

# Oxford Elementary School

1130 Oxford Street • Berkeley, CA 94707 • (510) 644-6300 • Grades K-5

Beth Rhine, Principal  
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## 2015-16 School Accountability Report Card Published During the 2016-17 School Year



### **Berkeley Unified School District**

2020 Bonar Street  
Berkeley, CA 94702  
(510) 644-6206  
www.berkeleyschools.net

#### **District Governing Board**

Ty Alper, President  
Josh Daniels, Vice President  
Beatriz Leyva-Cutler, Clerk  
Judy Appel  
Karen Hemphill  
Petra Silvey  
Alaunte Keys

#### **District Administration**

Donald Evans, Ed.D.  
**Superintendent**  
Donald Evans  
**Superintendent**  
Javetta Cleveland  
**Deputy Superintendent**  
Pasquale Scuderi  
**Assistant Superintendent  
Educational Services**  
  
Evelyn Tamondong-Bradley  
**Assistant Superintendent  
Human Resources**

### **Principal's Message**

Oxford School is located on just one acre, and its small size has created a tight-knit community where children feel cared for and supported, academically and emotionally. Our talented staff is dedicated to the academic achievement, social and emotional growth, and general health of every child. In addition to the regular classroom curriculum, students have classes in PE, music, gardening, science, art, and a weekly library visit. We strive to offer a well-rounded program for all of our students.

We have very strong parent and community involvement in our classrooms and throughout the school. Our active PTA sponsors community events and fundraisers such as the Harvest Fair, School Auction, Raffle and Spring Dance, and more. Parent and community volunteers work in the classroom, garden, cafeteria, and schoolyard. There are other ways for parents/guardians to get involved, too. We have an active ELAC (English Language Advisory Committee), as well as an SGC (School Governance Council) and a PCAD (Parents of Children of African Descent).

We have a strong intervention team that meets weekly to look at the unique needs of every individual student in the school. We provide services to many students with help from our resource teachers, literacy teacher, speech pathologist, counselors, community tutors, and more.

Beth Rhine,  
Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	58
Grade 1	40
Grade 2	58
Grade 3	41
Grade 4	56
Grade 5	49
<b>Total Enrollment</b>	<b>302</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	20.2
American Indian or Alaska Native	0.7
Asian	5
Filipino	0
Hispanic or Latino	16.9
Native Hawaiian or Pacific Islander	1
White	34.1
Two or More Races	22.2
Socioeconomically Disadvantaged	41.4
English Learners	11.9
Students with Disabilities	12.6
Foster Youth	0

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Oxford Elementary School	14-15	15-16	16-17
With Full Credential	15	25	15
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence			
Berkeley Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Oxford Elementary School	14-15	15-16	16-17
Teachers of English Learners			
Total Teacher Misassignments			
Vacant Teacher Positions			

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.5	0.5
High-Poverty Schools	99.1	0.9
Low-Poverty Schools	99.7	0.3

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Williams legislation calls for the schools to have enough books in core classes for all students and asks districts to reveal whether those books are presenting information outlined in the California content standards. Textbook materials are adopted by the school board following a rotating adoption cycle for subject specific state adopted textbooks and instructional materials.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011 & Lesson Study by Lucy Caulkins Adopted 2014 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Mathematics	A Story of Units (Eureka Math) Adopted Spring 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
Science	Full Option Science Sysytem (FOSS) (Foss Delta Education) Adopted in 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0%

### School Facility Conditions and Planned Improvements (Most Recent Year)

The district administers a scheduled maintenance program to ensure that all classrooms and facilities are well maintained and in good repair. A work order process alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

To determine the condition of our facilities, our district sent experts from our facilities team to perform an inspection using a survey called the Facilities Inspection Tool, which is issued by the Office of Public School Construction.

Based on that survey, we've answered the questions you see on this report. Please note that the information reflects the condition of our buildings as of the date of the report. Since that time, those conditions may have changed.

Date of Last Inspection: January 2016

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Heat controls replaced in summer of 2015
<b>Interior:</b> Interior Surfaces		X		Interior surfaces are worn. A modernization is scheduled for summer 2018
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			No apparent problems
<b>Electrical:</b> Electrical	X			No apparent problems
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			No apparent problems
<b>Safety:</b> Fire Safety, Hazardous Materials	X			No apparent problems

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	X			No apparent problems
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No apparent problems
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	66	58	57	60	44	48
Math	60	53	51	55	34	36

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	57	78	68	66	66	63	60	56	54

\* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	10.4	33.3	45.8

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	49	47	95.9	68.1
Male	29	27	93.1	70.4
Female	20	20	100.0	65.0
Black or African American	13	11	84.6	27.3
White	13	13	100.0	84.6
Socioeconomically Disadvantaged	22	22	100.0	45.5

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	40	83.3	52.5
	4	61	56	91.8	58.9
	5	49	48	98.0	60.4
Male	3	24	21	87.5	57.1
	4	30	28	93.3	64.3
	5	29	29	100.0	48.3
Female	3	24	19	79.2	47.4
	4	31	28	90.3	53.6
	5	20	19	95.0	79.0
Black or African American	3	--	--	--	--
	4	14	14	100.0	21.4
	5	13	13	100.0	15.4
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	24	17	70.8	76.5
	4	18	14	77.8	85.7
	5	13	12	92.3	100.0

