School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oxford Elementary School	01-61143-6090302	April 27, 2022	June 1, 2022

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

X Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The purpose of this plan is to describe how our school is providing a robust school-wide program to support all students, and to provide details of our comprehensive and targeted support systems for our focal students.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

In Spring 2022, the Oxford SSC created a family survey that was distributed via paper and on-line. The focus of this survey was to ask families about funding priorities for the following school year and to give feedback on various aspects of the school.

Top funding priorities for Oxford Elementary School, ranked from 1-7 with #1 being the most important to families
1. Instructional assistants/classroom support
2. Art
3. Math coaching/Intervention & challenge
4. Counseling
5. Literacy
6. Science
7. PE

This reflects a change in priorities from the last school year. In the 2021 survey, Literacy was #1 and Counseling was #6.

There was a follow-up question regarding additional funding priorities. There was a range of suggestions including music, gardening, field trips, and foreign language. There was no specific item suggested that stood out, or was suggested repeatedly.

Commonalities for what families are "extremely satisfied" are: good communication, happy with teacher, growth mindset at school, dedicated and attentive staff, clean school, warm environment
Commonalities for what families are "extremely unsatisfied are: PTA website, more information on student progress, lack of community, more structure needed in after school program

Safety was a concern that was expressed in the survey. Things listed as areas of concern: the bus zone, traffic around the campus, trash and debris around campus, exits easily used in an emergency (i.e. Curtis gate)

As a result of the survey, a Safety Committee was formed and we began meeting in April and creating a plan to support safety at Oxford, addressing concerns expressed in the survey.

SSC will determine if we will survey students this year, as we did in 2019. The California Healthy Kids Survey was administered to 5th grade; results are not yet available.
Survey results were shared at the SSC meeting and at a PTA Meeting in March 2022.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal spends time in classrooms for both formal and informal observations, providing staff with informal and ongoing feedback. The teaching staff is evaluated every other year through formal observations, in combination with the data collected during walkthrough visits. The principal, literacy coach, math coach, and leadership teams set staff development priorities based on the observations of all classrooms and input from teachers. Teachers are encouraged to visit classrooms on-site and at other schools, and to collaborate with the district math coach and the school site literacy coach.

Implementation of district-adopted curriculum and programs is evident in classrooms: A Story of Units, TCRWP Reading and Writing Workshop, Welcoming Schools, Toolbox, FastTrack Phonics (K-3), TCI Social Studies, FOSS Science.

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, Be An Ally and Be Kind" 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 Toolbox tools
6. Suspension and referral data entered in Illuminate
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

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Each fall, winter, and spring, BUSD K-5 teachers give a battery of assessments to monitor the development of the core areas of literacy including reading, writing and spelling. These informal assessments provide classroom teachers and intervention teachers a window into a child's literacy and math development so that the teachers can use the information to modify instruction based on student needs during the course of the year.

Local assessments in reading, math, and writing guide instruction. TCRWP Reading assessments are given three times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR), phonics (Fast Track), reading (TCRWP), district math assessments and Star 360 assessments (grades 4-5 only) are used to assess student performance and monitor progress. They are administered on an ongoing basis and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy coach guides staff on administering and scoring On Demand writing assessments given each trimester.

State assessments identify student proficiency and provide data for analysis of effective instructional practices. ELPAC is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for differentiating instruction to meet the learning needs of all students.

In the 2020-2021 School Year, the Star360 was administered to all students, 1st through 5th, in Fall, Winter and Spring. Kindergarten students took the Star360 in the Spring of 2021.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans to targeting students below grade level. Weekly gathered data, running records, conferencing notes from individual reading and/or writing conferences, guide the development of literacy groups and designate just-right books levels for guided reading instruction and specific literacy lessons.

The Coordination of Services Team meet weekly and uses data to monitor progress and target intervention services for students who need additional support.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Oxford are certificated and teaching within their credentialed area.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers receive whole group Literacy and Math training on Wednesday afternoons. This training is conducted either at the school site or at a district-designated site for grade level teachers. The Professional Development Team at Oxford schedule and plan professional development meetings based upon student and teacher need. Staff development guides teachers in using the standards to instruct and assess students. Teachers meet in whole groups and grade-level teams to study and collaborate in teaching, assessing, and using the best strategies of instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement. Professional development for staff includes the following content areas: Literacy/Language Arts, Mathematics, PBIS, Social Emotional Learning, and Technology. There will be additional emphasis on Technology Training if a Distance Learning Plan is in place to support remote learning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Literacy instructional assistance and support for teachers is provided by the Literacy Coach, in addition to district support via teachers on special assignment.

The Oxford Math Coach models lessons, collaborates with grade-level teams, and helps teachers to best implement A Story of Units math curriculum, supplementing and supporting additional materials needed for intervention and challenge. With the math coach's guidance, grade level teams are supported to create teaching plans that support the pacing of the program, as well as embedded assessments.

RTI team coordinates formation of RTI groups that are implemented and supported in small group settings. The RTI Team includes the Literacy Coach, ELD teacher, RTI Teacher, Math Coach and Special Education teachers. The RTI district coach meets with the site RTI teachers to collaborate on intervention services and cycles, and calibrates programs district-wide. The RTI site teacher works with teachers in data collection, identifying students in need of extra support academically and behaviorally, and coordinating services for students. The RTI teacher works in conjunction with the general education teachers, the literacy coach, counselor, the principal and the ELD teacher at both Tier One and Tier Two levels.

English Language Instruction is provided by our site English Language Development teacher, who supports staff and students.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly during Wednesday staff and collaboration meetings; a minimum of four hours each month. In addition, district-based collaboration occurs throughout the year and provides teachers an opportunity to network and collaborate with grade-level colleagues from other school sites. Opportunities for grade level collaboration and planning with the Literacy Coach and/or the Math Coach are available for teachers by semester or on an as-needed basis.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers follow the designated grade-level Common Core standards and use district-provided curriculum to build their instructional program. All teachers use state/district mandated materials to teach units in math, literacy, science and social studies. Specific performance standards for each curriculum area are designated and students are expected to make grade-level progress.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Oxford Elementary School adheres to recommended instructional minutes for reading/language arts and mathematics. Oxford has a dedicated literacy block in K-5 devoted to best practices in literacy, including the workshop model, push-in and pull-out support.

