

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oxford Elementary School	01-61143-6090302	May 9, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Oxford Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

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

This plan is being used by Oxford Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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.

## Educational Partner Involvement

How, when, and with whom did Oxford Elementary 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 2024 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. This section is required for all schools eligible for ATSI and CSI.

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 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 teacher coaches in order to encourage professional growth through the coaching process

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

N/A

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

N/A

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

STAR & DIEBELS Data

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Oxford Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	17.4%	18.64%	14.12%	42	44	37
Asian	5.8%	9.32%	10.31%	14	22	27
Filipino	1.2%	1.27%	0.76%	3	3	2
Hispanic/Latino	16.9%	18.22%	20.23%	41	43	53
Pacific Islander	0.4%	%	0%	1		0
White	40.1%	38.98%	41.22%	97	92	108
Multiple/No Response	18.2%	13.56%	13.36%	44	32	35
<b>Total Enrollment</b>				242	236	262

### 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
<b>Total Enrollment</b>	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.
2. There is a decrease in the percentage of African American students attending and an increase in Latino heritage students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
<b>Grade 3</b>	130	41	44	0	40	43	0	40	43	0.0	97.6	97.7
<b>Grade 4</b>	146	44	40	0	41	37	0	41	37	0.0	93.2	92.5
<b>Grade 5</b>	150	44	44	0	41	41	0	41	41	0.0	93.2	93.2
<b>All Grades</b>	426	129	128	0	122	121	0	122	121	0.0	94.6	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
<b>Grade 3</b>		2445.	2488.		35.00	48.84		12.50	34.88		20.00	9.30		32.50	6.98
<b>Grade 4</b>		2529.	2468.		56.10	32.43		21.95	13.51		9.76	21.62		12.20	32.43
<b>Grade 5</b>		2558.	2538.		43.90	41.46		31.71	29.27		14.63	12.20		9.76	17.07
<b>All Grades</b>	N/A	N/A	N/A		45.08	41.32		22.13	26.45		14.75	14.05		18.03	18.18

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		32.50	39.53		42.50	53.49		25.00	6.98
<b>Grade 4</b>		43.90	27.03		53.66	51.35		2.44	21.62
<b>Grade 5</b>		31.71	34.15		56.10	51.22		12.20	14.63
<b>All Grades</b>		36.07	33.88		50.82	52.07		13.11	14.05

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		30.00	39.53		42.50	51.16		27.50	9.30
<b>Grade 4</b>		36.59	16.22		56.10	54.05		7.32	29.73
<b>Grade 5</b>		41.46	31.71		48.78	53.66		9.76	14.63
<b>All Grades</b>		36.07	29.75		49.18	52.89		14.75	17.36

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		15.00	20.93		72.50	76.74		12.50	2.33
<b>Grade 4</b>		14.63	16.22		78.05	67.57		7.32	16.22
<b>Grade 5</b>		24.39	12.20		63.41	78.05		12.20	9.76
<b>All Grades</b>		18.03	16.53		71.31	74.38		10.66	9.09

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<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		32.50	25.58		55.00	72.09		12.50	2.33
<b>Grade 4</b>		34.15	18.92		60.98	64.86		4.88	16.22
<b>Grade 5</b>		34.15	26.83		60.98	60.98		4.88	12.20
<b>All Grades</b>		33.61	23.97		59.02	66.12		7.38	9.92

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**Conclusions based on this data:**

1. A continued focus on using Orton Gillingham in Tier 2 & 3 instruction is showing an improvement in scores for the younger grades.
2. Continued support in Tier I classroom instruction via professional development and coaching is needed to support students' academic growth.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	130	41	44	0	40	43	0	40	43	0.0	97.6	97.7
Grade 4	146	44	40	0	42	38	0	42	38	0.0	95.5	95.0
Grade 5	150	44	44	0	41	42	0	41	42	0.0	93.2	95.5
All Grades	426	129	128	0	123	123	0	123	123	0.0	95.3	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2500.		27.50	51.16		25.00	32.56		17.50	6.98		30.00	9.30
Grade 4		2535.	2482.		47.62	28.95		26.19	21.05		11.90	21.05		14.29	28.95
Grade 5		2547.	2552.		41.46	40.48		14.63	30.95		24.39	9.52		19.51	19.05
All Grades	N/A	N/A	N/A		39.02	40.65		21.95	28.46		17.89	12.20		21.14	18.70

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		25.00	51.16		40.00	39.53		35.00	9.30
<b>Grade 4</b>		54.76	34.21		35.71	34.21		9.52	31.58
<b>Grade 5</b>		41.46	40.48		34.15	42.86		24.39	16.67
<b>All Grades</b>		40.65	42.28		36.59	39.02		22.76	18.70

