including awareness of racial overtones and socioeconomics, knowledge of academic structures, and self-identity based on both physical attributes and ethnic enclaves. However, an undisputable finding was the importance of students' knowing and embracing their history, culture and language, with self-identity based on history, culture, and language, as well as the capital provided by peer interactions. Additional findings of this study included the notion that family relations are imperative to student success as well as the idea that families, if provided the opportunity, will always seek the best opportunities for their children. If Oxnard cannot provide those "best opportunities", parents will look for them elsewhere. By the same token, if Oxnard is able to transform its programs and services sufficiently to assure parents that their children will be well-served, those parents will support the district in powerful ways.

In addition to these multifaceted challenges, there are also issues of connection and articulation with the high school district and how to establish the relationship and partnership necessary to ensure a coherent K-12 experience for Oxnard's students and families. Equally significant, Oxnard, like many similar districts, requires an infusion of funding to support implementation of its vision for student success. New relationships must be established with potential funders and supporters, including corporations and foundations.

The Strategic Plan has the potential to addresses all the above areas. Without exception, it addresses all the factors that are crucial and yet ignored by previous attempts to provide quality education and opportunity to all the students of the Oxnard School District. Consistent with the recommendations identified by DeGenna in her study, Oxnard EMPOWERS promotes the use of asset-based policies and practices centered on the specific strengths and needs of students and their families. Part of Oxnard EMPOWERS implementation will be actions to engage all stakeholders in fully understanding the strategic plan's transformational vision, values, and goals and to put in place a robust progress monitoring and accountability system.

OPPORTUNITIES, CHALLENGES, & HOPES (CONTINUED)

We all have hopes for how we want our community to be, what we want our schools to achieve. Sometimes, though, we hold back on those hopes because we become overwhelmed by our fears for what might get in the way or go wrong. We want Oxnard School District to be a place where we can dream big; where we can make our best hopes for our children actionable:

> Lift your voices until you've patched every hole in a child's broken sky. Wake up every child so they know of their celestial potential . . . Together, we can inspire galaxies of greatness for generations to come. No. Sky is not the limit. It is only the beginning. Lift off.[3]
>
> Donovan Livingston

When we met with a small group of community leaders and advocates in mid-October, we talked about our hopes and dreams for Oxnard School District and its students, staff, and community. We also talked about the fears that we had about barriers or obstacles that might get in the way of us realizing those hopes and dreams.

We reflected on Nelson Mandela's words, "May your choices reflect your hopes, not your fears."

The leaf graphic shown here reflects those hopes and dreams that our community leaders and advocates articulated for Oxnard School District, and as the work moves forward, we want to underscore the need to make decisions and choices based on these hopes and dreams, rather than allowing our fears to limit our possibilities.

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[3] Lift Off: From the Classroom to the Stars, Donovan Livingston, Random House 2017.

OXNARD
EMPOWERS

OUR PURPOSE

Our driving purpose is to design and implement a vision-focused and action-oriented strategic plan for OSD that articulates a powerful vision of the future we want for our district and our community, and that is transformational, sustainable, and inspirational - 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, 21st century environment. In part we do this by connecting students' identities with academic engagement; activating and expanding their multilingual repertoires; building affirming pedagogies of high academic and cognitive challenge and success; and providing 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 our students' education. So as part of this plan, we addressed the creation of learning spaces and the use of liberatory pedagogies in a comprehensive manner that builds on students' languages, cultures, experiences, skills, and resources so they are fully equipped to prosper in the world beyond OSD.

As a critical and fundamental approach to creating this plan, we purposefully and intentionally engaged our stakeholders in the design of the plan. As a result, relationships within and across our community are strengthened, and greater stakeholder ownership of the plan will result.

Create & Implement a Vision-Focused, Action-Oriented Strategic Plan
Transformational • Sustainable • Inspirational
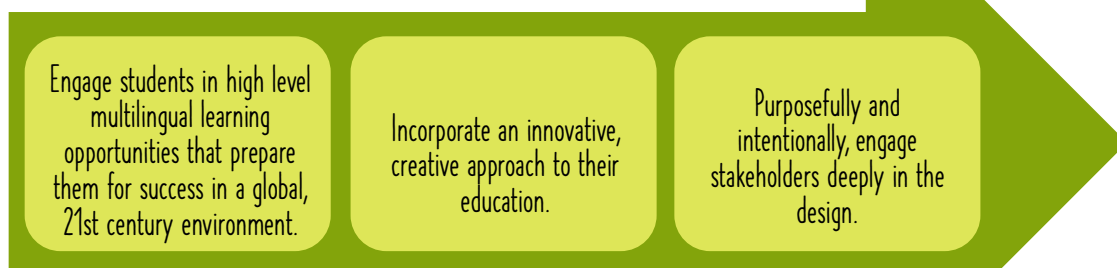
Engage students in high level multilingual learning opportunities that prepare them for success in a global, 21st century environment.	Incorporate an innovative, creative approach to their education.	Purposefully and intentionally, engage stakeholders deeply in the design.
Connect students' identities 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.

OUR JOURNEY

Across the state and the nation, concerned educators and community members are struggling with how to best educate our most diverse students. In Oxnard, we have the opportunity to be one of those districts that articulates a powerful, future-oriented vision for our students and community and then puts forth a plan to walk its talk, to make that vision be true.

More specifically, our work will involve creating and implementing a vision-focused, action-oriented strategic plan, propelled by our values and principles and informed by student, staff, and community input as well as research, that transforms Oxnard School District into a powerhouse district where all students are able to engage and achieve at high levels in an identity-safe and culturally and linguistically sustaining learning space that actively fosters multilingualism and cultural pride.

This is the journey upon which we are embarking, a journey where we will create the road together, building on the many positive things already happening in Oxnard School District. Against a backdrop of diversity, academic strength, a dedicated staff, powerful leadership, and an activist and advocacy-oriented parent community, Oxnard School District has committed to a process of dramatic and accelerated transformation designed to significantly improve the education and lives of its students. This shared commitment drives Oxnard's relentless and continuous improvement efforts, starting in 2019, when Superintendent Aguilera-Fort shared key findings from his first trimester in OSD. In May 2020, the superintendent presented key areas of work for what was conceptualized as a new district strategic plan. Perhaps the most consequential development came the following year, when the Student Profile was designed and refined through feedback gathering protocols from January 2021 through April 2021. On June 2, 2021, the Student Profile was officially approved by the Board of Trustees, along with a set of Interim Board Strategic Goals. That signaled the launching of the Student Profile in the 2021-2022 school year, when it became the guiding vision for student success in the district. At the end of that year, in June 2022, the Board set the direction to evaluate and re-define the OSD vision and mission to reflect the current reality and vision for the future of students in our district. At that same time, district leaders, including principals, established the Standards of Excellence.

In the fall of 2022, discussions began with Francisca Sánchez and Provocative Practice about moving forward with a more comprehensive and articulated approach to Oxnard's journey forward, building strategically on what the district had already accomplished to create a new district strategic plan. Preliminary steps included meeting with the superintendent, cabinet, and other district leaders to lay out a plan for our work together. Everyone involved was very clear about the staff's and parents' commitment to doing whatever needed to be done to dramatically improve outcomes for Oxnard's students.

OUR PLANNING PROCESS

How will we do this? It's not enough to have a solid knowledge of the research and powerful policy, pedagogy, and practice to enact transformative and sustainable change. We must also have a solid approach to designing and implementing the change we wish to enact. In

DISTRICT STRATEGIC PLAN

OUR JOURNEY (CONTINUED)

Oxnard, we are using a five-phase strategic design framework that holds what we know about powerful systems change and transformative education center, and that starts with the district leadership taking a stand, then engaging the community in the design of key recommendations for action around a set of powerful strategic goals, followed by planning for implementation of those goals and recommendations. After these design and planning phases, it's time to do the actual work of implementation and to ensure built-in time for reflection and revision as necessary, including revisiting the action planning and/or implementation phases. These five phases are described here as they reflect the Oxnard journey:

1. SCHOOL LEADERSHIP: TAKING A STAND
OCTOBER

2. ENGAGING THE COMMUNITY AROUND THE STRATEGIC
NOVEMBER

3. ACTION PLANNING
JANUARY +

4. DOING THE WORK
FEBRUARY & ONGOING

5. REFLECTION/PRAXIS
EMBEDDED

WHAT WE KNOW

Systems Change, Powerful & Sustainable Organizational Transformation, & Student Success
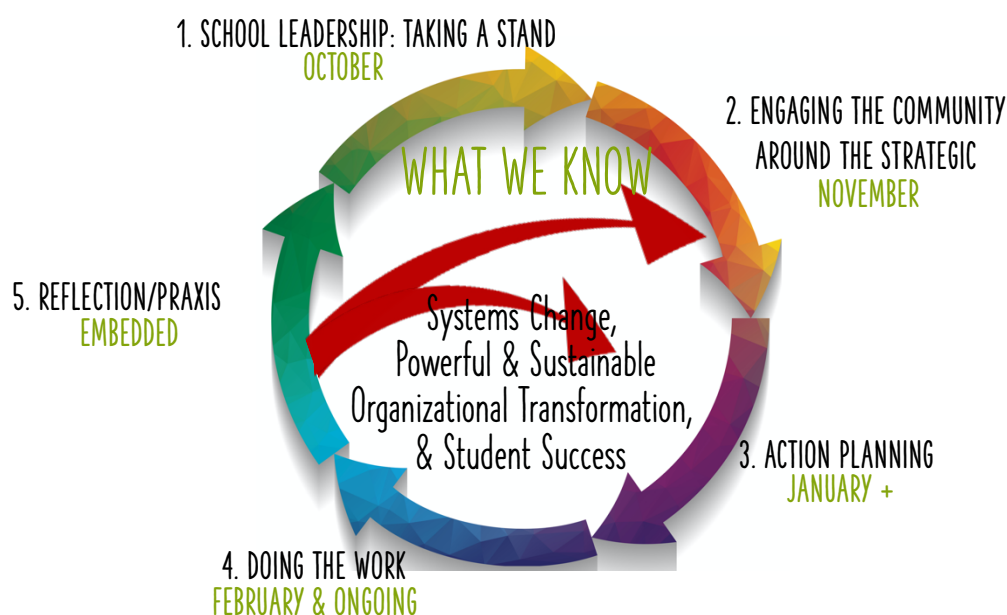
PHASE I: Organizational Leadership Taking a Stand

Our five-phase design framework started in the fall of 2022 with the district leadership taking a stand that reflects the existing knowledge base about sustainable student success. This built on previous conversations, meetings, interviews, and surveys, and included an extensive document and data review in order to determine the district's current status and what it envisions as a potential and desirable future. As part of this work, the notion of an expanded mindset was introduced to establish a set of common understandings about the existing research base regarding powerful education and sustainable student success, particularly for those groups of students who have been subjected to historical and persistent discrimination and inequitable treatment in the forms of racism, linguicism, ableism, and other social and economic isms. And very importantly, the district leadership signed on to the process and committed to supporting it internally and externally.

OUR JOURNEY (CONTINUED)

A critical component of this first phase is the analysis of current state[4], where five major areas of key findings 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 student profile, which embodies OSD's vision. These then became the strategic goals.

Concurrently with this work, a set of essential understandings was drafted to spell out who we are and what we stand for. These ESSENTIALS paint a picture of the future we envision for our students. By clarifying Oxnard School District's current state and then looking forward to a time when the district's big vision defining the type of district we want to be had been realized, stakeholders have convened to identify a set of recommendations for action that they believe will move the district to realizing that big vision.

Additionally, a small group of school and community leaders convened to learn more about the plans for moving forward and to lend their support. The objective of this convening was to have those people in the community whose opinion matters to endorse the process, identify key stakeholders who should be part of the design process, and very importantly, name the strategic plan in a way that is inspiring and compelling. The resulting name itself will be crucial in communicating widely about the strategic plan.

PHASE 2: Engaging Community around the Strategic Goals

Phase 2 is about engaging the community in the design of key recommendations for action for each strategic goal so that we could move those goals from being merely aspirational to being true. It was particularly important, then, to ensure that the Stakeholder Design Team truly reflected the broad community, including students. Once the group was constituted, we held a series of sessions to guide them in designing key recommendations and actions that, if implemented, would move us from our current state to the future we described in our vision and student profile.

The stakeholders' overarching responsibility was to help the district design a plan to engage all students in high-level learning that prepares them for 21st century success and that positions the district as a model of equity and excellence. We also stressed that by virtue of their participation in this stakeholder group, they were now plan ambassadors, interpreters, and translators. We encouraged them to start telling the story of the strategic plan and to encourage others to join the journey. We need to bring everyone along.

The stakeholders' work contributed substantially to the emerging draft of a new district strategic plan, which was then refined by the superintendent and cabinet, in anticipation of bringing to the Board of Trustees for their adoption. Once the board formally adopts the plan,

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[4] This analysis includes 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.

OUR JOURNEY (CONTINUED)

it will be shared widely in the community. Because stakeholders will be able to see their recommendations, perspectives, and ideas woven through the document, the result is a lot of excitement and energy around the plan. By staying true to the plan, we will be able to sustain that excitement and passion over the longer term that it takes to fully implement the plan.

PHASE 3: Action Planning

Phase 3 is about turning the stakeholder team's work into actionable implementation plans. This fairly traditional action planning starts with the district identifying the implementation organizational structure and then actually bringing those people together to build the action or implementation plans.

Before the action teams come together, we transfer all the approved goals to the action planning format. The action teams' task is to add in the details steps for implementing the recommendations, when the work should start and when it should be fully implemented, who is responsible, the resources needed, and both implementation and impact metrics that can answer the questions: Did we do what we said we were going to do, and what difference did it make to whom? The final step once the action plans are approved is to transfer the plans to an online project management system.

PHASE 4: Doing the Work

Phase 4 is the actual implementation in a coherent, connected transparent way that honors our values, vision, and principles. Effective implementation of the recommendations for action require a clearly articulated organizational structure that supports and facilitates the work that needs to be done.

PHASE 5: Reflection & Praxis

Phase 5 - the design framework's final phase - is about adopting a growth mindset anchored in deep reflection that leads to action. Reflection and synthesis opportunities are built into the work at every stage. This is a reminder to make our work transparent to the larger community and to engage the community in periodic assessments of how things are progressing and what, if any, larger scale course corrections may be needed. Most importantly, this phase can also lead back to Phases 3 or 4, depending on the results of those reflections and assessments.

Of course, it's never quite as neat and sequential as this. The process itself is often recursive because we understand that real organizational change happens when we build in double-loop learning. We also recognize that in actual practice, the phases tend to overlap somewhat. And it's also important to recognize that this is work that will continue over time, and so we need to be in it for the long haul.

OUR JOURNEY (CONTINUED)
OUR TIMELINE

2019 - 2020	2020 - 2021	2021 - 2022
▪ October 2019: Superintendent shares key findings from his first trimester in OSD. ▪ May 2020: Superintendent presents key areas of work for the Strategic Plan.	▪ January – April 2021: Student profile is designed: Feedback gathered. ▪ June 2 2021: Student Profile is officially approved by the Board of Trustees ▪ June 2, 2021: Interim Strategic Goals approved by the Board of Trustees	▪ July 2021 Student profile is launched ▪ School year 2021-2022: Student Profile becomes the guiding vision for student success in OSD ▪ June 2022: Board of Trustees sets the direction to evaluate and re-define the OSD vision and mission to reflect the current reality and vision for the future of students in our district. ▪ Establish Standards of Excellence (June)

AUG
- Survey Superintendent Fellows (students).

OCT
- Convene Stakeholder Design Team.
- Prepare Strategic Plan Draft #1.

DEC
- Prepare Action Planning & Implementations Recommendations.
- Identification of Action Planning Team
- Action Planning

2022 — JUL • AUG • SEP • OCT • NOV • DEC • JAN — **2023**

JUL
- Survey classified staff.

SEP
- Establish outcomes and process.
- Analyze available data to establish OSD current state.
- Draft Essentials.
- Conduct Leadership Team Orientation.
- Convene OSD Community Leaders.

NOV
- Finalize Strategic Plan.
- Conduct a Board Study Session.

MAR
- Identification of 22-23 implementation priorities.
- Implementation begins.

MAY
- Implementation continues.
- End of year assessment of progress.
- Planning for 23-24 implementation priorities.

2023 — FEB • MAR • APR • MAY • JUN — **2023**

FEB
- Implementation continues.

APR
- Implementation continues.

OUR STAKEHOLDER DESIGN TEAM

All of our work depended on engaging a very broad-based group of stakeholders and community deeply in the process, in order for it all to go well. By stakeholders, we mean any group to whom this work matters and who would be impacted by whatever decisions we make. At the center of our stakeholders are students, of course, and all the diversity they represent. Our stakeholders also include teachers, administrators, and all other staff, as well as parents, families, and other community members. They include representatives of key organizations as well, such as the bargaining units, community-based organizations, faith communities, colleges and universities, service organizations, and civic and governmental groups. In particular, we wanted to bring to the table any groups or organizations that have historically been left out or marginalized. When we convened this very diverse group of stakeholders, we emphasized that as the voices for others like them who were not in the room and on behalf of Oxnard's students, it was critical for them to be able to put aside their own personal agendas and represent others like them who were not at the table.

DIVERSE STUDENTS & ALUMS

EDUCATORS & ADMINISTRATORS

EXPERTS

PARENTS & FAMILIES

OUR OXNARD COMMUNITY

CIVIC & GOVERNMENTAL ORGANIZATIONS

COMMUNITY MEMBERS

COLLEGES & UNIVERSITIES

BARGAINING UNITS

OUR JOURNEY (CONTINUED)

The charge to the Stakeholder Design Team was to help Oxnard School District craft RECOMMENDATIONS FOR ACTION that:

- Reflect our common vision, values, principles and student profile, and respond to our key findings in equitable ways.
- Engage all students in successful high-level learning in identity-safe and culturally and linguistically sustaining spaces.
- Actively foster multilingualism and cultural pride.

These recommendations for action would become part of a sustainable vision-focused, action-oriented strategic plan, and to guide the Stakeholder Design Team in its work, we identified several key roles and responsibilities for members of the Team:

- Commit to substantial work.
- Participate as a voice for a larger constituency - not as an individual with an individual agenda.
- Represent the diverse Oxnard community.
- Bring their best thinking, experience, expertise, and creativity to the work.
- Review, analyze, and synthesize relevant data/evidence, research, observations, and community perspectives to better inform the content of our strategic plan.
- Based on those reviews, analyses, and syntheses, identify recommendations for the strategic plan writers to consider.
- Communicate strategic plan and Stakeholder Design Team progress to the wider community.
- Work collaboratively with other stakeholder group members in support of the plan's vision of student success.

We stressed that as part of Oxnard EMPOWERS, they would be called on to play a variety of key roles in ensuring its successful implementation. There will undoubtedly be times when they may need to play any one of these roles, and when they will need to have colleagues play these roles for them. We asked that they be open to the possibilities and strive to understand what role is called for in any given situation.

AMBASSADOR

By virtue of their position, they are either an official or unofficial representative of Oxnard EMPOWERS. In government affairs, an ambassador is a high-ranking diplomat and official envoy. They will serve in a similar position, representing the district, officially or unofficially, in many different venues and with diverse audiences and constituencies. They will have the opportunity to speak on behalf of Oxnard EMPOWERS in interactions with students, parents, community members, and other organizations. As such, people will look to them for guidance and information.