1. Grades 4-5 minutes based on the average day of 305 instructional minutes, with no allowance for passing time or transitions. (Note: there are 315 minutes on MTTHF and 265 minutes on Wednesday.)

Daily MInutes:
90 English Language Arts (some of the language arts' minutes can be combined with social studies and science curriculums)
30 English Learner Development
60 Math

2. Grades 1-2-3, based on 285 daily instructional minutes, with no allowance for passing times

Daily Minutes:
120 English Language Arts (with 45 for writing and 75 for reading, including reading in the content areas)
30 English Learner Development
60 Math

3. Kindergarten, based on 260 daily instructional minutes with no allowance for passing times

Daily Minutes:
60 English Language Arts
30 English Learner Development and other ELA interventions
50 math, including interventions

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the complete standards-based curriculum, teachers meet regularly to build yearly pacing schedules for all curriculum areas. Teachers meet by grade levels in August and throughout the school year to design, then refine their pacing/teaching guides with the grade-level teams.

The district has created and provided a pacing guide for math which ensures that all students receive the complete standards-based curriculum in this area. Local assessments are aligned with the pacing guide.

Pacing and instruction is subject to adjustments if the Distance Learning Plan is in place for the 2021-2022 School Year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials are used at every grade level. If the major state-mandated materials do not address the needs of sub-groups of students, such as English Learners or Title I students, additional state-acceptable materials are selected and used to ensure that every group is instructed in learning the standards. Oxford teachers use the English Learner curriculum, EL-specific guided reading books, and Lucy Calkins Units of Study writing program to better meet the needs of English Learner students.

The RTI team, including the English Language Development teacher, assists the teachers by instructing small groups of students with the standards' based strategies that specifically address how the English Learner students learn best. Similar differentiated focus is used to meet the needs of focus and Special Education students. Science curriculum is California standards' based implementing the NGSS in K-5. Teachers study all materials to determine if they are grade-level appropriate and include the grade-level standards. Students are instructed in grade level content. The LLI Reading Intervention Program is used in grades K-5 to assest students who are below grade level in reading and is taught to targeted students in small groups during the school day.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers use SBE-adopted and standards-aligned instructional materials. Intervention materials are adopted for specific levels and student needs from the State-accepted list of materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students are taught grade-level standards using state and district-mandated materials. The Teachers College of Reading and Writing Project and FastTrack Phonics are used to ensure students receive scaffolded lessons and are taught in small groups or through one-on-one teaching. Teachers individualize amount of work, simplify page designs, and repeat lessons in several different formats for underperforming students.

The math curriculum, A Story of Units, guides teachers in extending learning for underperforming students and presenting content in various formats with more frequent repetitions/interventions. Supplementary materials such as Do the Math and the on-line program, Freckle, are used to assist students in gaining repeated exposure to key math concepts at their grade level.

Assessment data is used to carefully monitor underperforming students to ensure students receive more frequent small-group support. Our RTI system supports teachers' formation of leveled small groups for literacy instruction. Various meetings and data also help to intervene and support interventions, SSTs, parent conferences, assessment data, teacher/staff observation, and grade level meetings.

Underperforming students receive services from RTI teachers, classroom teachers, after school program, BUILD tutors, SAGE mentors, BACR counselor, instructional aides and adult volunteers. If Distance learning is implemented in 2021-2022, additional outreach and support via phone calls, small group sessions, paper packets, hotspot internet access, chrome books and more, will be provided by the school and the district.

Evidence-based educational practices to raise student achievement

From classroom teachers, students receive individualized instruction, enhanced instructional time, and scaffolded lessons to increase learning success. Teacher use research-based practices when teaching guided reading, spelling and math. Specialists support individual students with the delivery of targeted educational strategies and methods, including LLI, Do the Math, Slingerland and Wilson.

Special Education teachers and Instructional Assistants support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents/guardians receive information and resources through Parent-Teacher conferences, IEP goals, SST meetings and our Family Engagement Liaison. Back to School Night and Open House encourage parent participation, help staff to learn about families, and to enable the staff to communicate standards and opportunities for assistance. Teacher, Principal, and PTA newsletters keep families informed. Free and reduced price meals help students receive balanced nutrition; universal breakfast is available to all students. Our Special Education teachers and staff provide a range of services for students in Special Education. Our Resource Teacher (Mild/Mod Special Ed teacher) work towards meeting student needs (both IEP and general education students) both in the classroom and as a pull-out program. The Psychologist provides testing support and our BACR School Counselors provide both student and family support. Other support services include Speech Therapy and Occupational Therapy.

Our Family Engagement Liaison reaches out to families in need or who have requested support, communicates information via email and works to provide resources for our school community.

School wide committees: English Learner Advisory Committee, School Site Council, and PTA all provide assistance for under-achieving students through fundraising and decision making to establish priorities that help improve achievement, e.g., classroom tutors, the literacy coach, professional development, and enrichment that heightens background knowledge and experiences. Oxford Elementary takes advantage of local volunteers and resources from UC Berkeley (BUILD tutors and SAGE mentors) that are meant to support students who are not yet at grade level.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council (SSC) is composed of parents and staff who meet regularly to follow the state and federal guidelines for funding sources. Beginning in September, parents/guardians are encouraged to join the nomination/voting process to become members of this committee. A goal is to have the make-up of the SSC represent the demographics of our student population in order to have full representation and voice from all groups. An annual survey is conducted by the district and a separate one by the SSC of the Oxford families. Survey information is used to develop priorities for the school and to identify areas to improve upon. At the site level, there is continued involvement of all constituents in the planning and implementation of the site plan. SSC meetings are open to the whole community and everyone is welcome.

<u>Funding</u>

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The school allocates much of its limited categorical funds on meeting the needs of underperforming students. This includes supporting a Math Coach/Intervention teacher and classroom aides.

Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, district and teacher/parent generated grants, parent fundraising, and State and Federal monies. In addition, the city BSEP funds support the school with educational materials, lower class sizes, a librarian, books, enrichment programs and physical improvements of the site.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and classified staff. The SSC met to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate equitably in the development and oversight process. In addition, a school-wide survey in 2022 (approx. 60% of families responded) was conducted and analysis considered in the development of the plan and the budget.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are many barriers which may interfere with student achievement at our school.

