A District’s Journey in Pursuit of Equity and Access through Biliteracy

CABE Conference

March, 21, 2019
Enrollment Overview

- Grade Span: K-8
- Schools: 20
  - Elementary (K-5): 10
  - Elementary (K-8): 7
  - Middle School (6-8): 3
- Total Students: 16,599
- English Learners: 51.8%
- SED: 83.7%
Demographics by Ethnicity

- African American: 93%
- American Indian: 1%
- Asian: 1%
- Filipino: 1%
- Hispanic or Latino: 3%
- Pacific Islander: 0%
- White: 0%
- Two or More Race: 3%
Enrollment by English Language Acquisition

- English Only, 29.50%
- IFEP, 0.80%
- English Learner, 51.80%
- RFEP, 17.00%
A Commitment to Bilingual Education

Bilingual Programs in Oxnard continued despite:
- Proposition 227
- Pressure of NCLB for English accountability
- Shortage of qualified bilingual teachers
OSD Bilingual Programs

- Transitional Bilingual Education (TBE)
  - Native language is used to build basic literacy and content knowledge
  - Students transitioned into English instruction by 3rd grade
  - The end goal is English proficiency
  - Subtractive approach towards language

- Dual Language Programs
  - Academic Achievement in English and Spanish
  - Bilingualism and Biliteracy
  - Socio-Cultural Competence
### Phase One (2009-2010 School Year)

<table>
<thead>
<tr>
<th>School</th>
<th>Program Design</th>
<th>Language Allocation</th>
<th>Current Span</th>
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</thead>
<tbody>
<tr>
<td>Juan Soria (K-8)</td>
<td>Two-Way</td>
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### Phase Two (2012-2013 School Year)

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<td>Elm (K-5)</td>
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Increasing Bilingual Opportunities

**Phase Three (2013-2014 School Year)**

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**Phase Four (2017-2018 School Year)**

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<td><strong>Grand Total</strong></td>
<td><strong>884</strong></td>
<td><strong>295</strong></td>
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The Journey…

Subtractive Model

Transitional Bilingual Education (TBE)

Additive Model

Dual Language Immersion (DLI)
The Journey Towards Bilingualism

Juan Soria School
- 2009-2010 School Year
- K-5 then K-8
- Two-Way
- 90/10 Model
- Two kinder groups
- Strand
Program Development Plan (2016-2017)

- Director of DLI Programs
  - Re-examine current DLI programs
    - TBE
    - DLI
  - Data Collection
    - STAR 360
    - Spanish
  - Professional Development
    - Dr. Jimenez-Jimenez
    - Karen Beeman
Assuring Research Based Approaches

Guiding Principles

- District Administration
- Site Administration
- Teachers
- Parents

External Evaluators

- Kathy Escamilla
  - Bilinguals United for Education and New Opportunities (BUENO)
- Karen Beeman
  - C4Teaching 4 Biliteracy
Findings and Recommendations

- Basic Structures for Biliteracy were Present
- Structure Refinement was Needed
- Expand Biliteracy Programs Beyond 3rd Grade
- Develop School Wide Biliteracy Programs
Findings and Recommendations

- School wide biliteracy programs would facilitate:
  - Collaboration
  - Horizontal and vertical collaboration
  - Focused interventions
  - Staff focused on continued biliteracy support
  - Data review and goal setting
  - Administrative focus
Identified Needs

- Curriculum Alignment
  - English Standards
  - Spanish Standards

- Clearly Articulated Program Models
  - 50/50
  - 80/20

- Professional Development
  - Biliteracy Instruction
  - Spanish Instruction

- Rigor in Instruction

- Opportunities for Collaboration
## Results on STAR Reading English compared to Benchmarks

11/7/2018

### Domain Mastery Percentage for Grade 6

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#### Other Subject Areas

- **Literature**
  - **Key Ideas And Details**
    - E: 46%
    - S: 46%
    - 46%
    - 54%
  - **Range Of Reading And Level Of Text Complexity**
    - E: 46%
    - S: 46%
    - 46%
    - 67%
  - **Vocabulary Acquisition And Use**
    - E: 46%
    - S: 46%
    - 46%
    - 63%

- **Informational Text**
  - **Key Ideas And Details**
    - E: 40%
    - S: 40%
    - 40%
    - 60%
  - **Range Of Reading And Level Of Text Complexity**
    - E: 43%
    - S: 43%
    - 43%
    - 63%

*Domain score cannot be calculated at this time*
State Superintendent Torlakson Launches "Global California 2030"

The Path to a Multilingual California

Our call to have more students study and become proficient in a world language, while ambitious, is within reach.

