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	May 9, 2023	June 7, 2023

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
X Additional Targeted Support and Improvement

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 2023, the Oxford SSC created a family survey that was distributed on-line. The focus of this survey was to ask families about possible program additions for the following school year and to give feedback on various aspects of the school. There was a range of suggestions including music, drama, gardening, field trips, organized sports, and foreign language. Foreign language, specifically Spanish, was mentioned several times.

Commonalities for what families are "extremely satisfied" are: classroom instruction, communication from the teacher and the school, and school leadership
Commonalities for what families are less satisfied about (still satisfied, just not extremely satisfied) are: school events and communication from the PTA

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 in 2023.
Survey results were shared at the SSC meeting and at a PTA Meeting in May 2023.

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 classrooms
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
9. Word of the Month program, supporting social emotional growth
10. Community Meetings to review rules and tools

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 formal 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), DIBELS (K-2), reading (TCRWP), district math assessments and Star 360 assessments (grades 3-5 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.

Annual 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.

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.

Teachers have release time to review data with the Literacy Coach and Math Coach, in order to plan instruction, identify small groups, and to differentiate lessons.

The Coordination of Services Team meet bimonthly 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 Family Engagement, and Technology.

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, Counselors, Family Engagement Liaison, Principal, 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 or as-requested 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 and curriculum coaches.

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

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. Teacher observation, the Fountas and Pinnell, and the LLI Reading Intervention Program are used in grades K-5 to asses students who are below grade level in reading. Intervention support is provided for targeted students in small groups during the school day, using Orton-Gillingham as well as the LLI program.

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 and support 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 Intervention teachers, classroom teachers, after school program, BUILD tutors, SAGE mentors, BACR counselors, instructional aides and adult volunteers.

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 Orton Gillingham, 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. If funds become available, it is recommended to pay teachers to continue parent-teacher conferences in winter and spring, beyond their contractual hours/days.
Teacher, Principal, and PTA newsletters keep families informed. Universal breakfast and lunch 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 on which to improve. 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.

Funding

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.

Educational Partner 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 2023 (approx. 55-60% 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
- The need for additional professional development for teachers to support their growth in addressing the needs of the students in reading and math
- Funding to pay teachers in order to encourage professional growth through professional development

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**		
	20-21	**21-22**	**22-23**
Kindergarten	40	32	40
Grade 1	39	43	39
Grade 2	40	41	46
Grade3	36	38	45
Grade 4	37	44	46
Grade 5	50	38	46
Total Enrollment	242	236	262

Conclusions based on this data:

1. There has been an increase in enrollment since the end of the pandemic and our move to a new location.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	14	21	24	5.80%	8.9%	9.2%
Fluent English Proficient (FEP)	14	11	13	5.80%	4.7%	5.0%
Reclassified Fluent English Proficient (RFEP)	1			7.1%		

Conclusions based on this data:

1. The number of English Learners has increased slightly, reflecting the pattern in the general population of students.

2. There is a slight increase in students who are being reclassified fluent English proficient, RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	130	41		0	40		0	40		0.0	97.6	
Grade 4	146	44		0	41		0	41		0.0	93.2	
Grade 5	150	44		0	41		0	41		0.0	93.2	
All Grades	426	129		0	122		0	122		0.0	94.6	

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

Grade Level	Overall Achievement for All Students											
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2445.			35.00			12.50			20.00			32.50	
Grade 4		2529.			56.10			21.95			9.76			12.20	
Grade 5		2558.			43.90			31.71			14.63			9.76	
All Grades	N/A	N/A	N/A		45.08			22.13			14.75			18.03	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.50			42.50			25.00	
Grade 4		43.90			53.66			2.44	
Grade 5		31.71			56.10			12.20	
All Grades		36.07			50.82			13.11	

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.00			42.50			27.50	
Grade 4		36.59			56.10			7.32	
Grade 5		41.46			48.78			9.76	
All Grades		36.07			49.18			14.75	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.00			72.50			12.50	
Grade 4		14.63			78.05			7.32	
Grade 5		24.39			63.41			12.20	
All Grades		18.03			71.31			10.66	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		32.50			55.00			12.50	
Grade 4		34.15			60.98			4.88	
Grade 5		34.15			60.98			4.88	
All Grades		33.61			59.02			7.38	

Conclusions based on this data:

1. Continued Orton Gillingham instruction and 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.

3. 2022-2023 4th grade cohort is in need of additional academic support, intervention and a strong Tier 1 program.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	130	41		0	40		0	40		0.0	97.6	
Grade 4	146	44		0	42		0	42		0.0	95.5	
Grade 5	150	44		0	41		0	41		0.0	93.2	
All Grades	426	129		0	123		0	123		0.0	95.3	

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2437.			27.50			25.00			17.50			30.00	
Grade 4		2535.			47.62			26.19			11.90			14.29	
Grade 5		2547.			41.46			14.63			24.39			19.51	
All Grades	N/A	N/A	N/A		39.02			21.95			17.89			21.14	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			40.00			35.00	
Grade 4		54.76			35.71			9.52	
Grade 5		41.46			34.15			24.39	
All Grades		40.65			36.59			22.76	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.00			52.50			22.50	
Grade 4		40.48			45.24			14.29	
Grade 5		46.34			36.59			17.07	
All Grades		37.40			44.72			17.89	

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		32.50			45.00			22.50	
Grade 4		45.24			47.62			7.14	
Grade 5		36.59			53.66			9.76	
All Grades		38.21			48.78			13.01	

Conclusions based on this data:

1. Additional support for math needed in the form of intervention, enrichment and instructional coaching.

2. 2022-2023 4th grade cohort is in need of additional academic support, intervention and a strong Tier 1 program.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		9	5	
1	1478.8	*		1499.4	*		1457.8	*		11	*	
2	1480.4	*		1489.1	*		1471.4	*		14	*	
3	*	*		*	*		*	*		5	7	
4	1533.4	*		1530.8	*		1535.5	*		13	*	
5	*	*		*	*		*	*		9	*	
All Grades										61	18	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	26.23	11.11		44.26	38.89		19.67	50.00		9.84	0.00		61	18	

Oral 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	50.82	33.33		27.87	38.89		14.75	27.78		6.56	0.00		61	18	

Written 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	16.39	5.56		26.23	33.33		36.07	27.78		21.31	33.33		61	18	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	47.54	44.44		45.90	38.89		6.56	16.67		61	18	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	45.90	38.89		47.54	61.11		6.56	0.00		61	18	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	18.03	16.67		63.93	44.44		18.03	38.89		61	18	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
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	11.48	16.67		65.57	77.78		22.95	5.56		61	18	

Conclusions based on this data:

1. It is a challenge to draw valid conclusion based on this data, due to not having a statistically significant number of students in our ELD program.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
236	**32.6**	**8.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Oxford Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	21	8.9
Foster Youth		
Homeless	7	3.0
Socioeconomically Disadvantaged	77	32.6
Students with Disabilities	23	9.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	44	18.6
American Indian		
Asian	22	9.3
Filipino	3	1.3
Hispanic	43	18.2
Two or More Races	32	13.6
Pacific Islander		
White	92	39.0