COMMUNICATOR, TRANSLATOR, & INTERPRETER

They create three-way communication, where leaders talk to employees and community members, provide feedback to leaders, and interact with each other. That last part is especially important. They make and facilitate personal connections and multi-directional flow of information. They can catch misinformation; respond to concerns, create a buzz, and direct questions to the right sources.

OUR JOURNEY (CONTINUED)

STORYTELLER

They tell the story of Oxnard EMPOWERS and of the district. They capture and share stories that help others visualize and personalize what Oxnard EMPOWERS means to our community. And they know the right channels for spreading powerful stories. They make Oxnard EMPOWERS real and personal to those with whom they interact. They help others understand the beginning, middle, and end of the Oxnard EMPOWERS story, as well as the cast of characters.

ENERGIZER & ENCOURAGER

When things get difficult, they help pull us out of a rut and encourage us to make decisions or take action. They give us hope and confidence and help us reach a higher quality of decision making. Sometimes, they're our cheerleader. They encourage people to come up with new ideas and then acknowledge our contributions. They also encourage us to seek out alternative ways of seeing a problem and foster an environment where alternative ideas and suggestions are welcomed.

ROLE MODEL

They are compassionate, fearless, and have great listening skills. They show passion for this work, and they have the capacity to infect others with that passion. Their dedication and their ability to live the Oxnard EMPOWERS values in the world inspire us. They help us better understand how we can become effective advocates for social change and innovation. They show us that success is possible.

COACH

They ask questions, have us explain our thinking, and then attempt to get us to discover our true thinking and feeling on the subject. They refrain from the natural tendency to provide us with solutions to the problems we are facing. Rather, they help us identify the problems and bring our own solutions to light. By asking probing, open-ended questions, they help us reflect and analyze our issues, and then ask the all-powerful question: "What are we going to do about it?"

MENTOR

As more experienced leaders, they guide us by building trust and modeling positive behaviors. They understand that as a mentor their role is to be dependable, engaged, authentic, and tuned in to our needs.

OUR JOURNEY (CONTINUED)

Fundamentally, this strategic plan is a roadmap for getting from here to there. Our starting point - the "here" – is our current state, which is defined by our larger context. Our destination - the "there" – is the vision of the future we want for Oxnard.

Our analysis of current state revealed a set of key findings or leverage points to focus our work. In response to those key findings, which were filtered through our values, through lines, and expanded mindset, we have developed a set of strategic goals that describe the big buckets of work we need to take on in order to reach our destination or vision. But what specifically do we need to do in those big buckets of work? That's where the Stakeholder Design Team came in. The Stakeholder Design Team organized itself into smaller design teams, one for each of the strategic goals. Those smaller design teams identified the specific recommendations for action that they believe, if implemented appropriately, will get us to our desired future.

OXNARD SD CURRENT STATE → FINDINGS → STRATEGIC GOALS

GOAL 1 DESIGN TEAM
GOAL 2 DESIGN TEAM
GOAL 3 DESIGN TEAM
GOAL 4 DESIGN TEAM
GOAL 5 DESIGN TEAM

STUDENTS
STAFF
PARENTS & COMMUNITY

STAKEHOLDER DESIGN TEAM

RECOMMENDATIONS FOR ACTION

TAKE ACTION
SET GOALS
DREAM BIG
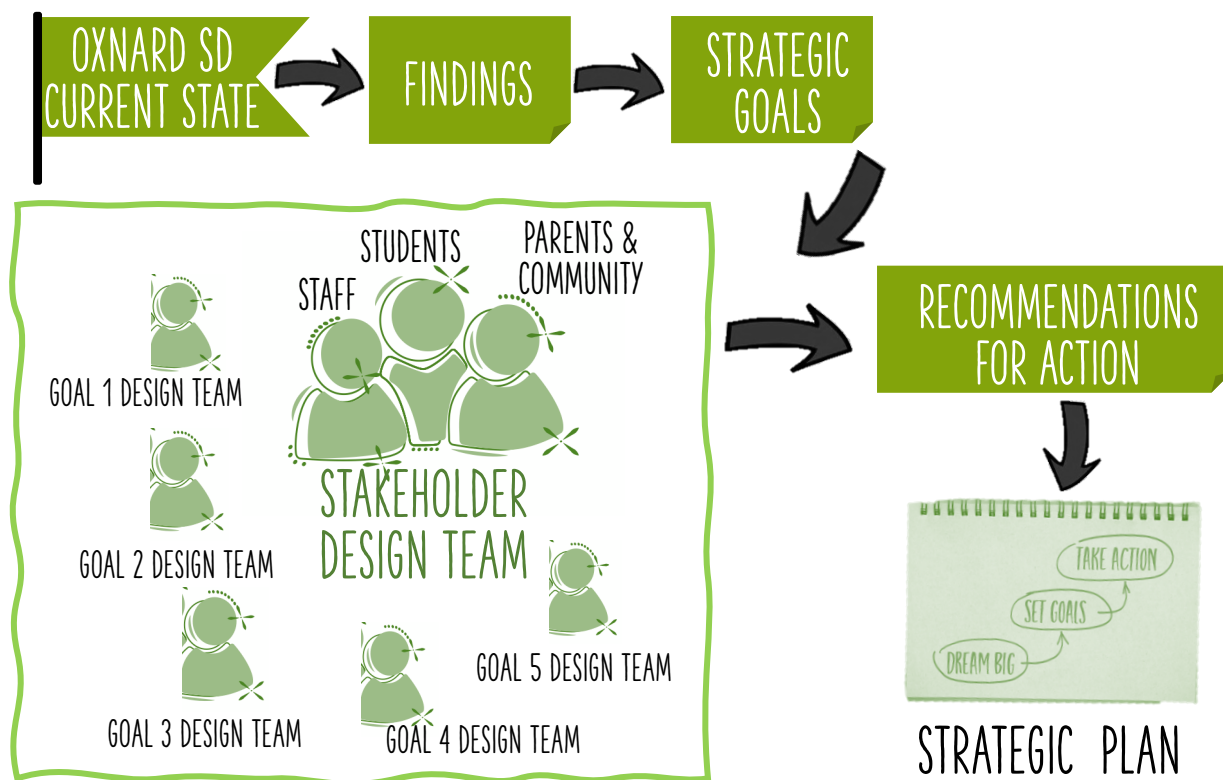
STRATEGIC PLAN

DISTRICT STRATEGIC PLAN

OUR JOURNEY (CONTINUED)

In order to create the recommendations for action, we guided these smaller teams through a design process that started with each team brainstorming possible actions and then recording those and posting them on a sticky wall. Each team then organized its brainstorming into clusters and labeled each cluster. They continued the process by creating an overarching recommendation for action for each cluster, and then refining and sequencing all the remaining sub-actions in that cluster. In that process, there were opportunities to get feedback from other teams. The final design step involved doing further refining, getting leadership team feedback, revising as necessary, and incorporating the final recommendations into the strategic plan.

01 BRAINSTORM	02 ORGANIZE	03 SYNTHESIZE	04 REFINE
Brainstorm and post possible actions.	Organize actions into clusters and label the clusters.	Create an overarching synthesis recommendation for action for each cluster.	Refine and sequence the sub-actions.
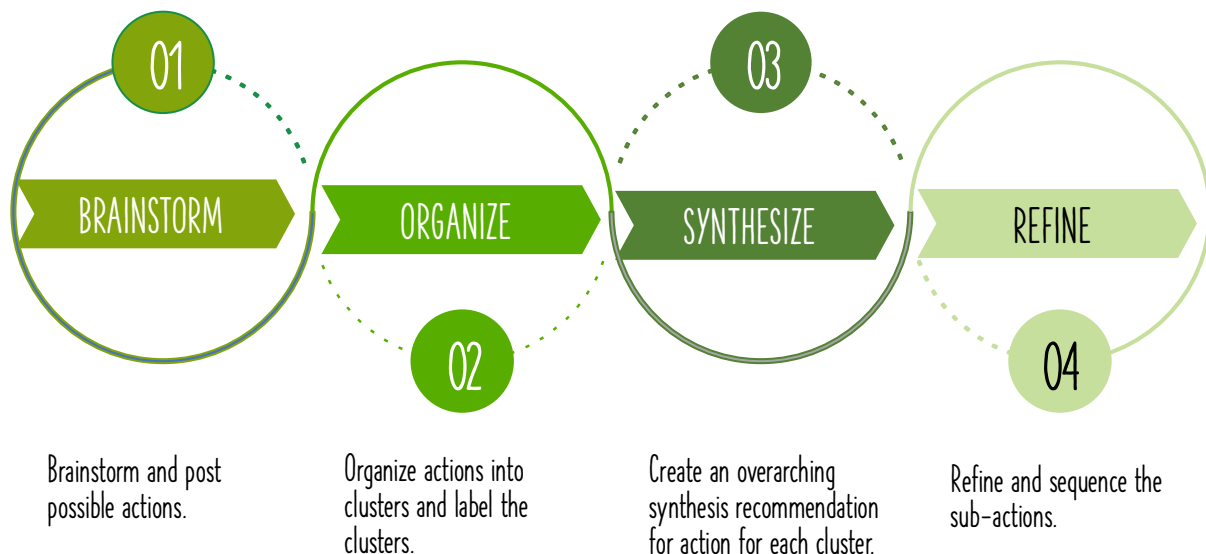
OUR NAME & OUR LOGO

One of our first tasks on our journey was to identify a name for Oxnard School District's strategic 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.

When a group of community leaders and advocates met in mid-October 2022, they reflected in small groups on what we should name our new strategic plan. We asked them: What sort of name resonates with you? What would communicate the most powerful message about this plan? What name would be most likely to engage the broadest sector of our community? Then, we took the results of the small group work and voted on our best choice for a name. We identified our top two choices, and from that, our final name emerged.

We wanted to make sure the name was accessible to both English and Spanish speaking members of our community, and so the final version reflects that.

Excellence through
Multilingualism • Possibility • Opportunity • Equity • Respect • Scholarship

Excelencia a través de
Multilingüismo • Posibilidad • Oportunidad • Equidad • Respeto • Sabiduría

OUR NAME & OUR LOGO (CONTINUED)

There are many images and words that come to mind when we hear or read the word EMPOWERS: Having the POWER to SHINE, such as if we plugged in a lamp, for example; having the capacity to take action and accomplish what matters to us; entrusting, committing, investing, enabling, permitting courage, open-mindedness, enthusiasm, affirmation, responsibility, appreciation. These are just some of the positive associations with the word EMPOWERS.

We can use these positive associations to communicate something vital about our strategic plan: That we will commit to providing the energy and connections needed to ensure our community shines; that we will take responsibility to act in ways that allow us to accomplish our vision; that we will invest in building our students' capacities; that we will be courageous, open-minded, and enthusiastic in affirming and showcasing the brilliance of our students, staff, and community. Our chosen name will become a metaphor in action!

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 EMPOWERS as the metaphor we will use to communicate about our strategic plan and help others to understand the strategic plan more deeply and personally. In the past, we have often imposed limits upon ourselves when the truth is we are unlimited. Oxnard EMPOWERS affirms that we now recognize that we have the freedom to choose how we shape our schools and our community. We will not remain contained by anyone's limiting beliefs. We will let our own light shine.

To accompany our name, we also created a logo[5] for our strategic plan. This might not seem like an important priority. On the contrary, however, having a logo is an integral part of making our "brand" a successful one - just as important it turns out as having high-quality "products" and positive results. Why? First, a logo grabs attention and can create a strong first impression. We have about two seconds to convince our stakeholders that we're worth any consideration. A logo can quickly grab people's attention and communicate our core values in an interesting way. It's our first introduction of our strategic plan to our community. If designed well, it can pique their interest and invite them to learn more. That first impression is our way to immediately communicate ownership of the "product" we're selling - transformative education for stellar student success. Second, our logo is the foundation of a "brand identity". We know that for a school district, successful branding is about telling a story that inspires and engages our community. Third, a logo is memorable. It's a symbol that our community will recognize, and because logos are visual aesthetically pleasing elements, they trigger positive recall of our plan that the name might not. Fourth, as our plan rolls out and evolves, our logo will become more and more familiar to our wider community, and this familiarity actually creates the perception that we're trustworthy and accessible.

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[5] Adapted from 7" Reasons Why a Logo Is Important". TailorBrands.com

OXNARD

OXNARD

EMPOWERS

OXNARD EMPOWERS:

CHANGING THE WORLD!

DISTRICT STRATEGIC PLAN

THE OXNARD EMPOWERS ESSENTIALS

INTRODUCTION

Oxnard EMPOWERS represents Oxnard School District's new leadership strategy for dramatically improving educational outcomes for Oxnard students. 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.

These form both the foundation and the heart of our work in Oxnard. They support our work as our district's leadership and members, and they pump the district's life blood that sustains our students. What is OSD's identity with regard to its diverse students? How do others know what we stand for? We all have our own answers to these key questions, but to be sure that we have common answers, we need to be clear and explicit about our Essentials.

The Essentials were developed based on the data we reviewed, the voices and perspectives we heard in interviews, meetings, and focus groups, the prior work done by the staff, the district leadership's perspectives, and the current relevant research. These Essentials paint a picture of the future we envision for our students. They include:

- Vision, Mission, and Student 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 STUDENT 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.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

To operationalize our values and beliefs, we also identified a set of SUPPORTING PRINCIPLES that will 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 school 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 student programs, and the desires voiced so far by staff, students, parents, and community members. Our strategic goals will form the framework for the powerful and sustainable transformation of Oxnard School District, especially as our stakeholders design the specific recommendations for action under each of the strategic goals.

DISTRICT STRATEGIC PLAN

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

OUR ESSENTIALS IN CONTEXT

OUR CONTEXT

Demographic, Programmatic, Achievement, and Other Quantitative Data

Parent & Community Hopes for Oxnard's Future

OUR CONTEXT

Research on School Transformation, High Leverage Approaches, Equity, & Powerful Pedagogy

EXPANDED MINDSET

THROUGH LINES

Instructional Priorities
Findings & Strategic Goals
Theory of Action
Values & Principles
Vision
Mission
Student Profile

Qualitative Data from Interviews, Focus Groups, & Conversations

Federal, State, & District Initiatives & Mandates

OUR CONTEXT

Research on Identity Formation, Trauma, Belonging, Community, & Relationships

OUR CONTEXT

Instructional Priorities
Findings & Strategic Goals
Theory of Action
Values & Principles
Vision
Mission
Student Profile

- Lenses to focus our work
- Key salient data conclusions about current state
  The big buckets of work we must take on to realize our vision
- 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 students.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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 students' 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 students' full identities, linguistic/cultural/academic excellence, social-emotional health, and life potential.
- EMBRACE high-leverage services and approaches that translate our values into action.

STUDENT 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 student profile that establishes the key characteristics or traits of a successful student. The Student Profile is the cornerstone of the district's transformative efforts to dramatically improve outcomes for its students. It incorporates seven key success traits.

DISTRICT STRATEGIC PLAN

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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

COLLABORATOR
Students will be collaborative learners; able to communicate and learn through and with others.

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

DIGITAL LEARNER
Students will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.

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

FOCUSED ON THE FUTURE
Students 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.

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

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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 21st century environment, Oxnard School District affirms five core values and beliefs. We have also articulated a set of supporting principles[6] for each core value that operationalize each value and define how we design and implement our strategic 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 students 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 students, 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 students 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 students in culturally and linguistically sustaining research-informed instruction, engagement, and interaction. (SOE)
- We take action to know our students, families, and community. We stand up for our students, families, and communities, and we stand strong that excellence is non-negotiable.
- We support responsiveness to our students' diverse identities, strengths, and needs with resources to ensure every student 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 students and families. (SOE)

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[6] "SOE" after a principle means that it appears in the Standards for Excellence as well.

DISTRICT STRATEGIC PLAN

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

2: Safe & Affirming Environments

We believe that physically, social-emotionally, linguistically, and culturally SAFE & AFFIRMING ENVIRONMENTS are essential to our diverse students' 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 students.
- We explicitly take responsibility for implementing practices and approaches that support our students, 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 students 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 students develop and perform at high levels. (SOE)

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

We believe our students' 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 students' unlimited intellectual potential.
- We maintain a steadfast commitment to providing the highest quality education for all our students, in which we treat our students 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 students' multilingualism and global/sociocultural competency.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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 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 students, 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 students, 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 students 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)

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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 students.
- 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)

STRATEGIC GOALS

DECISIONS & ACTIONS

VISION/MISSION/
STUDENT PROFILE

CULTURE

OXNARD SD

Achievement/Performance, Multilingualism,
& Global/Sociocultural Competence

Equity & Excellence

VALUES

Relationships built on Integrity, Trust, Mutual
Respect, and Caring

Safe & Affirming Environments

Professional Accountability & Service
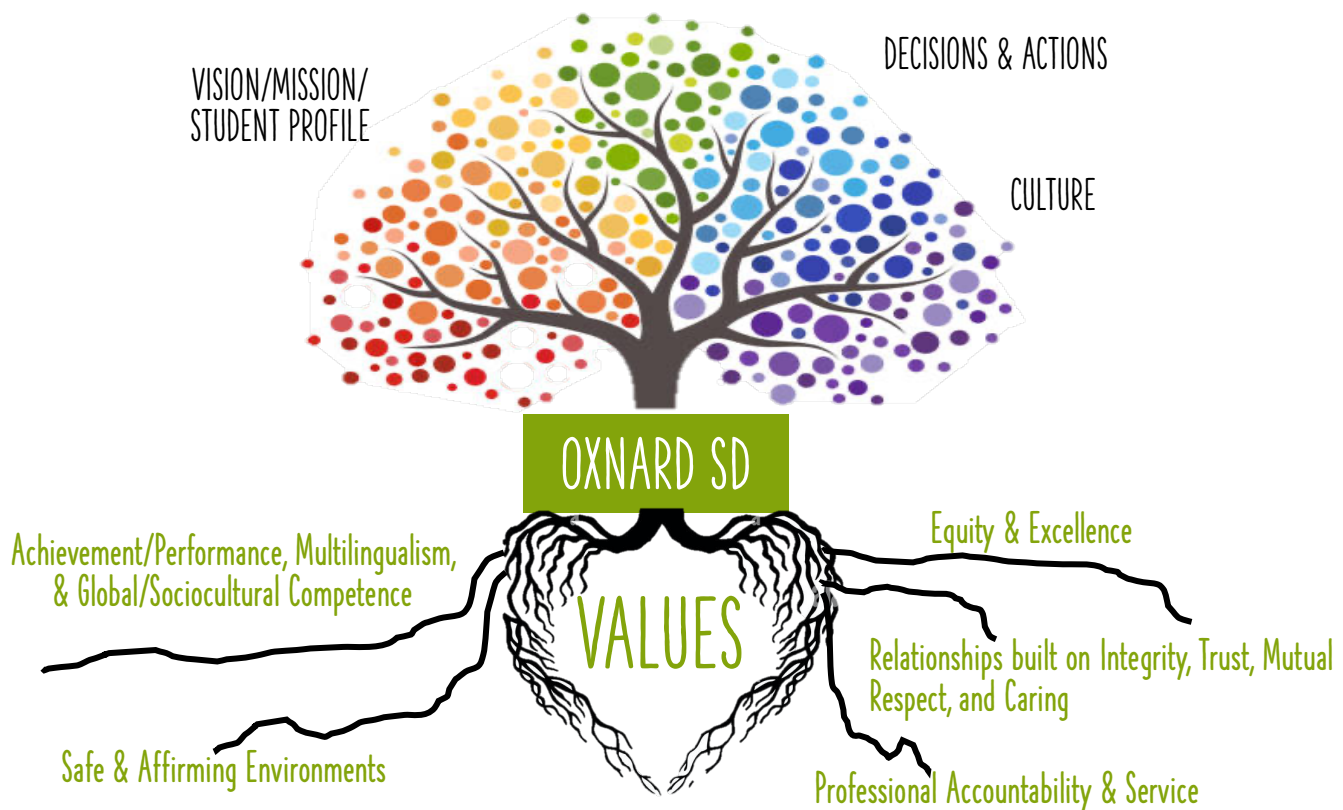
THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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.