My plan to reach our goal includes the following:

- Work with the Legislature to provide additional funding for programs such as the Bilingual Teacher Professional Development Program, pre-K through twelfth grade, which seek to provide credentials to an additional 1,100 bilingual teachers.
- Work with the institutions of higher learning to advocate for more bilingual teacher preparation programs.
- Work with the Migrant Education Mini-Career Program to support the existing pipeline to becoming a bilingual teacher.
- Work with the Legislature to provide additional funds to initiate and expand a variety of bilingual program opportunities for all students pre-K through twelfth grade.
- Develop a communications campaign to share the academic, social, and economic advantages of graduating students with bilingual skills.
- Urge all school districts to award the State Seal of Biliteracy to qualifying seniors.
- Invest in professional development resources for teachers and administrators to build capacity to deliver high-quality, effective biliteracy instruction.
- Engage all sectors of the education and business community and parents to support this vision and work for comprehensive implementation.

For more information on California Department of Education language resources, go to https://www.cde.ca.gov/la/laag/.

"One language sets you in a corridor for life. Two languages open every door along the way.” —Frank Smith, psycholinguist
Biliteracy Vision

Provide students the opportunity to become biliterate/bilingual/multicultural through a rigorous academic program in order for them to be able to develop to their fullest potential as global citizens.
Respond to Community Needs 2017-2018

- 336 students in Kindergarten DLI
- 215 students were on a waiting list for 2017-2018 Kindergarten DLI
  - Chavez - 15
  - Curren - 43
  - Elm - 9
  - Driffill – 48
  - Kamala - 27
  - Lemonwood - 19
  - Soria – 54
- 284 students in Kindergarten TBE
Programs Based on Research and Best Practices

Dual Language Research

The number one predictor for long-term academic achievement in English is the extent and quality of the L1 schooling.
(Thomas and Collier, 2002)

- Two-Way Dual Language Ed. including Content ESL
- One-Way Dual Language Ed. including Content ESL
- Transitional Bilingual Ed., including ESL taught through academic content
- Transitional Bilingual Ed., including ESL taught traditionally
- ESL taught through academic content (no L1)
- ESL Pullout - (no L1) taught traditionally
- Prop 227 in California Spring 1998-Spring 2000 (grades 2-9 in two-year cohorts)

(Results aggregated from longitudinal studies of well-implemented, mature programs in five school districts and in California)

Two types of bilinguals...

Sequential Bilinguals

- Spanish Speaker
- English Speaker
- Another Language Speaker

Simultaneous Bilinguals

- Spanish Speaker
- English Speaker
Research evidence indicates that bilingual programs, in which biliteracy is the goal and bilingual instruction is sustained, promote literacy in English, as well as the primary language.

For all students, bilingualism is a cognitive and linguistic asset. Developing language used by parents, grandparents, or other relatives also promotes healthy self-image, pride in one’s heritage, and greater connection with one’s community. This cultural awareness and appreciation for diversity is, in fact, critical for all students to develop as globally-minded individuals.

Chapter 2, pg. 61
Our What…

DO WHAT IS RIGHT, NOT WHAT IS EASY.
Modifications to the Biliteracy Work

Biliteracy Options
- K-5
- K-8
- 6-8
- 80/20
- 50/50
- Two Way
- One Way
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<td><img src="image2" alt="Goal" /></td>
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  - Developmental Bilingual
  - Maintenance Bilingual
| One-way Immersion                | ![Students](image1) | ![Goal](image2) |
  - Foreign Language Immersion
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## Dual Language Programs

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2018-2019
• TK and Kinder

2019-2020
• TK and Kinder
• Grade 1

2020-2021
• TK- Kinder
• Grade 1
• Grade 2

2021-2022
• TK- Kinder
• Grade 1
• Grade 2
• Grade 3

2022-2023
• TK- Kinder
• Grade 1
• Grade 2
• Grade 3
• Grade 4

2023-2024
• TK- Kinder
• Grade 1
• Grade 2
• Grade 3
• Grade 4
• Grade 5

2024-2025
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• Grade 1
• Grade 2
• Grade 3
• Grade 4
• Grade 5
• Grade 6