Conclusions based on this data:

1. Almost a third of our Oxford students are Socioeconomically disadvantaged.

2. Oxford has maintained a fairly diverse population.
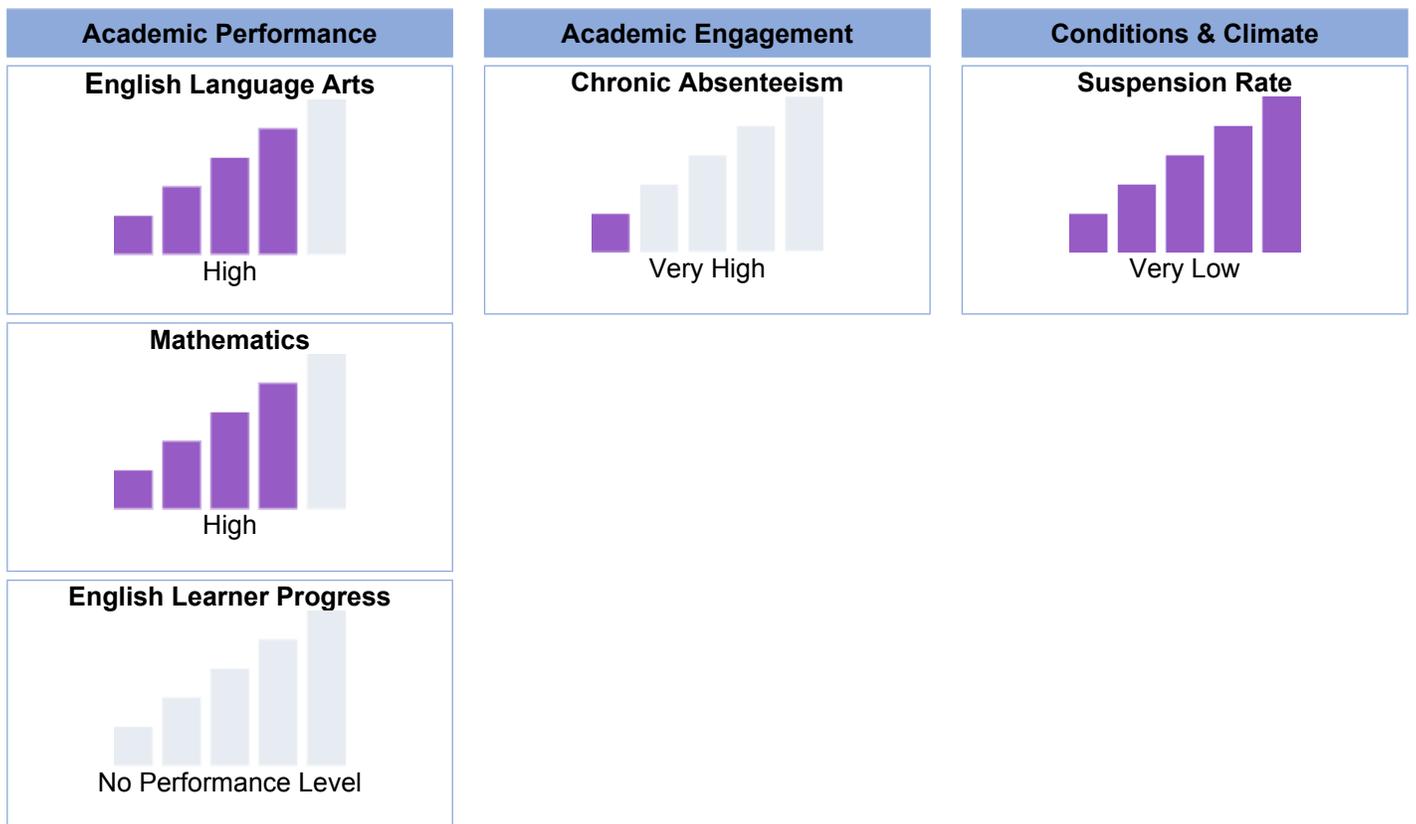
School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low — Lowest Performance
Low
Medium
High
Very High — Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics High		
English Learner Progress No Performance Level		