- Attendance problems that keep students out of school or with inconsistent participation in intervention programs
- Tardies, inconsistent attendance, lack of participation in extended day programs impact available instructional time for some students
- Behavioral, emotional, and social issues which impact student engagement or student achievement
- Lack of adequate instructional minutes to provide interventions for students below grade level
- Lack of funding for adequate math intervention
- Language barriers which impede the school's outreach to English Learners
- Time - there are students who need multiple layers of support and it's difficult to find time within the school day to provide support
- The school day is not of sufficient length to provide intervention support for students not yet at grade level

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	45	41	40
Grade 1	42	44	39
Grade 2	41	35	40
Grade3	58	40	36
Grade 4	39	57	37
Grade 5	56	46	50
Total Enrollment	281	263	242

Conclusions based on this data:

1. Enrollment by race has remained fairly consistent over the past three years though there has a slight decline of African-American students enrolled at Oxford over the past four years.

2. Latino/Hispanic has declined between 2018-2021

3. Enrollment has declined but this can be attributed to maintaining two classes per grade level in order to keep the school smaller for the planned site move.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	28	25	14	10.0%	9.5%	5.8%
Fluent English Proficient (FEP)	12	16	14	4.3%	6.1%	5.8%
Reclassified Fluent English Proficient (RFEP)	2	3	1	5.9%	10.7%	4.0%

Conclusions based on this data:

1. The number of English Learners has decreased between 2018-2021.

2. Decline in students RFEP-ed in 2019 -2021.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	60	130	40	59	0	40	59	0	97.6	98.3	0.0
Grade 4	55	43	146	52	40	0	52	40	0	94.5	93	0.0
Grade 5	52	54	150	50	53	0	50	53	0	96.2	98.1	0.0
All Grades	148	157	426	142	152	0	142	152	0	95.9	96.8	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2483.	2445.		57.50	35.59		15.00	22.03		15.00	22.03		12.50	20.34	
Grade 4	2503.	2526.		42.31	55.00		15.38	17.50		15.38	10.00		26.92	17.50	
Grade 5	2527.	2529.		34.00	33.96		30.00	20.75		16.00	22.64		20.00	22.64	
All Grades	N/A	N/A	N/A	43.66	40.13		20.42	20.39		15.49	19.08		20.42	20.39	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	45.00	40.68		35.00	37.29		20.00	22.03	
Grade 4	36.54	50.00		38.46	30.00		25.00	20.00	
Grade 5	38.00	35.85		42.00	39.62		20.00	24.53	
All Grades	39.44	41.45		38.73	36.18		21.83	22.37	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	52.50	15.25		35.00	66.10		12.50	18.64	
Grade 4	42.31	55.00		32.69	30.00		25.00	15.00	
Grade 5	30.00	33.96		48.00	41.51		22.00	24.53	
All Grades	40.85	32.24		38.73	48.03		20.42	19.74	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	42.50	35.59		50.00	52.54		7.50	11.86	
Grade 4	40.38	42.50		48.08	45.00		11.54	12.50	
Grade 5	22.00	32.08		68.00	50.94		10.00	16.98	
All Grades	34.51	36.18		55.63	50.00		9.86	13.82	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
Grade 3	57.50	27.12		35.00	49.15		7.50	23.73	
Grade 4	40.38	32.50		40.38	52.50		19.23	15.00	
Grade 5	40.00	41.51		42.00	33.96		18.00	24.53	
All Grades	45.07	33.55		39.44	44.74		15.49	21.71	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Continued LLI Reading Intervention is critical to support reading growth. Targeted reading instruction for students in special education is also needed.

2. Continued support Tier I classroom instruction via professional development and coaching is needed to support students' academic growth.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	41	60	130	40	59	0	40	59	0	97.6	98.3	0.0
Grade 4	55	43	146	52	39	0	52	39	0	94.5	90.7	0.0
Grade 5	52	54	150	50	53	0	50	53	0	96.2	98.1	0.0
All Grades	148	157	426	142	151	0	142	151	0	95.9	96.2	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2504.	2472.		52.50	33.90		32.50	38.98		5.00	16.95		10.00	10.17	
Grade 4	2501.	2539.		26.92	56.41		28.85	17.95		30.77	10.26		13.46	15.38	
Grade 5	2498.	2522.		26.00	32.08		20.00	9.43		14.00	26.42		40.00	32.08	
All Grades	N/A	N/A	N/A	33.80	39.07		26.76	23.18		17.61	18.54		21.83	19.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Concepts & Procedures								
	Applying mathematical concepts and procedures								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62.50	57.63		27.50	30.51		10.00	11.86	
Grade 4	36.54	61.54		30.77	20.51		32.69	17.95	
Grade 5	36.00	33.96		16.00	24.53		48.00	41.51	
All Grades	43.66	50.33		24.65	25.83		31.69	23.84	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62.50	40.68		25.00	50.85		12.50	8.47	
Grade 4	34.62	58.97		38.46	23.08		26.92	17.95	
Grade 5	30.00	30.19		38.00	37.74		32.00	32.08	
All Grades	40.85	41.72		34.51	39.07		24.65	19.21	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	67.50	49.15		22.50	33.90		10.00	16.95	
Grade 4	30.77	51.28		55.77	35.90		13.46	12.82	
Grade 5	24.00	28.30		36.00	35.85		40.00	35.85	
All Grades	38.73	42.38		39.44	35.10		21.83	22.52	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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 and that can be used to support intervention needs.

3. There is a decline in the percentage of students above standard as they move from grade to grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	8	9
1	*	*	1478.8	*	*	1499.4	*	*	1457.8	*	*	11
2	*	*	1480.4	*	*	1489.1	*	*	1471.4	*	5	14
3	*	*	*	*	*	*	*	*	*	*	4	5
4	*	*	1533.4	*	*	1530.8	*	*	1535.5	*	6	13
5	*	*	*	*	*	*	*	*	*	*	8	9
All Grades										32	32	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	27.27	*	*	45.45		*	18.18		*	9.09	*	*	11
2	*	*	21.43	*	*	35.71		*	28.57		*	14.29	*	*	14
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	46.15	*	*	46.15	*	*	0.00	*	*	7.69	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	9.38	26.23	46.88	50.00	44.26	*	28.13	19.67	*	12.50	9.84	32	32	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	72.73	*	*	9.09		*	9.09		*	9.09	*	*	11
2	*	*	35.71	*	*	21.43		*	35.71		*	7.14	*	*	14
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	61.54	*	*	30.77	*	*	0.00	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	50.00	28.13	50.82	*	40.63	27.87	*	15.63	14.75	*	15.63	6.56	32	32	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	9.09	*	*	45.45	*	*	18.18		*	27.27	*	*	11
2		*	7.14	*	*	42.86	*	*	35.71		*	14.29	*	*	14
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	23.08	*	*	38.46	*	*	30.77	*	*	7.69	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	6.25	16.39	37.50	40.63	26.23	*	40.63	36.07	*	12.50	21.31	32	32	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	81.82		*	18.18		*	0.00	*	*	11
2	*	*	35.71	*	*	50.00		*	14.29	*	*	14
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	61.54	*	*	30.77	*	*	7.69	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	46.88	18.75	47.54	40.63	68.75	45.90	*	12.50	6.56	32	32	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	36.36	*	*	54.55		*	9.09	*	*	11
2	*	*	35.71	*	*	57.14		*	7.14	*	*	14
3	*	*	*		*	*	*	*	*	*	*	*
4	*	*	53.85	*	*	38.46	*	*	7.69	*	*	13
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	62.50	37.50	45.90	*	43.75	47.54	*	18.75	6.56	32	32	61

