

The Single Plan for Student Achievement

Oxford Elementary School

School Name

01-61143-6090302

CDS Code

Date of this revision: 4/212017

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Beth Rhine
Position: Principal
Telephone Number: (510) 644-6300
Address: 1130 Oxford Street
Berkeley, CA 94707
E-mail Address: bethrhine@berkeley.net

Berkeley Unified School District

School District

Superintendent: Donald Evans, Ed.D.
Telephone Number: (510) 644-6206
Address: 2020 Bonar Street
Berkeley, CA 94702
E-mail Address: donaldevans@berkeley.net

The District Governing Board approved this revision of the School Plan on June 28, 2017.

I. Consolidated School Plan for Educating The Whole Child

School Name: Oxford Elementary School	School Year: 2016-2017
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Summary of School Goals:

The school has identified these primary goals as stated in the Local Control Accountability Plan (LCAP):

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These goals serve as a framework for the targeted actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino)

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Site Committee Representatives:

Parents/Community	Staff
(Chair): Lauren Morrison	(Principal): Beth Rhine
(Co-Chair, if applicable):	(Teacher): Molly Jo Alaimo
John Eknoian	(Teacher): Carla Inniss
Nina Cohen	(Teacher): Jaime Vines
Carla Bryant	(Classified): Karen Sasamoto
Julian Lloyd	
Steven Fruhwirth	
Ann Reidy	
Hyacinth Honorato (alt)	

BSEP Planning & Oversight Committee Representative:

John Eknoian

Carla Bryant

ELAC/DELAC (District English Learner Advisory Committee) Representative:

Elia Guerrero and Leul Afework

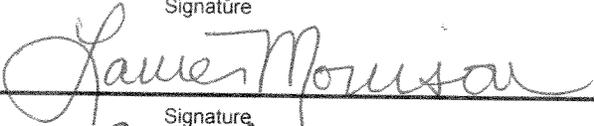
II. Recommendations and Assurances

The School Governance Council recommends this School Plan and its related expenditures to the District governing Board for approval, and assures the Board of the following:

1. The School Governance Council is correctly constituted, and was formed in accordance with District governing Board policy, state law, and local statute.
2. The School Governance Council reviewed its responsibilities under state law (including the Brown Act), local statute (the Berkeley Public Schools Educational Excellence Act of 2006), and District governing board policies.
3. The School Governance Council members do not have conflict of interest in making budget decisions regarding these categorical school funds. No one sitting on the School Governance Council stands to benefit financially from any decision of the Council.
4. The School Governance Council sought and considered all recommendations from the following groups or committees, before adopting this Plan:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Other:
Parent Teacher Association

The School Governance Council also reviewed the results of the annual School Governance Council survey in the development of the plan.

5. The School Governance Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies, the Local Improvement Plan, and the Berkeley Schools Excellence Program local tax measure.
6. This school plan is based upon a thorough analysis of student academic performance, as well as other benchmarks of student achievement. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance by addressing the needs of the whole child.
7. This school plan was reviewed by the English Learner Advisory Council on April 18, 2017.
8. This school plan was adopted by the School Governance Council on April 18, 2017.

Beth Rhine Principal	 Signature	5/1/17 Date
Lauren Morrison School Governance Council Chair	 Signature	5/1/17 Date
Patricia Saddler Director, Special Programs and Projects	 Signature	6/14/17 Date
Natasha Beery Director, Berkeley Schools Excellence Program	 Signature	6/14/17 Date
Pasquale Scuderi Assistant Superintendent, Educational Services	 Signature	JUN 13 2017 Date

III. School Vision and Mission

Our Vision

The vision of Oxford Elementary is to establish a learning environment based on supporting our students' growth, academically, socially, and emotionally. We strive to educate and to challenge all students in a safe, positive environment where everyone is supported, appreciated, inspired, and valued.

Our Mission

Oxford Elementary School is dedicated to providing opportunities for all students to achieve, learn and grow. We maintain a strong academic focus that is balanced with an emphasis on educating the whole child through the visual and performing arts, organized play, and teaching community values. Our community of teachers, staff members, families, friends, and local volunteers are committed to giving every child an equal opportunity to obtain an education and to achieve academic excellence in all subject areas while developing critical thinking skills and a love of both learning and of self. We strive to provide a safe environment where all students learn to be responsible to themselves and others. We provide a standards based curriculum that fosters problem solving, critical thinking, and creativity.

IV. School Profile

Located in the Central Zone five blocks north of the University of California, Oxford School is one block northeast of Live Oak Park and two blocks southwest of the Berkeley Rose Garden. We draw our student body from Alcatraz Avenue on the Oakland border to Grizzly Peak. Our population is diverse, the children coming from a variety of backgrounds experientially, ethnically, and socio-economically. Oxford is a small school, approximately 305 students. We have a staff of fourteen classroom teachers, two special education teachers, as well as a Literacy Coach, an English Language Development teacher, and additional support staff.

The school day is from 8:00am –1:20pm for kindergartners and from 8:00-2:05 for Grades 1st – 3rd. In order to meet instructional minutes and control the number of students exiting the building, our 4th and 5th graders are dismissed 5 minutes later at 2:10. On Wednesdays, all 1st-5th grade students are dismissed at 1:15 in order to provide time for staff professional development. The teachers meet to participate in curriculum development, to collaborate on lesson planning and teaching strategies, to discuss school-wide equity issues, and to coordinate student support and school-wide programs.

Our facility was modernized many years ago to meet the needs of class size reduction. Every classroom was wired for computers. We are networked wirelessly throughout the school and with the District. Our library, located on the ground floor of the building, has a collection of over 6,000 award-winning books in circulation. Students visit the library weekly for story time, to participate in various technology projects and to check out books. The Library is also used during recess, for those students who prefer to read, use computers, or do crafts during recess time. We have four chrome book carts (with the chrome books) at Oxford. Two are housed in the library, allowing for the integration of library and technology. Teachers also use the chrome books in their classrooms, integrating technology into other areas of the curriculum.

Under the guidance of a caring and committed staff, Oxford students learn, grow, and flourish together. The demographics of the school closely mirror those of Berkeley Unified but with notably fewer Latino and English Language Learners. The students are 41% Socioeconomically Disadvantaged, 34% White, 20% African-American, 22% Multiracial, 17% Latino/a, and 5% Asian. Approximately 12% of students qualify as English Learners (most are Spanish-speakers), and 11% of students hold Academic Individual Education Plans (IEP's).