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.
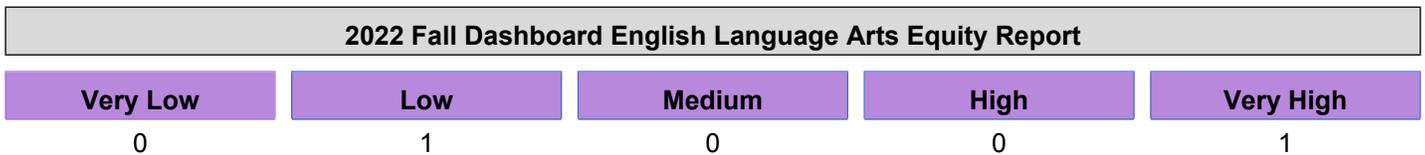
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
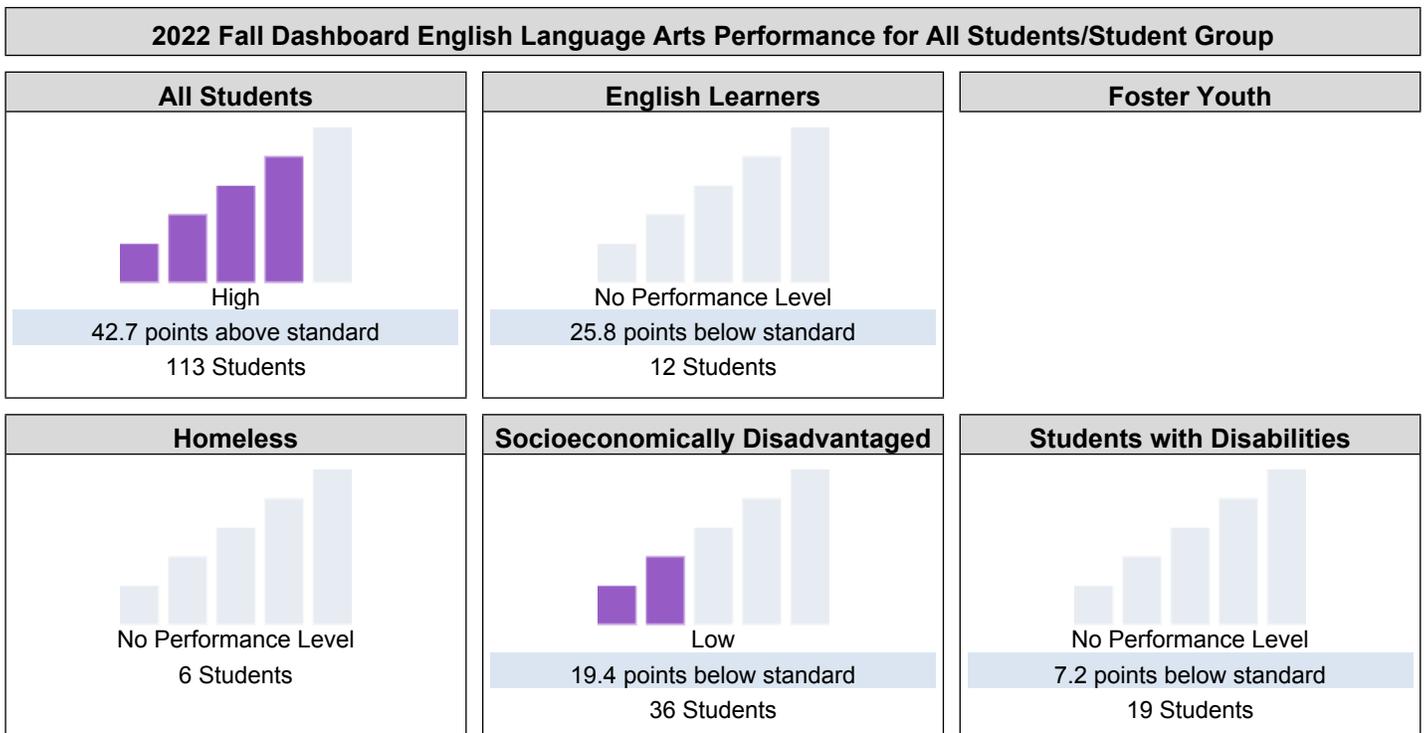
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
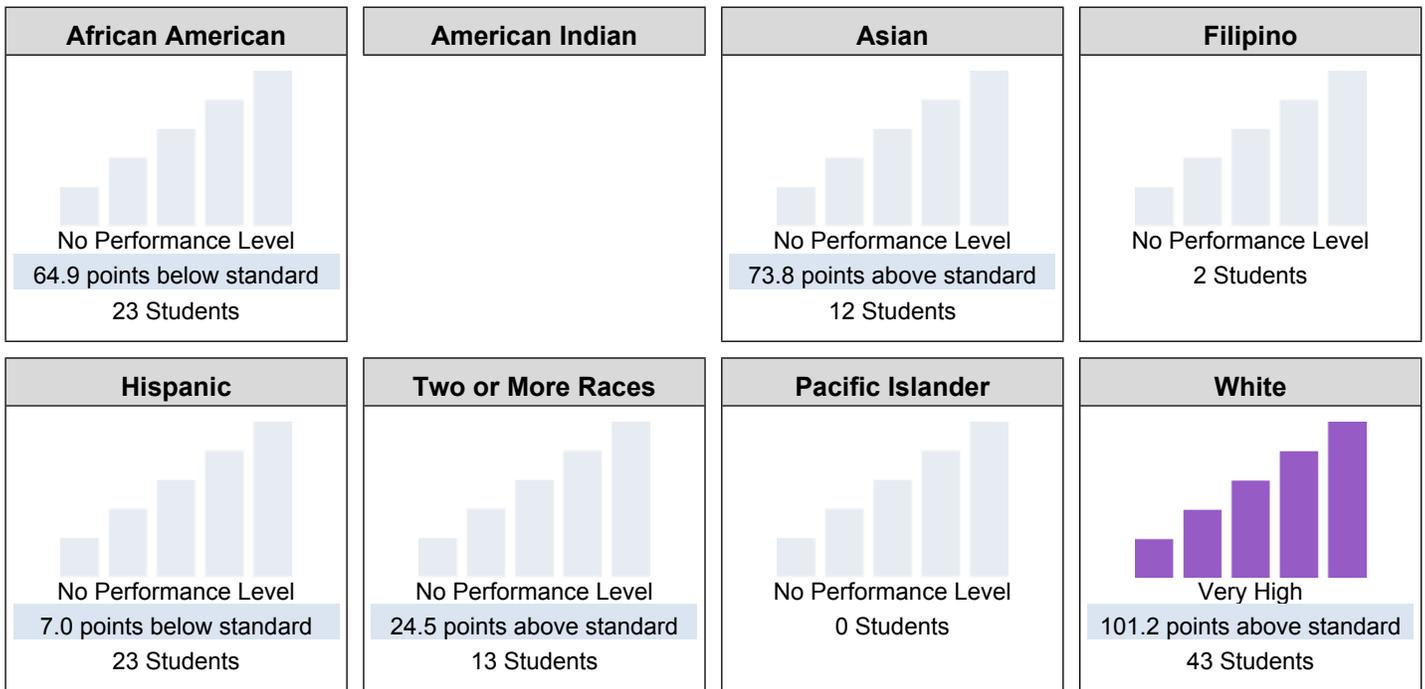

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	0	1

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
High	No Performance Level	
42.7 points above standard	25.8 points below standard	
113 Students	12 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
6 Students	19.4 points below standard	7.2 points below standard
	36 Students	19 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
64.9 points below standard		73.8 points above standard	2 Students
23 Students		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level	No Performance Level	Very High
7.0 points below standard	24.5 points above standard	0 Students	101.2 points above standard
23 Students	13 Students		43 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	5 Students	44.3 points above standard
		96 Students

Conclusions based on this data:

1. Overall, our students are performing 42.7 points above standard. This average is influenced by the white students, who performed 101.2 points above standard.

2. Although it's not a statistically significant number of students being tested, our students of two or more races are performing 24.5 points above standard.