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		25.00	60.47		52.50	34.88		22.50	4.65
<b>Grade 4</b>		40.48	26.32		45.24	39.47		14.29	34.21
<b>Grade 5</b>		46.34	33.33		36.59	52.38		17.07	14.29
<b>All Grades</b>		37.40	40.65		44.72	42.28		17.89	17.07

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		32.50	46.51		45.00	46.51		22.50	6.98
<b>Grade 4</b>		45.24	28.95		47.62	47.37		7.14	23.68
<b>Grade 5</b>		36.59	28.57		53.66	52.38		9.76	19.05
<b>All Grades</b>		38.21	34.96		48.78	48.78		13.01	16.26

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**Conclusions based on this data:**

1. Improved scores over time show that the school priority of math coaching is working.
2. Additional support for math needed in the form of intervention, enrichment and instructional coaching.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## 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
<b>K</b>	*	*	*	*	*	*	*	*	*	9	5	8
<b>1</b>	1478.8	*	*	1499.4	*	*	1457.8	*	*	11	*	5
<b>2</b>	1480.4	*	*	1489.1	*	*	1471.4	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	5	7	*
<b>4</b>	1533.4	*	*	1530.8	*	*	1535.5	*	*	13	*	7
<b>5</b>	*	*		*	*		*	*		9	*	
<b>All Grades</b>										61	18	22

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11	*	*
<b>2</b>	21.43	*	*	35.71	*	*	28.57	*	*	14.29	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	46.15	*	*	46.15	*	*	0.00	*	*	7.69	*	*	13	*	*
<b>5</b>	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	26.23	11.11	9.09	44.26	38.89	68.18	19.67	50.00	22.73	9.84	0.00	0.00	61	18	22

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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	36.36	27.87	38.89	50.00	14.75	27.78	13.64	6.56	0.00	0.00	61	18	22

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	0.00	26.23	33.33	59.09	36.07	27.78	31.82	21.31	33.33	9.09	61	18	22

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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	18.18	45.90	38.89	77.27	6.56	16.67	4.55	61	18	22

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
<b>2</b>	35.71	*	*	57.14	*	*	7.14	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	53.85	*	*	38.46	*	*	7.69	*	*	13	*	*
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	45.90	38.89	50.00	47.54	61.11	50.00	6.56	0.00	0.00	61	18	22

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	36.36	*	*	36.36	*	*	27.27	*	*	11	*	*
<b>2</b>	14.29	*	*	71.43	*	*	14.29	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	18.03	16.67	9.09	63.93	44.44	81.82	18.03	38.89	9.09	61	18	22

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	0.00	*	*	72.73	*	*	27.27	*	*	11	*	*
<b>2</b>	7.14	*	*	85.71	*	*	7.14	*	*	14	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	15.38	*	*	76.92	*	*	7.69	*	*	13	*	*
<b>5</b>	*	*		*	*		*	*		*	*	
<b>All Grades</b>	11.48	16.67	22.73	65.57	77.78	77.27	22.95	5.56	0.00	61	18	22

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**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

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>262</b>	<b>29.8</b>	<b>9.2</b>	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	24	9.2
Foster Youth		
Homeless	7	2.7
Socioeconomically Disadvantaged	78	29.8
Students with Disabilities	26	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	14.1
Asian	27	10.3
Filipino	2	0.8
Hispanic	53	20.2
Two or More Races	35	13.4
White	108	41.2

### Conclusions based on this data:

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



2. Oxford has a large population of white students (41.2 %) which is double that of the next largest category, Hispanic at 20.2%

# School and Student Performance Data

## Overall Performance

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### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Chronic Absenteeism is a major issue for Oxford.
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

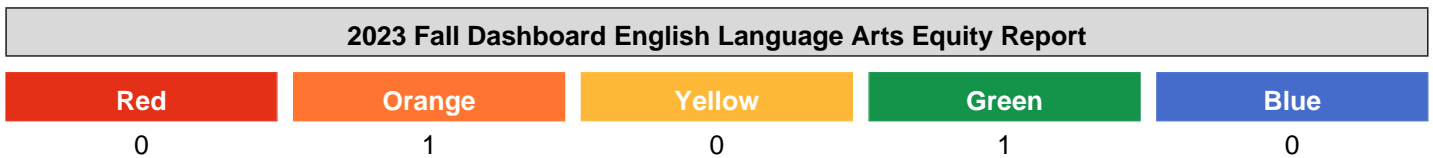
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 27.6 points above standard Decreased Significantly -15.2 points 123 Students	<b>English Learners</b> Less than 11 Students 7 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 8 Students	<b>Socioeconomically Disadvantaged</b>  Orange 41.2 points below standard Decreased Significantly -21.8 points 46 Students	<b>Students with Disabilities</b> 109.2 points below standard Decreased Significantly -99.1 points 17 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>77.7 points below standard</p> <p>Decreased -7.9 points</p> <p>21 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>0.7 points below standard</p> <p>Increased +6.3 points</p> <p>30 Students</p>	<p>23.3 points above standard</p> <p>Increased +3.2 points</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Green</p> <p>65.8 points above standard</p> <p>Decreased Significantly - 35.4 points</p> <p>52 Students</p>