We provide many opportunities for students to learn, explore and access academic support during the school day, as well as in our after school program (Berkeley LEARNS). We have several programs in place to support our struggling readers: Leveled Literacy Intervention reading groups in grades K-5, coaching support from our literacy coach in all classrooms, after school math intervention in grades 1-5, using "Do the Math" curriculum, Front Row and Aleks on line programs. The Literacy Coach also works to ensure the TCRWP is being implemented with fidelity in every classroom. After school BUILD tutors from UC Berkeley provide supplemental reading instruction, in addition to homework help. In 2017, we brought in the SAGE Mentoring program through UC Berkeley. 35 of our students are partnered with a mentor who helps them with homework and classwork, plays with the students during recess, and works to build a strong relationship. Through parent donations and PTA fundraisers we are able to provide many enrichment opportunities and additional classroom support. We fund instructional aides in K-5, a P.E. program, kindergarten dance classes, a rich visual arts program, gardening, folk dancing for 3rd grade, and counseling services for individuals, small groups, and parent consultations. We provide academic support, enrichment classes and supervised play in our after school program.

V. Comprehensive Needs Assessment Components

A. Data Analysis

For detailed school performance data analysis see two attachments: 1) Document: Oxford School Information Sheet and 2) Power Point: Oxford SGC Data presentation. The analysis was presented to the School Governance Council and Families in Fall 2016 and includes state and local multiple measures.

B. Surveys

BUSD created a survey that went out to families, focusing on feedback on the LCAP goals. In all 111 surveys were turned in, representing approximately 44% of Oxford families. The LCAP survey focused on prioritizing programs and also on getting a sense of students' and families' sense of safety and belonging in the school community. 97% of families reported feeling welcomed at Oxford School. 96% reported they were able to get help for their child's academic needs; 85% reported they were able to get help for their child's social emotional needs. 88% reported that they felt their child's academic needs are being met and 84% reported feeling that their cultural background and identity were appreciated. 92% reported that their child felt safe and secure at Oxford and 95% reported feeling that their child is connected to at least one adult at Oxford. 74% of respondents reported that they feel their child is being provided extra academic help when needed and 64% feel their child is being given extra academic enrichment to extend their learning. 83% of respondents report that the school always keeps them informed of their child's absence; 9% reported that the school keeps them informed of their child's absence most of the time.

The SGC, School Governance Council, also created an online family survey using Survey Monkey and a paper version. The focus of this survey was to ask families about funding priorities for the following school year. High priority went to funding Classroom Aides, Math Coaching/Enrichment, Literacy Enrichment and Science in K-3. In both the LCAP survey and the SGC survey, there were comments regarding how much science is being taught at Oxford and how to strengthen what we already have and how to bring in more science instruction.

There was also a survey given to all staff that focused on funding priorities for the following school year. The top funding priorities were: Counseling, Literacy Support, Math Coaching and Enrichment, Instructional Assistants and P.E.

C. Classroom Observations

The principal spends time in classrooms for both formal and informal observations, providing staff with feedback. The teaching staff is evaluated every other year through formal observations, in combination with the data collected during these walkthrough visits. The principal, literacy coaches, and leadership team set staff development priorities based on the observations of all classrooms and input from teachers. Teachers have the opportunity to visit classrooms on-site and at other schools, and to collaborate with the district math coach and the school site literacy coach. The literacy coach, a substitute teacher, or the principal cover classrooms throughout the year in order for teachers to be able to do peer observations.

School-wide expectations:

1. classroom rules and expectations posted in classrooms
2. classroom routines and students jobs evident in classrooms
3. school rules "Be Safe, Be Responsible, Be Respectful, and Be An Ally" and expectations for behavior posted in hallways and throughout the school
4. Regular use of Toolbox program in every classroom and in Community Meetings
5. Participation in community meetings recognize students' positive behavior, academic achievement and demonstration of monthly Toolbox tool
6. Suspension and referral data entered in PowerSchool
7. System of positive behavior support implemented in classrooms and throughout the school
8. In-classroom social support/community building workshops conducted by school's mental health services provider

D. Student Work and School Documents

The teaching staff looks at student work and assessment data in math, reading, writing and spelling as a regular part of collaboration. Student writing samples are scored 3 times per year in grade level teams using district rubrics. Also a part of our collaboration is looking at the math curriculum, monitoring student progress and working to adjust teaching to address student mastery and understanding. District math benchmark assessments are being

implemented which allows for monitoring of student progress and monitoring implementation of the curriculum. Using those assessments, teachers are able to discuss effective teaching strategies, plan for differentiation, and monitor student progress.

Our Case Management Team conducts grade level case management conferences 3-4 times per month to monitor student progress, adjust intervention groups, and support teachers in addressing student needs. The PBIS Team looks at discipline issues, and has implemented data tracking systems in conjunction with the Berkeley Evaluation and Assessment Office.

Our Site Leadership Team has recommended that we collect specific work samples for each child to pass on to the following year's teacher in order to inform the teacher of how the student is performing academically. The work to be collected will be: Final On Demand Writing, Final Math Benchmark assessment, Final Reading Assessment and Final BEAR Spelling Test.

E. Analysis of Current Instructional Program

LCAP Goal #1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Strategy 1: K-5 Literacy Coaches (one at .80 + .20 RTI; the second literacy coach at .20) - One Literacy Coach spends time in classrooms, supporting classroom teachers in the implementation of TCRWP. She does classroom observations, noting the strengths and areas of growth for teachers and works to support their teaching practice and implement all components of the TCRWP curriculum. In addition to that, she works with small groups of students, 1st - 5th, using the Leveled Literacy Intervention Program (LLI). The second Literacy Coach works with small groups of students in grades K-2 who are reading below grade level. She also uses the LLI program.

Evidence of effectiveness in improving student achievement

- More consistent implementation of TCRWP and all the components in every classroom
- We have seen consistent growth in K-5 reading levels using the LLI Reading Intervention program. Students are seen 3-4 times per week for 30 minutes. 55 students have been served by the Literacy Coaches using the LLI Program.
- Teachers using best practices aligned with Common Core standards

Strategy 2: .20 FTE RTI personnel - the RTI teacher is coordinating Case Management, Student Study Teams, Snapshot Meetings, and Intervention Services.