3. Although it's not a statistically significant number of students being tested, our African American students are performing 64.9 points below standard.
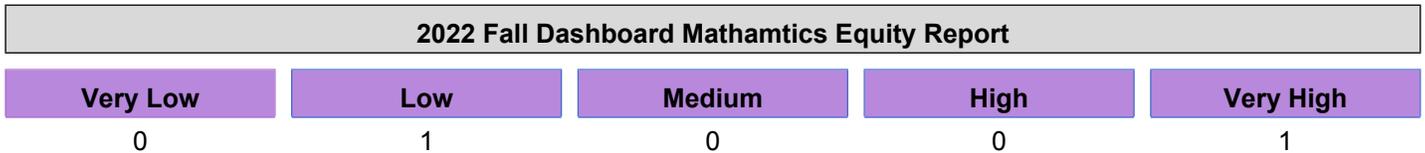
School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).
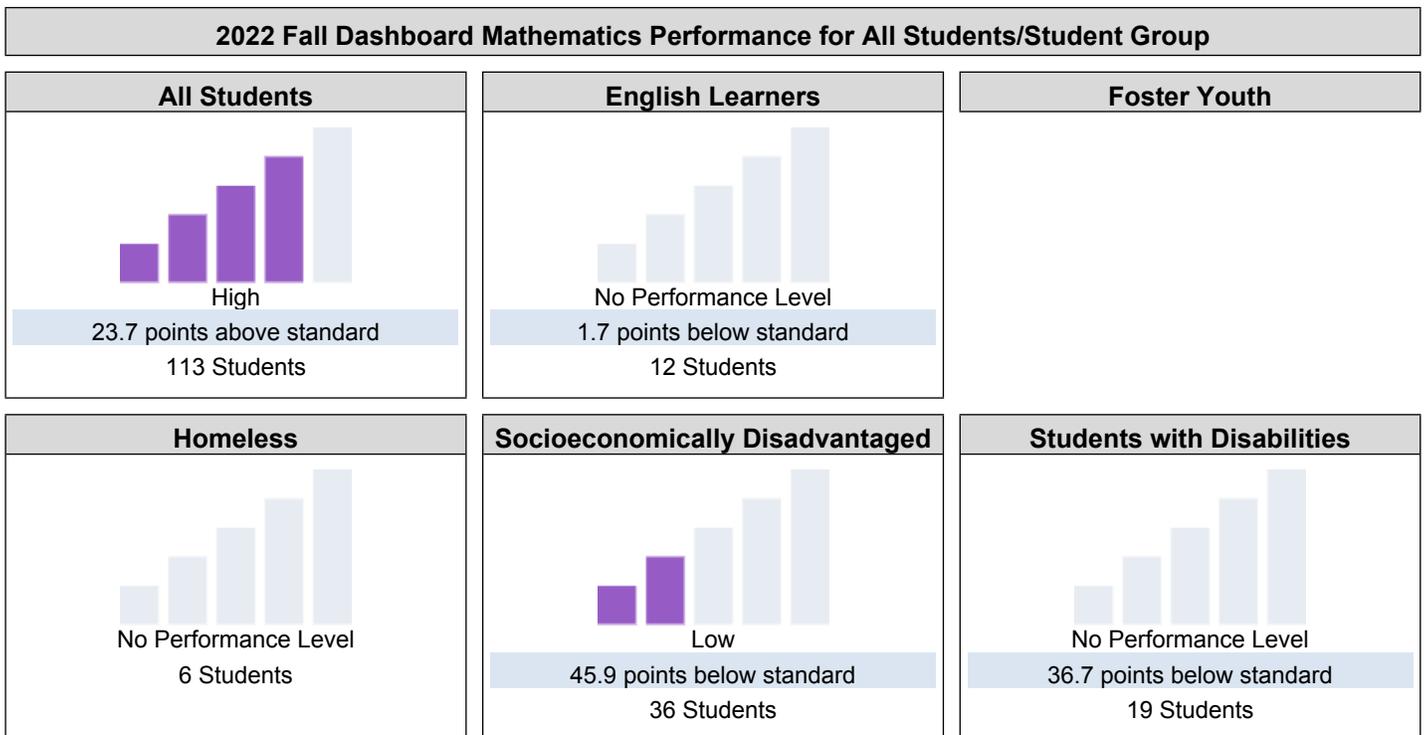
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
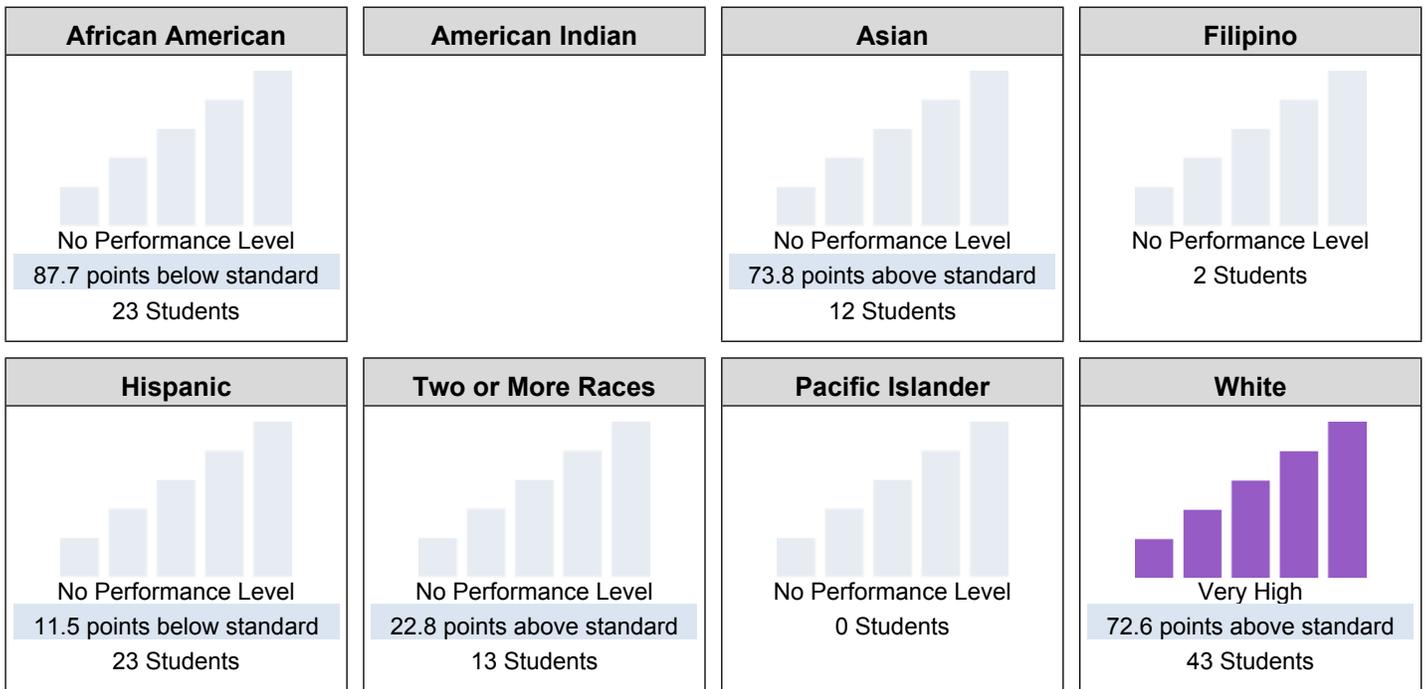
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	0	1

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	
23.7 points above standard	1.7 points below standard	
113 Students	12 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	No Performance Level
6 Students	45.9 points below standard	36.7 points below standard
	36 Students	19 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
87.7 points below standard		73.8 points above standard	2 Students
23 Students		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
No Performance Level	No Performance Level	No Performance Level	Very High
11.5 points below standard	22.8 points above standard	0 Students	72.6 points above standard
23 Students	13 Students		43 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	5 Students	20.8 points above standard
		96 Students

Conclusions based on this data:

1. Overall, our students are performing 23.7 points above standard. This average is influenced by the white students, who performed 72.6 points above standard.

2. Although it's not a statistically significant number of students being tested, our students of two or more races are performing 22.8 points above standard.