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	36.36		*	36.36		*	27.27	*	*	11
2	*	*	14.29	*	*	71.43	*	*	14.29	*	*	14
3		*	*	*	*	*	*	*	*	*	*	*
4		*	15.38	*	*	76.92	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	12.50	18.03	46.88	65.63	63.93	*	21.88	18.03	32	32	61

Reading Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	0.00	*	*	72.73	*	*	27.27	*	*	11
2		*	7.14	*	*	85.71		*	7.14	*	*	14
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	15.38	*	*	76.92	*	*	7.69	*	*	13
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	18.75	11.48	59.38	65.63	65.57	*	15.63	22.95	32	32	61

Writing Domain
Percentage of Students by Domain Performance Level for All Students

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There is not a statistically significant number of students in the ELD program on which to draw valid conclusions.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
242	**26.9**	**5.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	14	5.8
Foster Youth		
Homeless	6	2.5
Socioeconomically Disadvantaged	65	26.9
Students with Disabilities	28	11.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	17.4
American Indian or Alaska Native		
Asian	14	5.8
Filipino	3	1.2
Hispanic	41	16.9
Two or More Races	44	18.2
Native Hawaiian or Pacific Islander	1	0.4
White	97	40.1

Conclusions based on this data:

1. Almost a third of our Oxford students are Socioeconomically disadvantaged but this is declining each year.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Green	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Green		

Conclusions based on this data:

1. Chronic Absenteeism is an issue for Oxford, in particular our students in the Special Education program.

2. Overall, students are performing at similar levels in ELA and Math.

3. Suspension rates are very low.

School and Student Performance Data

Academic Performance
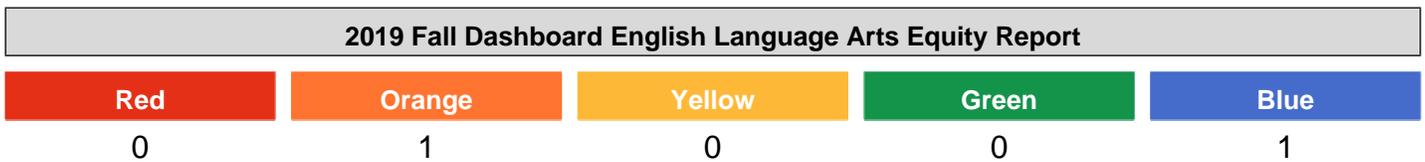## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance										Highest Performance
	Red		Orange		Yellow		Green		Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
31.9 points above standard	83.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.9 points	Declined Significantly -24.6 points	
142	16	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	46.7 points below standard	57.2 points below standard
	Declined -4.7 points	Declined -6.3 points
2	46	17

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
55.2 points below standard	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Maintained -1.6 points		5	2
27			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
24.7 points below standard	68.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	89.4 points above standard
Declined -5.8 points	Declined -3.5 points	1	Maintained ++2.5 points
29	27		51

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	44.9 points above standard
Declined Significantly -39.2 points	3	Declined -3.2 points
13		121

Conclusions based on this data:

1. All groups, with statistically significant number of individuals, maintained or declined in ELA performance.

2. Our 16 identified English Language Learners had a significant decline in 2019.

3. Our African American students decreased by 1.6 points and are still 55.2 points below standard.

School and Student Performance Data
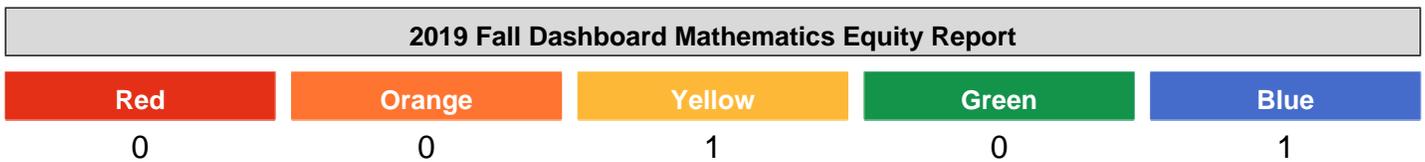
Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
27.4 points above standard	53.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++12.5 points	Declined -6.6 points	
		1
141	16	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	42.7 points below standard	58.2 points below standard
	Increased ++8.4 points	Increased ++5.5 points
2		
	46	17

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
51.6 points below standard		Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++24.1 points		5	2
27			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
11.3 points below standard	49.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy	72.5 points above standard
Increased Significantly ++19.1 points	Declined -6.8 points	1	Increased ++8.8 points
29	27		50

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
82.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	36.6 points above standard
Declined Significantly -22.9 points		Increased ++11.8 points
13	3	120

Conclusions based on this data:

1. Our Socio-Economically Disadvantaged students perform better in Math than ELA.

2. Oxford's SBA Math Scores for all students increased 12.5 points.

3. African-American students maintained but are 51.6 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
61.1 making progress towards English language proficiency
Number of EL Students: 18
Performance Level: Low
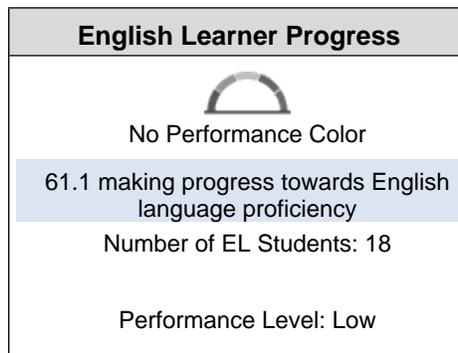
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	38.8	5.5	55.5