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>7 Students</p>	<p>0 Students</p>	<p>30.3 points above standard</p> <p>Decreased -13.4 points</p> <p>112 Students</p>

**Conclusions based on this data:**

1. It is highly concerning that our students' test scores have significantly decreased overall. This shows the need for additional Literacy coaching and push-in support.
2. Although it's not a statistically significant number of students being tested, our Hispanic students increased by 6.3 points.
3. Although it's not a statistically significant number of students being tested, our African American students are 77.7 points below the standard, calling on our community to employ culturally responsive practices.

# School and Student Performance Data

## Academic Performance Mathematics

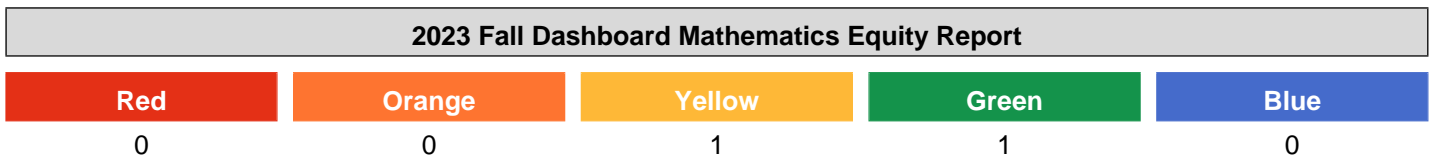
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>29.6 points above standard</p> <p>Increased +5.9 points</p> <p>123 Students</p>	<p><b>English Learners</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>8 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>37.8 points below standard</p> <p>Increased +8.2 points</p> <p>46 Students</p>	<p><b>Students with Disabilities</b></p> <p>135.1 points below standard</p> <p>Decreased Significantly -93 points</p> <p>16 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>45.8 points below standard</p> <p>Increased Significantly +50.9 points</p> <p>20 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>6.4 points below standard</p> <p>Increased +5.1 points</p> <p>31 Students</p>	<p>28.9 points above standard</p> <p>Increased +14 points</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Green</p> <p>58.8 points above standard</p> <p>Decreased -13.8 points</p> <p>52 Students</p>

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>7 Students</p>	<p>0 Students</p>	<p>31.1 points above standard</p> <p>Increased +11.4 points</p> <p>112 Students</p>

#### Conclusions based on this data:

1. Overall, our student scores increased by 5.9 points.
2. This increase is seen in all racial categories except for the white students where there was a 13.8 point decrease.
3. The 50.9 point increase in African American student scores increase should be celebrated and built upon for further growth.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
75 points above standard making progress towards English language proficiency
Number of EL Students: 12 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.

### 2023 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	3	0	9

#### Conclusions based on this data:

1. 75% of our ELD students progressed one language level.

# School and Student Performance Data

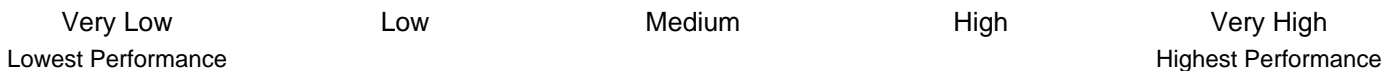
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