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

FAMILY & COMMUNITY

DISTRICT

SCHOOL

CLASSROOM

STUDENT

AND IF WE ENGAGE OUR FAMILIES AND COMMUNITY in active support . . .

AND IF WE ORGANIZE DISTRICT LEADERSHIP around our core values and instructional priorities . . .

AND IF WE BUILD AND SUPPORT SCHOOL LEADERSHIP that provides instructional clarity and coherence for optimal learning for all students . . .

AND IF WE ARE RELENTLESS IN CLARIFYING AND SUPPORTING CLASSROOM LEADERSHIP focused on improving the quality of classroom instruction and interactions . . .

IF WE COMMIT TO A VISION OF STUDENT SUCCESS that has at its center engaged and achieving students prepared for success in high school and beyond . . .

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

FINDINGS[7]

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.
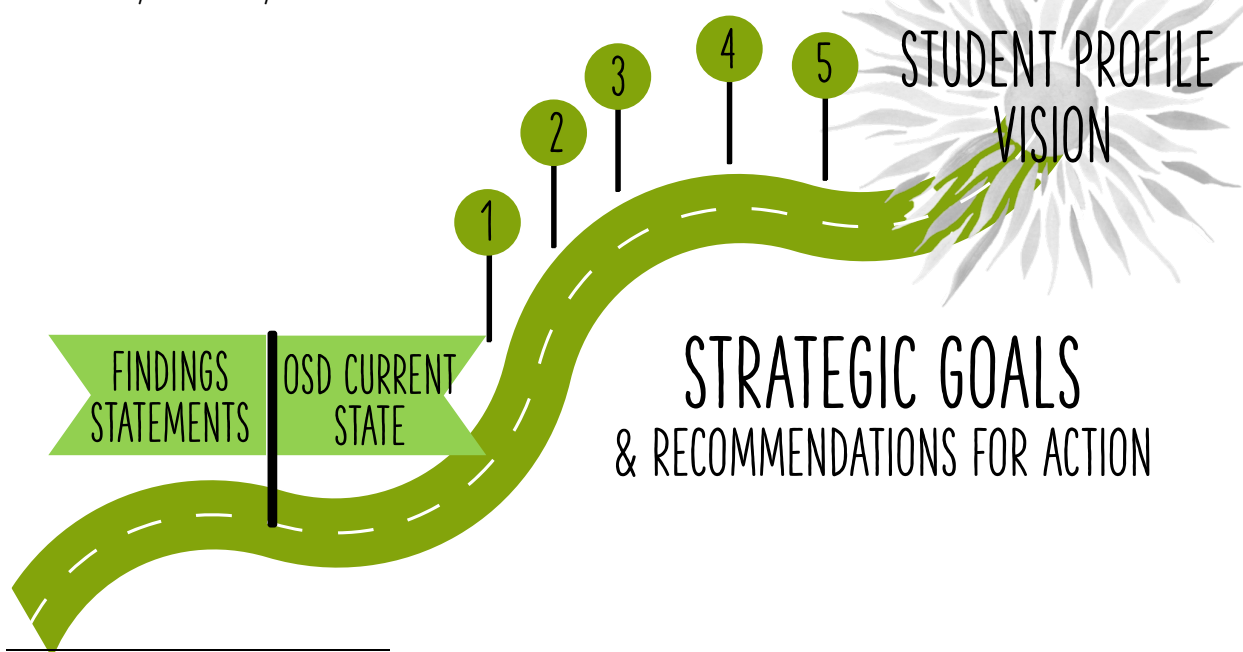
Our current reality is reflected in our findings statement. The future we want is described in our vision statement. Our findings statements give us insight into the big buckets of work we need to take on in order to get from here to there. These big buckets of work are reflected in our strategic goals, which themselves will 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 students have become by the time they leave us.

FINDINGS STATEMENTS — OSD CURRENT STATE

1 2 3 4 5

STUDENT PROFILE VISION

STRATEGIC GOALS & RECOMMENDATIONS FOR ACTION

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[7] The findings described here reflect a few highlights. The full data profile is found in Appendix 1.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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. The complete district data overview is found in Appendix 1.

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. A highlight to note is that during the 2021-22 school year, 53% of students at Norman R. Brekke Elementary school met or exceeded the English Language Arts (ELA) standard; this represents the highest results across the district. This is in stark contrast to another site where only 18% of students met or exceeded the standard in ELA, representing the lowest results across the district. Overall, the percent of students meeting or exceeding the standard is significantly lower than that of the county, a difference of more than -16%.

Students identified as Economically Disadvantaged showed an increase over time of the percent of students meeting or exceeding standards. It's interesting to note that the percent of students in this group meeting or exceeding standards is not that different from that of more affluent students. This holds true for both ELA and mathematics.

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 are making significant increases in their percentages of students meeting or exceeding standards in ELA.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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.

Responding to the School Climate Survey, 5th and 7th grade students revealed a significant difference in positive responses, with 7th graders reporting much fewer positive interactions in areas such as teacher/student relationships, teacher concern and caring, and a sense of belonging. There were some areas that showed a less than 70% positive response for both groups of students: social awareness, self-management, and emotional regulation. These areas need attention overall.

Another area that warrants deeper exploration is the overidentification of students with special needs.

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.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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 8th 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. The Oxnard Stakeholder Design Team has developed recommended actions for each of these strategic goals.

Student Academic Engagement & Achievement

Dramatically accelerate student academic engagement and achievement across all Oxnard 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.

THE OXNARD EMPOWERS ESSENTIALS (CONTINUED)

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 students 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 students, 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 students, facilitate strategic plan implementation, monitor progress, and assess effectiveness and sustainability, and position the district as a leader in equitable and excellent education.

INSTRUCTIONAL PRIORITIES

Our instructional priorities 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
- 21st Century Learning
- High Intellectual Performance

Second, in the context of Oxnard's strategic plan, how do we make powerful learning (and the teaching that leads to powerful learning) public and visible to our entire Oxnard community? In other words, how do we make 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 - students, 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 student learning results.
- 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 students.

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, students, parents, and community should be able to recognize, describe, and promote these as hallmarks of quality education in their local schools.

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

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

Quality & Committed Educators & Leadership

Our parents and students should expect expert teachers, support staff, and school and district leaders who are focused on improving student 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 students 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 OSD students matriculating into the high school district have a smooth, seamless, and successful transition.

Global Curriculum, Pedagogy, & Assessment

Our parents, students, 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 students for the globalized 21st century world.

THROUGH LINES (CONTINUED)

College & Career Readiness

Our parents, students, and staff should expect that all students 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. Students 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 students and families. Now, as we design our new district strategic 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 students 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 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.
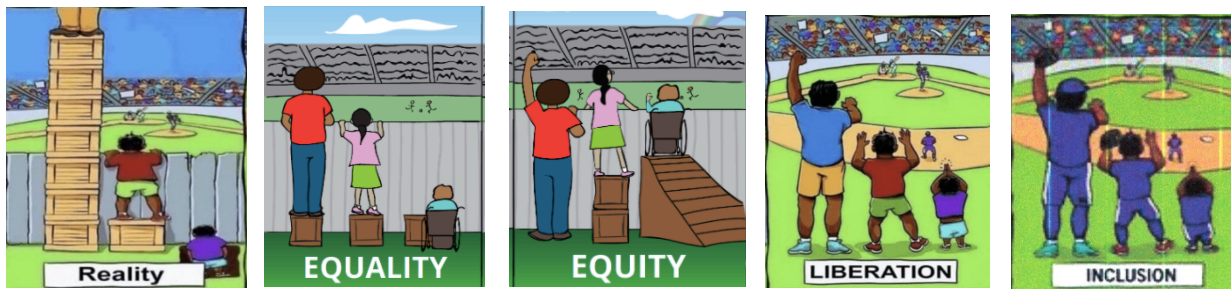
SOURCES FOR GRAPHICS: Angus McGuire • Interaction Institute for Social Change • Center for Story-Based Strategy

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

EXPANDED MINDSET (CONTINUED)

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 students, 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 students 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[8] has pointed out, in societal contexts characterized by subtractive orientations, an additive orientation to students' 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 students 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 students' learning by building on their strengths, cultures, languages, identities, and experiences and those of their families and communities. An asset

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[8] See Jim Cummins' Framework for Reversing Underachievement

EXPANDED MINDSET (CONTINUED)

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.

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 students 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 (CONTINUED)

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.

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 students, 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 students to work academically.
- Build on student 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

EXPANDED MINDSET (CONTINUED)

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 students 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 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. To prepare our students 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.

EXPANDED MINDSET (CONTINUED)

#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 students, 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.
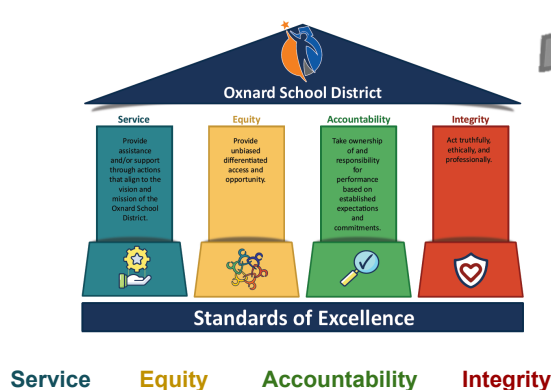
As long as those designing the bicycle know what they're doing!

OUR STANDARDS OF EXCELLENCE

Related to both our values and our supporting principles are OSD's Standards of Excellence (SOE). The four pillars - Service, Equity, Accountability, and Integrity - are incorporated into our values statements and the specific bullets under each pillar are now living in the supporting principles, and we anticipate that some of these will also show up as recommendations for action.

The Standards for Excellence, which were developed in the summer of 2022, are an example of the type of integration and articulation tasks that will need to be undertaken to create clear alignment between the positive efforts and accomplishments that are part of the district's current state and the new initiatives, practices, and efforts resulting from the strategic planning work. It's a crosswalk and connection process. This will have to happen at a larger level as we try to communicate the relationship between all the different programs and initiatives in place now and the strategic plan and its recommendations for action. It's part of the process of creating explicit coherence so people aren't left confused about the WHAT and the HOW of Oxnard.

Oxnard School District

Service	Equity	Accountability	Integrity
Provide assistance and/or support through actions that align to the vision and mission of the Oxnard School District.	Provide unbiased differentiated access and opportunity.	Take ownership of and responsibility for performance based on established expectations and commitments.	Act truthfully, ethically, and professionally.

Standards of Excellence

Service   Equity   Accountability   Integrity

VALUES

1. EQUITY & Excellence
2. Safe & Affirming Environments
3. Achievement/Performance, Multilingualism, & Global/Sociocultural Competence
4. Relationships built on INTEGRITY, Trust, Mutual Respect, and Caring
5. Professional ACCOUNTABILITY & SERVICE

Service
Definition:
Provide assistance and/or support through actions that align to the vision and mission of the Oxnard School District.
All OSD members will:
- Maintain a positive and professional attitude
- Acknowledge and respond in a timely manner
- Follow through and follow up
- Communicate effectively and openly

Equity
Definition:
Provide unbiased differentiated access and opportunity
All OSD members will:
- Value all voices
- Foster culturally responsive practices
- Use an asset-based mindset
- Remove barriers to success

Accountability
Definition:
Take ownership of and responsibility for performance based on established expectations and commitments
All OSD members will:
- Communicate expectations and goals clearly
- Commit to improve
- Be solution oriented
- Model expectations
- Build shared responsibility

Integrity
Definition:
Act truthfully, ethically, and professionally.
All OSD members will:
- Communicate authentically and transparently
- Own your performance, results, and mistakes
- Treat others with dignity and respect
- Do the right thing even when no one is watching

SUPPORTING PRINCIPLES

Most of these live in the PRINCIPLES. Some may also find their way into the RECOMMENDATIONS FOR ACTION.

OXNARD

EMPOWERS

A FRAMEWORK FOR EMPOWERMENT

OVERVIEW

Sánchez's action-oriented empowerment 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 students 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 EMPOWERS current thinking on 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 Oxnard EMPOWERRS' VISION of the future we want for our students. This VISION leads to the articulation of Oxnard EMPOWERS' 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. These principles are featured in Oxnard EMPOWERS' 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 student 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 students and context, the STRATEGIES become grade- and content-specific CLASSROOM ACTIVITIES.

DISTRICT STRATEGIC PLAN

A FRAMEWORK FOR EMPOWERMENT

VISION
Changing the World!
Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond

INSTRUCTIONAL PRIORITIES

1. How do we create and sustain 21st century multilingual learning environments of high intellectual performance for students?

2. In the context of Oxnard EMPOWERS, how do we make powerful learning (and the teaching that leads to powerful learning) public and visible to our entire Oxnard community?

ESSENTIAL PEDAGOGICAL PRINCIPLES

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Elicit high intellectual performances that help connect students' identities to academic engagement.
5. Engage students actively in the learning process. Amplify student voice.
6. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
7. Situate learning in the lives of students. Connect to their lives.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

POWERFUL RESEARCH-INFORMED HIGH-LEVERAGE PRACTICES

Practices identified by Cummins, Hattie, Jackson, and Jensen to substantially accelerate student engagement and performance.

✕ James Cummins	◼ John Hattie	★ Yvette Jackson	◆ Eric Jensen

Classroom Strategy	Classroom Strategy	Classroom Strategy	Classroom Strategy
Grade/Content-Specific Activities	Grade/Content-Specific Activities	Grade/Content-Specific Activities	Grade/Content-Specific Activities

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

This framework allows us to create the environment for students to excel across all of the domains that matter: Intellectually, cognitively, and academically, but also social-emotionally, affectively, artistically, and linguistically. By keeping us focused on the big vision we have for our students, 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 students.

PEDAGOGICAL PRINCIPLES

Oxnard EMPOWERS specifically calls 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.

Vision
Instructional Priorities
* Essential Pedagogical Principles
High-Leverage Research-Informed Practices
Classroom Strategies
Grade/Content-Specific Activities

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 STUDENT 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 students 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 students 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 STUDENT IDENTITIES BY CHALLENGING THE DEVALUATION OF MINORITIZED STUDENTS' IDENTITIES.
   Cummins explains the critical nature of affirming student 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

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

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 students are, including their histories, experiences, languages, and cultures. Central to equity-focused liberatory education that actively affirms and values who our students are is a belief in our own transformative power to create counter-hegemonic spaces in our schools for students 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 students and their communities and that students see teachers and staff as their advocates and supporters. Students 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) ELICIT HIGH INTELLECTUAL PERFORMANCES THAT HELP CONNECT STUDENTS' 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 students into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of linked successes, in this way connecting students' identities to academic engagement. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for students. Most importantly, they carefully plan activities that prime students for cognitively demanding work, they use processes that allow students to engage in meaningful ways with the content, and they organize activities designed to help students retain and retrieve what they learn - all in linguistically and culturally sustaining contexts.

5) ENGAGE STUDENTS ACTIVELY IN THE LEARNING PROCESS. AMPLIFY STUDENT 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

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

students need to join wider communities of learners and doers in the world outside of school. We can engage students actively in the learning process by focusing their attention on challenging thinking and requiring that they use oral and written language in English and the target language(s) to communicate and concretize their thinking. We can connect the learning to students' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.

6) CREATE ENVIRONMENTS OF ENRICHMENT, NOT REMEDIATION, THAT ENGAGE STUDENTS' 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 students 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 students' multilingual repertoires as powerful resources for learning.

7) SITUATE LEARNING IN THE LIVES OF STUDENTS. 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 students by using culturally and linguistically sustaining strategies that validate students 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 students 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 students' lives beyond the classroom and build on the historical and current family and community funds of knowledge.

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 students' understanding, competence, confidence, and motivation. We address the prerequisites for learning by making sure that students have what they need to be successful learners and students. This includes the resources -academic, social, health, nutritional and so forth-- we provide to students, as well as explicitly teaching to bridge gaps in students' academic and linguistic preparation and engaging students 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 students with the necessary tools to "talk back" to the stereotypes and biases that diminish them as powerful learners.

DISTRICT STRATEGIC PLAN

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

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 student academic growth, more than year for year growth in most cases. This allows us to dramatically improve both student 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[9].

Vision
Instructional Priorities
Essential Pedagogical Principles
* High-Leverage Research-Informed Practices
Classroom Strategies
Grade/Content-Specific Activities

Identify, activate, and build on student strengths.

◆✕★　Empower students.

🟨　Support development of self-regulation skills.

◆　Boost social skill development.

◆✕★　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.

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

Affirm students' 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.

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[9] © Francisca Sánchez, 2016; revised 2021.

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

✕★ 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 build 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.

Elicit high intellectual performances that help connect students' 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.

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

- ■ ✕ 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.

Engage students actively in the learning. Amplify student 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 students' multilingual repertoires.

- ■ Continually evaluate students' progress and adjust as needed.
- ■✕◆ Create safe, caring environments, including positive physical environments.

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

- ◆✕ 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 students. 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.

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.

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

✕   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 students 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.

Vision
Instructional Priorities
Essential Pedagogical Principles
High-Leverage Research-Informed Practices
✳ Classroom Strategies
✳ Grade/Content-Specific Activities

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

A FRAMEWORK FOR EMPOWERMENT (CONTINUED)

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 students. 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 students 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 students develop autonomy as smart and successful learners. They help them develop the sorts of social, cognitive, linguistic, and metacognitive learning strategies that help students figure out how to be better learners. Not least of all, when teachers incorporate interactive strategies into their classroom life, they help students 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 EMPOWERS at its core.

OXNARD

EMPOWERS

TAKING ACTION FOR SUCCESS

RECOMMENDATIONS FOR ACTION

In November 2022, a Stakeholder Design Team was convened to address the gap between the district's current state and the Oxnard EMPOWERS vision, resulting in a set of recommendations for action. Below, in the At-A-Glance chart, you can see the major areas covered by the recommendations. The overarching recommendations for each of these areas are listed in full after the At-A-Glance. The specific sub-actions under each overarching recommendation are listed in the RECOMMENDATIONS FOR ACTION insert provided with this document.