3. Although it's not a statistically significant number of students being tested, our African American students are performing 87.7 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
making progress towards English language proficiency
Number of EL Students: 7 Students
Performance Level: No Performance Level
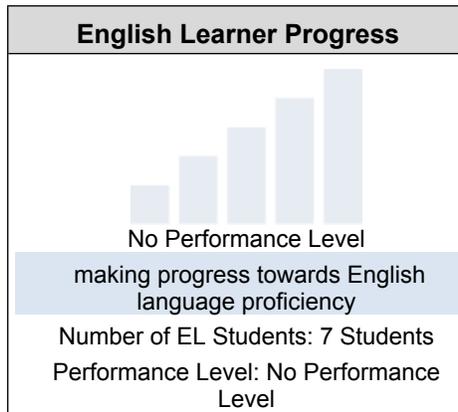
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
0.0%	0.0%	0.0%	0.0%

Conclusions based on this data:

1. There is no data on which to draw conclusions upon.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.
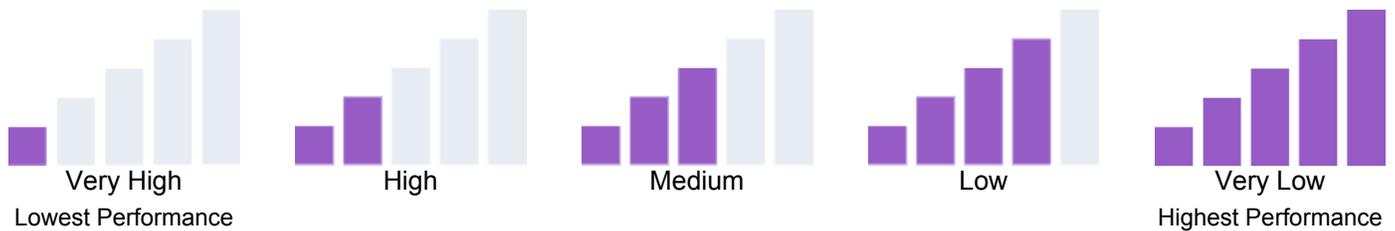
Conclusions based on this data:
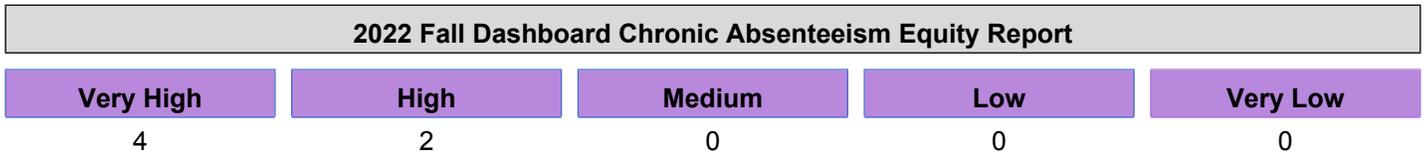
1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
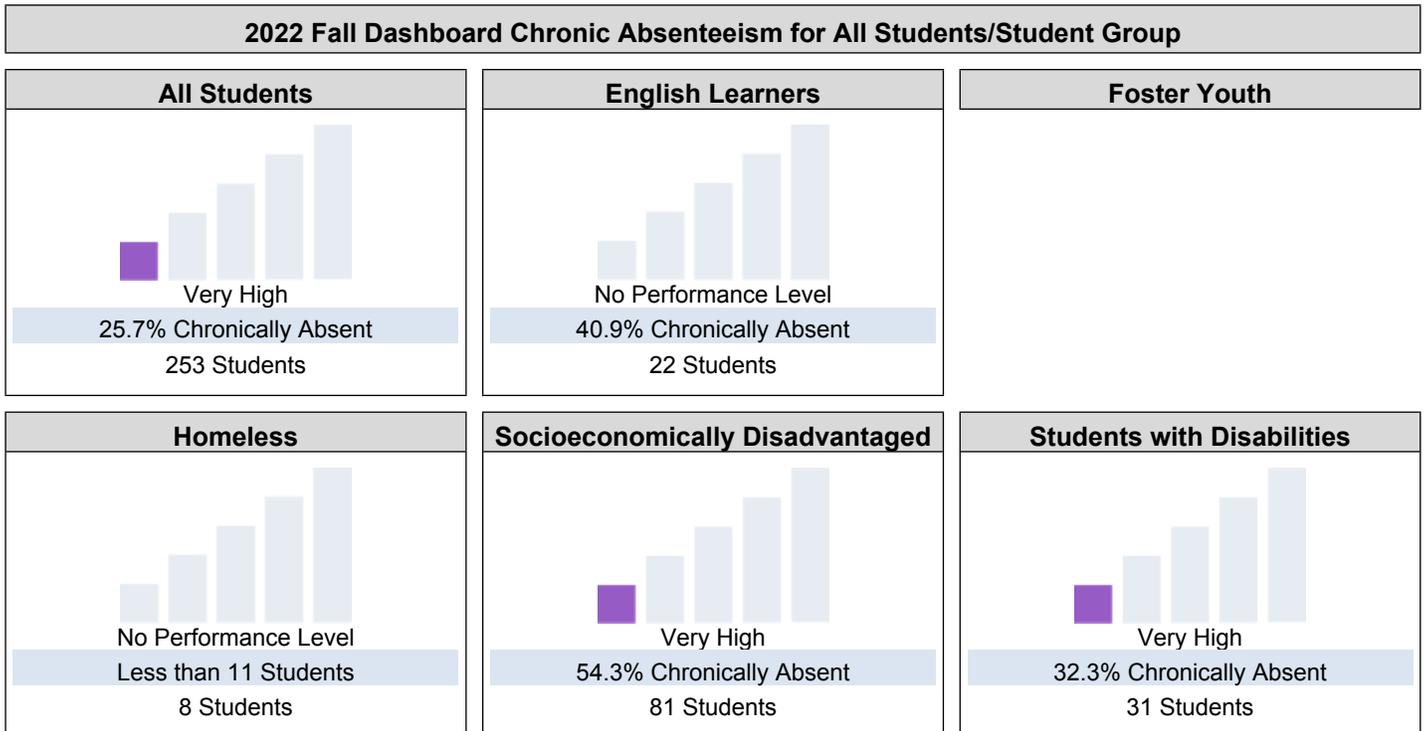
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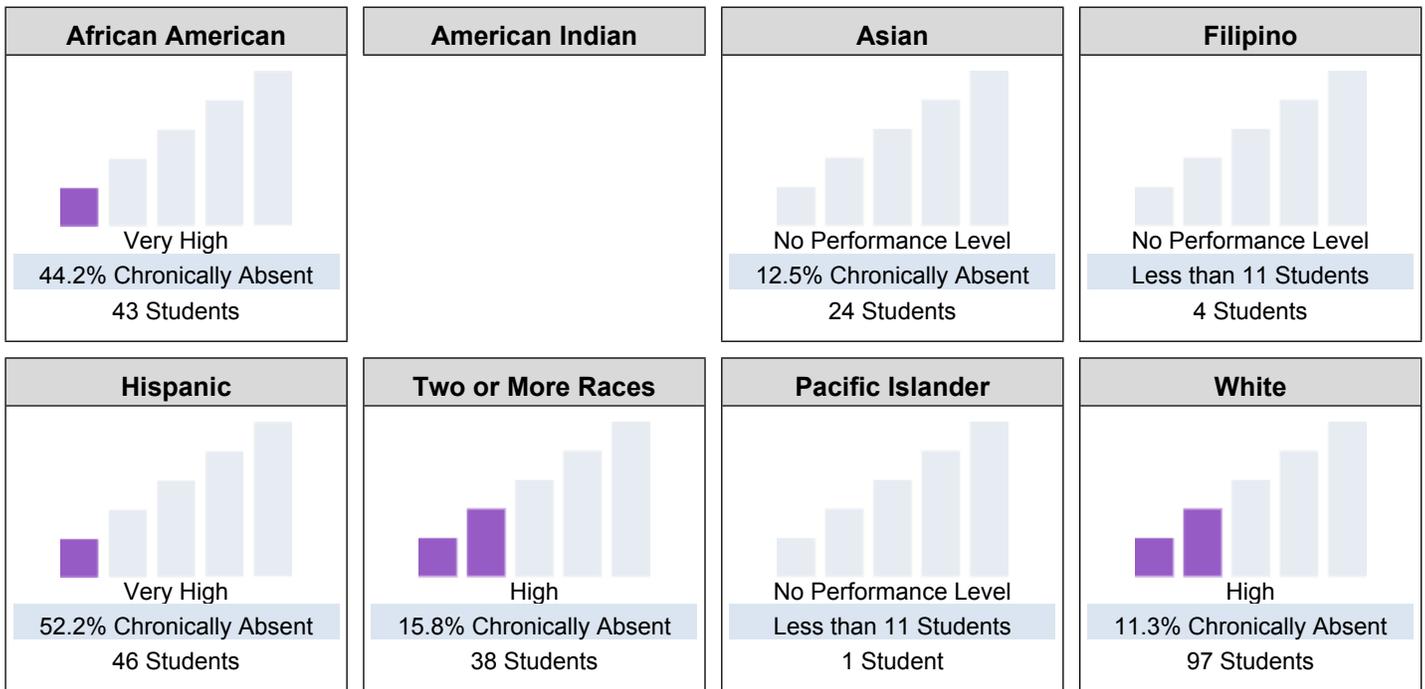

Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
4	2	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	No Performance Level	
25.7% Chronically Absent	40.9% Chronically Absent	
253 Students	22 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	54.3% Chronically Absent	32.3% Chronically Absent
8 Students	81 Students	31 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very High		No Performance Level	No Performance Level
44.2% Chronically Absent		12.5% Chronically Absent	Less than 11 Students
43 Students		24 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	High	No Performance Level	High
52.2% Chronically Absent	15.8% Chronically Absent	Less than 11 Students	11.3% Chronically Absent
46 Students	38 Students	1 Student	97 Students

Conclusions based on this data:

1. Overall high rate of absenteeism in all students.

2. The impact of Covid-19 on attendance is significant, in family exposure, response and approach to maintaining health.

3. Absenteeism needs continued focus, intervention and support.
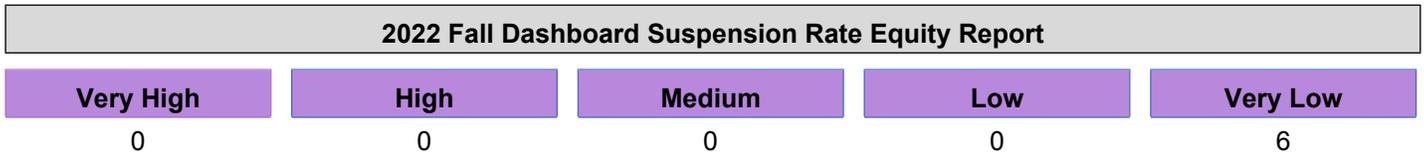
School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
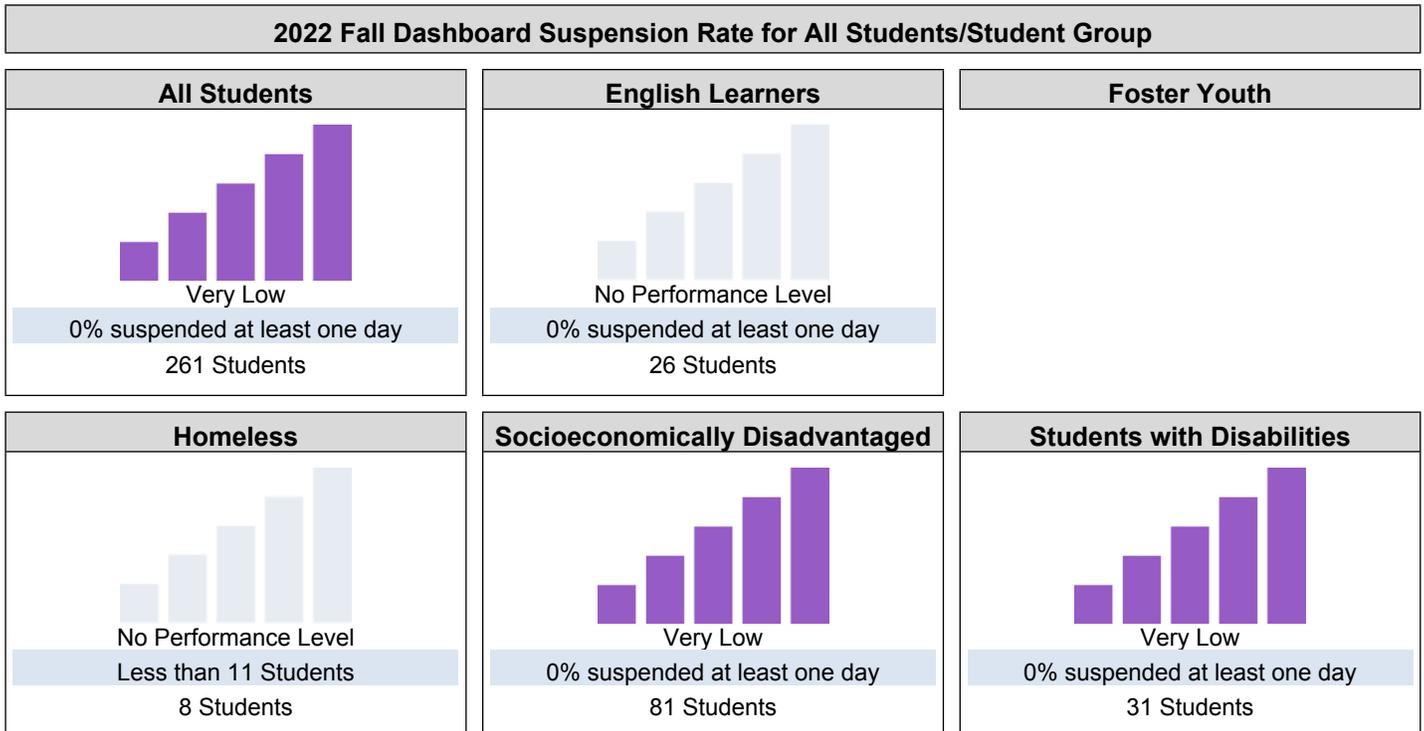
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	6