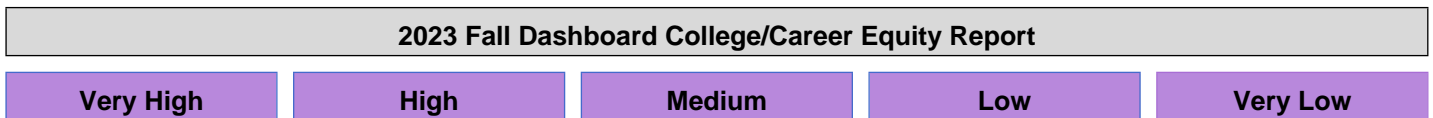
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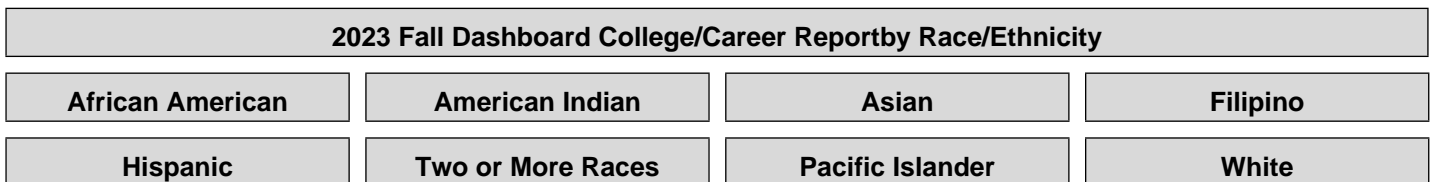
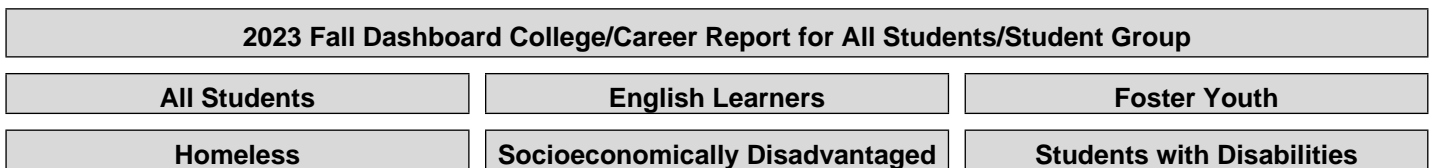
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



**Conclusions based on this data:**

1. N/A



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."









This section provides number of student groups in each level.



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 21.5% Chronically Absent Declined Significantly -4.2 260 Students	<b>English Learners</b> 29.2% Chronically Absent Declined -11.7 24 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 38.5% Chronically Absent 0 13 Students	<b>Socioeconomically Disadvantaged</b>  Orange 36.2% Chronically Absent Declined -18.2 94 Students	<b>Students with Disabilities</b>  Red 33.3% Chronically Absent Increased 1.1 33 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 35.9% Chronically Absent Declined -8.3 39 Students	 No Performance Color 0 Students	16.7% Chronically Absent Increased 4.2 24 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.4% Chronically Absent Declined -7.7 54 Students	 Orange 17.6% Chronically Absent Increased 1.9 34 Students	 No Performance Color 0 Students	 Green 7.4% Chronically Absent Declined -3.9 108 Students

**Conclusions based on this data:**

1. While the percentage of absenteeism is declining, the rate of absenteeism in all students is still significant.
2. Absenteeism needs continued focus, intervention and support.
3. Absenteeism is significantly higher in the following three demographic areas: students of color, socially disadvantaged and students with disabilities.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

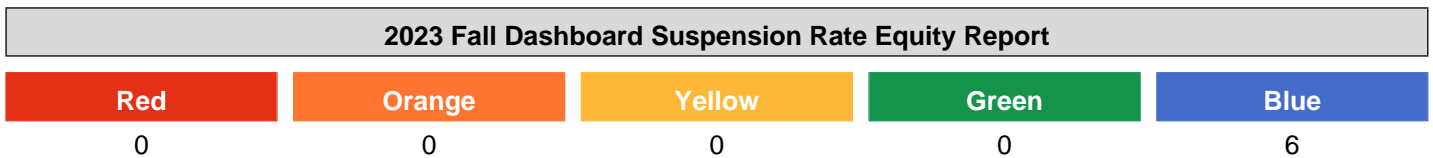
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0% suspended at least one day Maintained 0 265 Students	0% suspended at least one day Maintained 0 24 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
0% suspended at least one day 13 Students	 Blue 0% suspended at least one day Maintained 0 96 Students	 Blue 0% suspended at least one day Maintained 0 33 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 39 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 24 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 56 Students	 Blue 0% suspended at least one day Maintained 0 35 Students	Less than 11 Students 2 Students	 Blue 0% suspended at least one day Maintained 0 108 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### High Quality Instruction and Curriculum

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continued need for high quality classroom instruction and curriculum. Provide culturally relevant teaching to address the racial predictability in our test scores