AT-A-GLANCE OVERVIEW OF THE OVERARCHING 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 & INFRASTUCTURE
Recommendations for Action	High Intellectual Performance	Multi-Tiered System of Support	Culture of Empowerment	Student Profile Alliances	Strategic Plan Implementation
	Strengthening Instruction & Student Engagement	Access, Equity, & Inclusion	Professional Learning & Support	Family Engagement & Support	Districtwide Coherence
	Student Profile-Driven Lesson Design	Restorative Practices	Recognitions	Parent/Family Resources	Accountability & Progress Monitoring
	Multilingualism	Affirming Learning Environment & Relationships	Student Assessment	Community Partnerships & Relationship Building	Human Capital
	Technology	Facilities & Grounds	Support to Sites	Higher Education	Communications
		Student Voices		Family/Community Communications	Finance & Technology Infrastructure

OVERARCHING RECOMMENDATIONS FOR ACTION
GOAL 1: STUDENT ACADEMIC ENGAGEMENT & ACHIEVEMENT

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

1.1   HIGH INTELLECTUAL PERFORMANCE. Create and sustain globally competitive learning environments of high intellectual performance across the curriculum and in all areas needed success as defined in the Student Profile.

RECOMMENDATIONS FOR ACTION (CONTINUED)

1.2 **STRENGTHENING INSTRUCTION & STUDENT ENGAGEMENT.** Develop and implement student-centered high-leverage approaches proven to dramatically accelerate achievement, engagement, and student voice/agency at all levels and for all groups of students.

1.3 **STUDENT PROFILE-DRIVEN LESSON DESIGN.** Establish comprehensive efforts to promote, expect, and support the use of Student Profile-driven lesson design: 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.

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

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

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 21st 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 students in grades TK-8.

2.2 **ACCESS, EQUITY, & INCLUSION.** Maximize access to equitable and inclusive educational opportunities in the general education setting while also providing specialized services where and when needed.

2.3 **RESTORATIVE PRACTICES.** Design and implement with fidelity a Restorative Practices system that promotes and strengthens positive school culture, engages students and parents actively in the process, enhances pro-social relationships within the school community, and reduces suspensions TK-8 for students of color.

2.4 **AFFIRMING LEARNING ENVIRONMENT.** Create and implement an overarching school climate initiative intentionally centered on building positive relationships and advancing student, staff, and family/community learning and growth aligned to the Student Profile.

RECOMMENDATIONS FOR ACTION (CONTINUED)

2.5 **FACILITIES & GROUNDS.** Maintain welcoming, beautiful, clean, and aesthetically inspiring schools, learning environments, and other district facilities and grounds.

2.6 **STUDENT VOICES.** Establish opportunities for diverse students to develop their voice, leadership, and agency.

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 students 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 EMPOWERS way: excellence, multilingualism, possibility, opportunity, equity, and respect, and that utilizes the Student Profile as a guide to developing excellence.

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.

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

3.4 **STUDENT ASSESSMENT.** Adopt and consistently use a set of TK-8 performance-based rubrics/matrices to measure growth/progress on the Student Profile traits, identify artifacts/products, benchmarks and metrics at each grade level, and improve instruction.

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

GOAL 4: FAMILY/COMMUNITY ALLIANCES FOR SUTDENT 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.

4.1 **STUDENT 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 students in amplifying the student profile traits.

4.2 **FAMILY ENGAGEMENT & SUPPORT.** Create family engagement opportunities that address community aspirations and needs.

RECOMMENDATIONS FOR ACTION (CONTINUED)

4.3   **PARENT/FAMILY RESOURCES.** Create resources and tools and mobilize staff to support parents from underserved or marginalized groups with their child's student profile success and train them to become educational partners, while providing incentives for continued support in educational partnership.

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.

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

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 families

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; facilitate strategic plan implementation; monitor progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent 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.

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.

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 the Oxnard EMPOWERS fundamental elements, progress on its action plans, and responsiveness to changing/evolving strengths, opportunities, and challenges.

RECOMMENDATIONS FOR ACTION (CONTINUED)

5.4   **HUMAN CAPITAL.** Recruit, hire, train, and retain personnel that are highly skilled, diverse, multilingual, skilled at relationship building, and who value and practice equity and inclusion.

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 and strengthen our presence, influence, and impact.

5.6   **FINANCE & TECHNOLOGY INFRASTRUCTURE.** Ensure that our financial and technology infrastructure is healthy and primed to support implementation of the district's strategic plan.

OUR WAY FORWARD

ORGANIZING FOR SUCCESS

In order for Oxnard EMPOWERS to become the driving force for the district's core work, it requires a support structure that communicates its priority and central place and that establishes an organizational and staffing framework to facilitate implementation, progress monitoring, and assessment of effectiveness. Key elements of this support structure include an Oxnard EMPOWERS Lead, Leadership Council, Implementation Team, Strategic Goal Leads, Action Leads, External Facilitator, and Mentors.

Oxnard EMPOWERS Organizational Structure
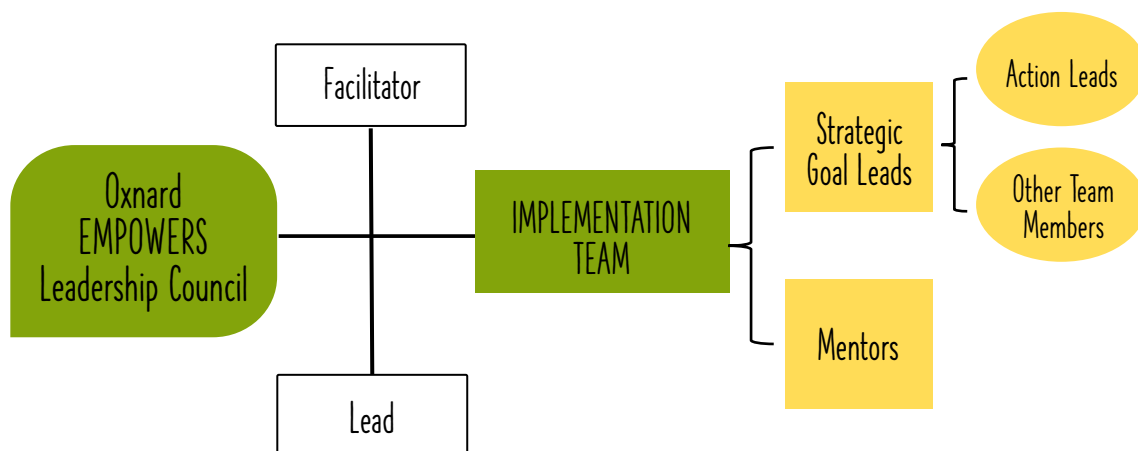
OXNARD EMPOWERS LEAD

It will be critical to identify an administrator to serve as the Oxnard EMPOWERS Lead. This can be an existing administrator or it can be someone hired for the specific purpose of leading the Oxnard EMPOWERS implementation. The lead will be part of the district-level executive team and will have responsibility for ensuring the timely and successful implementation of Oxnard EMPOWERS. This administrator needs authority to cross divisional and departmental lines to implement the strategic plan recommendations.

ORGANIZING FOR SUCCESS (CONTINUED)

OXNARD EMPOWERS LEADERSHIP COUNCIL

The Oxnard EMPOWERS Leadership Council is composed of the Oxnard EMPOWERS lead, the district division heads, the strategic goal leads, and the external Oxnard EMPOWERS facilitator. 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 and helps the implementation team troubleshoot as implementation moves forward. The Leadership Council's specific responsibilities include:

- Meet monthly, in-person, with the Oxnard EMPOWERS facilitator and Lead, and with the Oxnard EMPOWERS Implementation Team.
- Accept overall responsibility for ensuring successful implementation of Oxnard EMPOWERS and facilitate allocation of needed resources for successful Oxnard EMPOWERS implementation.
- Keep Cabinet informed and communicate Cabinet concerns to the implementation team.
- Seek and manage external partnerships in support of Oxnard EMPOWERS
- Ensure alignment of other district and division-level efforts with Oxnard EMPOWERS.
- Ensure clear and frequent internal and external communication of Oxnard EMPOWERS progress.

OXNARD EMPOWERS IMPLEMENTATION TEAM

The Oxnard EMPOWERS Implementation Team is composed of the Lead, the Strategic Goal Leads, and the Action Leads for the annually identified priority implementation areas, and any others identified as critical to the implementation of the identified priority actions. The Implementation Team is charged with overseeing and managing Oxnard EMPOWERS implementation. This team meets as a group once a month to assess progress, troubleshoot, strategize, and expand their own skill sets. More specifically, the Strategic Goal Leads are each responsible for overseeing overall implementation of one of the five Oxnard EMPOWERS strategic goals.

The Strategic Goal Leads work with a team of Action Leads and key others to ensure that there is collaboration and communication across all the major priority actions within a strategic goal, and as necessary, across strategic goals. Their specific responsibilities include:

- Meet monthly with the Oxnard EMPOWERS Facilitator, Lead, and Implementation Team.
- Accept overall responsibility for ensuring successful implementation of their assigned strategic goal and facilitate allocation of needed resources for successful implementation of that goal. Assist Action Leads in troubleshooting and solution seeking.
- Keep the Oxnard EMPOWERS Facilitator and Lead informed of goal progress, concerns, and needs.
- In collaboration with the Action Leads, meet/consult with implementation partners and teams for the priority actions, and monitor their progress on a weekly basis.
- Enlist the assistance of the Leadership Council as necessary to move forward smoothly with implementation.
- Participate in broader communication efforts around Oxnard EMPOWERS.

ORGANIZING FOR SUCCESS (CONTINUED)

The role of the Action Leads is to ensure that a specific strategic goal priority action is implemented in an efficient, effective, and timely manner. Action Leads have the responsibility to communicate and coordinate their work with other team leads within and across their strategic goal, as needed.

EXTERNAL FACILITATOR

The Oxnard EMPOWERS facilitator is an external consultant who is well-versed in the strategic plan and who designs and leads the monthly Implementation Team meetings and conducts other Oxnard EMPOWERS-related tasks as identified by the superintendent, including conducting orientation sessions on Oxnard EMPOWERS and presenting updates to the Board.

MENTORS

One helpful support to implementation is the use of external mentors. These are individuals with high levels of expertise related to the 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. These mentors can be critical in helping the internal Implementation Team see possibilities they may not have been able to imagine on their own and can provided Oxnard with the widest possible access to resources and opportunities. Equally importantly, they bring a level of national visibility, credibility, and legitimacy to the Oxnard EMPOWERS work.

ONLINE PROJECT MANAGEMENT SYSTEM

Project management is all about juggling: resources, expectations, people, data, and much more[10]. 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 strategic plan of the scope and breadth of Oxnard EMPOWERS 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 means that the district will need to adopt a user-friendly online program management system (OPMS) to track progress on each Oxnard EMPOWERS component. An OPMS will allow the Implementation Team to document its work and accomplishments and to communicate across time and space.

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[10] Mesooma Memon, "What Is a Progress Report and How Can Your Business Benefit from It" DataBox: https://databox.com/progress-reporting-benefits#what

ORGANIZING FOR SUCCESS (CONTINUED)

There are seven key reasons[11] why adopting an OPMS is critical for effective and efficient Oxnard EMPOWERS implementation:

- **Accessibility.** Online project management systems demolish time, space and geographical barriers, while giving Implementation Team members (any other identified users) the opportunity to access the strategic plan implementation work wherever they be physically located.
- **Cost.** Online project management systems offer inexpensive per-user licensing. Regardless of Oxnard School District's size, it can get on board without having to invest in massive (and often prohibitive) up-front software or infrastructure costs.
- **Flexibility.** Online project management systems are designed to fit an organization's needs as those needs change. There's no need to guess how many software licenses to buy.
- **Support.** Online project management allows users to contact the experts who created the software in the first place, vs. trying to get answers from an often overworked and/or under-resourced in-house IT department.
- **Speed.** Online project management systems can be up and running in minutes rather than weeks, days, or even hours.
- **Integration.** Online project management systems integrate easily with other products that the district may be currently utilizing. Generally, online project management systems play well with other systems currently in use.
- **Updates.** Online project management systems are designed to be updated as new, enhanced versions are released, eliminating concerns about obsolescence.

In summary, the benefits of an online project management system when compared to conventional project management are immense. One way this has been described is with an analogy: It's like comparing a smart phone with a rotary phone. They're both phones, but the former can land a plane, while the latter can dial a number . . . albeit v-e-r-y s-l-o-w-l-y.

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[11] Adapted from "7 Advantages of Online Project Management Software" by AdaptiveWork, Published 9/20/19

IDENTIFYING ANNUAL PRIORITIES

For maximum effectiveness and efficiency, there will be a need to identify annual implementation priorities. Once the Oxnard EMPOWERS leadership team is established, the team will engage in a facilitated process 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 will 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 student 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 Oxnard EMPOWERS' future sustainability.

Once the annual priorities have been established for each strategic goal, the strategic goal teams will 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 the adopted online project management system.
3. Consult with other teams 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 to the larger team.

After the first year of implementation, there will 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, each team will 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 allows us 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 Implementation 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 home 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 EMPOWERS context and what they might look like. To this end and for purposes of this strategic plan, we have identified five potential targets: students, learning environment, staff, families and community, and the organization itself.

The student 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 EMPOWERS. Additionally, in Oxnard EMPOWERS, 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[12]. With regard to our families and community, we

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[12] 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, 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

SETTING IMPLEMENTATION & IMPACT METRICS (CONTINUED)

can use Karen Mapp's work[13] is a good reference point. Finally, in Oxnard EMPOWERS 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[14] The following tables provide the detailed specifics that define each of our five identified targets.

STUDENT SUCCESS
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 student success, we organize our instructional and support efforts so that every student becomes a/an:
INNOVATOR: Students will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
PROBLEM SOLVER: Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.
ACHIEVER: Students will be able to demonstrate their knowledge on local and state measures in all academic areas.
GLOBAL THINKER: Students will be compassionate, multilingual, and inclusive; able to understand and to convey pride in their identity, heritage, and history.
COLLABORATOR: Students will be collaborative learners; able to communicate and learn through and with others.
DIGITAL LEARNER: Students will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.
FOCUSED ON THE FUTURE: Students 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.

LEARNING ENVIRONMENTS
In Oxnard School District, learning environments are designed to create and sustain student, staff, and family success. We believe that physically, social-emotionally, linguistically, and culturally safe and affirming environments are essential to our diverse students' full affective, academic/cognitive, linguistic, social-emotional, and creative development. To enact this belief, we:
Identify, activate, and build on student strengths.
Affirm student identities by challenging the devaluation of minoritized students' identities.
Establish powerful relationships that nurture equity and success.
Elicit high intellectual performances that help connect students' identities to academic engagement.
Engage students actively in the learning process. Amplify student voice.
Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
Situate learning in the lives of students. Connect to their lives.
Address the prerequisites for learning, including Incorporating pedagogical practices that challenge coercive relations of power.

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[13]   Mapp, K. Dual Capacity-Building Framework for Family/School Partnerships

[14]   Kerner At 50: Educational Equity Still a Dream Deferred. Linda Darling-Hammond, 2018, https://learningpolicyinstitute.org/blog/kerner-50-educational-equity-still-dream-deferred?gclid=CjwKCAiAxp-ABhALEiwAXm6IyS6gOngJVuMOU_PR 3zWZY3qMAKcAHzIR4SbRn4oRlv8gIz7gmxYDBoCxeIQAvD_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

SETTING IMPLEMENTATION AND IMPACT METRICS (CONTINUED)

STAFF QUALITY

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 students to meet the Student Profile characteristics.

Exhibit adaptable, approachable, patient, empathetic, and caring attitudes and actions.

Build community, develop strong relationships, and engage students, families, and colleagues with excellence and equity.

Model linguistic and culturally sustaining competencies, including crosscultural, crosslinguistic communication skills.

Support and encourage students' 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 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.

Embody collaborative life-long learner professional approaches, consistently and actively engage in gaining knowledge on best practices, focus on growth and improvement, and apply current theories, principles, concepts, and skills of our discipline/profession.

FAMILY & COMMUNITY

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.

SETTING IMPLEMENTATION AND IMPACT METRICS (CONTINUED)

SYSTEM IMPROVEMENT & TRANSFORMATION

In Oxnard School District, we are committed to improving continuously with reasonable speed to increasingly facilitate sustainable student, staff, and family success. We believe that we must build, support, and monitor a school, district, and community asset-based culture that lives the EMPOWERS way. To enact this belief, we:

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 support coherent TK-8 pathways that feature rigorous and compelling content.
Establish and protect equitable and adequate allocation of funds, prioritizing the most vulnerable students.	Recruit, hire, support, and retain highly qualified teachers, support staff, and leaders equipped to put students first and engage students in successful learning experiences.
Provide strategic direction, guidance, and support to district sites and departments focused on improving the quality of instruction, interaction, and engagement districtwide.	Utilize diverse and compelling measures of success-measures that families and communities understand and value.
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.	Focus on talent development, growth mindsets, and continuous improvement, including staff mentoring and induction programs.
Support nurturing environments that value respect, perseverance, empathy, and risk-taking.	Expect and monitor consistent use of linguistically and culturally sustaining pedagogies and practices.
Establish restorative and trauma-informed practices to support students, families, and staff.	Build community, develop strong relationships, and engage students, families, and colleagues with excellence and equity.
Implement a coherent professional development program for teachers, support staff, and administrators designed to improve the district's capacity to implement Oxnard EMPOWERS.	Maintain well-designed and aesthetically pleasing infrastructure and facilities that reflect a proud investment in students and community.
Model collaborative approaches to design, decision-making, development, and determination.	Monitor strategic plan progress and assess effectiveness and sustainability; and position the district as a leader in equitable and excellent education.

SETTING IMPLEMENTATION AND IMPACT METRICS (CONTINUED)

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 project's status, our strategic 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.
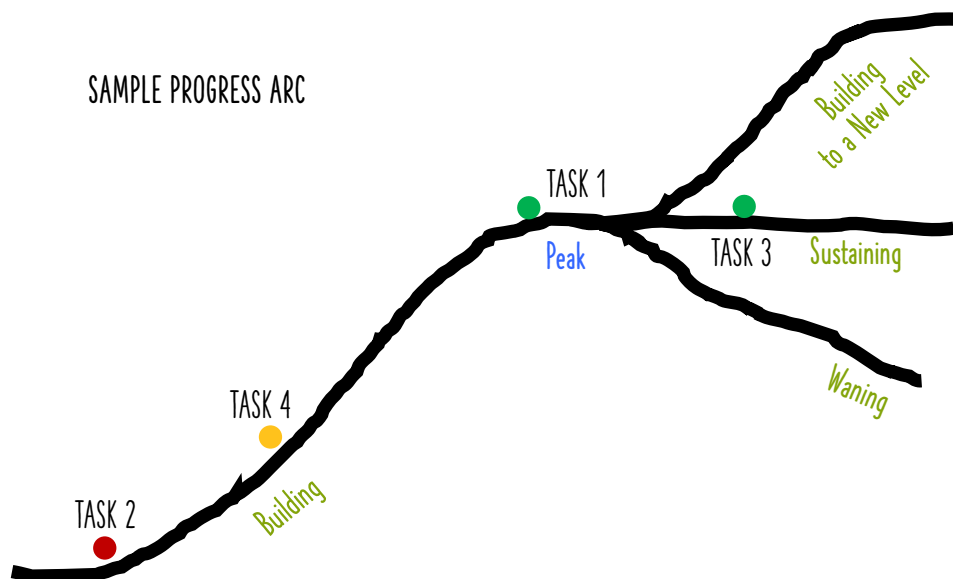
SETTING IMPLEMENTATION AND IMPACT METRICS (CONTINUED)

The Implementation 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 will be one of the assessment protocols established as standard operating procedure. Progress arcs are at-a-glance, visual progress reports. In the case of Oxnard EMPOWERS, the Implementation 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.

