School Year: **2026-27**

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 4, 2026	June 17, 2026

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

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

The purpose of this plan is to describe how our school is providing a robust school-wide program to support all 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 2026 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.

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.

Chronic Absenteeism: Hispanic Students

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.

Chronic Absenteeism: Hispanic Students

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 and Math Screener 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	13.94%	14.57%	14.57%	35	37	37
Asian	11.16%	10.24%	10.24%	28	26	26
Filipino	0.80%	0.79%	0.39%	2	2	1
Hispanic/Latino	19.92%	15.75%	15.75%	50	40	40
White	39.44%	40.16%	39.76%	99	102	101
Multiple/No Response	14.74%	18.50%	19.29%	37	47	49
			Total Enrollment	251	254	254

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Kindergarten	39	34	34
Grade 1	40	45	41
Grade 2	41	42	43
Grade3	46	43	45
Grade 4	44	48	43
Grade 5	41	42	48
Total Enrollment	251	254	254

Conclusions based on this data:

1. The Latino population has steadily decreased.
2. The population of our two or more race students has steadily increased.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	19	16	15	9.2%	7.6%	5.9%
Fluent English Proficient (FEP)	15	12	12	5.0%	6.0%	4.7%

Conclusions based on this data:

1. Our ELD student population has steadily decreased.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	45	44	43	45	44	43	45	44	97.7	100	100
Grade 4	40	43	47	37	41	44	37	41	44	92.5	95.3	93.6
Grade 5	44	37	41	41	36	41	41	36	41	93.2	97.3	100
All Grades	128	125	132	121	122	129	121	122	129	94.5	97.6	97.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2488.	2456.	2452.	48.84	40.00	36.36	34.88	24.44	22.73	9.30	22.22	22.73	6.98	13.33	18.18
Grade 4	2468.	2525.	2527.	32.43	48.78	45.45	13.51	24.39	29.55	21.62	12.20	9.09	32.43	14.63	15.91
Grade 5	2538.	2517.	2568.	41.46	36.11	51.22	29.27	19.44	26.83	12.20	5.56	9.76	17.07	38.89	12.20
All Grades	N/A	N/A	N/A	41.32	41.80	44.19	26.45	22.95	26.36	14.05	13.93	13.95	18.18	21.31	15.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.53	33.33	27.27	53.49	55.56	59.09	6.98	11.11	13.64
Grade 4	27.03	46.34	38.64	51.35	43.90	52.27	21.62	9.76	9.09
Grade 5	34.15	27.78	26.83	51.22	55.56	65.85	14.63	16.67	7.32
All Grades	33.88	36.07	31.01	52.07	51.64	58.91	14.05	12.30	10.08

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	39.53	26.67	15.91	51.16	51.11	65.91	9.30	22.22	18.18
Grade 4	16.22	31.71	25.00	54.05	56.10	59.09	29.73	12.20	15.91
Grade 5	31.71	25.00	48.78	53.66	52.78	39.02	14.63	22.22	12.20
All Grades	29.75	27.87	29.46	52.89	53.28	55.04	17.36	18.85	15.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	20.93	17.78	18.18	76.74	71.11	77.27	2.33	11.11	4.55
Grade 4	16.22	26.83	15.91	67.57	58.54	72.73	16.22	14.63	11.36
Grade 5	12.20	16.67	21.95	78.05	75.00	70.73	9.76	8.33	7.32
All Grades	16.53	20.49	18.60	74.38	68.03	73.64	9.09	11.48	7.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.58	20.00	15.91	72.09	71.11	61.36	2.33	8.89	22.73
Grade 4	18.92	24.39	29.55	64.86	63.41	63.64	16.22	12.20	6.82
Grade 5	26.83	30.56	29.27	60.98	50.00	58.54	12.20	19.44	12.20
All Grades	23.97	24.59	24.81	66.12	62.30	61.24	9.92	13.11	13.95

Conclusions based on this data:

1. The use of Tier I Orton Gillingham is showing an improvement in reading scores.
2. Writing continues to be a growth area. We are excited to see the future results after implementing the new curriculum.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	44	45	44	43	45	44	43	45	44	97.7	100	100
Grade 4	40	43	47	38	41	46	38	41	46	95.0	95.3	97.9
Grade 5	44	37	41	42	36	41	42	36	41	95.5	97.3	100
All Grades	128	125	132	123	122	131	123	122	131	96.1	97.6	99.2