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>High Quality Classroom Instruction</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Literacy Coach will provide push in support and coaching to all classrooms to support the implementation of CORE and OG training.</li> <li>• Literacy Coach will give ongoing training to personnel during staff meetings.</li> <li>• Math Coach will give ongoing training to personnel during staff meetings, will demonstrate model lessons in classes, and co-teach with classroom teachers.</li> <li>• K-5 Staff will participate in DIBELS training, as needed, aiming for district-wide alignment of DIBELS administration.</li> <li>• Staff will attend site-led and district-led professional development sessions on data-driven instruction.</li> <li>• Staff will use district literacy assessments, DIBELS, and math benchmark results to inform the RTI Team and Intervention Programs. Analysis will take place during six - eight weeks cycles and be built into staff meeting time.</li> <li>• 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.</li> <li>• Teachers may be released (using substitute teachers) for peer observations, planning curriculum and instruction with a PLC focus.</li> </ul> <p>Line 1: Literacy Coach - .75 FTE District BSEP funding            Line 2: Literacy Coach - .05 FTE Oxford BSEP funding (to supplement District funded Literacy Coach) \$6,839            Line 3: Literacy Coach - .20 FTE Oxford BSEP funding (to be combined with ELD teacher's FTE) \$19,992            Line 4: Materials and Supplies - Oxford PTA \$6,000            Line 5: Personnel Variance - Oxford BSEP funding,</p>	All students	<p>District Allocation</p> <p>6,839 BSEP</p> <p>19,992 BSEP</p> <p>6,000 PTA</p> <p>4,575 BSEP</p>

	\$4,575		
1.2	<p>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.</p> <p>Math Intervention Groups and LLI Reading Intervention groups will be taught by certificated teachers during the school day, coordinating with our Reading Blocks.</p> <ul style="list-style-type: none"> <li>• Regular COS (Coordination of Services) team meetings to collaborate and reflect on school wide systems in place to meet the needs of identified students</li> <li>• Implementation of MTSS, Tier 2 and Tier 3 response (Classroom, Small Group, Mild/Moderate special ed involvement)</li> <li>• Professional Learning Communities - teachers and intervention/support teachers meet weekly during Wednesday collaboration time to set goals for focus students</li> <li>• Provide staff with professional development in differentiation and RTI practices</li> <li>• Use the TCRWP, Fast Track, LLI, Star 360, Wilson, Orton-Gillingham, Slingerland and work samples to support literacy growth</li> </ul> <p>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 \$23,318 (.47 FTE)  Line 3: One Kindergarten instructional assistant will provide support and offer additional intervention and differentiation in classrooms, during reading and math periods. - PTA funding \$18,587 (.33 FTE)  Line 4: Instructional Materials for Intervention Groups - Title I, \$1,758  Line 5: If there are BSEP carryover funds, we would like to hire classified staff from the after school program to work during the regular school day as general education IAs to provide intervention and small group work in reading and math for grades 1-5. \$10,000  Line 6: \$551 from BSEP will be allocated to Instructional Materials</p>	All Students with a focus on students not yet at grade level	<p>District Allocation</p> <p>23,318 BSEP</p> <p>18,587 PTA</p> <p>1758 Title I A - Basic Funding</p> <p>10,000 BSEP Carryover</p> <p>551 BSEP</p>



<p><b>1.3</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>• A .60 FTE Math Coach to provide support to classroom teachers, to organize and run intervention programs, and provide enrichment opportunities for the classroom</li> <li>• Provide additional support for target groups of students in math based on teacher recommendation, RTI meetings, and district assessments</li> <li>• Ensure implementation of high quality mathematics instruction, and continue preparing students for the rigor of the Common Core standards in Math.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Line 1: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (\$24,836 .21FTE) funded by Title I</p> <p>Line 2: Math Coach to provide coaching, intervention and enrichment for students and teachers (.20 FTE) funded by District Allocation - RTI .20</p> <p>Line 3: Instructional Materials to supplement the district-adopted curriculum to support intervention- \$3000 from BSEP Carryover</p> <p>Line 4: Unallocated reserve for salary variance in Title I \$1,242</p> <p>Line 5: Unallocated reserve for salary variance in PTA \$2,735</p> <p>Line 6: Math Coach to provide intervention for students and work with teachers to strengthen intervention support (\$22,470 FTE.19) funded by BSEP</p>	<p>All Students, K-5 with a focus on LCAP student groups and Title I students</p>	<p>24,836 Title I A - Basic Funding</p> <p>District Allocation</p> <p>3000 BSEP Carryover</p> <p>1242 Title I A - Basic Funding</p> <p>2,735 PTA</p> <p>22,470 BSEP</p>
<p><b>1.4</b></p>	<p>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</p>	<p>Students Identified through Coordination of Services Team (COS)</p>	<p>District Allocation</p>

	<p>intervention and sharing school culture and climate information with the staff Responsible parties: Principal, RTI coordinator, COS team, Counselors</p> <p>Line 1: BACR Counseling Services (City of Berkeley - District Allocation)</p>		
1.5	<p>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.</p> <p>Line 1: Online subscriptions - \$3,000 BSEP Carryover</p>	All Students	3000 BSEP Carryover

# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The results of the goal were mixed. There were some gains and some losses.