2025-2026
• TK- Kinder
• Grade 1
• Grade 2
• Grade 3
• Grade 4
• Grade 5
• Grade 6
• Grade 7

2026-2027
• TK- Kinder
• Grade 1
• Grade 2
• Grade 3
• Grade 4
• Grade 5
• Grade 6
• Grade 7
• Grade 8
**Year One: 2017-2018**

**Biliteracy Implementation Plan: Oxnard, CA**
**Two Year Plan**

### Professional Development for Teachers
- All biliteracy teachers participate in the June 2017 summer institute.
- All biliteracy teachers participate in a lesson study with C4T4B consultants centered around oracy building as part of biliteracy (January, 2017).
- All biliteracy teachers participate in a standards-based planning session with C4T4B consultants (March, 2018).
- Biliteracy teachers participate in district led grade level network meetings throughout the year sponsored by the district TOSAs.

### Site-Based (school based) Work:
- Work on the district biliteracy goals with school and district TOSAs.
- Share the biliteracy vision and Biliteracy Look Fors with a variety of stakeholders at the building level before the end of the school year.
- Identify ways teachers can work together to plan instruction and collaborate.
- Begin standards-based instruction conversations.

### All stakeholders spend the year developing capacity and systems that support biliteracy

### District
- Organize and plan the PD with the C4T4B.
- Organize and plan district led PD (after school grade level network level buildings).
- Support schools via the District TOSAs.
- Plan and implement the new biliteracy initiative (parent meetings, recruitment, materials and brochures).

### Biliteracy Curriculum Leadership Team
- A team of teachers, administrators and district personnel are recruited to form this team – Spring, 2018.
- The team begins standards-based curriculum mapping during the summer of 2018.
- The summer work continues into the 2018-2019 school year.

### Site Administrators, TOSAs and District Personnel:
- Create biliteracy Look Fors to share with all stakeholders.
- Identify biliteracy staff priorities as a group to then budget for at both the school and district level for the 2018-2019 school year.
- Collaboratively articulate the biliteracy vision of the district and decide how to share it.
- Provide feedback on teacher PD to the C4T4B.
- Provide feedback on the 2018-2019 PD plan.

### Center for Teaching for Biliteracy:
- Provides the 3 day June Biliteracy Summer Institute.
- Organizes the PD opportunities for teachers (lesson cycle and planning) and administrators/coaches on leadership considerations.
- Guides the standards-based biliteracy map process.

*Karen Beeman, Center for Teaching for Biliteracy, February 2018*
Biliteracy Implementation Plan: Oxnard, CA
Two Year Plan

Professional Development for Biliteracy Teachers
- 1-8 grade teachers: focus on oracy and rigor; continued understanding of the BUF and the three linguistic spaces (C4T4B led)
- K teachers: focus on collaboration within a 2 teacher model, initial literacy instruction in both languages; the BUF and the three linguistic spaces (C4T4B led)

Professional Development for Administrators with the C4T4B staff:
- Continue to develop the Look Fors – refine year 1 work and add premises 2 and 3
- Use the Look Fors in walk throughs with C4T4B staff
- Use the Look Fors to set school-wide goals and to support teacher implementation of biliteracy
- Continue PD on Biliteracy Leadership Considerations

Year Two: Finalize biliteracy maps for K, deepen biliteracy practice for teachers and administrators by focusing on rigor

Biliteracy Curriculum Development (guided by C4T4B team)
- The Biliteracy Curriculum Leadership Team finalizes the biliteracy maps for kinder (and first if possible)
- If possible, first grade teachers are added to this work to prepare for the 2019-2020 roll out.
- The biliteracy mapping work rolls into the 1 and 2 grades
- District TOSAs, building TOSAs, principals and C4T4B staff share the biliteracy maps and the process with all biliteracy teachers

Prepare for Year 3:
- The curriculum model of preparing the maps for the next year’s roll up is followed in subsequent years (C4T4B led)
- New teacher training is planned
- Continued goal setting at the school level; articulation between district TOSAs and school TOSAS.
- Continue to set budget priorities at the building and district level to support biliteracy plans

