

Oxford Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2022-23 School Contact Information

School Name	Oxford Elementary School
Street	1222 University Ave
City, State, Zip	Berkeley
Phone Number	5106446300
Principal	Beth Rhine
Email Address	bethrhine@berkeley.net
School Website	
County-District-School (CDS) Code	01-61143-6090302

2022-23 District Contact Information

District Name	Berkeley Unified School District
Phone Number	(510) 644-6150
Superintendent	Enikia Ford Morthel
Email Address	superintendent@berkeley.net
District Website Address	www.berkeleyschools.net

2022-23 School Overview

Oxford Elementary School moved to a new location on 1222 University Avenue in the Fall of 2020, and we are enjoying our new school site. Oxford is a small school and we've created a tight-knit community where children feel cared for and supported, academically and emotionally. We have approximately 260 students, K-5, with two classes per grade level. Our talented staff is dedicated to the academic achievement, social and emotional growth, and general health of every child. In addition to a strong classroom curriculum, students enjoy a weekly library visit for selecting books to read at home. We strive to offer a well-rounded program for all of our students. We are committed to recognizing and celebrating the diversity of our community by having multicultural performances, music assemblies, the Annual Martin Luther King Jr. Oratorical Event, class plays, and more.

Our highly trained teachers work collaboratively to provide a challenging, engaging, and equitable learning environment for all students and are skilled at bringing out the best in everyone. In addition to our core program of reading, writing, mathematics, science and social studies, we also provide art, library, music, physical education, and gardening. All students in grades three, four, and five have personal chrome books to use throughout the year. Students use their chrome books to practice keyboarding, create stories, write essays and reports, and practice and enrich their language arts and math skills with programs such as Khan Academy, Freckle and Flocabulary. In addition to library books, all students have access to listening to books online with our Tales2Go program. Students have access to all of these programs at home through our Oxford Library Website.

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

2022-23 School Overview

We have very strong parent and community involvement in our classrooms and throughout the school. Our active PTA sponsors community events and fundraisers such as the Otterpalooza, Read-a-thon, Caregiver Fundraising Party, Raffle and Spring Dance, and Talent Show. Parent and community volunteers work in the classroom, garden, library, cafeteria, and schoolyard. We have an active ELAC (English Language Advisory Committee), as well as an SSC (School Site Council). Parent volunteers are seen throughout our school, in classrooms, on the playground, and helping with traffic, too.

Beth Rhine,
Principal

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	32
Grade 1	43
Grade 2	41
Grade 3	38
Grade 4	44
Grade 5	38
Total Enrollment	236

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.0
Male	50.0
American Indian or Alaska Native	0.0
Asian	9.3
Black or African American	18.6
Filipino	1.3
Hispanic or Latino	18.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	13.6
White	39.0
English Learners	8.9
Foster Youth	0.0
Homeless	3.0
Migrant	0.0
Socioeconomically Disadvantaged	32.6
Students with Disabilities	9.7



A. Conditions of Learning State Priority: Basic

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.20	96.29	417.10	82.67	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	3.78	79.00	15.67	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	6.10	1.21	12115.80	4.41
Unknown	0.00	0.00	2.20	0.45	18854.30	6.86
Total Teaching Positions	13.70	100.00	504.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.80	95.52	453.00	87.93	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.60	0.32	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.90	8.72	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.60	4.48	4.90	0.96	11953.10	4.28
Unknown	0.00	0.00	10.60	2.06	15831.90	5.67
Total Teaching Positions	13.40	100.00	515.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	0.00

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.60
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.60

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	25.00	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0.00

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Year and month in which the data were collected January 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading and Writing Project Adopted 2011, Fast Track Phonics Adopted 2018	Yes	0%
Mathematics	A Story of Units (Eureka Math) Adopted 2013	Yes	0%
Science	Full Option Science System (FOSS) (Foss Delta Education) Adopted in 2007; NGSS FOSS kits 2019	Yes	0%

History-Social Science	TCI History Curriculum, Teacher-Created Materials	Yes	0%
Health			0%

School Facility Conditions and Planned Improvements

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

Safety issues are the top priority for Maintenance and Operations. District maintenance supervisors inspect school sites continually and complete repairs in a timely manner. They use a work order process to ensure an efficient, prioritized repair process.