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

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.

While we are maintaining the same personnel to achieve our goals, how we will use them is changing. All teachers will have push in support and coaching by both the math and literacy coaches. Additionally, collaboration time at staff meetings will be dedicated to PLC groups that will be looking at data and adjusting the instruction as necessary.

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Cultural and Linguistic Responsiveness

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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
Vision Scholar Individualized Learning Plans	Percentage of goals achieved	Decrease in Special Ed referrals for our students of color.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Implement an English Language Development Program for K-5 English Language Learners</p> <ul style="list-style-type: none"> <li>• Fund .60 ELD teacher</li> <li>• Direct instruction at appropriate ELPAC level</li> <li>• Assess progress of students in English Language Acquisition using the ELPAC, ADEPT and teacher assessment tools</li> <li>• Monitor student progress using a progress report (EL Progress Report/Grades) to ensure students are making consistent gains</li> <li>• Use progress monitoring to identify students who are not making gains (in one or 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</li> <li>• Communicate with teachers and parents regarding student progress and learning goals during each grading period; provide ELD grades in the four domains</li> <li>• 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).</li> <li>• ELD teacher participates in district professional development including monthly ELD PLC, ELD curriculum trainings and COS PD</li> <li>• ELAC - facilitate parent/guardian workshops on understanding the ELPAC and ELD program at Oxford. Outreach to families regarding instruction.</li> <li>• Monitor progress of IFEP and RFEP students</li> <li>• Test administration: ELPAC annual test - test all annual EL students by the end of February, train parents on Illuminate access, keep test scores in cumulative file, schedule test administration</li> <li>• 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.</li> </ul>	EL Students	.6 District Allocation

	Line 1: Certificated ELD teacher (.60 FTE) - District LCAP		
<b>2.2</b>	<p>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.</p> <p>Creation of an equity team that will not only provide culturally and linguistically responsive PD, but also have a dedicated space and time to progress monitor our students.</p> <p>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.</p> <p>Staff will keep equity as a focus while identifying Vision students and creating their individualized learning plans.</p> <p>PTA will partner with the staff by having an equity liaison participate in the equity team. Additionally, they will explore guest speakers and topics related to equity and building a strong community.</p> <p>Line 1: Equity Teacher Leader stipend</p> <p>Line 2: Parent Involvement Funding</p>	<p>All K-5 students with a focus on sub-groups targeted in the LCAP.</p> <p>English Language Learners</p> <p>Socio-economically disadvantaged students</p> <p>Foster youth</p> <p>African American students</p> <p>Hispanic or Latino Students</p> <p>Students with Disabilities</p>	<p>District Allocation</p> <p>2117 Coach Stipend</p>
<b>2.3</b>	<p>The BUILD tutoring program, a partnership with UC Berkeley, will provide reading support to struggling students in grades K-5th.</p> <p>Support teachers to provide after school tutoring.</p> <p>Also in partnership with UC Berkeley, SAGE mentors will partner up with students, providing mentoring and support.</p> <p>Employ after school staff to work with students during the regular school day, strengthening the academic connection between the day program and after school.</p> <p>In addition, after school staff collaborate with a teacher liaison to ensure that their academic hour is closely aligned to classroom instruction.</p> <p>Certificating Tutoring - after school, focus students</p> <p>Line 1: After school Teacher liaison stipend, district allocation</p>	<p>Students Identified by COS team or staff in need of mentoring and tutoring</p>	<p>District Allocation</p> <p>5000 BSEP Carryover</p> <p>1778 District Allocation</p>

	<p>Line 2: If funds become available from BSEP Carryover, we would like to fund certificated tutoring after the regular school day. (\$5000 BSEP Carryover)</p> <p>Line 3: If funds become available from BSEP Carryover, hire classified staff to provide classroom support. - \$10,000</p> <p>Line 4: Certificated Tutoring - Title IV, District Allocation - \$1,778</p>		
2.4	<p>Positive Behavior Support:</p> <p>Hire a certificated teacher to lead inclusive and welcoming activities at recess. This person will also have the Welcoming Schools stipend .</p> <p>Hire an additional .2 counselor (PTA) to work in conjunction with the Welcoming Schools team to provide schoolwide behavioral expectations and lessons on empathy, emotional management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.</p> <p>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.</p> <p>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.</p> <p>School counselors will do class presentations and hold "lunch bunches" to support student community.</p> <p>All teachers will teach the Toolbox program, covering all twelve tools. Toolbox teaches students about the tools we have within us to help build a strong community. In addition, the tools will be discussed at Community Meetings and throughout the school year.</p> <p>We will also hold Parent Education meetings to share information about the Toolbox program.</p> <p>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.</p> <p>Line 1: Increased Certificated Teacher FTE to support recess and Welcoming Schools initiative (.16)</p>	All Students	<p>23,249 PTA</p> <p>27000 PTA</p>