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Two or More Races	3	--	--	--	--
	4	15	15	100.0	80.0
	5	--	--	--	--
Socioeconomically Disadvantaged	3	17	16	94.1	25.0
	4	30	30	100.0	36.7
	5	22	22	100.0	31.8
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	13	100.0	15.4
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**School Year 2015-16 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	48	41	85.4	50.0
	4	61	56	91.8	57.1
	5	49	48	98.0	52.1
Male	3	24	21	87.5	57.1
	4	30	28	93.3	64.3
	5	29	29	100.0	51.7
Female	3	24	20	83.3	42.1
	4	31	28	90.3	50.0
	5	20	19	95.0	52.6
Black or African American	3	--	--	--	--
	4	14	14	100.0	14.3
	5	13	13	100.0	7.7

**School Year 2015-16 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Native Hawaiian or Pacific Islander	4	--	--	--	--
	5	--	--	--	--
White	3	24	18	75.0	76.5
	4	18	14	77.8	92.9
	5	13	12	92.3	83.3
Two or More Races	3	--	--	--	--
	4	15	15	100.0	66.7
	5	--	--	--	--
Socioeconomically Disadvantaged	3	17	17	100.0	18.8
	4	30	30	100.0	33.3
	5	22	22	100.0	22.7
English Learners	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	13	13	100.0	15.4
	5	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**C. Engagement**

**State Priority: Parental Involvement**

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

### Opportunities for Parental Involvement (School Year 2016-17)

Parents make up half of our SGC and work closely with the principal and staff to develop and monitor the progress of the Site Plan for Student Achievement. Parents/guardians also volunteer in classrooms, in the yard and office, and in the cafeteria to enhance student services and to make sure everyone gets the one-on-one attention they need to thrive. Families donate to the Oxford PTA, supporting the art program, counseling program, PE, and more. The PTA holds monthly meetings and supports classroom and school-wide events. Oxford also has an active ELAC, English Language Advisory Committee, and we are starting a Parent of Children of African Descent Group, PCAD, in 2016-2017.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Oxford Elementary School was constructed in 1966 and covers 1.29 acres. The campus was completely remodeled in the late 1990s. Facilities include 15 permanent classrooms, one library, two staff rooms, one multipurpose room, two teacher resource rooms, a counseling room, and a reading intervention room. The facility strongly supports teaching and learning through its classroom and playground space.

The safety of students and staff is our primary concern. A variety of people visit the campus to volunteer in the classroom and participate in school events. During lunch, recesses, and before-and-after school, staff members, administrators, and safety officers supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least once a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in January 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	3.0	2.9	2.1
Expulsions Rate	0.1	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	12	
Percent of Schools Currently in Program Improvement	70.6	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0.8
Psychologist	.25
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	1
Resource Specialist	0
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	19	20	20	3	2	3						
1	21	18	18		3	2	2					
2	21	21	20		1	3	3	1				
3	20	22	22	2				3	2			
4	30	23	26				2	2	2			
5	29	17	28				2	2	2			

### Professional Development provided for Teachers

Administrators and teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. During the last three school-years, each school in the Berkeley Unified School District dedicated 3 days annually for teacher and administrator professional development. During 2016-17, 100% of all Berkeley K-5 teachers and site administrators who had not completed this training in 2016 participated in four-days of Common Core State Standards Professional Development for their K-5 classrooms. Wednesday Professional Development meetings are scheduled with a focus on literacy, math, science, PBIS and social emotional learning for our students. A site literacy coach provides ongoing support for teachers to improve literacy instruction to students. A math teacher-leader at the site participates in monthly District training's, and supports math professional development and collaboration at the site. A science teacher-leader at the site participates in monthly District training's, and supports science professional development and collaboration at the site. New teachers participate in a rigorous District BTSA program. Teacher-initiated professional development is supported through local funds earmarked for this purpose.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,852	\$43,821
Mid-Range Teacher Salary	\$70,418	\$69,131
Highest Teacher Salary	\$84,917	\$89,259
Average Principal Salary (ES)	\$115,238	\$108,566
Average Principal Salary (MS)	\$121,281	\$115,375
Average Principal Salary (HS)	\$135,483	\$125,650
Superintendent Salary	\$234,090	\$198,772
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,551	\$3,359	\$6,886	\$81,499
District	♦	♦	\$9,311	\$72,784
State	♦	♦	\$5,677	\$71,517
Percent Difference: School Site/District			-26.0	12.0
Percent Difference: School Site/ State			21.3	14.0

\* Cells with ♦ do not require data.

### Types of Services Funded

The Berkeley Unified School District benefits from a local tax initiative called the Berkeley Schools Excellence Program (BSEP). We used BSEP funds, along with state and federal funds, to support improving student achievement, sending teachers to staff development, and purchasing instructional materials for classrooms. Our PTA's fund-raising efforts support many activities and supplies, including field trips, assemblies, family nights, after-school enrichment scholarships, teachers' classroom requests, classroom library books, and more.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.