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

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

Oxford was moved to a newly modernized site in 2020.

Date of Last Inspection: October 31, 2022

Year and month of the most recent FIT report

November 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No apparent problems
Interior: Interior Surfaces	X			No apparent problems
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No apparent problems
Electrical	X			No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No apparent problems
Safety: Fire Safety, Hazardous Materials	X			No apparent problems
Structural: Structural Damage, Roofs	X			No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Oxford was moved to a new facility and has a beautiful new playground

Overall Facility Rate

Exemplary	Good	Fair	Poor
X	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	66	N/A	47
Mathematics (grades 3-8 and 11)	N/A	60	N/A	57	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	132	125	94.70	5.30	65.60
Female	69	65	94.20	5.80	73.85
Male	62	60	96.77	3.23	56.67
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	15	15	100.00	0.00	80.00
Black or African American	24	21	87.50	12.50	23.81
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	53.85
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	73.33
White	47	45	95.74	4.26	84.44
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	39	95.12	4.88	38.46
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	18	90.00	10.00	44.44

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	132	126	95.45	4.55	59.52
Female	69	65	94.20	5.80	61.54
Male	62	61	98.39	1.61	57.38
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	15	15	100.00	0.00	86.67
Black or African American	24	21	87.50	12.50	28.57
Filipino	--	--	--	--	--
Hispanic or Latino	27	26	96.30	3.70	42.31
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	60.00
White	47	46	97.87	2.13	78.26
English Learners	--	--	--	--	--
Foster Youth	0	0	0.00	0.00	0.00
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	41	39	95.12	4.88	25.64
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	20	18	90.00	10.00	22.22

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	43.9	--	49.8	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	44	41	93.18	6.82	43.9
Female	24	22	91.67	8.33	45.45
Male	19	19	100	0	42.11
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100	0	70.59
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99	99	100	93	99

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Berkeley Unified School District commits to family engagement that builds relational trust, links families to learning, connects schools and families to community resources, and develops the capacity of staff and family to partner together and lead student learning. Our elementary schools welcome families to engage with school staff daily by communicating on the phone, via email, through district and school social media, and in person and will receive regular communications via school newsletters. Families in need of translation and interpretation services can seek support from their school office staff. Families are invited to attend a wide range of special events throughout the year including assemblies for academic and citizenship honorees and heritage months, Family Math and Literacy Nights, Back-to-School and Open House Nights, and field trips as chaperones. Learning opportunities for families are available throughout the year provided at both the school and district level on topics such as supporting your child's literacy development, building social/emotional competencies, and supporting mental and physical wellness. We believe families should be partners in leading for student learning and are provided a variety of opportunities for input in important decisions through surveys and participation on leadership committees such as the School Site Council, English Learner Advisory Committee, Parent Teacher Association, and a variety of additional school-based committees. Opportunities for families to gather in affinity-based spaces are provided throughout the district and may be established by schools upon request. Each school has a designated Family Engagement and Equity Specialist to serve as a liaison between families and the school and to provide assistance directly to families.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	261	253	65	25.7
Female	133	128	35	27.3
Male	127	125	30	24.0
American Indian or Alaska Native	0	0	0	0.0
Asian	26	24	3	12.5
Black or African American	46	43	19	44.2
Filipino	4	4	2	50.0
Hispanic or Latino	47	46	24	52.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	36	36	5	13.9
White	98	97	11	11.3
English Learners	26	22	9	40.9
Foster Youth	0	0	0	0.0
Homeless	8	8	4	50.0
Socioeconomically Disadvantaged	81	81	44	54.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	31	31	10	32.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.37	1.22	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.00	0.03	1.91	0.20	3.17
Expulsions	0.00	0.00	0.00	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Oxford moved to 1222 University Avenue after recognizing the safety concerns at the original site, in the event of a major seismic event. The new Oxford site (previously REALM Charter School and Berkeley High West Campus) was completely renovated and remodeled to be an elementary school. Facilities include 14 permanent classrooms, one library, two staff rooms, one multipurpose room, two teacher resource rooms, a counseling room, three small offices, and a reading intervention room. The facility strongly supports teaching and learning through its classrooms and playground space.