Karen Beeman, Center for Teaching for Biliteracy, February 2018
<table>
<thead>
<tr>
<th>Year</th>
<th>Plan</th>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>T4Biliteracy General</td>
<td>Full Program Implementation</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy PD</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td>2018-2019</td>
<td>Pilot Units-Volunteers</td>
<td>Full Program Implementation</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy General</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy PD</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Pilot Units-Volunteers</td>
<td>Full Program Implementation</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy General</td>
<td>Focus: Full Program Implementation</td>
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<tr>
<td></td>
<td></td>
<td>T4Biliteracy PD</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td>2020-2021</td>
<td>Pilot Units-Volunteers</td>
<td>Full Program Implementation</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy General</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy PD</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td>2021-2022</td>
<td>Pilot Units-Volunteers</td>
<td>Full Program Implementation</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy General</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy PD</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td>2022-2023</td>
<td>Pilot Units-Volunteers</td>
<td>Full Program Implementation</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy General</td>
<td>Focus: Full Program Implementation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T4Biliteracy PD</td>
<td>Focus: Full Program Implementation</td>
</tr>
</tbody>
</table>

Biliteracy Plan 2022-2023
Communication, communication, communication...

- School Board
- District Staff
- Teachers
- Union Leaders
- Community
- Parents
- On-going.....
Staff Quality and Professional Development

OK... so what now?
• Literacy Development Spanish and English
• Revised Report Cards (K-1)
• Foundational Skills Guide (Spanish/English)
• Essential Skills for K-1 (Biliteracy Assessment)
# Kinder ELA Standards

## Reading: Foundational Skills

<table>
<thead>
<tr>
<th>Español</th>
<th>Print Concepts/Conceptas de la impresión</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Demonstrate understanding of the organization and basic features of print.</td>
<td>1. Demonstrate understanding of the organization and basic features of print.</td>
</tr>
<tr>
<td>a.</td>
<td>Follow words from left to right, top to bottom, and page by page.</td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>b.</td>
<td>Recognize that spoken words are represented in written language by specific sequences of letters.</td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>c.</td>
<td>Understand that words are separated by spaces in print.</td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>d.</td>
<td>Recognize and name all upper and lowercase letters of the alphabet.</td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>e.</td>
<td>Accents</td>
<td></td>
</tr>
</tbody>
</table>

## Reading: Foundational Skills

<table>
<thead>
<tr>
<th>Español</th>
<th>Phonological Awareness/Conciencia fonológica</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
<td>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</td>
</tr>
<tr>
<td></td>
<td>Transfer Skill</td>
<td></td>
</tr>
<tr>
<td>a.</td>
<td>Count, pronounce, blend, and segment syllables in spoken words.</td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>b.</td>
<td>Transfer Skill + <strong>Combine and segment the sounds (fonemas) consonantáticas y vocálicas de una sílaba.</strong></td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>c.</td>
<td>Transfer Skill + <strong>Include palabras que terminan con /l/ y /r/ (ejemplo: sol, sol, mar, par).</strong></td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>d.</td>
<td>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonemes (consonant-vowel consonant, or CVC) words.* (This does not include CVC’s ending with /l/ /r/ or /s/.)</td>
<td>Transfer Skill</td>
</tr>
<tr>
<td>e.</td>
<td>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (ejemplo: sal-sol; par-par; tan-pan; sal-sala; par-para; mal-malo).</td>
<td>Transfer Skill</td>
</tr>
</tbody>
</table>

*This does not include CVC’s ending with /l/ /r/ or /s/.)
### Kinder ELA Standards

#### Scope and Sequence Maravillas/Wonders

<table>
<thead>
<tr>
<th>Trimester/Trimester 1</th>
<th>Escritura y lectura mediante estudios sociales</th>
<th>Fonética</th>
<th>Gramática</th>
<th>Writing and Reading Through Science</th>
<th>Phonics</th>
<th>Sight Words</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Narrative Opinion *Fantasy *Character, Setting, Events</td>
<td>Pronuncian del Alfarroba</td>
<td>Nouns Verbs Sentences Adjectives Pronouns</td>
<td>Narrative Opinion *Fantasy *Character, Setting, Events</td>
<td>Short a Short i /n/ c</td>
<td>I can the we see a like to and go</td>
</tr>
<tr>
<td></td>
<td>Fantasy *Key Details</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Informational Text *Key Details</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Trimester/Trimester 2 | | | | | | |
|-----------------------| | | | | | |
|                       | Personal Narrative Opinion *Informational Text *Fantasy *Key Details: Sequence | | | | | |
|                       | Pronuncian de los Vocales | *Nouns Proper Nouns Verbs Prepositions | Personal Narrative Opinion *Informational Text *Fantasy *Key Details: Sequence | | | |
|                       | * | | | | | |