SAMPLE PROGRESS ARC

TASK 1

Peak

TASK 3   Sustaining

Building to a New Level

Waning

TASK 4

TASK 2   Building

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.

DISTRICT STRATEGIC PLAN

ALIGNING PLANS & INITIATIVES

Accountability and sustainability both call for clear alignment of the district's various plans and initiatives. Unless we can communicate this alignment with clarity and purpose, there will be confusion about where a particular initiative or plan fits, and about how various plans or initiatives are related to one another. There is a need to 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. As Irby and Boyle[15] point out, 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. We need an overarching strategy that communicates to internal and external stakeholders how our efforts are connected to operationalize our vision and to provide the optimal impact for our students and community.

As we move forward with Oxnard EMPOWERS, we'll need to pay attention to issues of alignment and collective impact. We want to be clear about the larger outcomes we want to achieve. 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.
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.

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[15] Aligning Collective Impact Initiatives. Merita Irby & Patrick Boyle. Stanford Social Innovation Review Fall 2014

ALIGNING PLANS & INITIATIVES (CONTINUED)

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 Single Plan 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 EMPOWERS? To Oxnard's credit, the issue of alignment of plans and initiatives was on the table from the start of our strategic planning. From the very beginning, the superintendent articulated the concept of Oxnard EMPOWERS as the overarching plan, with the LCAP incorporating the Oxnard EMPOWERS vision, values, strategic goals, and key recommendations, and serving as the primary funding vehicle for the Oxnard EMPOWERS implementation. The expectation is that at the site level, the SPSAs would also reflect those Oxnard EMPOWERS essentials.

One way to think of all of this is by visualizing the Oxnard EMPOWERS 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.
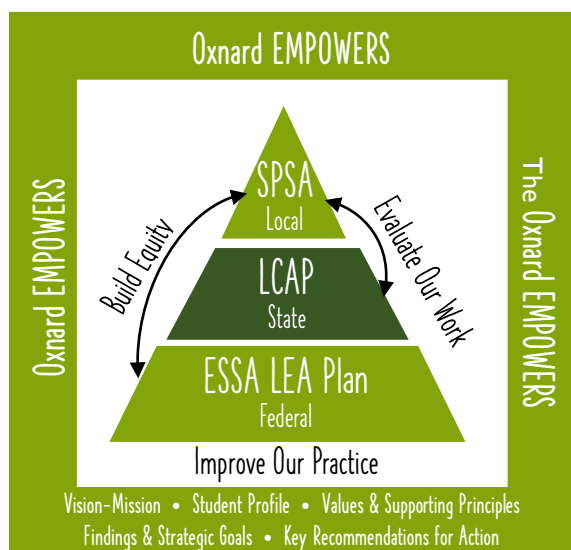
All of these plans can be considered policy and planning documents with a common purpose focused on supporting, impacting, and improving educational outcomes. There is considerable alignment among the plans in some key areas:

- 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 EMPOWERS vision and values, and that support and further the Oxnard EMPOWERS 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.

ALIGNING PLANS & INITIATIVES (CONTINUED)
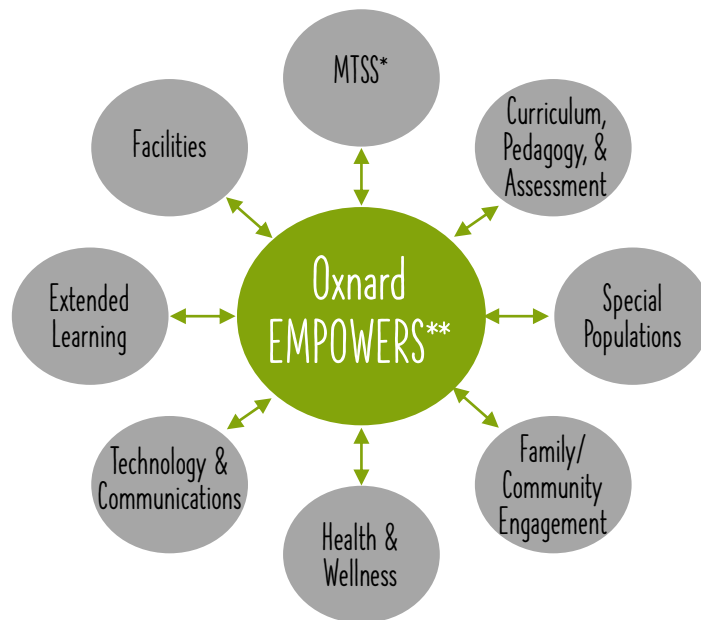
This graphic represents the idea that all programs, projects, and initiatives are aligned at the level of vision and values with Oxnard EMPOWERS. To the extent that they serve specific student groups and/or parent communities, they do so in a way that is congruent with and supportive of Oxnard EMPOWERS, its essentials, through lines, and 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 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.

APPENDICES

APPENDIX 1
DISTRICT DATA PROFILE

DISTRICT OVERVIEW

Established in 1873, the Oxnard School District, which in the 2021-2022 school year served over 15,000 students in grades Preschool-8th 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 22nd largest city in California and 124th 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, as well as an Independent Study Program for K-8th grades. There are 10 TK-5th grade elementary schools, 7 TK-8th grade schools and 3 comprehensive middle schools which serve students in grades 6th-8th. OSD has TK programs housed in 10 of its schools. All but one of the district's TK-8th 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 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 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

APPENDIX 1
DISTRICT DATA PROFILE

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.

Students in TK-8th grade and TK-5th grade schools are exposed to a schoolwide strand allowing a deep focus into a theme at their own school with topics such as Science and Inquiry; Literacy, Communication Arts and Technology; Environmental Science and Global Awareness; Life Science and Mathematics; Music and Environmental Science; Communication, Art and Technology; STEAM; and Health and Language. Ten of Oxnard's schools also provide two-way dual language immersion programs (2-Way DLI), in Spanish and English, using a 50/50 model or 80/20 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 2-Way DLI 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 2-Way DLI 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.

In order to address the many needs of its students for overall wellness and social-emotional health, the district has resources in place including, but not limited to, a community-based Wellness Collaborative; five full-time nurses; extensive wrap-around services to address the needs of the whole child, and additional school level support to provide improved services to families and staff. Additionally, every school site is staffed with at least one full-time school counselor and an Outreach Consultant who acts as a school-community liaison, while offering other support services. For the 2022-2023 school year, OSD is increasing the number of social workers supporting the district from two to four to ensure that the necessary services to support the OSD students and families are available.

Oxnard School District offers afterschool programming and enrichment to students in grades K-8th. The program offers enrichment that includes math, literacy, engineering, art, STEAM, Lego, and many other high interest activities. In addition, there are three seasons of sports offered for students in middle grades. Students can sign up to participate in the program in various ways, whether it is once a week or five days per week. There are many programs offered throughout the year.

In the Oxnard School District, an array of special education services is offered to support the needs of students with disabilities. The mission is to honor the least restrictive environment by offering a continuum of programming that allows for inclusive practice. Resource Specialist

and/or Teacher on Special Assignment services are provided that are administered in both a push-in and pull-out model. Special education services are provided in self-contained classrooms for children with mild to moderate and moderate to severe disabilities. If the IEP team determines that a child would benefit from a less restrictive environment, opportunities for mainstreaming are made available. Some of the specialized programs that are offered include classes for children with autism as well as children with social and emotional behavioral needs. OSD programming is available to support the deaf and hard of hearing populations, and itinerant services for children with visual impairment are offered. A social-emotional behavior team that consists of four behavior specialists, as well as ten behavior paraeducators, are available to support students with those specific needs. Program specialists support teachers by mentoring them in curriculum, instructional practices, classroom management, and behavior supports. Special education managers support the administrative needs of our sites across the district. Several research-based interventions have been implemented over the last three years to support specific learning needs in special education. These programs stretch across mild to severe disabilities in reading and math.
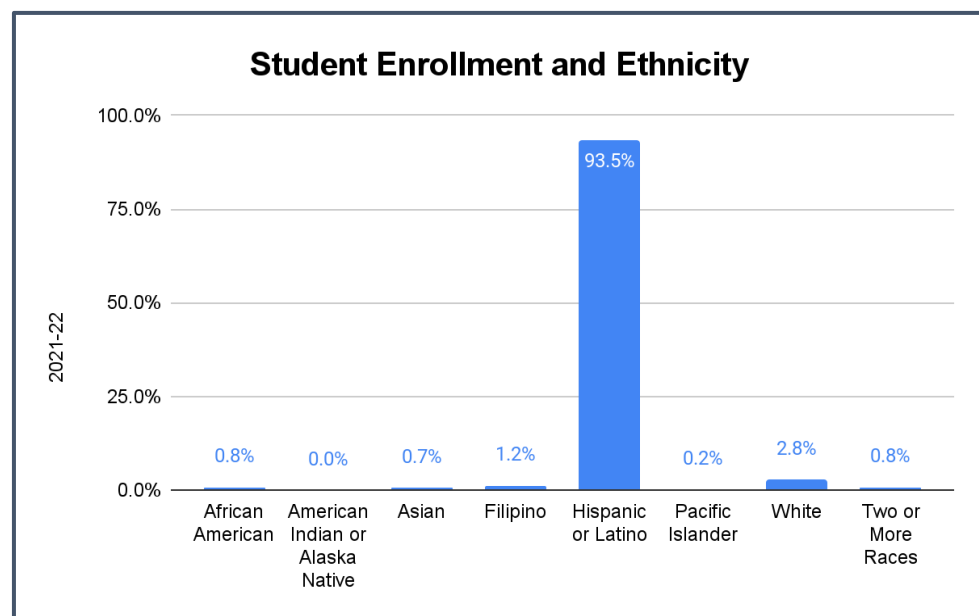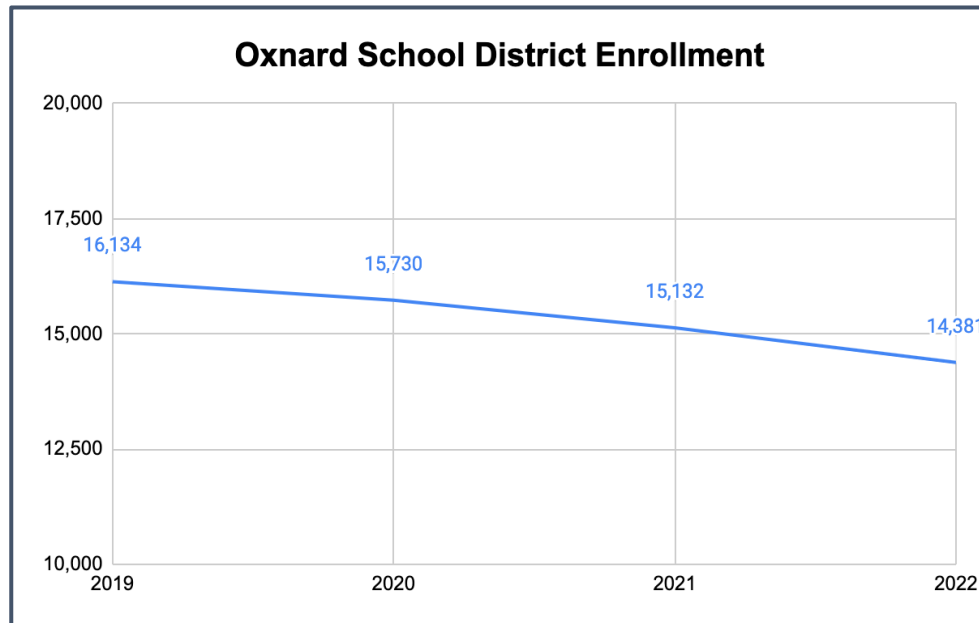
Over the last five years, the district has worked to develop strong family and community engagement through the use of the California Family Engagement Network Toolkit. The district has focused on building and supporting parent leaders as partners in education by empowering parents to be change agents. Because of this focus, the district was selected to be part of the Professional Learning Network on Family and Community Engagement with the California Department of Education. Parent/family support and engagement are at the forefront of district goals.

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 2021-2022 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.

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Oxnard School District Enrollment

Year	Enrollment
2019	16,134
2020	15,730
2021	15,132
2022	14,381

Student Enrollment and Ethnicity

2021-22

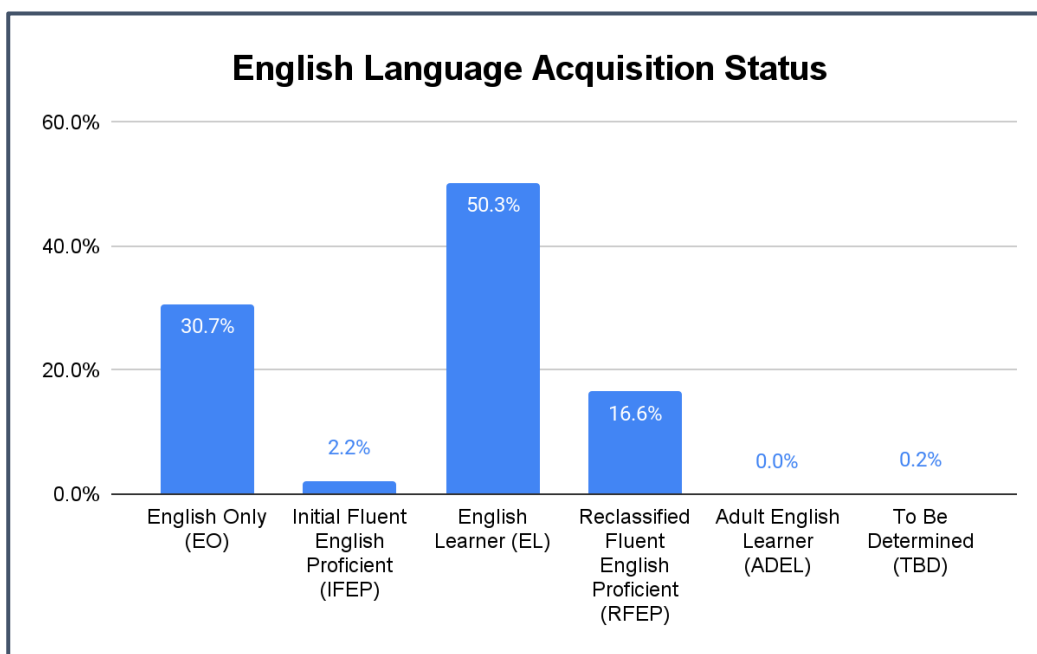| Ethnicity	Percentage
African American	0.8%
American Indian or Alaska Native	0.0%
Asian	0.7%
Filipino	1.2%
Hispanic or Latino	93.5%
Pacific Islander	0.2%
White	2.8%
Two or More Races	0.8%

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)[16], 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. Approximately 12.5% of California students, or one in eight, are identified as special education students, compared to 15.5% (more than 1 in 6) in Oxnard School District, where 13.9% of Emergent Multilingual Students are also identified as Students with Disabilities. OSD's special education population is also 2.3% higher than the county as a whole, which stands at 13.2%. 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.

Student Demographics

Category	Percentage
SED	87.7%
SWD	15.5%
Foster Youth	0.3%
Homeless	7.8%
EL	50.3%
EL and SWD	13.9%
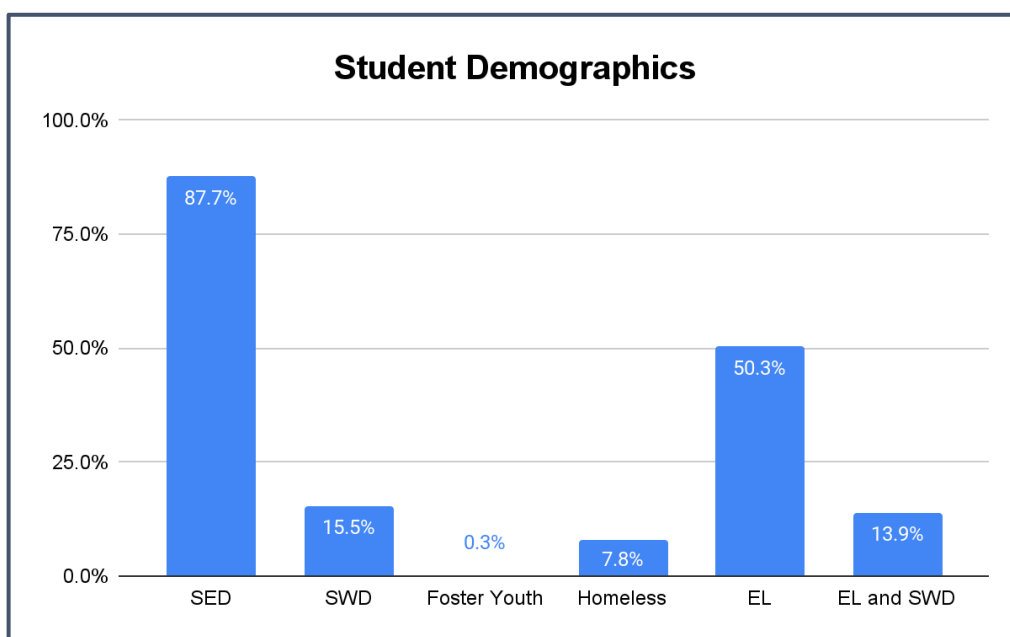
[16] We are using the more asset-based term, Emergent Multilingual Learners, to refer to English Learners.

OXNARD EMPOWERS

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English Language Acquisition Status

Category	Percentage
English Only (EO)	30.7%
Initial Fluent English Proficient (IFEP)	2.2%
English Learner (EL)	50.3%
Reclassified Fluent English Proficient (RFEP)	16.6%
Adult English Learner (ADEL)	0.0%
To Be Determined (TBD)	0.2%

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 two-way dual language immersion 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 two-way dual language immersion 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. Additionally, for middle school dual language immersion students, the district provides and pays for the option to take the AP Spanish assessment in 8th grade. To do this, OSD works in collaboration with the high school district. In 21-22, 53 students register for the AP exam, and 30% passed. Students that pass receive high school credit and are able to enroll in higher AP classes in high school. (53/11)

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%

8TH GRADE DUAL LANGUAGE IMMERSION AP SPANISH TEST SUCCESS			
	TOTAL # 8TH GRADERS	8TH GRADERS TAKING TEST	8TH GRADERS PASSING TEST
COUNT	111	53	16
PERCENTAGE	100%	48%	30%

OSD is on a path to expand its dual language 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. Here students receive support and some primary language instruction, although it does not yet offer 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
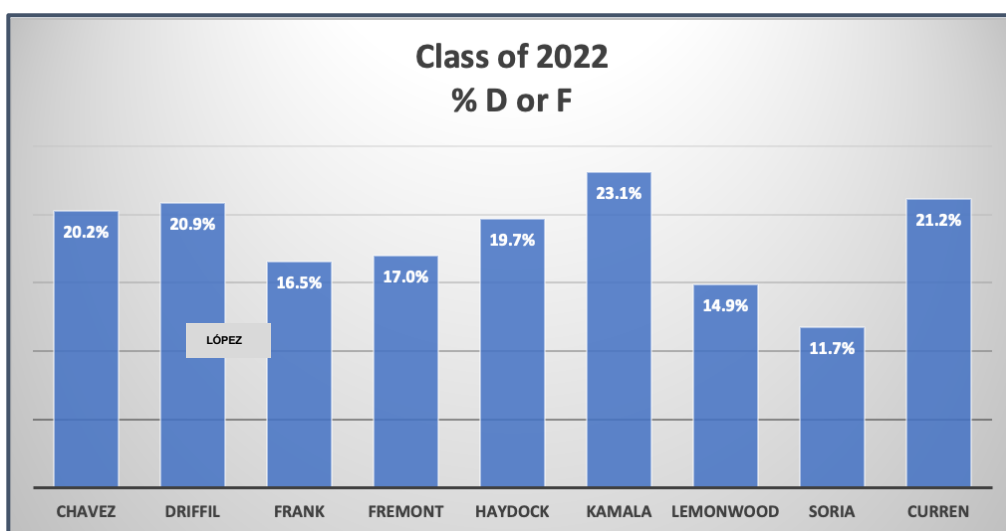
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coursework necessary to gain eligibility to enter the California university system or to successfully navigate an increasingly complex, multilingual, globalized world. (See Footnote #2) Fortunately, the district is already on the path to ensuring stronger supports for all its EML students.