Evidence of effectiveness in improving student achievement

- Organization of Intervention Services (LLI groups, Reading Recovery, Family Engagement Liaison Support, Counseling, ELD services) - tracking system
- Teacher and Staff understanding of Intervention Services and processes
- Coordination of Services regarding SSTs, 504s, BUILD tutoring, Reading and Math intervention support

Strategy 3 - College and Career Day in March 2016

- More buy-in of the message by all staff would help the effectiveness, as well as coordinated efforts to have a diverse group of people visit every classroom. The timing is challenging, it's during a busy time of year, and more communication from the city and district would be beneficial.

Based on the analysis of this practice, I would recommend that district-wide practices around College and Career Day are shared and supported through resources available to all sites. The day should be selected carefully (not to conflict with district or school celebrations) and outreach made to businesses for support.

LCAP Goal #2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Strategy 1: Share information, have discussions and engage in professional development regarding race and equity in our schools. Select focus students to monitor and support and do inquiry about their successes and struggles.

Evidence of effectiveness in improving student achievement

- Decrease in the number of office referrals in 2016-17
- Staff discussions about equity in our school that have led to some reflection in our practices (in staff development meetings), including the ongoing discussion regarding four of the Equity Strategies: Opt In, Multiple Perspectives, Connecting to Student Life, and High Help/High Perfectionism

Strategy 2: .40 Family Engagement Liaison position - outreach to families in need of support, shares and facilitates resources for those students in need

Evidence of effectiveness in improving student achievement

- Families contacting the Family Engagement Liaison for support and resources
- Increase in information going to families regarding resources and networks

Strategy 3: Data Analysis

Evidence of effectiveness in improving student achievement

- Teachers use "exit tickets" to monitor student learning
- Two times each trimester, teachers score writing using district rubric, analyzing results to plan instruction
- Formative and summative data is used in teacher planning and release days/times
- More teachers need to be "fluent" in using Illuminate in order for this strategy to be effective
- There is not enough time in professional development periods to do what we need to do in order to support student learning

Based on the analysis of this practice, I would recommend that more teachers be trained to use Illuminate.

LCAP Goal #3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Strategy 1: Communicate via newsletter, school messenger (robo-call), etree, facebook, and paper to ensure everyone has school-related information (upcoming events, general news, celebrations)

Evidence of effectiveness in improving student achievement

- High attendance at school events
- Multiple ways to access school information
- Up-to-date Website
- Facebook page
- High attendance for parent/guardian-teacher conferences

Strategy 2: Implementation of Welcoming Schools Curriculum and Toolbox program

Evidence of effectiveness in improving student achievement

- Students, families and staff using the Toolbox language, including when challenging situations arise
- Bulletin Boards and student work reflecting Toolbox and Welcoming School programs.

Strategy 3: Attendance letters sent to families with students with excessive absenteeism

- SART/SARB process is clear but yet lengthy and it seems like some parents don't respond to SART letters
- Weekly update from BUSD attendance office is necessary in order for the attendance to be accurate and updated for accurate letters

Based on the analysis of this practice, I would recommend that the SART/SARB process continue but we figure out additional ways to support families to come to school every day, on time. Early intervention by the Family Engagement Liaison before SART/SARB process begins may also help. Consistent and accurate reporting is critical, too.

VI. Description of Barriers and Related School Goals

In 2013-14, Oxford implemented the new Common Core standards, which offer both a challenge and an opportunity. The increased level of rigor and expectation of students' ability to apply their knowledge and skill in mathematics, heightened expectations for students' technology use, and increased emphasis on argument and informational reading/writing all contribute to instructional shifts as teachers emphasize depth over breadth and push students to marshal evidence to defend their ideas.

In 2014-2015, Common Core standards were implemented using the TCRWP curriculum for English Language Arts, as well as The Story of Units for Math. All teachers at Oxford are implementing both programs but support from the Literacy Coach has strengthened the TCRWP program. This year, our ELD teacher is meeting regularly with students and is able to fully implement the curriculum and monitor student progress.

Some barriers related to school progress are:

- Limited resources for intervention and differentiation, particularly in Math
- Need for Math Coaching Support
- Class size that exceed 25 students - meeting the needs of all students
- Insufficient technology in every classroom, including website licenses to provide intervention and enrichment
- Need for professional development in multiple areas per teacher initiated ideas, district-initiated ideas, committee-initiated ideas
- Lack of time for professional development - multiple demands on the time allotted for PD
- Lack of collaboration and cohesion between classified and certificated staff due to contract and time constraints
- Behavioral/emotional/developmental issues affecting students
- Lack of planning time for staff
- Insufficient amount of instructional minutes
- Lack of teachers of color
- Insufficient professional development on Universal Access, and Culturally Relevant Teaching and Learning
- Limited parent involvement, particularly of our students who are struggling
- Wide range of academic skills in classrooms
- Limited resources available to many students outside of school
- Inadequate mental health resources to meet the needs of all students.
- Students entering Oxford late in school career (3rd grade and up) with academic skills significantly below grade level
- Tardiness & Absences
- Growing Special Education population without increase in support, training, collaboration and programmatic cohesiveness

Local Control and Accountability Plan (LCAP)

The Local Control and Accountability Plan ("the Plan") is mandated by the state as the standardized vehicle for addressing state priorities and local goals, identifying the most effective actions and services to meet those goals, as well as accounting for the Local Control Funding Formula (LCFF) supplemental expenditures and the indicators for monitoring progress. The Plan includes a description of annual goals, for all pupils and for each subgroup of pupils as stipulated in Education Code sections 52060 and 52061 (Plan Sections 2, Sections 3A and 3B).

It is important to note that while the introductory section of this plan provides an overview of the many programs and services available to our students and families, the LCAP is not intended to serve as the district's strategic plan. Berkeley's LCAP focuses on the goals and action steps that expand and improve the programs and services directed to our high-need students, and made possible primarily with the increased allocation of supplemental LCFF funding.

BUSD's Local Control and Accountability Plan consolidates the five strategic district goals into the following three LCAP goals:

LCAP Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

LCAP Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

LCAP Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

These “big” goals serve as a framework for the targeted goals, actions, services, and expenditures that will be most effective in improving outcomes for all students and subgroups of students by special circumstance (low income, English Learners, Foster Youth, Students with Disabilities) and by ethnicity (African-American, Latino).[1]

Goals and actions delineated in the Plan are intended to improve and expand programs and services that have been correlated with positive outcomes for our most at-risk students, as well as to disrupt patterns and practices that continue to perpetuate the under-performance of specific subgroups of students.