	Line 2: Increased counseling support (.2) to offer Tier One classroom Welcoming Schools curriculum		
2.5	<p>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.</p> <p>Hold culturally-relevant assemblies and programs at school to celebrate our school community.</p> <p>Oxford will use Prop 28 funds to hire an Instructional Specialist to bring an experienced art instructor to collaborate with classroom teachers to bring art into their curriculum. The Art Instructor will provide weekly or art lessons with grades K-5. This is in coordination with the VAPA grant.</p> <p>Oxford will use PTA money to hire an Instructional Specialist in Dance. This teacher will provide AfroHaitian dance and drumming to students in grades K, 4, 5 during their instructional PE minutes.</p> <p>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 &amp; 5th grade classes will participate in music class, 2 x a week, with BUSD music teachers, playing various instruments.</p> <p>Line 1: Instructional Specialist - Art (.4) Prop 28  Line 2: Art Supplies and PE Equipment, \$2,500 (PTA)  Line 3: Art Supplies - \$3000 (BSEP Carryover)  Line 4: Instructional Specialist - Dance (.16)  12,868  Line 5: \$450 from Prop 28 for supplies  Line 6: \$1,660 from Prop 28 for personnel variance</p>	All Students	32,803 Other  2500 PTA  3000 BSEP Carryover  12,868 PTA  450 Other  1660 Other

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Oxford has been highly effective at providing timely and data based Tier II and Tier III interventions. A growth area is continuing to focus on Tier I CLRT strategies.

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

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.

We expect to see a major change in student outcomes with the addition of consistent data analysis and accountability.



# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Welcoming and Inclusive School Climate

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual SSC Survey	2022-2023 Results	Growth in percentage of families who rate all categories "Extremely Satisfied"
Participation in schoolwide events	Attendance at assemblies, evening and weekend events	Increased attendance in school wide events.
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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Build School Community <ul style="list-style-type: none"> <li>Parent Education and Information will be provided in partnership with the PTA, Site Council, ELAC and the After School Program. These events will be hosted</li> </ul>	All Students	379 Title I A - Parent Involvement  2,000 PTA

	<p>both on and off the school site in an effort to reach all families.</p> <ul style="list-style-type: none"> <li>• Provide forums and educational events on topics identified as critical by diverse parent/guardian groups</li> <li>• Coffee with the Principal bi monthly morning meetings</li> <li>• Provide food and childcare at the meetings to encourage participation from all families.</li> <li>• Utilize Zoom meetings to make attendance easier for more families</li> <li>• Gift cards available for families who need support</li> <li>• Family/Community Events (Back to School Picnic, Otterpalooza, Spring Raffle &amp; Dance, Talent Show)</li> <li>• Kindergarten Information Night</li> <li>• Back to School/Open House</li> <li>• Math Nights</li> <li>• Parent/Guardian meetings on Equity, Race and Inclusion</li> <li>• Grade Level Gatherings</li> </ul> <p>Provide childcare at the meetings to help encourage participation from all families. Line 1: Parent Involvement, \$379 from Title I Parent Involvement Line 2: Funding for schoolwide events</p>		
<p><b>3.2</b></p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Design playground guidelines and plan to best support cooperative games and activities.</li> <li>• Have staff present outside on Oxford street at drop-off to facilitate traffic and to help ensure the safety of our students.</li> <li>• Hire an additional classified staff member to be on the playground during recesses to facilitate games and provide additional supervision.</li> <li>• Increase FTE of certificated PE teacher to coordinate games at recesses</li> <li>• Increase FTE of certificated PE teacher to coordinate Welcoming Schools and PBIS initiatives</li> </ul> <p>Line 1: Classified Hourly (BSEP Carryover) Line 2: .13 FTE of PE teacher \$18,890 (Oxford BSEP funding) Line 3: .16 FTE of PE teacher \$23,249 (PTA resource)</p>	<p>All students</p>	<p>18890 BSEP</p> <p>23,249 PTA</p>

3.3	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: Recess and PE Equipment \$3,000 (BSEP Carryover)	Kindergarten, 4th and 5th Grade students	3000 BSEP Carryover
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## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Oxford has robust community engagement in events, assemblies and conferences.