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very Low	No Performance Level	
0% suspended at least one day	0% suspended at least one day	
261 Students	26 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
8 Students	81 Students	31 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Very Low		No Performance Level	No Performance Level
0% suspended at least one day		0% suspended at least one day	Less than 11 Students
46 Students		26 Students	4 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low	No Performance Level	Very Low
0% suspended at least one day	0% suspended at least one day	Less than 11 Students	0% suspended at least one day
47 Students	39 Students	1 Student	98 Students

Conclusions based on this data:

1. Our school maintained our zero suspension rate for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

Identified Need

Continued need for high quality classroom instruction and curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments	2023-2024 TCRWP Reading Assessments - Increase in students performing at or above grade level.
TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments	2023-2024 TCRWP Reading Assessments - Increase in students performing at or above grade level.
DIBELS (K-2)	2022-2023 DIBELS Scores	2023-2024 Increase and growth in DIBELS progress (scores)
Star 360 Reading Assessment (3rd, 4th & 5th Grades)	2022-2023 Star360 Reading and Math Scores	2023-2024 Increase and growth in Star360 Reading and Math Scores
BUSD Math Benchmark Assessments (K-2)	BUSD Math Benchmark Assessments	BUSD Math Benchmark Assessments - Increase in students performing at or above grade level.
Counseling Caseload	Number of students served in 2022-2023	Student improvement in behavior, emotional stability and social skills.

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

High Quality Classroom Instruction

- 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.
- K-2 Staff will participate in DIBELS training, as needed, aiming for district-wide alignment of DIBELS administration.
- Staff will attend site-led and 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, 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) $6,899
Line 3: Literacy Coach - .20 FTE Oxford BSEP funding (to be combined with ELD teacher's FTE) $20,144
Line 4: Materials and Supplies - Oxford PTA $4,000
Line 5: Personnel Variance - Oxford BSEP funding, $2,062

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
6899	BSEP
20144	BSEP
4000	PTA

2062	BSEP

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

All Students with a focus on students not yet at grade level

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 involvement)
- 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 TCRWP, Fast Track, LLI, Star 360, Wilson, Orton-Gillingham, Slingerland and work samples to support literacy growth

Line 1: RTI Teacher - District Allocation, .20 FTE
Line 2: 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 $28,749 (.47 FTE)
Line 3: One K-2 instructional assistant will provide support and offer additional intervention and differentiation in classrooms, during reading and math periods. - PTA funding $20,186 (.33 FTE)
Line 4: Instructional Materials for Intervention Groups - Title I, $1,545
Line 5: Instructional Materials - BSEP, $7,245
Line 6: 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. $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)
	District Allocation
28749	BSEP

20186	PTA
1545	Title I A - Basic Funding
7245	BSEP
5000	BSEP Carryover

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 .60 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 for 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 (.38 FTE) funded by Title I $48,370
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- $3000 from BSEP Carryover
Line 4: Unallocated reserve for salary variance in Title I $1,451
Line 5: Unallocated reserve for salary variance in PTA $974
Line 6: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (.02) funded by BSEP, $2546

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)
48370	Title I A - Basic Funding

	District Allocation
3000	BSEP Carryover
1451	Title I A - Basic Funding
974	PTA
2546	BSEP

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 counselors. 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 - $24,000 Line 2: BACR Counseling Services (City of Berkeley - District Allocation) $10,000

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)
24000	District Allocation
10000	District Allocation

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

All Students

Strategy/Activity

Provide online instruction to be used to supplement instruction in math, reading and writing. Online instruction, including Freckle and Brainpop, will be used to differentiate instruction, providing additional practice, reteaching opportunities, as well as enrichment support. Line 1: Online subscriptions - $5,000 BSEP Line 2: Online subscriptions - $5,000 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)
5000	BSEP
5000	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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. We plan to increase the number of RTI meetings in order to more closely monitor student growth, particularly for our CCEIS students.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

Identified Need

Reduce the number of students with ten or more total absences by 10% of the 2022-2023 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.
Provide English Language Support for identified students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with 10 or more absences for 2022-2023 School year	Reduction in number of students absent for 10 or more days of school year 2022-2023
Office Referrals	Number of office discipline referrals for 2022-2023 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 2022-2023 school year	Growth, as measured by ELPAC, and increased number of RFEP students
Case Management Referrals	Number of students referred to Case Management in 2022-2023	Decrease in number of students referred to Case Management and/or increase in student growth in area of concern

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)

EL Students

Strategy/Activity

Implement an English Language Development Program for K-5 English Language Learners

- Fund .60 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, scheduletest administration
- Identify English Language Learners - verify that all incoming EL students have been identified and tagged in Infinite Campus, provide the district with information to update EL lists including students that have been mistagged, ensure that cumulative and Infinite Campus files are up to date.

Line 1: Certificated ELD teacher (.60 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 2
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 3
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 and tutoring

Strategy/Activity

The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th.

Support teachers to provide after school tutoring.

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.

Certificating Tutoring - after school, focus students

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. ($5000 BSEP Carryover)
Line 3: Hire classified staff to provide additional tutoring and classroom support. - $4000 PTA
Line 4: Hire classified staff to provide additional tutoring and classroom support - $11,090 BSEP
Line 5: Certificated Tutoring - Title IV, District Allocation - $2092

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
5000	BSEP Carryover
4000	PTA
11090	BSEP
2092	District Allocation

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

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.

Word of the Month Program - identify a word (ex. Kindness, Patience, etc.) for school-wide focus. At the end of the month, celebrate students who demonstrate the word at the community meeting.

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)

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 again with Crowden Music school to offer weekly Orff music classes for our kindergarten students.

Line 1: Art Contract, up to $22,725 (PTA Funded)
Line 2: Art Supplies and PE Equipment, $1500 (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)
22725	PTA
1500	BSEP
2000	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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 differences.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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.