Section 1: Stakeholder Engagement

The first section of the Plan provides an overview of the stakeholder engagement process used to inform the development of the LCAP, as well as a reflection on how community input informed the LCAP. It is through the engagement of representatives from all of the district’s stakeholders, and review of district data on student achievement and outcomes, that a need profile was developed.

BUSD’s Local Control and Accountability Plan is driven by community agreement around what all students need in order to experience academic success, and to be college and career ready upon high school graduation.

Our Students Need:

- | | | |
|---|---|-----------|
| v Great, Culturally Competent Teachers Fluency | v Grade Level Literacy & Math Proficiency | v English |
| v Career and College Goals Engagement with School | v Graduation Success | v Full |
| v Social-Emotional Skills & Mental Health | v Schools and Families to Partner | |

Section 2: Goals and Progress Indicators

The identification of student needs provided a foundation for setting targeted goals. Our goals ensure that all students benefit from a rigorous instructional program and targeted interventions and supports, and that they do so in a positive and engaging school setting, that is culturally and linguistically responsive to the needs of our diverse student body. Thirteen “targeted” goals have been set to meet the identified student needs, with each assigned one or more progress indicators (or metrics) that are either quantitative or qualitative in nature. The progress indicators, some of which are required by the state, provide tools for measuring the extent to which goals for all students and for the focus students are being met over the three-year period of the Plan. An evaluation of the success of the Plan, using these indicators, will inform revisions or adjustments to the actions and services in the Plan each year.

Section 3: Actions, Services, and Expenditures

Section 3 identifies all of the LCAP actions and direct services, as well as related expenditures, by dividing them in two sub-sections specific to the related student groups. Section 3A identifies the goals and related actions that serve all students, as well as African-American and Latino subgroups, and Students with Disabilities, while Section 3B specifically notes the goals and actions directed to serve the low income students, English learners, and foster youth, whose needs are specifically targeted by the supplemental funding formula. (In context of the plan format, it is important to consider that 70% of the district’s low income students are also African-American or Latino.)

During the development of the Plan, our community and staff generated suggestions for programs that, if fully funded, would cost approximately \$10 million dollars, far in excess of the \$2.4 million in supplemental funding projected for 2014-15. A process of prioritizing actions and services focused on funding those which would improve and expand on programs that are effectively serving students, as well as new practices and services that would meet student needs. The identified expenditures had to fit within the total amount of projected LCFF Supplemental funding over the three-year plan period: \$2.4 million in 2014-15, \$3.6 million in 2015-16, and \$4.9 million in 2016-2017.

The LCAP allocates LCFF Supplemental Funding, and identifies other sources of funding in support of actions that 1) improve and expand effective programs and services, and 2) provide new programs and services. This table provides a summary of the actions in the Plan funded specifically with LCAP Supplemental Funding in 2014-15.

Actions that will IMPROVE and EXPAND service to students

- v Increase use of culturally and linguistically relevant instructional practices
- v Actively recruit, support and retain African-American and Latino teachers
- v Coach teachers in effective instructional practices for new Common Core English Language Arts and Math Standards and Next Generation Science Standards, including the integration of technology
- v Increase targeted interventions with students and families
- v Build stronger relationships with students by increasing alternative behavioral interventions, restorative practices, counseling and mental health services
- v Expand the Bridge program for African-American students at all three middle schools
- v Expand the AVID program to support middle and high school students on the path to college
- v Fund Literacy Coaches at every school

LCAP Supplemental Funding Supports:

Actions that will provide NEW service to students

- v Provide trained English Language Development (ELD) teachers at every school site
- v Provide and support RtI2 teacher coaches at all elementary schools
- v Plan and monitor college and career path for high school students needing academic support
- v Implement a district wide social-emotional curriculum for grades K-6

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCAP includes an accounting of the multiple funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement ("School Plan") and has identified additional actions and expenditures in support of these goals for the students at their school.

Section 3.C.

Berkeley's Local Control and Accountability Plan intentionally includes the implementation of certain school wide practices that will have an impact on the learning environment and school climate as a whole, and meet the requirement of being the most effective means of delivering improved services to our target students, for whom there would be a disproportionately positive impact. In addition to the school wide improvements, expenditures are targeted to provide direct service to low income students, English learners, and foster youth including ELD teachers at every school, literacy coaches to provide one on one and small group instruction, mental health supports, the Middle School Bridge program, Alive and Free, and the AVID program.

[1] Forty-two percent of the students in Berkeley Unified School District are socio-economically disadvantaged (SED) as determined by federal standards, and of those students, 35% are African-American and 35% are Latino, while 8% are students of two or more races. English Learners (EL) make up 10.8% of the K-12 student body, and of those EL students 74.5% are considered low income.

VII. School and Student Performance Data (continued)

Table 1a - CAASPP Results (All Students) - English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	63	46	63	38	63	38	100.0	84.4
Grade 4	48	59	47	54	47	54	97.9	91.5
Grade 5	56	49	56	48	56	48	100.0	98
All Grades	167	154	166	140	166	140	99.4	91.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2433.3	2444.4	30	37	30	16	10	24	30	24
Grade 4	2488.8	2483.1	40	37	19	24	9	9	32	30
Grade 5	2585.9	2526.3	63	33	16	27	14	13	7	27
All Grades	N/A	N/A	44	36	22	23	11	14	23	27

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	37	42	33	37	30	21	
Grade 4	38	41	32	33	30	26	
Grade 5	48	38	45	33	7	29	
All Grades	41	40	37	34	22	26	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	41	44	35	30	24
Grade 4	36	35	45	33	19	31
Grade 5	64	35	23	46	13	19
All Grades	42	37	37	38	21	25

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	33	29	48	58	19	13
Grade 4	28	35	57	52	15	13
Grade 5	41	23	54	56	5	21
All Grades	34	29	52	55	13	16

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	30	26	49	53	21	21
Grade 4	34	35	43	44	23	20
Grade 5	70	48	27	40	4	13
All Grades	45	37	40	45	16	18

Conclusions based on this data:

1. Continued LLI Reading Intervention is critical to support reading growth.
2. Support Tier I classroom instruction via professional development and coaching.
3. Cohort data is fairly consistent across grade levels and through years.