The district does offer Spanish as a World Language at some of its middle schools.
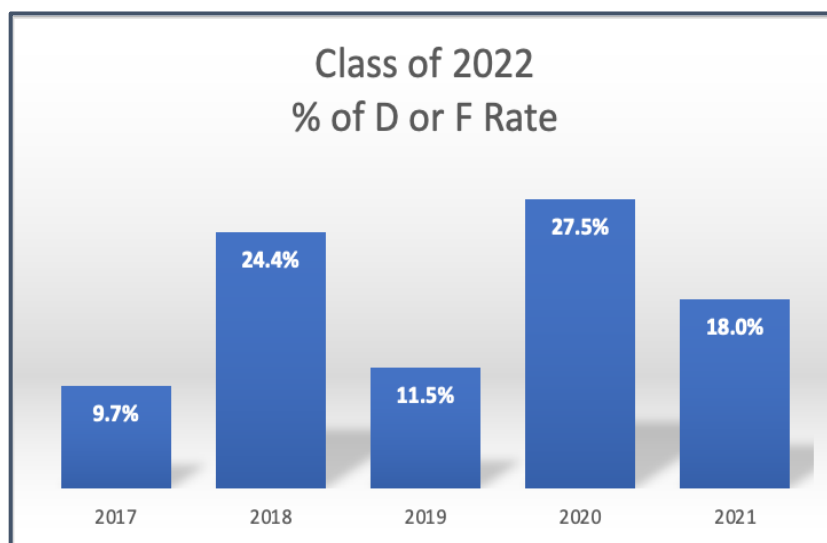
GRADES

Grades are often an important indication of student success or failure not only in the moment, but across their educational trajectory. During the 2021-22 school year, 11.7% of students at Soria Elementary School had one or more Ds or Fs, the lowest D/F rate across the district. This contrasts with Kamala Elementary where 23% of students had one or more Ds or Fs, the highest results across the district. During the 2021-22 school year the Class of 2022 had an 18% D or F rate. This represents a 10% lower rate when compared to the 2020 school year. Additionally, the average D or F rate for the past 5 years is 18%. The lowest D or F rate during this time period was 10% during the 2017 school year.

Class of 2022
% D or F

CHAVEZ	DRIFFIL	FRANK	FREMONT	HAYDOCK	KAMALA	LEMONWOOD	SORIA	CURREN
20.2%	20.9%	16.5%	17.0%	19.7%	23.1%	14.9%	11.7%	21.2%

LÓPEZ

DISTRICT STRATEGIC PLAN

Class of 2022
% of D or F Rate

| Year	Rate
2017	9.7%
2018	24.4%
2019	11.5%
2020	27.5%
2021	18.0%

HIGH SCHOOL SUCCESS

Because Oxnard School District is an elementary school district, it doesn't directly control what specific access or success its students experience once they leave OSD and move on to high school. However, OSD student success in high school can be a powerful marker of how well OSD students are prepared to succeed beyond elementary school and ultimately whether they will be able to access college. So, it becomes important to know what happens to OSD students in high school.

Students from Lemonwood Elementary had a 97.1% high school graduation rate and 45% A-G[17] completion rate, representing the highest graduation rate and second highest A-G rate across the OSD feeder elementary schools to the high school. Students from Kamala Elementary had an 89% high school graduation rate and 23% A-G rate, representing the second lowest graduation rate and lowest A-G rate across the OSD feeder elementary schools to the high school. The data suggest that even for Oxnard's best-prepared students, fewer than half will likely end up eligible to apply to a California UC or CSU. In order for Oxnard students to be competitive in the global marketplace, 100% should meet the A-G course sequence just to have the option of going on to a four-year university.

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[17] The A-G/College Entrance Requirements are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to the University of California (UC) and California State University (CSU). They represent the basic level of academic preparation that high school students should achieve to undertake university work. Unless students successfully complete this sequence of courses, they will NOT be eligible even to apply to California's public four-year colleges and universities.

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Graduation and A-G Rate
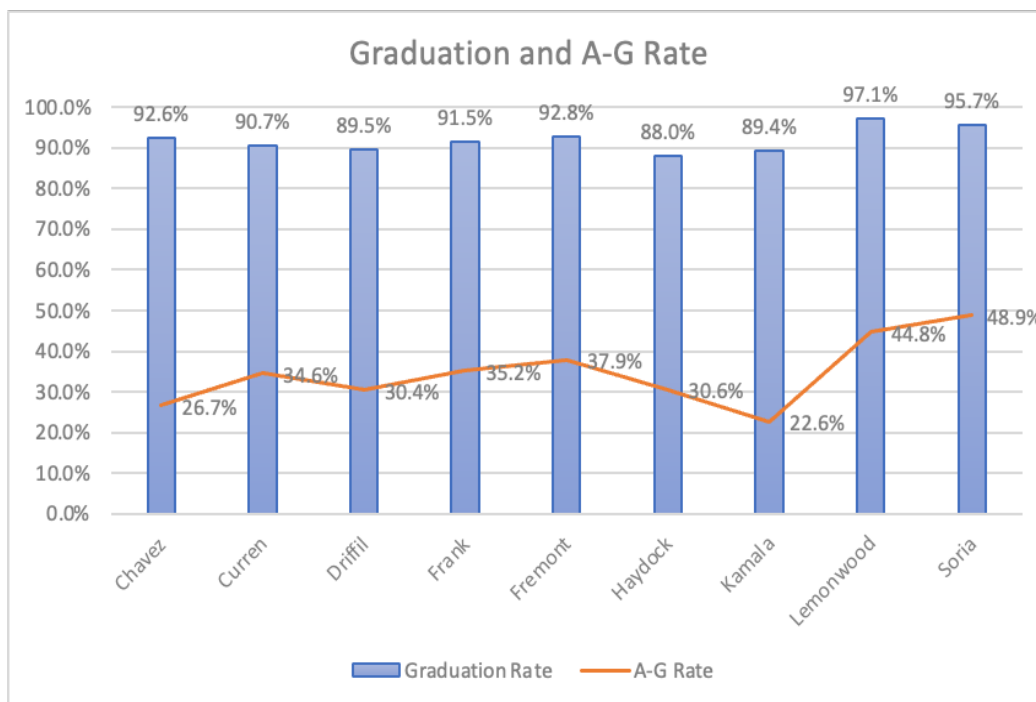
ACCESS TO LIBRARY BOOKS

Generally speaking, Oxnard School District's school libraries are at about the recommended average ratio of library books to students. The American Library Association recommends a ratio of 15-20 library books per child. Substantial research indicates that a school library with appropriate staffing, adequate funding, and a rich collection of materials in various formats makes a positive impact on literacy as well as on overall academic achievement. The latest figure for the average number of school library books per student in kindergarten through grade twelve (K-12) as reported in the 2013-14 CDE Online School Library Survey is 20.4, with "books" including both print and digital formats.

In comparison, Norman Brekke Elementary has 57 library book copies per student, representing the highest number of book copies per student across the district. At the other end of the spectrum, Driffill and Fremont Academy have only 14 library book copies per student, representing the lowest number of book copies per student across the district. Next steps include determining how best to upgrade library holdings to support student learning.

Book Copies Per Student

School	Book Copies Per Student
DRIFFILL SCHOOL	14.2
FREMONT ACADEMY OF ENVIRONMENTAL SCIENCE &...	14.3
LEMONWOOD ELEMENTARY	14.7
JUAN SORIA ELEMENTARY	16.3
KAMALA ELEMENTARY SCHOOL	17.3
CURREN SCHOOL	18.5
CESAR CHAVEZ SCHOOL	19.9
LOPEZ ACADEMY OF ARTS AND SCIENCES	22.5
ELM STREET ELEMENTARY SCHOOL	23.8
FRANK ACADEMY OF MARINE SCIENCE AND ENGINEERING	25.3
MARSHALL SCHOOL	26.1
MARINA WEST ELEMENTARY SCHOOL	30.0
CHRISTA MCAULIFFE ELEMENTARY SCHOOL	30.4
DENNIS MCKINNA ELEMENTARY SCHOOL	30.5
RAMONA ELEMENTARY SCHOOL	30.9
NORMA HARRINGTON ELEMENTARY SCHOOL	31.9
SIERRA LINDA ELEMENTARY SCHOOL	34.3
ROSE AVENUE SCHOOL	41.1
EMILIE RITCHEN SCHOOL	46.3
NORMAN R BREKKE ELEMENTARY SCHOOL	56.6

Moreover, we know that a robust, high-quality classroom library impacts student achievement. Students who have access to an extensive, exemplary classroom library read more, read more widely for a variety of purposes, demonstrate more positive attitudes toward reading, and score higher on standardized tests of reading achievement. In this way, students are more likely to achieve the goals of college and career readiness. The general recommendation for number of books in classroom libraries is 750/classroom and 30/student. Data about Oxnard schools' classroom libraries are not available, so next steps include determining the actual stats of classroom libraries at each site.

The research is also very clear about the advantages for students of access to print in the home. While we cannot yet access these data, we know that there exists a vast difference between what is available in the homes of economically disadvantaged families and those of more affluent families. For example, in economically well-off homes, there may be upwards of 100 books, while in poorer homes, there may only be one or two books.[18] Whether this is the case in Oxnard remains to be determined, and next steps include assessing the actual level of available print resources in Oxnard homes and making additional print resources available to our families that need them. By doing so we significantly increase the likelihood that students will become engaged in literacy, which in turn, directly affects their performance in school.

[18] From: Smith, Constantino, and Krashen (1996).

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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 2021-22 school year, 28.6% of students at Oxnard School District met or exceeded the standard in ELA, representing an 8.6% increase since 2015 and a slight decrease of 1.1% since the 2018-19 school year. However, by comparison, 45.1% of students in the county met or exceeded the standard in ELA, representing a +16.5% difference when compared to district results. During the 2021-22 school year, 14.6% of OSD students met or exceeded the standard in math, a 1.6% increase since 2015 and a decrease of 2.6% since the 2018-19 school year. However, 31.2% of students in the county met or exceeded the standard in math, representing a +16.6% difference when compared to district results.
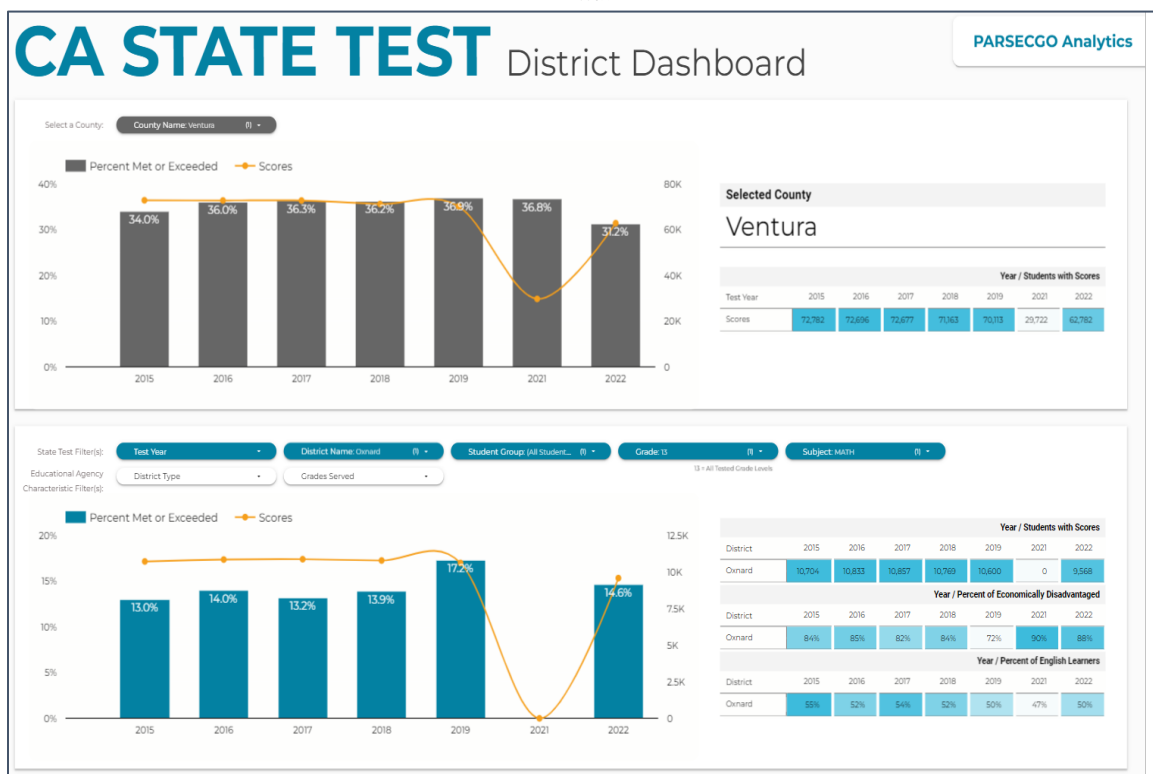
ELA
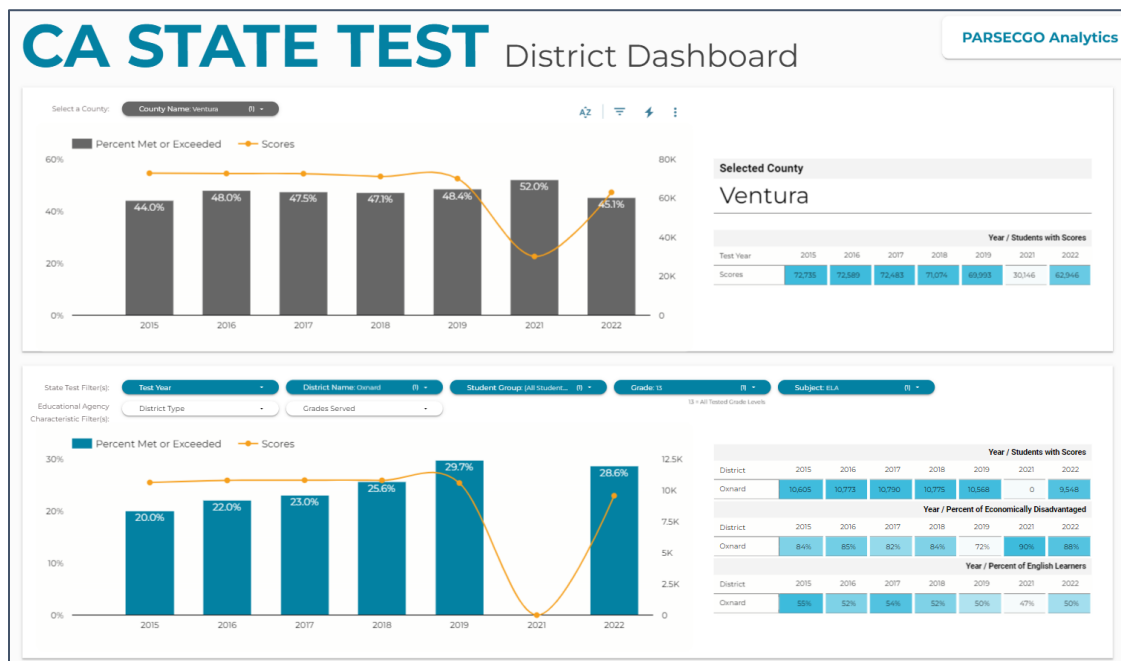
Math

Students identified as Economically Disadvantaged showed an increase over time of the percent of students meeting or exceeding standards. It's interesting to note that the percent of students in this group meeting or exceeding standards is not that different from that of more affluent students. This holds true for both ELA and mathematics.