| Trimester/Trimester 3 | | | | | | |
|-----------------------| | | | | | |
|                       | Explanatory Personal Narrative Informational Text *Compare and Contrast *Main Topic: Key Details Fiction *Plot: Problem and Solution Fiction *Character, Setting, Plot *Plot: Cause and Effect Biography *Character, Setting, Plot | Sentencias Preposiciones | Explanatory Personal Narrative Informational Text *Compare and Contrast *Main Topic: Key Details Fiction *Sequence Fiction *Plot: Problem and Solution Fantasy *Character, Setting, Plot *Plot: Cause and Effect | v j y z Long o e i e Long u i e Long o i e Long e u e ee e ou /aw/ | | for how of they said want here me this what help too has play where look |
Leadership Training
- Teaching for Biliteracy
  - School Visits
  - Develop understanding of teaching for biliteracy
  - Partnership with Teaching for Biliteracy Institute
  - Develop “Look-Fors”

- DLI Principal Meetings
  - Examine Research
  - Build Leadership Capacity
  - Develop Curriculum and Assessment Plan

“Leadership’s not a title. It’s a behavior. Live it.”
- Robin Sharma
Developing Site Plans with Principals

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action(s) that have been put in place to support the goal?</th>
<th>Did you meet the Goal? At what level? What is the evidence?</th>
<th>If you did not meet the goal fully, what will you modify/incorporate to accomplish it? By When?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding was allocated to support and meet all biliteracy goals/actions in the SPSA.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Site systems were developed for teachers to collaborate, plan and understand the role of biliteracy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The program’s vision and pedagogy was shared with all stakeholders.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Site systems and practices were created to begin shifting instructional practices from “multiple choice” to “critical thinking”.  
  • Incorporate rigor  
  • Standards based planning (Move away TE planning) | | | |

One-on-One Meetings ➔ Data Review ➔ Goals ➔ Support
1. Building oracy and background knowledge
2. Language separation by space
3. Language separation by time
4. Begin *exploring* the bridge
Essential Components of Biliteracy

- Separation of Language by Space and Time
- Balanced Literacy
- Oracy
- Language Scaffolding
Implementation

- District Biliteracy TOSAs
  - Model lessons
  - Support instruction
  - Assist new teachers
  - Lead OSD teacher network

- Purchase of Authentic Spanish Libraries for all classes
- Number Corner PD
- 8th Grade AP Spanish Materials
- Language Arts Curriculum Guides K-6
- Authentic Spanish Literature in all classes to build cultural identity
Biliteracy Units

- Components:
  - Language and Content Allocation
  - Writing Standards
  - ELA Standards
  - Content Standards
  - Storylines
Balanced Literacy

Reading
Writing
Word Study

Melody Wharton - Center for Teaching for Biliteracy
• What students are reading and writing about
  • Science
  • Social Studies
  • Universal Theme
Dual Language Immersion

Literacy Pedagogy/Philosophy:

We in the Oxnard School District believe that all students have the undeniable right to develop high levels of literacy. We believe in the importance of literacy as a catalyst for academic achievement and future success. As a part of our commitment to literacy for all, we value biliteracy, bilingualism and sociocultural competence. In this context, we recognize the need to heighten the Spanish language as a mean to value student’s culture and background. The goal of literacy instruction in the Oxnard School District is for students to learn effective reading and writing strategies and to have daily time to apply such strategies through student-centered practice.

We believe that students learn to read and write through an inquiry-based balanced literacy approach. Therefore, providing student-centered instruction that is rigorous, but carefully scaffolded and differentiated to meet the various needs of all students is our ultimate goal. We believe in an inquiry-based balanced literacy approach that includes mastery of foundational literacy skills, as they will be the building blocks for future literacy work. While foundational skills are critical, they must be taught in balance with reading and writing within a meaningful context.