VII. School and Student Performance Data (continued)

Table 1b - CAASPP Results (All Students) - Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	63	46	63	39	63	38	100.0	86.7
Grade 4	48	59	47	54	47	54	97.9	91.5
Grade 5	56	49	56	48	56	48	100.0	98
All Grades	167	154	166	141	166	140	99.4	92.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2446.3	2441.3	25	32	38	21	8	26	29	21
Grade 4	2484.9	2487.5	26	30	28	30	23	15	23	26
Grade 5	2543.0	2527.1	36	33	25	19	27	23	13	25
All Grades	N/A	N/A	29	31	31	24	19	21	22	24

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	38	34	35	37	27	29	
Grade 4	36	39	34	28	30	33	
Grade 5	38	38	34	27	29	35	
All Grades	37	37	34	30	28	33	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	32	30	42	24	26
Grade 4	32	37	40	41	28	22
Grade 5	38	46	46	25	16	29
All Grades	39	39	39	36	22	26

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	25	47	49	37	25	16
Grade 4	38	35	30	35	32	30
Grade 5	34	27	52	42	14	31
All Grades	32	36	45	38	23	26

Conclusions based on this data:

1. Additional support for math needed in the form of intervention, enrichment and instructional coaching.
2. Research on-line programs that are aligned to Engage NY ASOU curriculum.
3. Staff focus and training on teaching to the standards vs. covering the curriculum

VII. School and Student Performance Data (continued)

Table 2a - Title III Accountability (Oxford Elementary School)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	21	16	20
Percent with Prior Year Data	85.7%	100%	100.0%
Number in Cohort	18	16	20
Number Met	--	5	11
Percent Met	--	31.3%	55.0%
NCLB Target	59.0	60.5	62.0%
Met Target	--	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	28	2	21	3	30	6
Number Met	--	--	2	--	6	--
Percent Met	--	--	9.5%	--	20.0%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	No	--	No	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Table 2b - Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	789	745	781
Percent with Prior Year Data	98.5	94.9	96.3
Number in Cohort	777	707	752
Number Met	533	448	473
Percent Met	68.6	63.4	62.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	689	317	654	317	667	328
Number Met	217	189	173	187	201	197
Percent Met	31.5	59.6	26.5	59.0	30.1	60.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	96	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

VII. School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
1				75		50		***	25	25	***				25
2					29	25	***	14	75		57		***		
3			17			17	75	***		25		67			
4	67	25		17		***	17	50	***					25	
5			25	100	***	50									25
Total	19	6	10	38	25	35	29	31	25	10	31	20	5	6	10

VIII. Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The School Governance Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community.

Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Goal #1: High Quality Instruction and Curriculum

LCAP Goal:

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

Student groups and grade levels to participate in this goal:

All Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

LCAP Goal 1.2 Implementation of the new Common Core State Standards (CCSS) : All teachers will be supported in teaching the new CCSS in English language arts/Literacy, mathematics and Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology necessary to be successful.

LCAP Goal 1.3 Grade Level Literacy: Students will demonstrate grade level proficiency in literacy with Third Grade performance serving as the district indicator of progress toward this goal. By the end of third grade, 80 percent or more of students will meet reading targets by 2015-16. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

CCSS Training: Professional Development Sign-In
 CCSS Professional Development Evaluations from Teachers
 Annual Teacher Survey
 Literacy: Teacher College Reading and Writing Project Assessment (TCWRP)
 LLI Data: Leveled Literacy Intervention Group Monitoring/Data
 District Benchmark Assessments for ELA and Math
 Smarter Balanced Assessment (SBA) Participation in English Language Arts and Math
 California English Language Development Test (CELDT)
 School Accountability Report Card
 Intervention Program Progress Reports (Front Row, Aleks Math, Splash Math)

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. English Language Arts:</p> <p>Ensure implementation of a balanced high quality English Language Arts program using district-adopted texts and programs within a dedicated literacy block. Teachers will use BEAR spelling and the Teachers' College Reading and Writing Program (K-5) with the support of the Literacy Coach. Curriculum and assessments aligned to the Common Core standards, with an increased emphasis on argument and informative non-fiction reading/writing will be implemented at all grade levels in 2016-17.</p> <p>The literacy coach will model lessons in classrooms and work with grade level teams and individual teachers during collaboration time and outside of their teaching duties using hourly pay and substitutes. All appropriate and necessary materials will be purchased including leveled texts, book sets, word work materials, teacher resources, handwriting materials, listening centers/cds, and all necessary supplies including but not limited to pencils, pens, markers, paper, folders, and chart paper.</p> <p>K-1 Teachers will use Handwriting without Tears program as part of the ELA curriculum. Books will be purchased.</p>	August 2017-June 2018	1102 Certificated Monthly	.80 FTE Literacy Coach/Teacher (.25 BSEP, .55 District)	BSEP	19,780
		1102 Certificated Monthly	.80 FTE Literacy Coach/Teacher (.25 BSEP, .55 District)	District Allocation	
		1102 Certificated Monthly	.70 FTE Literacy Coach/Teacher (.20 LCAP, .50 District)	District Allocation	
		4300 Materials and Supplies	Book sets, pens, markers, folders, chart paper	BSEP	1,000
		4300 Materials and Supplies	Handwriting Without Tears	BSEP	1,000
		4300 Materials and Supplies	Handwriting Without Tears	Title I A - Basic Funding	600
		4300 Materials and Supplies		BSEP Carryover	2,000
<p>2. Differentiation and Intervention</p> <p>Two literacy and math assistants will provide support to all K-2 students and to those who enter school lacking the foundational skills for reading, writing, and math. The K-2 instructional assistants will provide support to offer additional intervention and</p>	August 2017-June 2018	2102 Classified Monthly	Instructional Assistant - .40 FTE	BSEP	13,900
		2116 Classified Hourly	Intervention groups and differentiation in the classroom, 3rd - 5th grades	Title I A - Basic Funding	9,000