Conclusions based on this data:

1. The progress of the 18 English Learners demonstrated a 61.1 points of progress towards English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses		
Student Group	**Number of Students**	**Percent of Students**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students		
Student Group	**Cohort Totals**	**Cohort Percent**
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
2	2	1	1	1

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	No Performance Color
12.2	13.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.1	Declined -1.5	1
295	38	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	22.1	22.9
5	Declined -5.2	Increased +1.8
	104	35

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	No Performance Color	No Performance Color
21.8	Less than 11 Students - Data Not Displayed for Privacy	10.5	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.5	0	Increased +2.8	4
55		19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red	Green	No Performance Color	Blue
25.9	9.3	Less than 11 Students - Data Not Displayed for Privacy	1.9
Increased +6.2	Declined -0.7	1	Declined -3.1
58	54		104

Conclusions based on this data:

1. Absenteeism needs continued focus, intervention and support.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
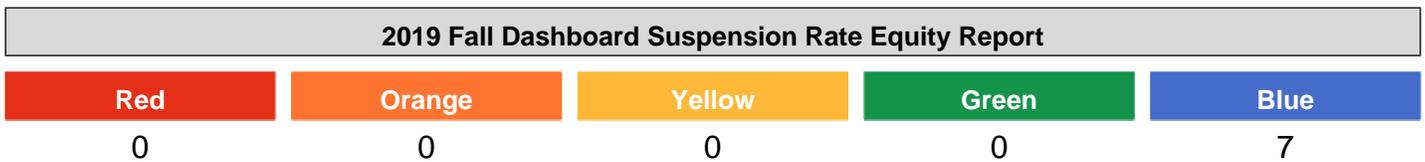## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	7

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0	0	Less than 11 Students - Data Not 1
Maintained 0	Maintained 0	
299	41	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Blue
Less than 11 Students - Data Not 5	0	0
	Maintained 0	Maintained 0
	106	35

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Blue		No Performance Color	No Performance Color
0		0	Less than 11 Students - Data 4
Maintained 0		Maintained 0	
59		19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
0	0	Less than 11 Students - Data 1	0
Maintained 0	Maintained 0		Maintained 0
58	54		104

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0	0

Conclusions based on this data:

1. Our school maintained our suspension rate for all strudents.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

Goal 1

All teachers will be supported in teaching the Common Core State Standards in English Language Arts/Literacy, Mathematics, and the Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology to be successful.

Students will demonstrate grade level proficiency in literacy with 3rd Grade performance serving as the district indicator of progress toward this goal. By the end of 3rd grade, 80 percent or more of students will meet reading targets by 2022-2023. The applicable student subgroup meeting targets will increase by at least 7 percentage points each year.

Identified Need

Continued need for high quality classroom instruction and curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2021-2022 TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments - Increase in students performing at or above grade level.
TCRWP Writing Assessments	2021-2022 TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments - Increase in students performing at or above grade level.
BUSD Math Benchmark Assessments	BUSD Math Benchmark Assessments	BUSD Math Benchmark Assessments - Increase in students performing at or above grade level.
Star 360 Reading Assessment (3rd, 4th & 5th Grades)	2021-2022 Star 360 Reading Assessment	2022-2023 Star 360 Reading Assessments - Increase in students performing at or above grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

- Oxford teachers will ensure implementation of a balanced high quality English Language Arts Program, using district-adopted programs and practices with a balanced literacy block.

- Teachers will continue to implement the Lucy Calkins writing program and continue to implement the TCRWP program, with the support of the Literacy Coach and other support staff.

- Literacy Coach will give ongoing training to personnel during staff meetings, will demonstrate model lessons in classes, and co-teach with classroom teachers.

- Math Coach will give ongoing training to personnel during staff meetings, will demonstrate model lessons in classes, and co-teach with classroom teachers.

- Staff will attend district led professional development sessions on the adopted Phonics program.

- Staff will attend district led professional development sessions on data-driven instruction.

- Staff will use district literacy assessments, DIBELS, and math benchmark results to inform the RTI Team and Intervention Programs.

- All appropriate and necessary materials including leveled texts, literature circle materials, Fast Track Phonics, Handwriting without Tears, Technology Programs, LLI, Wilson, Slingerland and other teacher instructional materials will be provided.

- Teachers may be released (using substitute teachers) for peer observations, planning curriculum and instruction with a PLC focus.

Line 1: Literacy Coach - .75 FTE District BSEP funding
Line 2: Literacy Coach - .05 FTE Oxford BSEP funding (to supplement District funded Literacy Coach) $6,157
Line 3: Literacy Coach - .20 FTE Oxford BSEP funding (to be combined with ELD teacher's FTE) $16,993
Line 4: Materials and Supplies - Oxford PTA $4,000
Line 5: Teacher Release time (subs) - Oxford PTA $5,400
Line 6: Personnel Variance - Oxford BSEP funding, $3,425
Line 7: Supplemental Materials - Title 1. $4,000

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation
6157	BSEP
16993	BSEP
4000	PTA
5400	PTA
3425	BSEP
4000	Title I A - Basic Funding

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Response to Intervention
Differentiation and Intervention - Provide intervention to grades K-5 through the RTI structure to meet the learning needs of students. The RTI Coordinator and COS Team will collaborate with classroom teachers in deciding interventions and strategies to be used for meetings the needs of students who have not yet reached grade level.