We believe that an inquiry-based balanced literacy model includes a variety of lesson designs to meet the different needs of students, including: independent reading and writing, small group instruction, mini-lessons, and interactive opportunities that are based on a foundation of strong oracy and background knowledge. In addition, students will have access to an abundance of rich, diverse and culturally relevant texts at both independent and instructional levels in order to enrich their academic experience. Instruction is standards-based and focused on content literacy that is organized into interdisciplinary units. These units promote critical thinking, inquiry and social action. Biliteracy is developed through an inquiry-based balanced literacy model that occurs daily in both Spanish and English.

In order to fulfill the above pedagogy, it is the district’s expectation that all teaching professionals work collaboratively within and across grade levels as they support the essential components of the district’s biliteracy program while implementing evidence based practices.
Biliteracy Unit Framework
## OSD Biliteracy Unit Roll Out Plan

<table>
<thead>
<tr>
<th>Year</th>
<th>K-1</th>
<th>2-3</th>
<th>4-6</th>
<th>7-8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Map Units</td>
<td>Map Units</td>
<td>Map Units</td>
<td>Map Units</td>
</tr>
<tr>
<td></td>
<td>BUF Creation Roll-Out</td>
<td>Map Units</td>
<td>Map Units</td>
<td>Map Units</td>
</tr>
<tr>
<td>2019-2020</td>
<td>Full Implementation PD Support</td>
<td>Pilot Units</td>
<td>Pilot Units</td>
<td>Pilot Units</td>
</tr>
<tr>
<td></td>
<td>BUF Creation Roll-Out</td>
<td>T4Biliteracy PD</td>
<td>T4Biliteracy PD</td>
<td>T4Biliteracy PD</td>
</tr>
<tr>
<td></td>
<td>T4Biliteracy PD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2020-2021</td>
<td>Full Implementation PD Support</td>
<td>Full Implementation PD Support</td>
<td>Pilot Units</td>
<td>Pilot Units</td>
</tr>
<tr>
<td></td>
<td>BUF Creation Roll-Out</td>
<td></td>
<td>T4Biliteracy PD</td>
<td>T4Biliteracy PD</td>
</tr>
<tr>
<td></td>
<td>T4Biliteracy PD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2021-2022</td>
<td>Full Implementation PD Support</td>
<td>Full Implementation PD Support</td>
<td>Full Implementation PD Support</td>
<td>Full Implementation PD Support</td>
</tr>
<tr>
<td>Teacher</td>
<td>Grade</td>
<td>Professional Development</td>
<td>TOSA Support</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
<td></td>
</tr>
<tr>
<td>Teacher # 1</td>
<td>1st</td>
<td>Teaching for Biliteracy Network x2 PD-Oracy PD-Common Core PD-Number Corner</td>
<td>8/29/18, 9/18/18</td>
<td></td>
</tr>
<tr>
<td>Teacher # 2</td>
<td>1st</td>
<td>Teaching for Biliteracy Network x2 PD-Oracy PD-Common Core</td>
<td>11/13/18</td>
<td></td>
</tr>
<tr>
<td>Teacher # 3</td>
<td>2nd</td>
<td>PD-Oracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher # 4</td>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher # 5</td>
<td>3rd</td>
<td>PD-Common Core</td>
<td>11/15/18</td>
<td></td>
</tr>
<tr>
<td>Teacher # 6</td>
<td>3rd</td>
<td></td>
<td>9/14/18, 9/18/18</td>
<td></td>
</tr>
<tr>
<td>Teacher # 7</td>
<td>4th</td>
<td>PD-Oracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher # 8</td>
<td>4th</td>
<td>PD-Oracy</td>
<td></td>
<td></td>
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<tr>
<td>Teacher # 9</td>
<td>K</td>
<td></td>
<td>8/21/18, 8/29/18, 10/25/18,</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11/1/18</td>
<td></td>
</tr>
<tr>
<td>Teacher # 10</td>
<td>K</td>
<td>Teaching for Biliteracy Network x2</td>
<td>11/1/18, 2/1/19</td>
<td></td>
</tr>
<tr>
<td>Teacher # 11</td>
<td>K</td>
<td>Teaching for Biliteracy Network x2 PD-Oracy PD-Number Corner</td>
<td>8/21/18, 11/1/18</td>
<td></td>
</tr>
<tr>
<td>Teacher # 12</td>
<td>K</td>
<td>Teaching for Biliteracy Network x1 PD-Oracy PD-Common Core</td>
<td>11/1/18</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Language of Instruction</td>
<td>Room</td>
<td>Observations</td>
<td>Oracy</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------</td>
<td>------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>K</td>
<td>English</td>
<td>#</td>
<td>Student group rotations. Charts posted with vocabulary and pictures. Para working with a small group focusing on number concepts.</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>Spanish</td>
<td>#</td>
<td>Group rotations. The teacher was working with a small group focusing on spelling (silabas). Other groups were working on iPads (Spanish program). There was evidence of anchor charts, bridge, and vocabulary charts.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>English</td>
<td>#</td>
<td>Students were working in groups completing a fractions worksheet. The teacher was working on fractions with a small group. No evidence of charts.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Spanish</td>
<td>#</td>
<td>Correcting workbook assignment as a whole class. Two bridges posted. An area for Math Corner.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Spanish</td>
<td>#</td>
<td>Students were completing a summary of their reading (students had access to a previously developed chart to reference vocabulary). Sentence frames were posted as well as vocabulary charts.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Spanish</td>
<td>#</td>
<td>Students were writing a summary of their reading. Charts and sentence frames were posted as well as vocabulary charts.</td>
<td></td>
</tr>
</tbody>
</table>
Monitor Level of Implementation