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>differentiation in classrooms, during reading and math periods.</p> <p>Classified staff from after school program will work during the regular school day to provide intervention and small group work in reading and math for grades 3-5.</p> <p>If there are carryover funds, we would like to increase the allotment for classified hourly tutors.</p>		4300 Materials and Supplies	Math materials	BSEP	675
		2102 Classified Monthly	Instructional Assistant - .40 FTE	PTA	11,970
		4380 Other/Reserve	Personnel Variance	BSEP	2,300
		4300 Materials and Supplies		PTA	2,000
<p>3. Mathematics:</p> <p>A .50 FTE Math Coach to provide support to classroom teachers, to organize and run intervention programs, and provide enrichment opportunities for the classroom</p> <p>Ensure implementation of high quality mathematics instruction, and continue preparing students for the increased rigor of the Common Core standards in Math.</p> <p>Our math teacher leader will attend regular meetings with other math teacher leaders, and will lead site-specific data analysis and lead professional development in the area of math instruction.</p> <p>Build in opportunities for enrichment and challenge for students who need additional math experiences. This could be in the on-line computer programs, small group work, or whole group work with logic puzzles, brain teasers, etc. Funding to be determined.</p>	August 2017-June 2018	1102 Certificated Monthly	.50 Math Coach/Teacher (.25 BSEP funded)	BSEP	27,450
	1102 Certificated Monthly	.50 Math Coach/Teacher (.25 PTA funded)	PTA	27,450	
	4300 Materials and Supplies	Materials for Math Intervention and Enrichment	BSEP	1,000	
<p>4. Response to Intervention:</p> <p>.20 FTE RTI Teacher to coordinate SSTs, Case Management, and to coordinate intervention services. This person also builds and monitors Response to Intervention systems to meet the learning needs of students at the first sign of academic struggle. The RTI teacher coordinates snapshot meetings where we review the progress of students, held in September and February, using substitutes to release teachers for the meetings. RTI Teacher, Literacy Coach, resource teachers and classroom teachers will plan interventions based on data analysis and teacher</p>	August 2017-June 2018	1116 Certificated Hourly	Substitutes for teachers to review data and administer assessments, collaborate and plan	BSEP	2,315
	1116 Certificated Hourly	Substitutes--assessments and/or collaboration (3 days per teacher)	Title I A - Basic Funding	4,600	
	1102 Certificated Monthly	.20 FTE Rtl Teacher	District Allocation		

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>input.</p> <p>Grade level teams will collaborate with the Literacy Coach and Math Coach every 6-8 weeks to update a literacy data wall, identify focus students, plan classroom interventions, and review data on student progress.</p> <p>Interventions will be carefully targeted, ensuring that the student is an appropriate candidate for the particular intervention, monitoring progress and adjusting the interventions as needed.</p> <p>Intervention and enrichment materials will be purchased as needed including math books, math games, flashcards, books on tape, and all supplies needed for intervention classes such as reward stickers, pens, pencils, paper, etc.</p> <p>Teachers will be provided with two days of substitutes for administering assessments or for grade level collaboration and planning. Grade level teams will decide how to use the two substitute days.</p> <p>If more funds become available, increase the funding for interventions during and after school, provided by certificate and/or classified staff.</p>					
<p>5. Technology Instruction</p> <p>The Common Core standards demand that students use technology to conduct research and publish their writing. The Technology Teacher Leader (supported by district stipend) will support the integration of technology into the classroom in addition to providing staff development for teachers during Wednesday professional development sessions. The TTL will also be available for release days to support classroom teachers.</p>	<p>August 2017-June 2018</p>	<p>1102 Certificated Monthly</p>	<p>Technology Teacher Leader</p>	<p>District Allocation</p>	
<p>6. Gardening</p> <p>The program provides hands-on garden and nutrition instruction to all students in Kindergarten-3rd grades, related directly to new science standards. There will be eighteen 45-minute classes for students.</p>	<p>August 2017-June 2018</p>	<p>2102 Classified Monthly</p>		<p>District Allocation</p>	

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
7. Staff retreat: If funds become available, we will have a staff retreat in to build cohesion among certificated and classified personnel, clarify school vision, plan programs, and make decisions in June 2018.	August 2017-June 2018	5200: Conference & Travel	Staff Retreat		
8. Enrichment activities: Engage all students in their learning by providing enrichment activities to supplement the academic program.	August 2017-June 2018	2102 Classified Monthly	Physical Education Teacher - .40 FTE	PTA	30,925
<ul style="list-style-type: none"> Provide weekly Physical Education instruction to all students, K-5th. Contract with provider to provide music/dance to the kindergarten classes for two semesters. Provider will also provide one semester of dance instruction for 1st grade. Provide visual art instruction to all classrooms K-5th. Contract with a local visiting artist who will teach in classrooms alongside Oxford teachers, exposing children to new ideas and techniques in art while simultaneously building teachers' capacity to teach visual art. 		5800 Contracted Services (inc software subscriptions)	Music & Dance Instruction (K, 1)	PTA	6,000
		5800 Contracted Services (inc software subscriptions)	Visiting Artist to collaborate with teachers, providing visual art instruction to students and professional development to teachers (partially funded through Arts Anchor grant)	PTA	20,435
		5800 Contracted Services (inc software subscriptions)	Visiting Artist to collaborate with teachers, providing visual art instruction to students and professional development to teachers (partially funded through Arts Anchor grant)	Other	7,000
		4300 Materials and Supplies	Materials & Supplies	BSEP	1,135
		4300 Materials and Supplies	Sports equipment	PTA	500
		4300 Materials and Supplies	Materials & Supplies	PTA	500
9. Summer Reading Program <ul style="list-style-type: none"> Students identified as reading below grade level and in need of books to read at home will be given 8-10 books to read over the summer. An incentive (pizza party) will be given to students in the fall upon returning their reading logs. 	June - September 2017		Provide summer reading books for targeted students.	Other	

VIII. Planned Improvements in Student Performance (continued)

Goal #2: Cultural and Linguistic Responsiveness

LCAP Goal:

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

2.1 Reduce the number of students with ten or more total absences by 10% of the 2016-17 percentages (enrollment reported as of June).

2.2 Use Toolbox competencies to measure social-emotional progress.

2.3 Reduce the total number of office referrals by 5% annually.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group Data to be Collected). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

Professional Development: Cultural Competency Training Sign-ins and Evaluations
Teacher Cultural and Linguistic Relevance as measured by the District Equity Rubric
Recruit and Retain Teachers of Color as measured by the District Indicators Report
Teacher Surveys,
CDE Title III Annual Accountability Measures (AMAO1, AMAO2)
California English Language Development Test (CELDT) measures of annual progress
Re-Designation (RFEP) Records to measure rate of reclassifications