Math Intervention Groups and LLI Reading Intervention groups will be taught by certificated teachers during the school day, coordinating with our Reading Blocks.
- Regular COS (Coordination of Services) team meetings to collaborate and reflect on school wide systems in place to meet the needs of identified students
- Implementation of MTSS, Tier 2 and Tier 3 response (Classroom, Small Group, Mild/Moderate special ed support)
- Professional Learning Communities - teachers and intervention/support teachers meet weekly during Wednesday collaboration time to set goals for focus students
- Provide staff with professional development in differentiation and RTI practices
- Use the TVRWP, Fast Track, LLI, Star 360, Wilson, Slingerland and work samples to monitor literacy growth

Line 1: RTI Teacher - District Allocation, .20 FTE
Line 2: Unallocated funds to be allocated with SSC in August or September 2022, $4,713
Line 3: One instructional assistant in Kindergarten to provide support and offer additional intervention and small group work in reading and math for Kindergarten students. - Oxford BSEP funding $30,988 (.47 FTE)
Line 4: One K-2 instructional assistant will provide support and offer additional intervention and differentiation in classrooms, during reading and math periods. - PTA funding $17,523 (.33 FTE)
Line 5: If there are BSEP carryover funds, we would like to hire 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. $8,000

Line 6: After School Tutoring with credentialed teachers - to be funded by Title IV after school allocation $1,958
Line 7: Instructional Materials.- $2,505 Oxford BSEP

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation
4,713	BSEP
30,988	BSEP
17,523	PTA
8000	BSEP Carryover
1,958	Other
2,505	BSEP

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, K-5 with a focus on LCAP student groups and Title I students

Strategy/Activity

Mathematics: Oxford teachers and staff will implement the Eureka math program for all K-5th grade students. Teachers will use district math assessments that are aligned with Eureka Math for teacher collaboration, professional development and to monitor student progress.

- A .50 FTE Math Coach to provide support to classroom teachers, to organize and run intervention programs, and provide enrichment opportunities for the classroom
- Provide additional support to target groups of students in math based on teacher recommendation, RTI meetings, and district assessments
- Ensure implementation of high quality mathematics instruction, and continue preparing students for the rigor of the Common Core standards in Math.
- 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.
- Build in opportunities for enrichment and challenge for students who need additional math experiences. This can include on-line computer programs, small group work, or whole group work with logic puzzles, brain teasers, etc.

Line 1: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (.30 FTE) funded by Title I $29,166
Line 2: Math Coach to provide coaching, intervention and enrichment for students and teachers (.20 FTE) funded by District Allocation - RTI .20
Line 3: Instructional Materials to supplement the district-adopted curriculum to support intervention

and academic support. $5000 from BSEP Carryover
Line 4: Unallocated reserve for salary variance in Title I $2,500
Line 5: Unallocated reserve for salary variance in PTA $5,500
Line 6: Increase in Math Coach position, if there is availability and funding, to a .60FTE $9,722 from BSEP Carryover

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,166	Title I A - Basic Funding
	District Allocation
5000	BSEP Carryover
2500	Title I A - Basic Funding
5,500	PTA
9722	BSEP Carryover

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Identified through Coordination of Services Team (COS)

Strategy/Activity

Oxford will provide on-site counseling and mental health support, making it available to students and families on an as-needed basis. These services will be provided by the school counselor and a mental health intern. Services will also include class meetings on problem-solving strategies, restorative work with students, crisis intervention and sharing school culture and climate information with the staff

Responsible parties: Principal, RTI coordinator, COS team, Counselors

Line 1: BACR Counseling Services (PTA). $18,000
Line 2: BACR Counseling Services (LCAP) $13,000
Line 3: BACR Counseling Services (Site BSEP funds) $6,000
Line 3: BACR Counseling Services (City of Berkeley). $5,000

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18000	PTA

13000	District Allocation
6000	BSEP
5000	Other

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ELL Students

Strategy/Activity

Implement an English Language Development Program for K-5 English Language Learners
- Fund .40 ELD teacher
- Direct instruction at appropriate ELPAC level
- Assess progress of students in English Language Acquisition using the ELPAC, ADEPT and teacher assessment tools
- Monitor student progress using a progress report (EL Progress Report/Grades) to ensure students are making consistent gains
- Use progress monitoring to identify students who are not making gains (in one ore more areas) and create an action plan for each student; meet with student teams (RTI, Lit Coach, Special Ed teachers, classroom teachers) to plan for interventions where progress is
not being made
- Communicate with teachers and parents regarding student progress and learning goals during each grading period; provide ELD grades in the four domains
- Devote staff meeting time for teachers to analyze student work and curriculum to determine strategies for targeted language instruction and supports so that all students can access the curriculum (integrated ELD).
- ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD
- ELAC - facilitate parent/guardian workshops on understanding the ELPAC and ELD program at Oxford. Outreach to families regarding instruction.
- Monitor progress of IFEP and RFEP students
- Test administration: ELPAC annual test - test all annual EL students by the end of February, train parents on Illuminate access, keep test scores in cumulative file, schedule test administration
- Identify English Language Learners - verify that all incoming EL students have been identified and tagged in Illuminate, provide the district with information to update EL lists including students that have been mistagged, ensure that cumulative and Illuminate files are
up to date.

Line 1: Certificated ELD teacher (.40 FTE) - District LCAP

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are reading below grade level, with a focus on Title 1 and LCAP focus student groups

Strategy/Activity

Utilize online computer programs to provide reteaching opportunities for students in need of additional practice, including Flocabulary, Zearn and Brainpop. Summer Reading Program If funds become available, we would identify students who are reading below grade level and in need of books to read at home. They 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. Line 1: Online programs $5910 from Title I Line 2: Summer reading books, if funds become available

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5910	Title I A - Basic Funding

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our strategies are targeted to meet the needs of improved learning for all students and sub-sets of students who demonstrate the need for additional support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Time continues to be a challenge - we need more time for teachers to collaborate and to observe each other. We need more resources for counseling and available agencies, too. Our goal and spending are in alignment with improving the academic and social emotional outcomes for all of Oxford Elementary students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Impact of the work being done through COS and RTI teams will guide our support and intervention services.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

Goal 2

Reduce the number of students with ten or more total absences by 10% of the 2021-2022 percentages (enrollment reported as of June).
Reduce the number of office discipline referrals by 5% annually and reduce the percentage of African American students with referrals by 5% annually.
Maintain 0% suspension status.

Identified Need

Oxford continues to have a race-based achievement gap. Attendance continues to be an area of need, specifically for those students who are not yet at grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with 10 or more absences for 2021-2022 School year	Reduction in number of students absent for 10 or more days of school year 2022-2023
Office Discipline Referrals	Number of office discipline referrals for 2021-2022 school year	Reduction of office discipline referrals by 5% by the end of the 2022-2023 school year
English Language Proficiency Assessment for California (ELPAC)	Results of ELPAC and number of RFEP students for 2021-2022 school year	Growth, as measured by ELPAC, and increased number of RFEP students
Professional Development involving Equity and Culturally-Relevant Teaching Practices	Amount of staff meeting time focused on culturally relevant pedagogy and equity.	Increased student engagement and focus on cultural competency and culturally relevant pedagogy

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All K-5 students with a focus on sub-groups targeted in the LCAP.
English Language Learners
Socio-economically disadvantaged students
Foster youth

African American students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Staff will continue to focus on equity-centered high expectation teaching and learning equitable teaching habits to use in the classroom. Ongoing professional reading using a variety of books and articles focusing on self-reflection and changing teaching practices that promote cultural competence and provide a safe environment for courageous conversations.