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2500.	2471.	2455.	51.16	42.22	38.64	32.56	26.67	22.73	6.98	8.89	18.18	9.30	22.22	20.45
Grade 4	2482.	2538.	2533.	28.95	46.34	50.00	21.05	19.51	23.91	21.05	29.27	19.57	28.95	4.88	6.52
Grade 5	2552.	2510.	2581.	40.48	36.11	53.66	30.95	19.44	17.07	9.52	5.56	19.51	19.05	38.89	9.76
Grade 11															
All Grades	N/A	N/A	N/A	40.65	41.80	47.33	28.46	22.13	21.37	12.20	14.75	19.08	18.70	21.31	12.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	51.16	55.56	43.18	39.53	22.22	36.36	9.30	22.22	20.45
Grade 4	34.21	51.22	45.65	34.21	43.90	39.13	31.58	4.88	15.22
Grade 5	40.48	27.78	51.22	42.86	33.33	39.02	16.67	38.89	9.76
Grade 11									
All Grades	42.28	45.90	46.56	39.02	32.79	38.17	18.70	21.31	15.27

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60.47	33.33	43.18	34.88	46.67	38.64	4.65	20.00	18.18
Grade 4	26.32	51.22	45.65	39.47	39.02	50.00	34.21	9.76	4.35
Grade 5	33.33	30.56	43.90	52.38	41.67	46.34	14.29	27.78	9.76
All Grades	40.65	38.52	44.27	42.28	42.62	45.04	17.07	18.85	10.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	46.51	42.22	31.82	46.51	51.11	54.55	6.98	6.67	13.64
Grade 4	28.95	43.90	45.65	47.37	48.78	41.30	23.68	7.32	13.04
Grade 5	28.57	33.33	43.90	52.38	36.11	53.66	19.05	30.56	2.44
All Grades	34.96	40.16	40.46	48.78	45.90	49.62	16.26	13.93	9.92

Conclusions based on this data:

1. Improved scores over time show that the school priority of math coaching is working.
2. Continue to rely on additional support for math in the form of intervention, enrichment and instructional coaching.
3. The implemented progress monitoring measures and oversight by the math coach / RTI team resulted in significant growth in CAASP math proficiency.

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) web page or the 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	8	*	*
1	*	*	*	*	*	*	*	*	*	5	6	*
2	*	*	*	*	*	*	*	*	*	*	4	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	7	*	*
5		*	*		*	*		*	*		4	*
All Grades										22	19	13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	9.09	15.79	0.00	68.18	36.84	53.85	22.73	31.58	30.77	0.00	15.79	15.38	22	19	13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	36.36	42.11	23.08	50.00	36.84	46.15	13.64	10.53	15.38	0.00	10.53	15.38	22	19	13

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	0.00	5.26	0.00	59.09	21.05	23.08	31.82	42.11	61.54	9.09	31.58	15.38	22	19	13

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	18.18	21.05	23.08	77.27	78.95	61.54	4.55	0.00	15.38	22	19	13

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	50.00	55.56	46.15	50.00	38.89	46.15	0.00	5.56	7.69	22	18	13

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	9.09	15.79	15.38	81.82	42.11	53.85	9.09	42.11	30.77	22	19	13

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	22.73	5.56	0.00	77.27	77.78	84.62	0.00	16.67	15.38	22	18	13

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

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
254	**27.6%**	**6.3%**	**0.0%**
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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	16	6.3%
Foster Youth	0	0.0%
Homeless	4	1.6%
Socioeconomically Disadvantaged	70	27.6%
Students with Disabilities	27	10.6%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	14.6%
American Indian	0	0.0%
Asian	26	10.2%
Filipino	2	0.8%
Hispanic	40	15.7%
Two or More Races	47	18.5%
Pacific Islander	0	0.0%
White	102	40.2%

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 (40.2 %) which is double that of the next largest category, Two or More Races at 18.5%

School and Student Performance Data

Overall Performance

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Blue		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Chronic Absenteeism is a issue for Oxford.
2. Oxford math and reading data demonstrates the highest performance level. This is an improvement from 2023-2024 in both categories, indicating proficiency growth and accelerated growth.

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
47.8 points above standard	Fewer than 11 students - No Data for Privacy	
Increased 17.2 points	7 Students	
127 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	Fewer than 11 students - No Data for Privacy	11.2 points below standard
	4 Students	Increased 15.7 points
		38 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
76.2 points below standard	9.8 points below standard	0 Students
Increased 15.8 points	Increased 19.5 points	
15 Students	19 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
57 points above standard	Fewer than 11 students - No Data for Privacy	17.6 points below standard
Increased 7.3 points	1 Student	Increased 29.2 points
11 Students		21 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Blue
99.1 points above standard	0 Students	69.8 points above standard
Declined 5 points		Increased 4.6 points
21 Students		54 Students

Conclusions based on this data:

1. Overall Literacy rates increased this year. This matches our progress monitoring data.
2. African American students increased by 19.5 points, representing significant focal student accelerated growth.
3. Hispanic students increased by 29.2 points, representing significant focal student accelerated growth.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	2	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	
40.5 points above standard	Fewer than 11 students - No Data for Privacy	
Increased 15.5 points	7 Students	
130 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	2.3 points below standard
	4 Students	Increased 33.3 points
		38 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
58.6 points below standard	16.8 points below standard	0 Students
Increased 53.6 points	Increased 23.1 points	
16 Students	20 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	No Performance Color
53 points above standard	Fewer than 11 students - No Data for Privacy	3 points below standard
Increased 34 points	1 Student	Increased 31.3 points
11 Students		21 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
79.8 points above standard	0 Students	58.5 points above standard
Declined 7 points		Declined 5.5 points
22 Students		55 Students

Conclusions based on this data:

1. Our overall math scores increased by 15.5 points.
2. African American students increased by 23.1 points, representing significant focal student accelerated growth.
3. Hispanic students increased by 31.3 points, representing significant focal student accelerated growth.

School and Student Performance Data

Academic Performance
Science

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
71.3 science points	Fewer than 11 students - No Data for Privacy	0 Students
Increased 17.1 points	2 Students	
41 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - No Data for Privacy	57.5 science points
	1 Student	Increased 24.1 points
		12 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color 0 Students	No Performance Color 78.2 science points Increased 12.4 points 20 Students

Conclusions based on this data:

1. Science scores increased, reflecting teacher focus on next generation science standards.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
No Performance Color	No Performance Color
making progress.	making progress.
Number Students: 9 Students	Number Students: 0 Students

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.

2025 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**

Conclusions based on this data:

1. Oxford does not have enough students to assign percentages of growth. We had fewer than 11 test takers.
2. There is a need to create progress monitoring tools for the ELD curriculum so that we can confidently say that students are meeting growth targets or not while in the middle of the levels.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	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

Academic Engagement
Chronic Absenteeism

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	
14.1% Chronically Absent	16.7% Chronically Absent	
Declined 1.2	Declined 16.7	
263 Students	18 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	22.8% Chronically Absent
1 Student	7 Students	Declined 9.6
		79 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
18.2% Chronically Absent	22.5% Chronically Absent	0 Students
Declined 15.2	Declined 8.1	
33 Students	40 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
11.1% Chronically Absent	Fewer than 11 students - No Data for Privacy	26.8% Chronically Absent
Declined 3.2	2 Students	Increased 1.8
27 Students		41 Students

Two or More Races	Pacific Islander	White
Green	No Performance Color	Orange
6% Chronically Absent	0 Students	10.7% Chronically Absent
Declined 9.8		Increased 5.7
50 Students		103 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. Oxford had significant decline in absenteeism in students in the following categories: English Learners, Socio-Economically Disadvantaged, Disabilities, African American and Two or More Races.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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.”

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	2	0	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	No Performance Color	
0.8% suspended at least one day	0% suspended at least one day	
Declined 0.4%	Maintained 0%	
265 Students	18 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.5% suspended at least one day
1 Student	7 Students	Maintained -0.2%
		81 Students

Students with Disabilities	African American	American Indian
Orange	Blue	No Performance Color
2.9% suspended at least one day	0% suspended at least one day	0 Students
Increased 2.9%	Declined 5.4%	
34 Students	40 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.3% suspended at least one day
Maintained 0%	2 Students	Increased 2.3%
27 Students		43 Students

Two or More Races	Pacific Islander	White
Blue	No Performance Color	Yellow
0% suspended at least one day	0 Students	1% suspended at least one day
Declined 2.5%		Increased 1%
50 Students		103 Students

Conclusions based on this data:

1. Our suspension rate decreased this year and was based on one suspension.

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.

Academic Excellence & Equitable Outcomes
Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Excellence & Equitable Outcomes
Goal 1: Provide high quality classroom curriculum and responsive instructional practices that are informed by data, promote college and career readiness and eliminate the achievement gap based on race and/or program.

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
Fishtank Curricular Assessments	Fishtank Curricular Assessments	2026-2027 Fishtank Curricular Assessments - Increase in students performing at or above grade level.
Functional Phonics Curricular Assessments	Functional Phonics Curricular Assessments	2026-2027 Functional Phonics Curricular Assessments - Increase in students performing at or above grade level.
DIBELS (K-5)	2025-2026 DIBELS Scores	2026-2027 Increase and growth in DIBELS progress (scores)
Star 360 Reading and Math Assessment (3rd, 4th & 5th Grades)	2025-2026 Star360 Reading and Math Scores	2026-2027 Increase and growth in Star360 Reading and Math Scores
BUSD Math Benchmark Assessments (K-2)	BUSD Math Benchmark Assessments	2026-2027 BUSD Math Benchmark Assessments - Increase in students performing at or above grade level.