The safety of students and staff is our primary concern. In order to come onto campus, visitors must be buzzed in through the entrances. During lunch, recesses, and before-and-after school, staff members, administrators, and instructional aides supervise students and school grounds to ensure an orderly, safe environment. The school is always fully compliant with all rules, laws, and regulations concerning state earthquake standards and hazardous materials. Earthquake and fire drills are held monthly, and intruder drills are held at least twice a year.

Safety procedures, including elements of our Comprehensive Safe School Plan, are reviewed with school and district staff at the start of each school year. The plan was last updated and reviewed with school staff in February 2023.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	1	
1	29		2	1
2	23	2		1
3	27	2		1
4	43		2	2
5	15	4	2	
Other	50			1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2		
1	25	2		1
2	26	2		1
3	24	2		1
4	28	2		2
5	20	4	2	1
Other	111			1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2		
1	21		4	
2	20	3	1	
3	19	6		
4	16	4	4	
5	14	8		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	4.2

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$ 12,229.20	\$ 3,127.37	\$9,101.83	\$89,574.41
District	N/A	N/A	\$12,087.09	\$87,269
Percent Difference - School Site and District	N/A	N/A	-28.2	2.6
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	32.0	7.5

2021-22 Types of Services Funded

The Berkeley Unified School District receives federal funding to provide supplemental services and instructional materials provided to the Title I schools that support schools that have high numbers of students that are socioeconomically disadvantaged. Supplemental services include intervention supports, curriculum, programming, and instructional supplies for Title I schools to close the achievement gap.

The district also receives supplemental and concentration funds as part of the Local Control Funding Formula that is used to pay for direct services for unduplicated students through a variety of resources and materials. Funds are utilized to support students to graduate college and/or career ready. The district makes certain that all students have access to and success in a broad curriculum. We do this by expanding College and Career support programs, Career Pathways, and implementing intervention systems. Direct services include staffing, intervention support, counselors, and academic coaches.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,125	\$52,478
Mid-Range Teacher Salary	\$82,294	\$80,810
Highest Teacher Salary	\$102,115	\$101,276
Average Principal Salary (Elementary)	\$135,396	\$127,080
Average Principal Salary (Middle)	\$139,707	\$134,264
Average Principal Salary (High)	\$154,309	\$147,200
Superintendent Salary	\$244,975	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Teachers engaged in 3 full days of professional development during the 2022-2023 school year. In addition, every Wednesday afternoon is designated for professional development. The focus of those Wednesdays rotates through Literacy, Math, Social Emotional Growth, Equity, Family Engagement, and Community Building. Every TK - 5 site has a Literacy Coach, an Equity Teacher Leader, and a Math Teacher Leader to support teachers in reflecting and improving math and literacy teaching skills through co-teaching and direct professional development at staff meetings. New teachers participate in a rigorous District Teacher Induction program every fall, upon being hired in BUSD. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well. At Oxford, teachers are encouraged to visit other classrooms to observe best practices, and to collaborate with their grade level teams.

During the 2022-23 school year, all teachers new to BUSD engaged in two days of professional development on curriculum and effective pedagogical practices to empower students prior to the beginning of the school year. Throughout the school year, the focus of the district professional development sessions has been based upon the book, "Shifting the Balance." In addition, all TK-5 teachers engaged in collaboration on the writing process and scoring. New teachers participate in a rigorous District Teacher Induction program. Teacher-initiated professional development is supported through local funds earmarked for this purpose and through school site funds, as well.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	11