Discussions and implementation of equity teaching strategies support by Equity teacher leader, Leadership team, Principal and PD team. Oxford staff will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners. Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege, and how these impact students and families in our school.

Staff will keep equity as a focus in district-initiated Professional Learning Communities by identifying focus students (non proficient students) to monitor progress of PLC goals.

PTA will explore guest speakers and topics related to equity and building a strong community.

Line 1: Equity Teacher Leader stipend

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation
	PTA

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Identified by COS team or staff in need of mentoring

Strategy/Activity

The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th.
Also in partnership with UC Berkeley, SAGE mentors will partner up with students, providing mentoring and support.
Employ after school staff to work with students during the regular school day, strengthening the academic connection between the day program and after school.

In addition, after school staff collaborate with a teacher liaison to ensure that their academic hour is closely aligned to classroom instruction.

Line 1: After school Teacher liaison stipend, district allocation
Line 2: If funds become available from BSEP Carryover, we would like to fund certificated tutoring after the regular school day. ($4000 BSEP Carryover)
Line 3: After School funds for materials and supplies to support after school program, including work with SAGE and BUILD mentors - $1,000
Line 4: Hire classified staff to provide additional tutoring and classroom support. - $5000 PTA

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation
4000	BSEP Carryover
1000	PTA
5000	PTA

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying. School counselors will do class presentations and hold "lunch bunches" to support student community.

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.

Grade Level Funds will be made available to classroom teachers for the use of field trips, programs and resources that help to meet the need of supporting positive student behavior and support academic achievement through the PTA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to improve attendance and tardy reductions through increased communication to promote student success.
- Individual phone calls to parents
- Weekly attendance meetings with school secretary and principal
- Home Visits

Standard operational procedures prior to corrective action:
- Monthly communication phone calls from Family Engagement Coordinator for students who are on the chronic absence list
- COS team (SST, Teacher, Parent, Family Engagement Coordinator, Principal)

Corrective action as follows:
- SART (Student Attendance Review Team meetings)
- SARB (Student Attendance Review Board)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kindergarten and 5th Grade Students

Strategy/Activity

Support transitions for students as they move from Pre-K to K and from 5th to 6th grades.
- School community will host Kindergarten Lemonade before school begins in August
- Provide families with Kindergarten welcome packets
- Conduct Balanced Beginnings screenings for incoming Kindergarten students to create balanced classes
- Complete and submit kindergarten readiness forms to BREA
- Hold transition meetings for 5th grade students in Special Education for middle school placement

- Complete 5th Grade On-line rubric for middle school placement and support
- Contact families individually to ensure completed middle school applications
- Participate in Middle school visits in May
- Middle School Information Event at Oxford (Panel of Oxford graduates and their parents answering questions for 5th grade families)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instruction in Visual and Performing Arts will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles.

Hold culturally-relevant assemblies and programs at school to celebrate our school community.

Oxford will have a contract with an artist to bring an art program with an experienced art instructor to collaborate with classroom teachers to bring art into their curriculum. The Art Instructor will provide weekly or bimonthly art lessons with grades K-5. This is in coordination with the VAPA grant.

Students in Grades 1 - 5 will participate in BUSD's Music program.
1st and 2nd will participate in Orff and Kodaly-based general music program with BUSD music teacher
3rd grades will have weekly music class, learning how to play song flutes with BUSD music teacher
4th & 5th grade classes will participate in music class, 2 x a week, with BUSD music teachers, playing various instruments.

We hope to partner with Crowden Music school to offer weekly Orff music classes for our kindergarten students.

We will have a dance and movement class for kindergarten classes, two sessions during the school year for 8-10 weeks per session.

Line 1: Art Contract, up to $21,643 (PTA Funded)
Line 2: Art Supplies and PE Equipment, $1000 (BSEP)
Line 3: Art Supplies, $2000 (BSEP Carryover)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
21643	PTA
1000	BSEP
2000	BSEP Carryover

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We will work to decrease absenteeism, particularly for those students who are chronically absent. This has been an area of challenge for Oxford, specifically for our medically-fragile students. We have had no suspensions this school year and work to mediate conflicts and limit office visits, so instructional time is not missed.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no major changes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/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.

Goal 3

Recruit and retain employees of color
Increase the percentage of participants of color on the SSC and PTA so that the representatives on this committee mirror the demographics of our student population
Create school events that are inclusive and welcoming for all families
Reduce chronic absenteeism, particularly of our students in the special education program and of those students not yet at grade level

Identified Need

Families need to feel welcomed and have opportunities for participation in their student's education, which in turn will increase positive student behaviors and academic performance.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SSC Family Survey	2021-2022 Survey Results	Improved survey results for 2022-2023
SSC Student Survey	2021-2022 Survey Results	Improved survey results for 2022-2023
Attendance Records	2021-2022 June attendance data	Reduction in the number of absences for the 2022-2023 school year

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Parent Education and Information will provided in partnership with the PTA, Site Council, ELAC and the After School Program. These events will be hosted both on and off the school site in an effort to reach all families. Events and Parent Education Classes may include:

- Provide forums and educational events on topics identified as critical by diverse parent/guardian groups

- Coffee with the Principal bi monthly morning meetings
- Provide food and childcare at the meetings to encourage participation from all families.
- Gift cards available for families who need support
- Family/Community Events (Back to School Picnic, Harvest Fair, Spring Raffle & Dance, Talent Show)
- Kindergarten Information Night
- Back to School/Open House
- LHS Night Event
- Parent/Guardian meetings on Equity, Race and Inclusion

Provide childcare at the meetings to help encourage participation from all families.

Line 1: Parent Involvement, $621 from Title I Parent Involvement
Line 2: LHS Event in the evening (If PTA funds become available)
Line 4: Parent support (gift cards, childcare, pizza) (PTA funds if available)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
621	Title I A - Parent Involvement

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Family Engagement Coordinator: Will coordinate site services to families and will collaborate with the COS team to determine services, programs available, and needed resources. The position is a .40 FTE. Focus on McKinney Vento, Health Services, Attendance and other student and family needs

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To provide more supervision outside the school and on the playground to create a safe climate so students go to class, ready to learn.