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
1. English Language Development Teacher - to work with our English Language Learning students on a daily basis, using the ELD curriculum to support language development and acquisition	August 2017-June 2018	1102 Certificated Monthly	.40 FTE ELD Teacher	District Allocation	
		4300 Materials and Supplies	Materials and supplies to supplement ELD program	Title I A - Basic Funding	500
2. After school Interventions for Struggling Students: In addition to the interventions provided during the school day by Special Education teachers, Literacy Coaches, and classroom teachers through our RTI systems, we will provide interventions after school. After school math intervention program for 1st - 2nd grade will be provided by RTI instructor. After school math intervention for 3rd - 5th will be staffed by certificated and classified staff, funded by LCAP. We will use Front Row, Splash Math, and Aleks math on-line programs. The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th. If funds become available, certificated teachers will provide additional after school small-group interventions in reading and math. Reading intervention groups will use the district-purchased Leveled Literacy Intervention Kits, and Math intervention groups will utilize the district-purchased Do the Math intervention curriculum. In addition, afterschool staff collaborate with a teacher liaison to ensure that their academic hour is closely aligned to classroom instruction.	August 2017-June 2018	5800: Contracted Services	BUILD tutoring	Other	2,500
		1116 Certificated Hourly	Extended Day Academic Intervention	District Allocation	2,593
		4300 Materials and Supplies	Materials and supplies for intervention	Title I A - Basic Funding	821
		2116 Classified Hourly	Extended Day Academic Intervention	District Allocation	1,000
		4300 Materials and Supplies	On-line programs (Aleks, Front Row, Newsela, Splash Math)	District Allocation	2,000
		2116 Classified Hourly	Intervention	BSEP Carryover	5,000
		1116 Certificated Hourly		BSEP Carryover	1,000
3. Positive Behavior Support: Oxford's PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences. Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum in addition to other	August 2017-June 2018				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>programs that teach empathy and non-violence such as Second Step. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.</p> <p>All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year. We will also hold Parent Education meetings to share information about the Toolbox program.</p>					
4. In an effort to better reflect our school community, multi-cultural assemblies will be held at Oxford in order to build community and inclusiveness. Our goal is to hold 2-3 assemblies, in addition to the district-provided programs.	August 2017-June 2018	5800: Contracted Services	Multi-cultural assemblies	PTA Other	750 750
<p>5. Health and Mental Health Services:</p> <p>Provide individual and small group counseling to students with emotional needs that interfere with learning. Schedule frequent consultations between the therapist and parents/guardians. Provide 1 hour of consultation and provide outside referrals to families for counseling and other family support services. Pursue an increase in access to counseling through outside agencies including MFT and PPS credential program interns.</p> <p>Partner with the City of Berkeley School-Linked Health Program to provide information and support to families.</p> <p>Consult with the Public Health nurse in case management team meetings about students and families who may need support.</p> <p>Provide families with information about and encourage access to free or low cost dental, vision and medical resources in the community.</p>	August 2017-June 2018	5800 Contracted Services (inc software subscriptions)	Counseling contract with Bay Area Community Resources (BACR)	BSEP	6,200
		5800 Contracted Services (inc software subscriptions)	LCAP	District Allocation	12,000
		5800 Contracted Services (inc software subscriptions)	COB	Other	5,000
6. Race and equity: Continue to work as a staff to examine issues of race, class, privilege, gender and sexual orientation and	August 2017-June 2018				

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>how these impact students and families in our school.</p> <p>Use professional development and staff meeting time to collaboratively examine instructional practices and school climate. Discuss ways to make teaching methods more differentiated and and culturally relevant, responsive to the wide range of students' preferred learning and communication styles, culture, socio-economic status, interests, behavior, linguistic characteristics, and achievement levels.</p> <p>Encourage staff to attend Cultural Competency Academies, offered by BUSD.</p>					
<p>7. Attendance:</p> <p>Use the SART and SARB process for students who are considered truant due to excessive unexcused absences and/or excessive tardiness.</p> <p>Outreach by Family Engagement Liaison to families with excessive absences and tardies to see what we can do to support increased attendance and on-time arrival.</p> <p>Program daily robocalls to individual families for unexcused absences.</p>	August 2017-June 2018		Family Engagement Liaison	District Allocation	
<p>8. Student Council</p> <p>Support student leadership through a 3rd-5th grade Student Council program.</p>	August 2017-June 2018	4300 Materials and Supplies	If funds become available		

VIII. Planned Improvements in Student Performance (continued)

Goal #3: Safe, Welcoming and Inclusive School Climate

LCAP Goal:

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Student groups and grade levels to participate in this goal:

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP):

English Language Learners (EL)
Socio-Economically Disadvantaged Students
Foster-Youth
African-American Students
Hispanic or Latino Students
Students with Disabilities

Anticipated annual performance growth for each group:

- 3.1 Increase the percentage of students and families who report feeling welcomed and valued as a partner in their child's education as measured by CHKS and district survey.
- 3.2 Recruit and retain certificated employees of color.
- 3.3 Increase the percentage of participants of color serving on the SGC so that the representatives on this committee mirrors the demographics of our student population.

Means of evaluating progress toward this goal:

In conducting monitoring and evaluation efforts, we use multiple measures (as listed under Group data to be collected to measure academic gains). Upon evaluation, the following questions are examined:

- Relevance: Do the objectives and goals match the problems or needs that are being addressed?
- Efficiency: Is the project delivered in a timely and cost-effective manner?
- Effectiveness: To what extent does the intervention achieve its objectives? What are the supportive factors and obstacles encountered during the implementation?
- Impact: What happened as a result of the project? This may include intended and unintended positive and negative effects.
- Sustainability: Are there lasting benefits after the intervention is completed?

Group data to be collected to measure academic gains:

District LCAP Survey

CALPADS

District Indicators Report: Attendance Information; chronic absenteeism

Special Education Information System (SEIS) Reports

PowerSchool PBS Report

Family Engagement Coordinators' Intervention Logs

Family Affinity and Focus Group Meetings.

Family involvement in district/school activities (SGC, DELAC, ELAC committees, students clubs, afterschool programs, fundraisers, PTSA/PTO membership; promotion ceremonies.