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
Annual SSC Survey	2022-2023 Results	Growth in percentage of families who rate all categories "Extremely Satisfied"
Student Survey	2019 Results	Valuable information on which to utilize for our school community
Attendance Records	2022-2023 Attendance Records	Reduction in the number of absences for the 2022-2023 school year
Participation in Fall Parent/Teacher Conferences	Classroom Teacher Reporting	Increased attendance in parent/teacher conferences

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

Build School Community

- 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.
- 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.
- Utilize Zoom meetings to make attendance easier for more families

- Gift cards available for families who need support
- Family/Community Events (Back to School Picnic, Otterpalooza, Spring Raffle & Dance, Talent Show)
- Kindergarten Information Night
- Back to School/Open House
- Math Nights
- Parent/Guardian meetings on Equity, Race and Inclusion
- Grade Level Gatherings

Provide childcare at the meetings to help encourage participation from all families.
Line 1: Parent Involvement, $674 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)
674	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

To provide more supervision outside the school and on the playground to create a safe climate so students enjoy recess, feel safe and then return 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

Line 1: Additional AM and Lunch Recess Supervisor $5,000 (PTA funded)
Line 2: .08 FTE of PE teacher $10,395 (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
10395	BSEP

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

Kindergarten, 4th and 5th Grade students

Strategy/Activity

Bring more physical education and team building into the school day by providing Afro-Haitian dance 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 dance for .16 FTE $12,266 (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)
12266	PTA
2000	BSEP Carryover

Annual Review

SPSA Year Reviewed: 2022-23

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 are hoping to increase the involvement of families, by having multiple school events, now that the pandemic is waning. Families will be invited onto campus for various school events. In addition, we are working to build a positive playground culture by having more activities and personnel on the yard. Increase physical activity for students will also benefit them in their learning environment.

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

No differences identified.

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.

Increasing communities is a change, as there was some hesitation for the past two years due to Covid. We are excited to add Afro-Haitian Dance to the Oxford program!

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS Assessments K-2	2022-2023 DIBELS data	Student Growth in DIBELS assessments
Star 360 Assessments 3-5	2022-2023 Star 360 Data	Student Growth in Star 360 in Reading and Math
District Math Benchmark Assessments K-2	2022-2023 District Math Benchmark Assessments	Student Growth in Math Benchmark assessments
State Tests - CAASP	2022-2023 CAASP data	Student Growth in CAASP Scores
Annual Review of SPSA Actions	Annually	Once per year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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

Data Review

- COST Team and RTI Team will review data on a bimonthly schedule
- Use of referral form by staff to recommend students to Case Management
- Grade Level meetings on Wednesdays to review data, monitor progress, and refer students to support services if needed
- Teacher release days to review data and plan instruction to address the needs of students.

Teacher Release Days - $5,400 from PTA

Adjust scheduling to impact interventions provided
- Ensure a Literacy block in order for intervention specialists are able to push into classrooms to support students
- Monitor instructional minutes

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)
5400	PTA

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

All

Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

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)
0	

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

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)

0

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

Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

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)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal - N/A

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

New Goal - N/A

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.

New Goal - N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

Identified Need

Students missing more than 10% of school days

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	2022-2023 Attendance Data	Increase in attendance for 2023-2024
Family Outreach	Number of families on OFFEE caseload	Continued support of families
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee Rate (CDE Dataquest)	33%	15%
Suspension Rate (CDE Dataquest)	8%	5%

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)

Students in need of support services

Strategy/Activity

Family Engagement Liaison will reach out to families, provide support as needed. (District Allocation)

PTA will support Families with gift cards and holiday support, per request. (Amount TBD)

District Nurse will be on site once a week to monitor health issues. (District Allocation)

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
	District Allocation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Supports for Students Experiencing Homelessness:

Collaborate with the district to provide direct services and support to our McKinney-Vento students.

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)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

1) Establishing links between home and school for academic success
2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
3) Promoting attendance and access to health services

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)

0

Source(s)

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.

On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available resources.

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)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

New Goal - N/A

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

New Goal - N/A

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.

New Goal - N/A

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	$280,313.00

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 ($)
	$0.00
BSEP	$95,630.00
BSEP Carryover	$22,000.00
District Allocation	$36,092.00
PTA	$74,551.00
Title I A - Basic Funding	$51,366.00
Title I A - Parent Involvement	$674.00

Subtotal of state or local funds included for this school: $280,313.00

Total of federal, state, and/or local funds for this school: $280,313.00

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
Carla Inniss	Classroom Teacher
Laurie Nielson	Classroom Teacher
Shay McGilvrey	Classroom Teacher
Phanica Uk	Classroom Teacher Other School Staff
Emily Ellingson	Parent or Community Member
Kevin Kaye	Parent or Community Member
Judith Basler	Parent or Community Member
Beth Puno	Parent or Community Member
Jaclyn Lee	Parent or Community Member
Johanna Tanori	Parent or Community Member
Jody Rosenthal	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 9, 2023.

Attested:

signature	Principal, Beth Rhine on 5/9/23
signature	SSC Chairperson, Emily Ellingson on 5/9/23

Kathy Fleming
Director of Local Resources

Kathy Fleming
Signature

5/25/23
Date

Jill Hoogendyk
Associate Superintendent, Educational Services

Jill Hoogendyk
Signature

5/25/23
Date

Budget Summary 2023-24

Oxford Elementary (119) 5/10/23 — 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	6,899	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	20,144	0.20												0.20
ELD Teacher	2/1	1102						0.60								0.60
Certificated P.E. - Sub for 23-24	3/2	1102	10,395	0.08									0000	Release	0.48	0.56
Instructional Asst.	1/2	2102	28,749	0.47												0.47
Instructional Assistant	1/2	2102							20,186	0.33						0.33
Math Coach/Intervention/Enrichment	1/3	1102	2,546	0.02	48,370	0.38		0.20								0.60
Classified IS Dance position	3/3	2182							12,266	0.16						
Subs (Assessments, Collaboration) 2 per teacher	4/1	1116							5,400							
Classified Tutoring/Academic Mentors	2/3	2146	11,090						4,000							
Extended Day Intervention	2/3	1116											Title IV	2,092	36 hrs	
Art (Contract)	2/5	5800							22,725							
Counseling (Contract)	1/4	5800											Dist-wide	all costs		
Additl AM & Lunch Recess Supervisor	3/2	2116							5,000							
Art Supplies and PE Equipment	2/5	4300	1,500													
Parent Involvement	3/1	4300			674											
Instructional Materials	1/1, 1/2	4300	1,245		1,545				4,000				0000	6,026		
Online Subscriptions/Licenses	1/5	5800	5,000													
Unallocated Reserve	1/1, 1/3	4380	2,062		1,451				974							
Total Expenditures			89,630		52,040		0	1.00	74,550	0.49				8,118		
Revenue Allocation			**95,630**		**52,040**											
			6,000		(0)											

BSEP Carryover Priorities

	Goal/Strategy	Obj Code	BSEP Site Funds
Certificted Hourly Intervention	2/3	1116	5,000
Classified Tutoring	1/2	2146	5,000
Online Subscriptions/Licenses	1/5	5800	5,000
Instructional Materials	1/3	4300	3,000
Art Supplies	2/5	4300	2,000
Recess and PE Equipment	3/3	4300	2,000
Total Carryover Priorities			**22,000**