- Design playground guidelines and plan to best support cooperative games and activities.
- Have staff present outside on Oxford street at drop-off to facilitate traffic and to help ensure the safety of our students.
- Hire an additional classified staff member to be on the playground during recesses to facilitate games and provide additional supervision.
- Increase FTE of certificated PE teacher to coordinate games at recesses, to oversee a junior coach program

Line 1: Additional AM and Lunch Recess Supervisor $5,000 ((PTA funded)
Line 2: .08 FTE of PE teacher $9639 (Oxford BSEP funding)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	PTA
9639	BSEP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

To improve attendance and reduce tardiness of our students, particularly those with disabilities.

- Parent/Guardian Outreach and regular communication
- IEP Meetings to offer support
- Check in meetings (beyond academics) with special education teachers if attendance issues arise
- Utilize Family Engagement Liaison to provide needed support
- Implement Home/Hospital Program for medically-fragile students
- Build partnerships with special education instructional specialists, strengthening the home/school connection
- Family conferences regarding attendance

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Kinder, 4th & 5th Grade Students

Strategy/Activity

Bring more physical education and team building into the school day by providing one physical education class per week for 45 minutes (in addition to classroom teachers' own PE instructional program) for Kindergarten, 4th & 5th grades

Line 1: Hire classified instructional specialist for PE for .13 FTE $9,000   (PTA funded)
Line 2: Recess and PE Equipment $2,000 (BSEP Carryover)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	PTA
2000	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Covid had an impact on school community events; we weren't able to hold them due to the pandemic. Our family engagement liaison did regular family outreach, especially for those families who were struggling with resources. We were able to start a PE program for grades K, 4, 5, even though there was some delay in staffing in the beginning of the year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Creating an inclusive environment for families was a challenge during the pandemic. Zoom is not sufficient for building relationships and connections. We also had to keep at first classes and then grade levels, apart during recesses in order to prevent the spread of Covid. None of our staff left in 2021-2022, so there were not opportunities for recruitment of staff of color.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are hoping to be able to implement the family activities stated in this goal. Other than that, there are no major changes.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$266,363.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
BSEP	$81,420.00
BSEP Carryover	$30,722.00
District Allocation	$13,000.00
Other	$6,958.00
PTA	$92,066.00
Title I A - Basic Funding	$41,576.00
Title I A - Parent Involvement	$621.00

Subtotal of state or local funds included for this school: $266,363.00

Total of federal, state, and/or local funds for this school: $266,363.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
Beth Rhine	Principal
Emma Holtzapple	Classroom Teacher
Michael Della Penna	Classroom Teacher
Andrea Hosmer	Classroom Teacher
Sarah Winer	Other School Staff
Nureed Sayeed	Parent or Community Member
Christine Green	Parent or Community Member
Kevin Kaye	Parent or Community Member
Beth Puno	Parent or Community Member
Tesha Sengupta-Irving	Parent or Community Member
Emily Ellingson	Parent or Community Member
	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Other: Parent Teacher Association

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2019.

Attested:

	Principal, Beth Rhine on 4/27/22
	SSC Chairperson, Nureed Sayeed on 4/27/22

Kathy Fleming
Director of Local Resources

Signature: *Kathy Fleming*   Date: 5-24-22

Ruben Aurelio
Associate Superintendent, Educational Services

Signature   Date: 5/25/22

Budget Summary 2022-23

Oxford Elementary (119) 4/27/22 / Budget Item	Goal / Strategy	Obj Code	BSEP Site Funds Resource 0752 BGT	FTE	Title I Resource 3010 BGT	FTE	LCAP Resource 0500 BGT	FTE	PTA Resource 9110 (DDF 906) BGT	FTE	Centrally - Funded BSEP RES.	FTE	Other Resources RES.	BGT	FTE	Total FTE
Literacy Coach	1/1	1102	6,157	0.05							0763/0741	0.75				0.80
RTI Teacher added to Lit Coach	1/2	1102						0.20								0.20
Literacy Coach	1/1	1102	16,993	0.20												0.20
ELD Teacher	1/5	1102						0.40								0.40
Certificated P.E.	3/3	1102	9,639	0.08									0000	Release	0.48	0.56
Kindergarten Instructional Asst.	1/2	2102	30,988	0.47												0.47
Instructional Assistant (1st -3rd)	1/2	2102							17,523	0.33						0.33
Science Teacher	1/2	5800											0000	Release	0.56	0.56
Math Coach/Intervention/Enrichment	1/3	1102			29,166	0.30		0.20								0.50
Classified IS PE position	3/5	2182							9,000	0.13						
Subs (Assessments, Collaboration) 2 per teacher	1/1	1116							5,400							
Classified Tutoring/Academic Mentors	2/2	2146							5,000							
Extended Day Intervention	1/2	1116											Title IV	1,958		
Art (Contract)	2/6	5800							21,643							
Counseling (Contract)	1/4	5800	6,000						18,000				Dist-wide	13,000		
Counseling (Contract)	1/4	5800											C.O.B.	tbd		
Additl AM & Lunch Recess Supervisor	3/3	2116							5,000							
Art Supplies and PE Equipment	2/6	4300	1,000													
After School Support	2/3								1,000							
Parent Involvement	3/1	4300			621											
Instructional Materials	1/1, 1/2	4300	2,505		4,000				4,000				0000	5,428		
Online Subscriptions/Licenses	1/6	5800			5,910											
Unallocated Reserve	1/1, 1/3		3,425		2,500				5,500							
Total Expenditures			76,707		42,197		0	0.80	92,066	0.46				20,386		
Revenue Allocation			81,420		42,197											
unallocated	1/2		4,713		0											

Carryover Priorities

	Goal / Strategy	Obj Code	BGT
Increase FTE Math Coach (Pistrang return from leave tbd)	1/3	1102	9,722
Classified Tutoring	1/2	2146	8,000
Instructional Materials	1/3	4300	5,000
Art Supplies	2/6	4300	2,000
Certificted Hourly Intervention	2/2	1116	4,000
Recess and PE Equipment	3/5	4300	2,000
Total Carryover Priorities			30,722