During the 2021-22 school year, 26.5% of economically disadvantaged students at OSD met or exceeded the standard in ELA, a 9.5% increase since 2015 and a slight increase of .2% since the 2018-19 school year. In the county, 30.1% of economically disadvantaged students met or exceeded the standard in ELA, representing a +3.6% difference when compared to district results. During the 2021-22 school year, 13% of economically disadvantaged students at OSD met or exceeded the standard in Math, a 2% increase since 2015 and a decrease of 2% since the 2018-19 school year. In the county, 16.6% of economically disadvantaged students met or exceeded the standard in Math, representing a +3.6% difference when compared to district results.
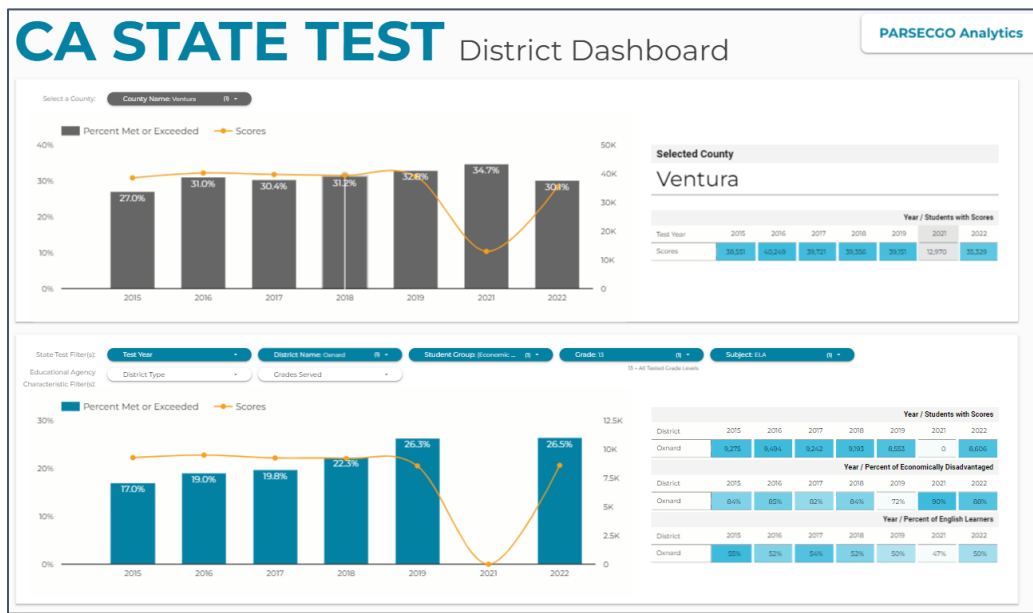
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ELA
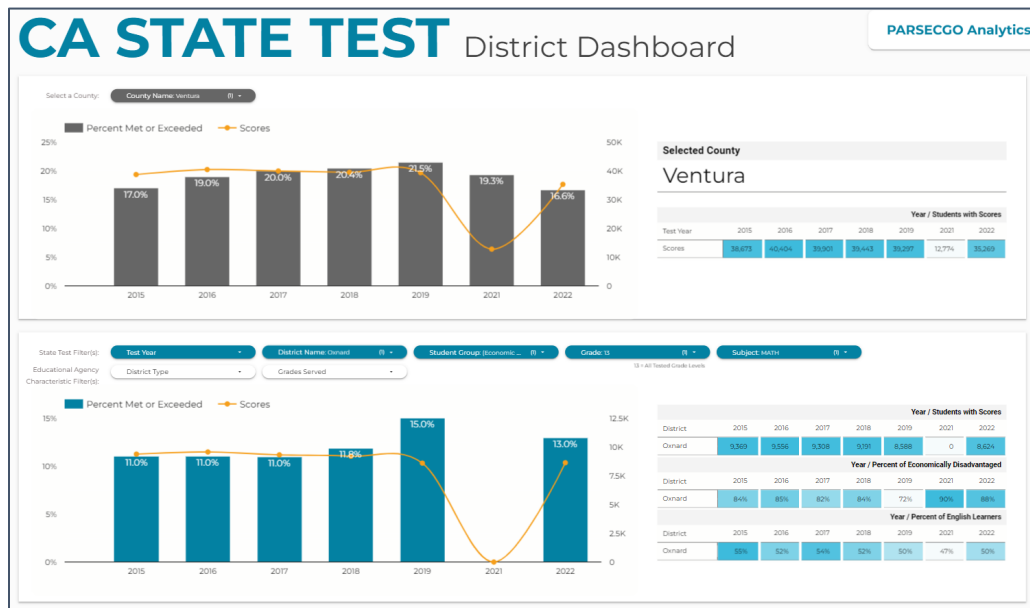
Math

DISTRICT STRATEGIC PLAN

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 2021-22 school year, 43.7% of reclassified students at OSD met or exceeded the standard in ELA, a 6.7% increase since 2015 and a 3.2% since the 2018-19 school year. In the county, 30.1% of reclassified students met or exceeded the standard in ELA, representing a +3.6% difference when compared to district results. During the 2021-22 school year. 19.1% of reclassified students at OSD met or exceeded the standard in math, a 2.9% decrease since 2015 and a decrease of 3.5% since the 2018-19 school year. In the county, 24.9% of reclassified students met or exceeded the standard in math, a +5.8% difference when compared to district results.

ELA
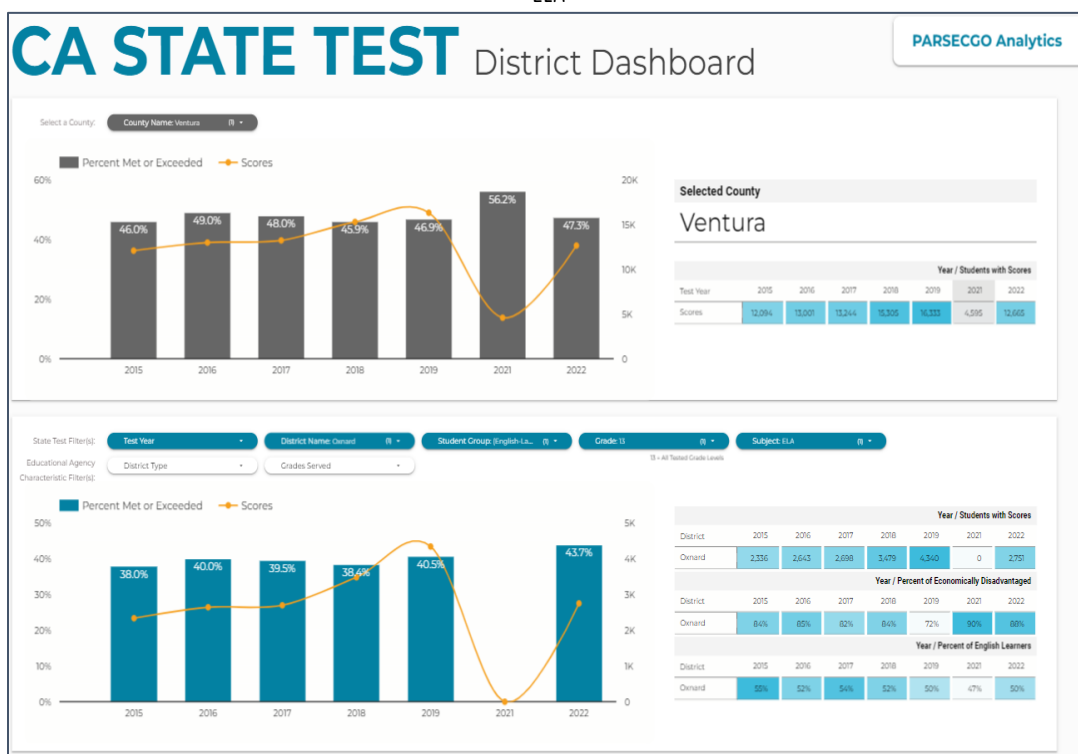
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Math
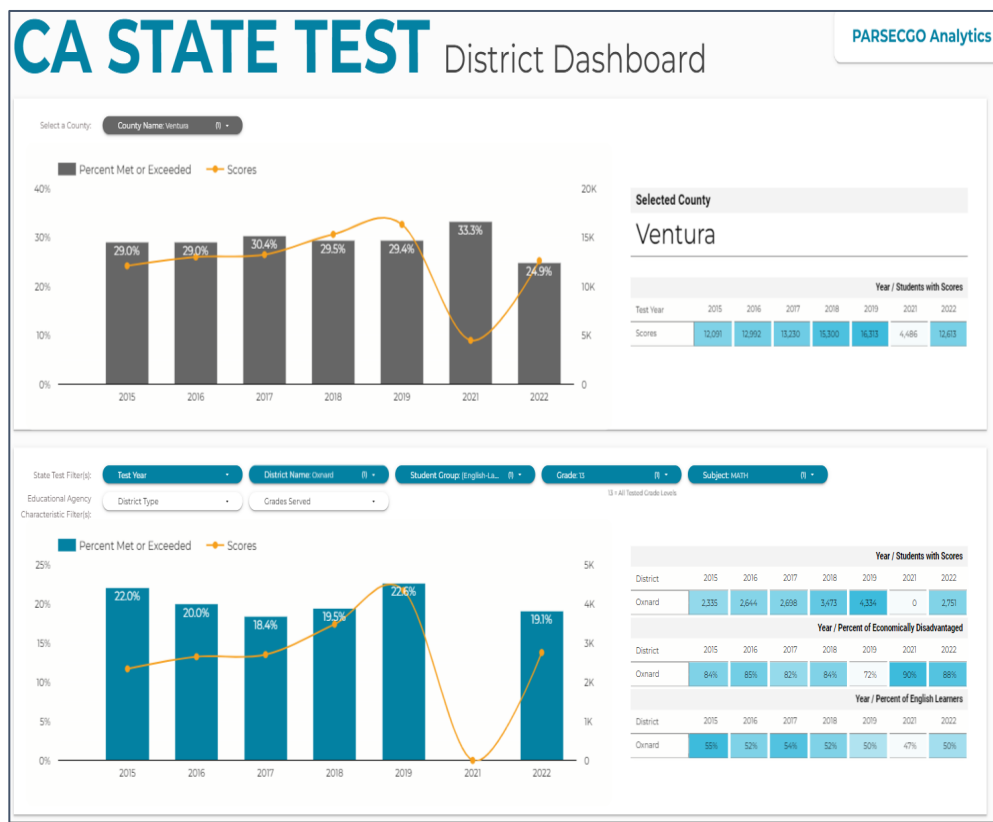
During the 2021-22 school year, only 12.3% of EMLs at OSD met or exceeded the standard in ELA, a 7.3% increase since 2015 and an increase of 6.9% since the 2018-19 school year. At the county level, 12.3% of EMLs met or exceeded the standard in ELA, representing a -1% difference when compared to district results. During the 2021-22 school year, only 7.2% of OSD EMLs met or exceeded the standard in Math, a 2.2% increase since 2015 and an increase of 3.2% since the 2018-19 school year. The county showed similar results with 7.4% of EMLs meeting or exceeding the standard in Math, a +.2% difference when compared to district results.

DISTRICT STRATEGIC PLAN

ELA

Math

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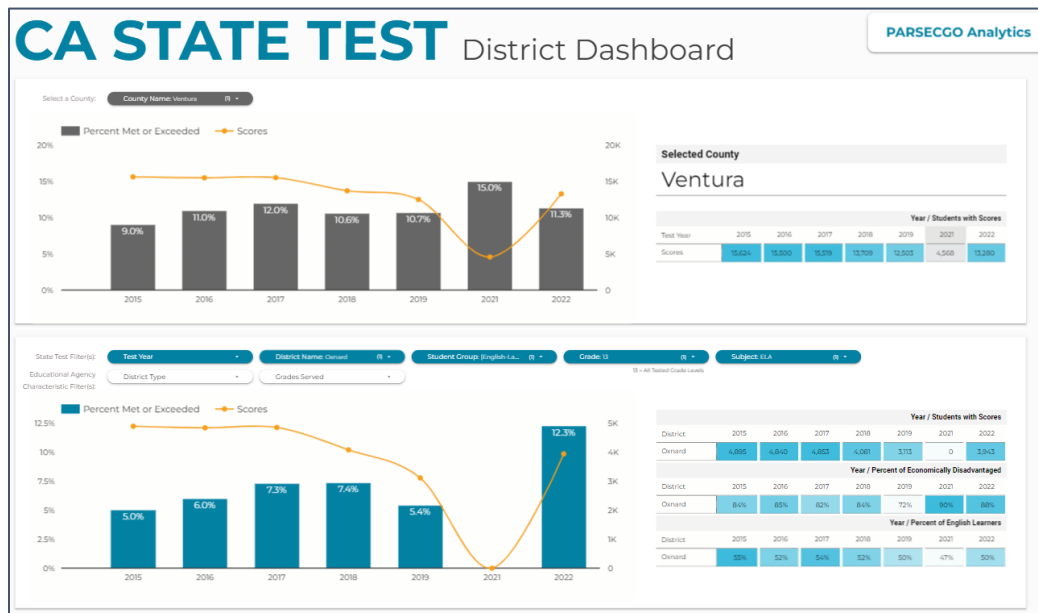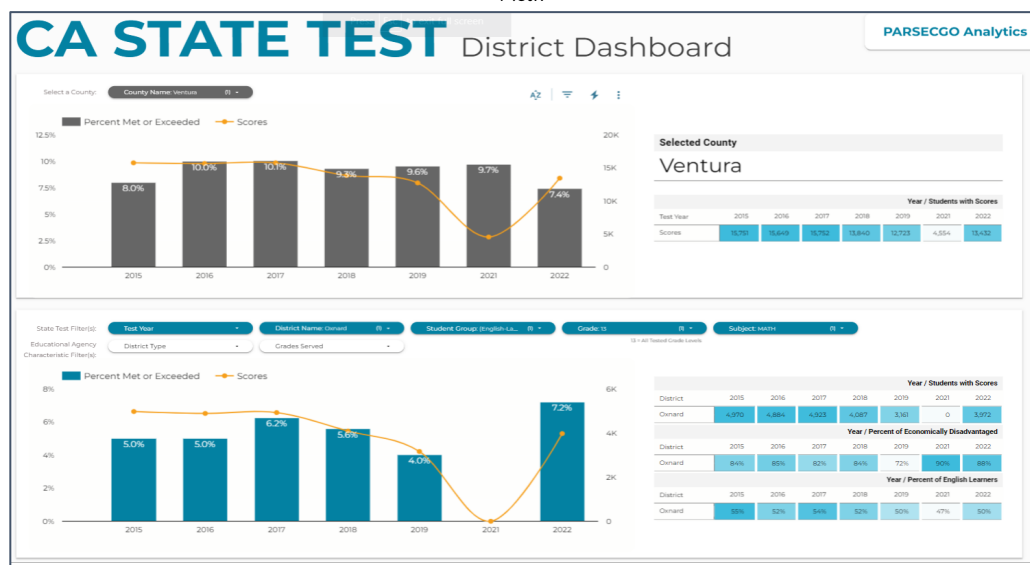
A bright spot that points to the path to transforming achievement for EMLs is the district's Dual Language Immersion programs, where 6th grade students in the DLI program scored 9% points higher on average than SEI students in English language arts, even though time spent learning in English is significantly 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

% of 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%
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 2021-22 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 18% of EML students met or exceeded the standard in ELA, representing the lowest results across the district. During the 2021-22 school year, 39% 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 8% of EML students met or exceeded the standard in Math, the lowest results across the district.

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DISTRICT DATA PROFILE

Overall ELA Results

Achievement Levels / Percent

School Name	1 - Not Met	2 - Nearly Met	3 - Met	4 - Exceeded	Met or Exceeded
Norman R. Brekke Elemen...	26%	21%	28%	25%	53%
Juan Lagunas Soria Eleme...	28%	24%	31%	17%	48%
Thurgood Marshall Eleme...	34%	28%	27%	11%	38%
Emilie Ritchen Elementary	44%	19%	22%	15%	37%
Christa McAuliffe Element...	38%	27%	19%	16%	35%
R.J. Frank Academy of Mari...	43%	26%	24%	7%	30%
Lemonwood Elementary	43%	29%	20%	8%	28%
Dr. Manuel M. Lopez Acad...	45%	27%	23%	4%	27%
Rose Avenue Elementary	51%	23%	20%	6%	26%
Curren Elementary	49%	26%	20%	6%	26%
Cesar E. Chavez Elementary	51%	25%	21%	3%	24%
Harrington Elementary	53%	23%	16%	8%	24%
Kamala Elementary	47%	30%	19%	4%	24%
Driffill Elementary	50%	27%	18%	5%	23%
Fremont Academy of Envir...	49%	29%	19%	3%	22%
Sierra Linda Elementary	56%	22%	15%	7%	22%
Elm Street Elementary	61%	18%	15%	6%	21%
Marina West Elementary	56%	23%	17%	4%	21%
Ramona Elementary	54%	25%	17%	4%	20%
McKinna Elementary	61%	21%	13%	5%	18%

Overall Math Results

School Name	1 - Not Met	2 - Nearly Met	3 - Met	4 - Exceeded	Met or Exceeded
Norman R. Brekke Elemen…	35%	26%	27%	12%	39%
Christa McAuliffe Element…	49%	27%	16%	8%	24%
Juan Lagunas Soria Eleme…	46%	31%	14%	8%	23%
Emilie Ritchen Elementary	49%	30%	16%	5%	21%
Thurgood Marshall Eleme…	53%	27%	13%	7%	20%
Rose Avenue Elementary	53%	27%	16%	4%	20%
Driffill Elementary	56%	28%	12%	3%	15%
Ramona Elementary	59%	26%	14%	1%	15%
Lemonwood Elementary	60%	26%	10%	4%	14%
Dr. Manuel M. Lopez Acad…	64%	23%	10%	3%	13%
Harrington Elementary	60%	27%	11%	2%	13%
R.J. Frank Academy of Mari…	62%	25%	10%	3%	13%
Sierra Linda Elementary	58%	29%	8%	4%	12%
Marina West Elementary	62%	27%	10%	2%	12%
Curren Elementary	66%	23%	10%	2%	11%
Elm Street Elementary	68%	21%	8%	2%	11%
Cesar E. Chavez Elementary	66%	24%	8%	2%	10%
Kamala Elementary	65%	25%	8%	2%	10%
McKinna Elementary	69%	23%	7%	2%	9%
Fremont Academy of Envir…	71%	21%	5%	3%	8%

Achievement Levels / Percent

During the 2021-22 school year, 83% of reclassified students at Emilie Ritchen 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 30% of reclassified multilingual students met or exceeded the standard in ELA, the lowest results across the district. During the 2021-22 school year, 39% 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 8% of reclassified multilingual students met or exceeded the standard in Math, representing the lowest results across the district.

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Overall ELA Results

Achievement Levels / Percent

School Name	1 - Not Met	2 - Nearly Met	3 - Met	4 - Exceeded	Met or Exceeded
Emilie Ritchen Elementary	3%	13%	40%	43%	83%
Christa McAuliffe Element...	9%	22%	35%	35%	70%
Juan Lagunas Soria Eleme...	10%	22%	47%	22%	68%
Elm Street Elementary	15%	21%	41%	24%	65%
McKinna Elementary	13%	25%	42%	21%	63%
Norman R. Brekke Elemen...	24%	19%	24%	32%	57%
Ramona Elementary	26%	23%	36%	15%	51%
Thurgood Marshall Eleme...	32%	19%	35%	14%	49%
Rose Avenue Elementary	38%	15%	31%	17%	48%
Harrington Elementary	42%	12%	27%	18%	45%
Kamala Elementary	24%	31%	35%	10%	45%
Curren Elementary	31%	25%	32%	13%	44%
Marina West Elementary	39%	17%	30%	13%	43%
Sierra Linda Elementary	40%	17%	31%	12%	43%
Lemonwood Elementary	29%	30%	30%	12%	42%
R.J. Frank Academy of Mari...	30%	29%	33%	8%	41%
Cesar E. Chavez Elementary	32%	27%	36%	4%	41%
Dr. Manuel M. Lopez Acad...	32%	28%	34%	7%	40%
Driffill Elementary	34%	29%	28%	10%	38%
Fremont Academy of Envir...	41%	29%	27%	2%	30%

Overall Math Results

School Name	1 - Not Met	2 - Nearly Met	3 - Met	4 - Exceeded	Met or Exceeded
Christa McAuliffe Element...	30%	30%	22%	17%	39%
Ramona Elementary	38%	23%	33%	5%	38%
Elm Street Elementary	21%	41%	26%	12%	38%
McKinna Elementary	25%	38%	33%	4%	38%
Rose Avenue Elementary	44%	23%	23%	10%	33%
Emilie Ritchen Elementary	10%	57%	20%	13%	33%
Norman R. Brekke Elemen...	35%	32%	27%	5%	32%
Juan Lagunas Soria Eleme...	36%	38%	18%	8%	26%
Harrington Elementary	47%	29%	17%	8%	24%
Thurgood Marshall Eleme...	47%	31%	15%	7%	22%
Dr. Manuel M. Lopez Acad...	52%	27%	17%	4%	21%
Lemonwood Elementary	55%	24%	14%	7%	20%
Driffill Elementary	50%	31%	12%	8%	19%
Sierra Linda Elementary	48%	33%	12%	7%	19%
Curren Elementary	54%	28%	15%	3%	17%
Kamala Elementary	51%	32%	13%	4%	17%
R.J. Frank Academy of Mari...	52%	32%	12%	4%	16%
Marina West Elementary	43%	43%	9%	4%	13%
Cesar E. Chavez Elementary	57%	31%	11%	2%	12%
Fremont Academy of Envir...	65%	27%	6%	2%	8%

Achievement Levels / Percent

During the 2021-22 school year, 34% 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 4% of EMLs met or exceeded the standard in ELA at R.J. Frank Academy of Marine Science and Engineering, the lowest results across the district. During the 2021-22 school year, 23% 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% of EMLs met or exceeded the standard in Math, representing the lowest results across the district.