The Single Plan for Student Achievement

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<p>1. Parent Education provided in partnership with the PTA</p> <p>The SGC will partner with the PTA to work on parent involvement and parent education. The PTA will:</p> <ul style="list-style-type: none"> • Provide forums and educational events on topics identified as critical by diverse parent/guardian groups (i.e. Coffee with the Principal monthly morning meetings). • Provide food and childcare at the meetings to encourage participation from all families. • Implement personalized, targeted recruitment efforts to ensure that families of struggling students receive the support they need. 	August 2017-June 2018	<p>4300 Materials and Supplies</p> <p>4300 Materials and Supplies</p>	<p>Refreshments for Family Meetings</p> <p>Materials for meetings</p>	<p>Title I A - Parent Involvement</p> <p>PTA</p>	<p>391</p> <p>500</p>
<p>2. Translation Services - for parent/guardian meetings and IEPs via BSEP Translation Service Language Line</p>	August 2017-June 2018	District Allocation			
<p>3. Communication:</p> <p>Communicate directly with families through robocalls, weekly newsletters, the school website and e-tree, and through classroom newsletters from the teachers. Keep PTA-moderated Facebook page up-to-date with school information.</p> <p>Bi-monthly Coffee with the Principal meetings</p>	August 2017-June 2018				
<p>4. Community Building Events</p> <ul style="list-style-type: none"> • Welcome Back Potluck at San Pablo Park • Harvest Fair • Halloween Parade • Winter Fair • Spell-a-thon • Coffee with the Principal • Spring Raffle & Dance • Bi-monthly Community Meetings 	August 2017-June 2018	<p>4300 Materials and Supplies</p> <p>2116 Classified Hourly</p>		<p>PTA</p> <p>PTA</p>	<p>500</p>

Description of Specific Actions to Meet This Goal

Action	Start/Completion Date	Object Code/Item	Proposed Expenditure(s)	Funding Source	Cost
<ul style="list-style-type: none"> Literacy Night Talent Show <p>Custodial Services for school events</p>					
<p>5. Family Engagement Liaison (.40 FTE) - this person will work to build community by supporting the ELAC program, sharing resources with families, following up with outreach to families in need of resources, contacting families with attendance issues.</p>	August 2017-June 2018	2102 Classified Monthly	.40 FTE Family Engagement Liaison	District Allocation	
<p>6. Traffic and Pedestrian Safety:</p> <p>Morning drop-off on Oxford St. is often very dangerous. Parents and caregivers park illegally and drive recklessly, as well as neighborhood residents and commuters who use Oxford St. as a thoroughfare between Marin Ave. and UC Berkeley. A funded morning traffic safety supervisor will help ensure that students arrive at school safely.</p> <p>Recess Support: Both teachers and parents have requested additional support during morning recess to organize games and to create a safer, more welcoming playground environment. Hiring a noon supervisor to be on the yard during morning recess will support games and increase supervision.</p>	August 2017-June 2018	2116 Classified Hourly	Traffic Supervisor/Noon Supervisor	PTA	2,000
<p>7. Creation of Black Parent affinity group in order to connect families, provide support and to build community at Oxford.</p>	August 2017-June 2018				

Appendix A - Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title I A - Basic Funding	15,521	0.00
Title I A - Parent Involvement	391	0.00
BSEP	76,755	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
BSEP	76,755.00
BSEP Carryover	8,000.00
District Allocation	17,593.00
Other	15,250.00
PTA	103,530.00
Title I A - Basic Funding	15,521.00
Title I A - Parent Involvement	391.00

Appendix B - Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1102 Certificated Monthly	74,680.00
1116 Certificated Hourly	10,508.00
2102 Classified Monthly	56,795.00
2116 Classified Hourly	17,500.00
4300 Materials and Supplies	14,622.00
4380 Other/Reserve	2,300.00
5800 Contracted Services (inc software subscriptions)	56,635.00
5800: Contracted Services	3,250.00

Appendix C - Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1102 Certificated Monthly	BSEP	47,230.00
1116 Certificated Hourly	BSEP	2,315.00
2102 Classified Monthly	BSEP	13,900.00
4300 Materials and Supplies	BSEP	4,810.00
4380 Other/Reserve	BSEP	2,300.00
5800 Contracted Services (inc software	BSEP	6,200.00
1116 Certificated Hourly	BSEP Carryover	1,000.00
2116 Classified Hourly	BSEP Carryover	5,000.00
4300 Materials and Supplies	BSEP Carryover	2,000.00
1116 Certificated Hourly	District Allocation	2,593.00
2116 Classified Hourly	District Allocation	1,000.00
4300 Materials and Supplies	District Allocation	2,000.00
5800 Contracted Services (inc software	District Allocation	12,000.00
	Other	750.00
5800 Contracted Services (inc software	Other	12,000.00
5800: Contracted Services	Other	2,500.00
1102 Certificated Monthly	PTA	27,450.00
2102 Classified Monthly	PTA	42,895.00
2116 Classified Hourly	PTA	2,500.00
4300 Materials and Supplies	PTA	3,500.00
5800 Contracted Services (inc software	PTA	26,435.00
5800: Contracted Services	PTA	750.00
1116 Certificated Hourly	Title I A - Basic Funding	4,600.00
2116 Classified Hourly	Title I A - Basic Funding	9,000.00
4300 Materials and Supplies	Title I A - Basic Funding	1,921.00
4300 Materials and Supplies	Title I A - Parent Involvement	391.00

Appendix D - Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	193,535.00
Goal 2	40,114.00
Goal 3	3,391.00

BUDGET SUMMARY 2017-18

Oxford (119)	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		District LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other District Resources		Sum of FTE
		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	
Budget Item												
Literacy Coach	1102	19,780	0.25								0.55	0.80
RTI TSA	1102						0.20					0.20
Literacy Coach	1102						0.20					0.20
ELD Teacher	1102						0.40					0.40
RTI TSA	1102						0.20					0.20
Math Coach/Teacher	1102	27,450	0.25					27,450	0.25			0.50
Subs - Assessments, Collaboration	1114	2,315		4,600								
Extended Day Academic Intervention	1116					5,593						
Instructional Assistants	2102	13,900	0.40									0.40
Instructional Assistants	2102							11,970	0.40			
Classified Hourly - Intervention Tutoring	2146			9,000								
Instructional Specialist - Garden	2182										0.28	0.28
Instructional Specialist - PE	2182							30,925	0.40			0.40
Morning Traffic Supervisor/Recess Games	2916							2,000				
Custodial Overtime for events								500				
Materials & Supplies	4300	3,675		1,921				2,500		2,000		
Art Supplies & PE Equipment	4300	1,135						1,000				
Parent Involvement	4380			391								
Dance/Music Contract for K-1	5800							6,000				
Art Contract	5800							20,435		7,000		
Behavioral Health Contract	5800	6,200				12,000				5,000		
Multicultural Assemblies	5800							750		750		
BUILD Contract	5800									2,500		
Unallocated Reserve		2,300		0								
Total Expenditures		76,755		15,912		17,593	1.00	103,530		17,250		
Revenue Allocation		76,755		15,912								

Carryover Priorities

Classified Hourly Tutoring - Intervention	5,000
Instructional Materials	2,000
Certificated Hourly	1,000
Total Carryover Priorities	8,000