Biliteracy Implementation by School Based on Site Visits
September 2018-February 2019

50% 50% 50% 50% 54% 63% 71% 83% 85% 88%
Preliminary Results
Oxnard School District 17-18 CAASPP
English Language Arts
% Met/Exceeded

<table>
<thead>
<tr>
<th>Grade</th>
<th>SEI</th>
<th>DLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>27.83</td>
<td>28.1</td>
</tr>
<tr>
<td>4th</td>
<td>25.1</td>
<td>28.2</td>
</tr>
<tr>
<td>5th</td>
<td>27.19</td>
<td>36.22</td>
</tr>
<tr>
<td>6th</td>
<td>35.89</td>
<td>71.62</td>
</tr>
<tr>
<td>7th</td>
<td>35.52</td>
<td>47.82</td>
</tr>
<tr>
<td>8th</td>
<td>43.95</td>
<td>48.57</td>
</tr>
</tbody>
</table>
Biliteracy Data
Math

<table>
<thead>
<tr>
<th>Grade</th>
<th>SEI</th>
<th>DLI</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd Grade</td>
<td>22.69</td>
<td>29.6</td>
</tr>
<tr>
<td>4th Grade</td>
<td>17.51</td>
<td>22.9</td>
</tr>
<tr>
<td>5th Grade</td>
<td>10.46</td>
<td>10</td>
</tr>
<tr>
<td>6th Grade</td>
<td>14.49</td>
<td>44.59</td>
</tr>
<tr>
<td>7th Grade</td>
<td>9.21</td>
<td>20.29</td>
</tr>
<tr>
<td>8th Grade</td>
<td>15.5</td>
<td>20</td>
</tr>
</tbody>
</table>

Oxnard School District 17-18 CAASPP
Math
% Met/Exceeded
English Learners
Spanish Data

STAR 360 Spanish Reading
Fall 2018 Scale Score
DLI

2  3  4  5  6  7  8
131 207 267 317 356 404 436
Oxnard School District
*Early Literacy Percentile
STAR 360 Scale Score
Winter 2019
50/50- Kinder
80/20 One-Way
50/50 Two Way

K-8 School
*Early Literacy Percentile
STAR 360 Scale Score
Winter 2019

50/50 Two Way
Successes…

CABE 2018 and 2019 Seal Of Excellence Schools
The State Seal of Biliteracy, codified in California Education Code sections 51460-51464, provides recognition to high school students who have demonstrated proficiency in speaking, reading, and writing in one or more languages in addition to English. In an effort to support the Oxnard School District students towards achieving The Seal of Biliteracy, OSD has established a Pathway Towards Biliteracy Award. The Pathway Towards Biliteracy Award will celebrate students in 5th grade and in 8th grade who have met the established criteria demonstrating progress towards biliteracy.
SUCCESS IS JUST OUTSIDE OF YOUR COMFORT ZONE.
Questions?

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