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Overall ELA Results

School Name	1 - Not Met	2 - Nearly Met	3 - Met	Achievement Levels / Percent 4 - Exceeded	Met or Exceeded
Norman R. Brekke Elemen...	47%	19%	29%	5%	34%
Thurgood Marshall Eleme...	47%	29%	21%	4%	24%
Juan Lagunas Soria Eleme...	47%	32%	18%	3%	21%
Rose Avenue Elementary	54%	26%	16%	4%	20%
Christa McAuliffe Element...	55%	25%	16%	4%	20%
Lemonwood Elementary	56%	29%	13%	2%	15%
Harrington Elementary	61%	25%	13%	2%	14%
Elm Street Elementary	67%	19%	11%	3%	13%
Ramona Elementary	62%	25%	12%	1%	13%
Emilie Ritchen Elementary	70%	18%	11%	1%	13%
Driffill Elementary	64%	24%	11%	1%	12%
Marina West Elementary	63%	25%	11%	1%	12%
McKinna Elementary	68%	21%	9%	3%	12%
Sierra Linda Elementary	60%	29%	7%	4%	11%
Cesar E. Chavez Elementary	67%	23%	9%	2%	11%
Kamala Elementary	61%	29%	9%	1%	10%
Curren Elementary	68%	22%	8%	2%	10%
Dr. Manuel M. Lopez Acad...	66%	27%	7%	0%	7%
Fremont Academy of Envir...	69%	26%	5%	0%	5%
R.J. Frank Academy of Mari...	75%	21%	4%	+0%	4%

DISTRICT STRATEGIC PLAN

Overall Math Results

School Name	1 - Not Met	2 - Nearly Met	3 - Met	4 - Exceeded	Met or Exceeded
Norman R. Brekke Elemen...	47%	30%	18%	5%	23%
Rose Avenue Elementary	58%	25%	14%	3%	17%
Christa McAuliffe Element...	61%	27%	8%	4%	12%
Driffill Elementary	64%	25%	10%	1%	11%
Thurgood Marshall Eleme...	66%	23%	8%	3%	11%
Emilie Ritchen Elementary	70%	20%	9%	1%	10%
Ramona Elementary	63%	27%	9%	1%	10%
Marina West Elementary	66%	25%	8%	1%	9%
Harrington Elementary	66%	26%	7%	1%	8%
Curren Elementary	75%	18%	7%	+0%	8%
Sierra Linda Elementary	62%	30%	4%	3%	7%
Juan Lagunas Soria Eleme...	66%	27%	6%	1%	7%
Lemonwood Elementary	68%	26%	5%	2%	7%
Cesar E. Chavez Elementary	73%	20%	7%	+0%	7%
Elm Street Elementary	76%	19%	5%	1%	6%
McKinna Elementary	77%	18%	5%	1%	6%
Kamala Elementary	73%	22%	4%	1%	5%
Dr. Manuel M. Lopez Acad...	83%	15%	2%	+0%	3%
R.J. Frank Academy of Mari...	85%	14%	1%	0%	1%
Fremont Academy of Envir...	91%	8%	1%	0%	1%

Achievement Levels / Percent

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Norman R. Brekke Elementary Longitudinal ELA Results

Norman R. Brekke Elementary Longitudinal Math Results

OXNARD
EMPOWERS

Fremont Academy of Environmental Science and Innovation Design Longitudinal ELA Results

Fremont Academy of Environmental Science and Innovation Design Longitudinal Math Results

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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 dual language immersion, whether one-way or two-way.[19] The table below 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 4th 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.

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.

	Third	Fourth	Fifth	Sixth	Seventh	Eighth
ELM/SEI	32%	28%	32%	24%	31%	28%
DLI	21%	27%	31%	36%	38%	35%

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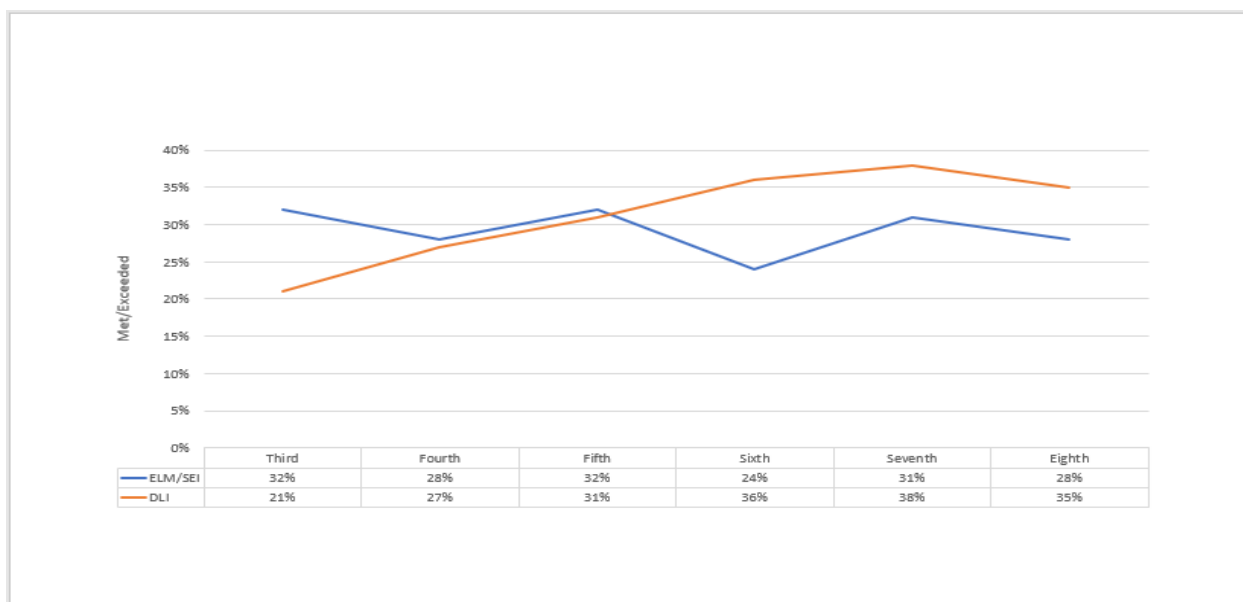
[19] One-Way Dual Language Immersion means that while all the students are learning in two languages, the students themselves are all EMLs. Two-Way Dual Language Immersion means that there are two groups of students participating: EMLs and Native-English speakers and/or Fluent English speakers. There 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.
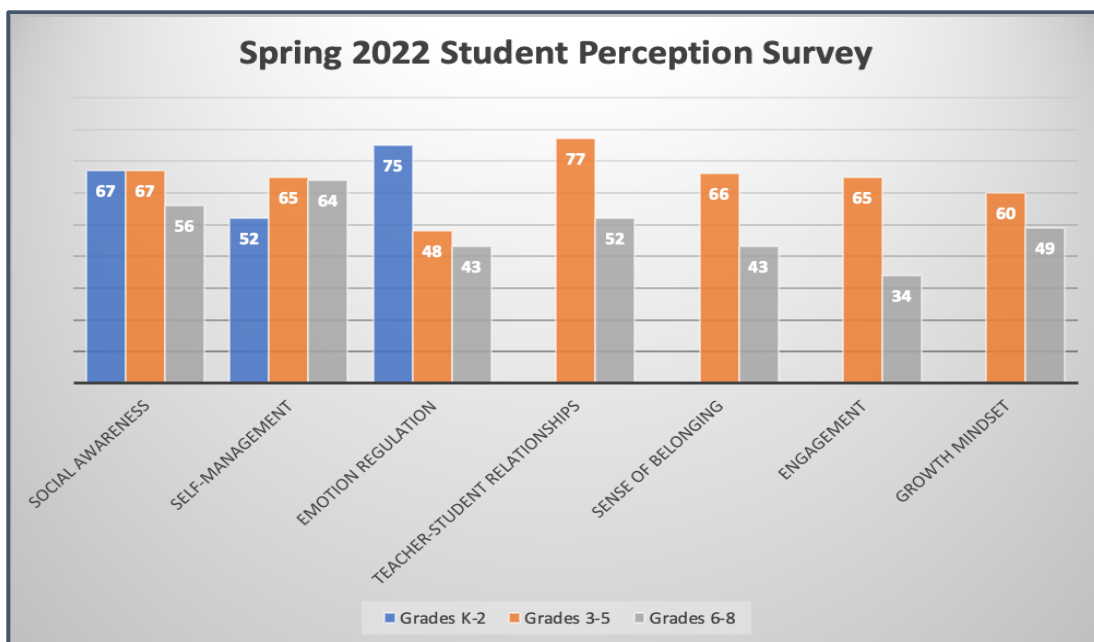
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SCHOOL CLIMATE

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.

Responding to the School Climate Survey, 5th and 7th grade students revealed a significant difference in positive responses, with 7th graders reporting much fewer positive interactions in areas such as teacher/student relationships, teacher concern and caring, and a sense of belonging. There were some areas that shoed a less than 70% positive response for both groups of students: social awareness, self-management, and emotional regulation. These areas need attention overall.

75% of K-2 students responded favorably to the emotion regulation topic on the student perception survey, in contrast to only 43% of 6-8 grade students responding favorably to the same topic area. 77% of 3-5 grade students responded favorably to the teacher-student relationships topic on the student perception survey. At 5-8 grade, only 52% students responding favorably to the same topic area. This represents a 25% difference in results. 65% of 3-5 grade students responded favorably to the engagement topic on the student perception survey, but only 34% did so at 6-8 grade. This represents a 31% difference in results.

Spring 2022 Student Perception Survey

	Grades K-2	Grades 3-5	Grades 6-8
SOCIAL AWARENESS	67	67	56
SELF-MANAGEMENT	52	65	64
EMOTION REGULATION	75	48	43
TEACHER-STUDENT RELATIONSHIPS		77	52
SENSE OF BELONGING		66	43
ENGAGEMENT		65	34
GROWTH MINDSET		60	49

CHRONIC ABSENTEEISM & DISCIPLINE

Chronic absenteeism and discipline data can also provide indications of the overall school climate. In general, across the state, special education and African American students are overrepresented in these two areas. It will be important moving forward to analyze the relevant and most recent Oxnard data, which are currently not available. The California data dashboard, which would normally provide us with insight into these data, has not had data updated for chronic absenteeism and suspension data since 2019 due to COVID-19. The most recent data on Data Quest is 2021 and would not be meaningful due to COVID-19, hence the reason why the state suspended most of the dashboard indicators. The state plans to release the CA dashboard results for 2022 very soon though, and at that time we should review the data and determine what steps we need to take, if any.

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 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.

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DISTRICT DATA PROFILE

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.

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 8th grade. There is a pressing need for articulation between the district and the high schools into which Oxnard students matriculate.

ABOUT OUR FINDINGS & THE DATA REVIEW PROCESS

During our initial analysis of current state[20], 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 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.

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[20] 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.

DISTRICT STRATEGIC PLAN

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, and Dr. Ana DeGenna, OSD Associate Superintendent of Educational Services.

APPENDIX 2
MULTILINGUAL LEARNING PATHWAY OPTIONS

Potential Additive Pathways	Grades	Target Students
Two-Way Dual Language Immersion Develop proficiency and academic competency in English and the target language.	PreK-12	• Emergent Multilinguals • Heritage Language Speakers • Native English Speakers
One-Way Dual Language Immersion/Biliteracy Develop English and home language proficiency/literacy, and academic competency in other languages.	PreK-12	• Emergent Multilinguals
One-Way Dual Language Immersion/World Languages Help Native English Speakers to develop competency in a World Language as well as in English.	PreK-12	• Native English Speakers
World Languages Experience[21] Help students develop beginning to intermediate skills in a World Language.	PreK-8	• All Non-Native Speakers of the Target Language
Secondary World Languages 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	• Native English Speakers and Other Non-Native Speakers of the Target Language
Secondary Heritage Languages Help Heritage Language Speakers develop competency in their heritage language through a series of progressive courses.	6-12	• Heritage Language Speakers
Accelerated Learner 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	• Older Immigrant Emergent Multilinguals with Interrupted Schooling
Long Term English Learner (LTEL) 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	• Emergent Multilinguals
Multilingual Adds a third, fourth, or fifth language to Two-Way Dual Language Immersion and One-Way Dual Language Immersion/Biliteracy Pathways.	PreK-12	• Students in Dual Language or One-Way Dual Language Immersion/ Biliteracy Pathways.

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[21] In order to be additive, this option must not be at the expense of home language development.

APPENDIX 3
GLOBALLY COMPETITIVE LEARNING ENVIRONMENTS OF HIGH INTELLECTUAL PERFORMANCE

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/21ST CENTURY LEARNING

Globally competitive 21st century learning 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) ACADEMIC PREPARATION

21st century academic preparation differs from the traditional academics. Instead, it focuses on a full and rich curriculum, including multilingual learning, that includes all the different disciplines, including the arts, technology, and physical education. Students need opportunities to show what they have 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.

APPENDIX 3
GLOBALLY COMPETITIVE LEARNING ENVIRONMENTS OF HIGH INTELLECTUAL PERFORMANCE

B) COLLEGE AND CAREER READINESS

Being college and career ready means that students 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. Whether they enter the university or the workforce when they graduate, they will have the linguistic, social/cultural, cognitive, and metacognitive tools to think critically and creatively in a global environment and to keep on learning throughout their lives.

C) MASTERY OF ADVANCED LITERACIES AND 3M SKILLS (MULTIMEDIA, MULTILINGUAL, AND MULTICULTURAL)

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. Our students will be required to interact positively with people from all cultures and walks of life. They will need to be multiculturally competent. And they will need to be able to learn, create, and use multiple media, technologies, and literacies at high levels of competency across multiple languages.

D) INNOVATION, CREATIVITY, AND SOLUTION SEEKING COMPETENCIES

Our students' 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 students to acquire these skills, capacities, and dispositions in a coherent, comprehensive, and disciplined way when many students, especially Emergent Multilingual Learners, have been precluded from participating in instruction, such as the arts, which builds these skills?

E) SOCIAL, CIVIC, AND ENVIRONMENTAL 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. 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 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?

F) TECHNOLOGICAL FLUENCY

Technological fluency is often what comes to mind when we talk about 21st century preparedness. But this area isn't just about using tools --- it's about a new way of conceptualizing communication, collaboration and interaction, integration, intelligence, and creativity (imagination and innovation) across languages and cultures, and across time and space.

DISTRICT STRATEGIC PLAN

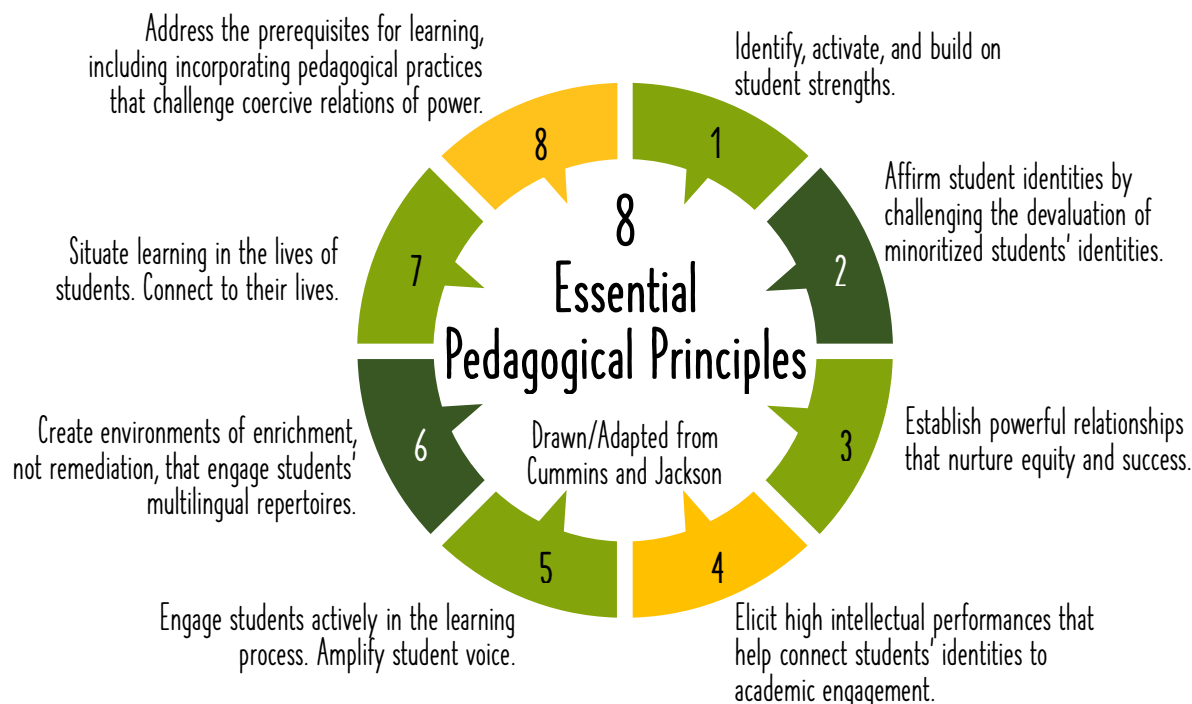## GLOBALLY COMPETITIVE LEARNING ENVIRONMENTS OF HIGH INTELLECTUAL PERFORMANCE

G) CRITICAL THINKING, COMMUNICATION, AND COLLABORATION SKILLS

Our students 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 21st century global business, social, and personal environments.

H) STRENGTH OF BODY, MIND, AND CHARACTER

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. We recognize that the development of personal, social, and business ethics is a key need for a responsive global community.

HIGH INTELLECTUAL PERFORMANCE/ACADEMIC ENGAGEMENT & THE PEDAGOGICAL PRINCIPLES

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

Identify, activate, and build on student strengths.

Affirm student identities by challenging the devaluation of minoritized students' identities.

Situate learning in the lives of students. Connect to their lives.

8 Essential Pedagogical Principles

Drawn/Adapted from Cummins and Jackson

Establish powerful relationships that nurture equity and success.

Create environments of enrichment, not remediation, that engage students' multilingual repertoires.

Engage students actively in the learning process. Amplify student voice.

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

These eight essential pedagogical principles area described in detail in this document in the section on Framework for Empowerment.

APPENDIX 4
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.

APPENDIX 4
BENEFITS OF COLLEGE ATTENDANCE

- 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 vitally 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.

DISTRICT STRATEGIC PLAN

APPENDIX 4
BENEFITS OF COLLEGE ATTENDANCE

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 5
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

You can talk all you want about having a clear purpose and strategy for your life, but ultimately this means nothing if you are not investing the resources you have in a way that is consistent with your strategy. In the end, a strategy is nothing but good intentions unless it's effectively implemented.

Clayton M. Christensen, How Will You Measure Your Life?

OXNARD SCHOOL DISTRICT

Karling Aguilera-Fort, Ed.D., Superintendent