

Oxford Elementary School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Berkeley Unified School District

2020 Bonar Street
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District Governing Board

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President

Ty Alper
Vice President

Ka'Dijah Brown
Director/Clerk

Julie Sinai
Director

Beatriz Leyva-Cutler
Director

Estella Hemp
Student Director, BHS

Edwin Castro-Romero
Student Director, BTA

District Administration

Brent Stephens, Ed.D.
Superintendent

Brent Stephens, Ed.D.
Superintendent

Bajé Thiara
**Associate Superintendent
Education Services**

Pauline Follansbee
**Assistant Superintendent
Business Services**

Samantha Tobias-Espinosa
**Assistant Superintendent
Human Resources**

School Description

Oxford Elementary School is located on just one acre, and its small school size has created a tight-knit community where children feel cared for and supported, academically and emotionally. We have approximately 275 students, K-5, with two classes per grade level. Our talented staff is dedicated to the academic achievement, social and emotional growth, and general health of every child. In addition to a strong classroom curriculum, students have classes in PE, music, gardening, science, art, and enjoy a weekly library visit. We strive to offer a well-rounded program for all of our students. We are committed to recognizing and celebrating the diversity of our community by having multicultural assemblies, the Annual Martin Luther King Jr. Oratorical Event, class plays, and more.

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, Winter Fair, Read-a-thon, Parent Fundraising Party, Raffle and Spring Dance, and Talent Show. 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 SSC (School Site Council).

At Oxford, there is an intervention team, or RTI team, that meets weekly to look at the unique needs of every individual student in the school, academically and emotionally. We provide services to many students with help from our special education teachers, literacy coach/teacher, math coach, speech pathologist, counselor, UC Berkeley tutors and mentors. In addition to reading, writing and math intervention, the intervention team also discusses ways to build in academic challenge opportunities for students who are at or above grade level. Our after school program, LEARNS, serves up to two thirds of our school population, providing homework help in addition to various enrichment classes like cooking, chess, organized sports and drama. Oxford holds bi-monthly community meetings, where we talk about the Toolbox and School Rules, have class performances and songs, and celebrate our community with Ally Awards!

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	45
Grade 1	42
Grade 2	41
Grade 3	58
Grade 4	39
Grade 5	56
Total Enrollment	281

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	18.1
Asian	6
Filipino	1.4
Hispanic or Latino	19.6
Native Hawaiian or Pacific Islander	0.4
White	36.3
Two or More Races	18.1
Socioeconomically Disadvantaged	33.8
English Learners	10
Students with Disabilities	11.4
Foster Youth	0.4
Homeless	1.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Oxford Elementary	17-18	18-19	19-20
With Full Credential	16	20	19
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Berkeley Unified	17-18	18-19	19-20
With Full Credential	♦	♦	778
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Oxford Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		0	0

* Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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: December 2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	A Story of Units (Eureka Math) Adopted 2013 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Full Option Science Sysytem (FOSS) (Foss Delta Education) Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	History Social Science for California (Scott Foresman) Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

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: April 9, 2018

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Heat controls replaced in summer of 2015. The heating units are old and worn
Interior: Interior Surfaces	Fair	Interior surfaces are worn.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	No apparent problems
Electrical: Electrical	Good	No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	No apparent problems
Safety: Fire Safety, Hazardous Materials	Good	No apparent problems

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	No apparent problems
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	64	61	64	65	50	50
Math	61	62	57	60	38	39

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.4	36.4	27.3

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	152	96.82	60.53
Male	82	81	98.78	51.85
Female	75	71	94.67	70.42
Black or African American	30	28	93.33	14.29
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.00	48.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	52	98.11	84.62
Two or More Races	30	29	96.67	79.31
Socioeconomically Disadvantaged	54	54	100.00	27.78
English Learners	24	22	91.67	22.73
Students with Disabilities	19	17	89.47	29.41
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	157	151	96.18	62.25
Male	82	80	97.56	61.25
Female	75	71	94.67	63.38
Black or African American	30	28	93.33	25.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	33	100.00	42.42
Native Hawaiian or Pacific Islander	--	--	--	--
White	53	51	96.23	86.27
Two or More Races	30	29	96.67	72.41
Socioeconomically Disadvantaged	54	54	100.00	31.48
English Learners	24	22	91.67	45.45
Students with Disabilities	19	17	89.47	29.41
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2019-20)

Parents/caregivers are welcomed partners at Oxford Elementary School. We have an active School Site Council, SSC, that meets every month. Parents/caregivers also serve on the English Learner Advisory Committee and PTA, and represent our school on district advisory committees. We encourage parents/caregivers to volunteer in classrooms. Volunteers can tutor and read with students, provide additional homework assistance, and support the classroom teachers. Parents/caregivers can volunteer on the schoolyard, office, cafeteria, school garden, and in science class. They are welcome to attend all school performances and events including community meetings, and chaperone field trips. Our involved parents/caregivers raise funds to support enrichment classes, classroom aide support, a counseling program, art classes, classroom supplies, school-wide events and more. Our Office of Family Engagement and Equity provides parent/caregiver support and interaction that contributes to a wonderful partnership between home and school, benefiting the children at Oxford Elementary. We encourage parents/caregivers who are interested in volunteering to notify the classroom teacher or the principal. Interested volunteers can also contact our Office of Family Engagement and Equity Specialist, Carol Perez, at 510-849-7396/ carolynperez@berkeley.net to learn about more opportunities to get involved.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (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. We are currently scheduled to move to 1221 University Avenue, West Campus in the Fall of 2020 for an undetermined amount of time.

The safety of students and staff is our primary concern. During lunch, recesses, and before-and-after school, staff members, administrators, and instructional aides 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 twice a year.

We have an active Safety Committee at Oxford. The Safety Committee is working to support our emergency preparedness by inventorying the emergency bin, updating procedures and organizing a school-wide earthquake drill to be held in the Spring 2020. The City of Berkeley Emergency has been involved in providing training to staff related to emergency planning and earthquake drills.

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 February 2020.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.0	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.8	1.9	1.4
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	4.1
Other	

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	2			21		2		23		2	
1	20	3			20	2			21	1	1	
2	21	1	1		19	3			21	1	1	
3	19	3			21		4		29	3		1
4	25		2		38		2	1	26	2		1
5	54		2	1	35	2	2	1	35	5	2	1
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

K-8 teachers participated in 3 full days of professional development during the 2018-19 school year. K-8 teachers participate in dedicated collaboration 5 partial day professional development, each session 2 hours in length. Every K-8 site has Literacy Coach and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. Professional development in K-8 has explicitly focused on the integration of content area subjects with English Language Development teaching strategies and equitable teaching practices. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,336	\$49,084
Mid-Range Teacher Salary	\$72,595	\$76,091
Highest Teacher Salary	\$90,080	\$95,728
Average Principal Salary (ES)	\$121,898	\$118,990
Average Principal Salary (MS)	\$130,998	\$125,674
Average Principal Salary (HS)	\$132,895	\$137,589
Superintendent Salary	\$248,416	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33%	35%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10209.55	\$2677.89	\$7531.66	\$70244.99
District	N/A	N/A	\$10681.81	\$74913.39
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-34.6	-6.4
School Site/ State	0.3	-10.5

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

The Berkeley Unified School District has used federal funding to provide supplemental alternative services and supplemental instructional materials provided to the Title I schools that support and assist Title I students. Alternative support includes tutoring, intervention curriculum and supplemental instructional supplies for targeted Title I students to close the achievement gap.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.