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

Due to personnel concerns, we were not able to have extra playground staff.

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

We will be hiring a certificated teacher to supervise recess and to be our welcoming school liaison. The goal is to have a person dedicated to providing mindful activity planning.

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

All students

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Data Review <ul style="list-style-type: none"> <li>COST Team and RTI Team will review data on a bimonthly schedule</li> <li>Use of referral form by staff to recommend students to Case Management</li> </ul>	All Students	7,560 PTA

	<ul style="list-style-type: none"> <li>Grade Level meetings on Wednesdays to review data, monitor progress, and refer students to support services if needed</li> <li>Teacher release days to review data and plan instruction to address the needs of students.</li> </ul> <p>Teacher Release Days - \$7,560 from PTA</p> <p>Adjust scheduling to impact interventions provided</p> <ul style="list-style-type: none"> <li>Ensure a Literacy block in order for intervention specialists are able to push into classrooms to support students</li> <li>Monitor instructional minutes</li> </ul>		
<b>4.2</b>	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p> <p>On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.</p>	All	0
<b>4.3</b>	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p>	All	0
<b>4.4</b>	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The site evaluated the previous year's SPSA in collaboration with our SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2024-2025 SPSA.

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

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.

This will continue to be a priority.

# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students missing more than 10% of school days

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	2023-2024 Attendance Data	Increase in attendance for 2024-2025
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	Please Update	Please Update
Chronic Absentee Rate (CDE Dataquest)	Please Update	Please Update
Suspension Rate (CDE Dataquest)	Please Update	Please Update

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	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)	Students in need of support services	District Allocation  District Allocation

<b>5.2</b>	<p>Supports for Students Experiencing Homelessness:</p> <p>Collaborate with the district to provide direct services and support to our McKinney-Vento students.</p>	Students Experiencing Homelessness	0
<b>5.3</b>	<p>Family Engagement - Office of Family Engagement and Equity (OFEE):</p> <p>Site Staff to provide support in three main focal areas:</p> <p>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</p>	Students Experiencing Homelessness	0
<b>5.4</b>	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance.</p> <p>On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Overall we need to prioritize the implementation of this goal.

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

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.

Reaching out earlier to families, especially those that we know have attendance issues.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$314,289.60
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: 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	\$96,635.00
BSEP Carryover	\$27,000.00
District Allocation	\$1,778.60
Other	\$34,913.00
PTA	\$125,748.00
Title I A - Basic Funding	\$27,836.00
Title I A - Parent Involvement	\$379.00

Subtotal of state or local funds included for this school: \$314,289.60

Total of federal, state, and/or local funds for this school: \$314,289.60

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	96,635.00
BSEP Carryover	27,000.00
District Allocation	1,778.60
Other	34,913.00
PTA	125,748.00
Title I A - Basic Funding	27,836.00
Title I A - Parent Involvement	379.00

### Expenditures by Budget Reference

Budget Reference	Amount
	193,364.60

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	96,635.00
	BSEP Carryover	27,000.00
	District Allocation	1,778.60
	Other	34,913.00
	PTA	125,748.00
	Title I A - Basic Funding	27,836.00
	Title I A - Parent Involvement	379.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,903.00
Goal 2	110,308.60
Goal 3	47,518.00
Goal 4	7,560.00
Goal 5	0.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Beth Cornwell	Principal
Carla Inniss	Classroom Teacher
Laurie Nielson	Classroom Teacher
Shay McGilvrey	Classroom Teacher
Phanica Uk	Classroom Teacher
Deirdre Sproul	Other School Staff
Johanna Tanori	Parent or Community Member
Jason Okonfua	Parent or Community Member
Jaffer Abbasi	Parent or Community Member
Jaclyn Lee	Parent or Community Member
Rebecca Weissman	Parent or Community Member
Hanna Melnick	Parent or Community Member

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.

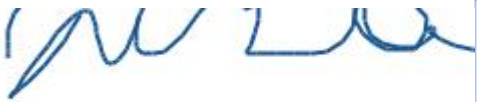
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 9, 2024.

Attested:



Principal, Beth Cornwell on 5/9/24



SSC Chairperson, Johanna Tanori on 5/9/24

Kathy Fleming  
Director of Local Resources

*Kathy Fleming*  
Signature

6-4-24  
Date

Jill Hoogendyk  
Associate Superintendent, Educational Services

*Jill Hoogendyk*  
Signature

6-6-24  
Date