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	High Quality Classroom Instruction	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• 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. • Literacy Coach will provide push in support and coaching to all classrooms to support the implementation of Fishtank and Functional Phonics • Literacy Coach will give ongoing training to personnel during staff meetings. • Math Coach will give ongoing training to personnel during staff meetings, will demonstrate model lessons in classes, and co-teach with classroom teachers. • Staff will collaborate with the math and literacy coach at least once every three weeks to review formative data and adjust instruction accordingly. • 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. Analysis will take place during six - eight weeks cycles and be built into staff meeting time. • 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 will attend Trauma informed PD Line 1: Literacy Coach - .75 FTE District BSEP funding Line 2: Literacy Coach - .25 FTE Oxford Site BSEP funding (to supplement District funded Literacy Coach) $33,315 Line 3: Math Coach - .5 FTE Oxford Site BSEP funding (to supplement District Funded RTI Position) $67,548 Line 4: Unallocated Reserve - Oxford Site BSEP funding, $6,052 Line 6: Indirect Cost - Oxford Site BSEP funding $5,089		District Allocation 33,315 BSEP 67,548 BSEP 6,052 BSEP 5,089 BSEP Other
1.2	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	All Students with a focus on students not yet at grade level	District Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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. • 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 Line 1: RTI Teacher - District Allocation, .40 FTE (.3 LCAP and .1 Centrally Funded BSEP) Line 2: General Education instructional assistant to provide support and offer additional intervention and small group work in reading and math. - Oxford PTA funding $32,240 (.47 FTE) Line 3: General Education instructional assistant to provide support and offer additional intervention and small group work in reading and math. . - PTA funding $20,678 (.33 FTE) Line 4: If there are Site BSEP carryover funds, we would like to hire certificated staff to provide additional intervention groups in math and reading as necessary. $5,000 Line 5: If there are Site BSEP carryover funds, we would like to increase the general education IA FTE in order to provide support for small group instruction during reading and math in the general education classroom $10,000		32,240 PTA 20,678 PTA 5,000 BSEP Carryover 10,000 BSEP Carryover
1.3	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 (City of Berkeley - District Allocation) Line 2: If we have Site BSEP Carryover, we can contract one more day of services through BACR to allow for more students to be seen. $30,000	All Students	District Allocation 30,000 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2025-26

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 overall academic achievement in both math and language arts is a cause for celebration. While there is room to grow, the strategic implementation of Tier I strategies and monitored Tier II groups allowed for significant student growth.

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

Certificated teachers did not provide interventions after school. However, a student teacher did provide them using classified hourly funds.

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.

Our RTI team changed our system this year to allow for more consistent data analysis and included teachers in all Tier II group planning. This focus allowed all stakeholders to be on the same page with student plans and consistently monitor their growth. As a result, we saw significant growth in our focal student groups. The SPSA supports these changes and continued growth by continuing funding for our coaches / RTI team.

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.

Academic Excellence & Equitable Outcomes
Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and eliminate barriers to student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: Provide and monitor the necessary, timely and effective academic and behavioral interventions to accelerate outcomes and 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.

Reduce the number of students with ten or more total absences by 10% of the 2022-2023 percentages (enrollment reported as of June)..
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 2025 - 2026 School year	Reduction in number of students absent for 10 or more days of school year 2026-2027
English Language Proficiency Assessment for California (ELPAC)	Results of ELPAC and number of RFEP students for 2024- 2025 school year	Growth, as measured by ELPAC, and increased number of RFEP students
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	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 and teacher assessment tools • Monitor student progress using a progress report (EL Progress	EL Students	.6 District Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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		
2.2	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. In addition, staff meeting time will be given for the equity team to meet. They will not only provide culturally and linguistically responsive PD, but also	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	District Allocation Teacher Stipend District Allocation 1,000 PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	have a dedicated space and time to progress monitor our students. 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. Led by the CCEEIS Coordinator, staff will keep equity as a focus while identifying Vision students and creating their individualized learning plans. 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. Line 1: Equity Teacher Leader stipend Line 2: CCEEIS Coordinator Line 3: Parent Involvement Funding - PTA $1,000		
2.3	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: Certificated Tutoring - Title IV, District Allocation - 24 hours	Students Identified by COS team or staff in need of mentoring and tutoring	District Allocation District Allocation
2.4	Positive Behavior Support: Hire a certificated teacher to lead inclusive and welcoming activities at recess. 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.	All Students	58,695 PTA District Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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. Line 1: Increased Certificated Teacher FTE to support PBIS during PE and recess Line 2: District Allocated Counseling Support (FTE is TBD)		
2.5	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 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. 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. 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. Line 1: Instructional Specialist - Art (.24) Prop 28 $ 21,976 Line 2: Instructional Specialist - Art (.14) Arts Anchor Centrally Funded Grant	All Students	21,976 Other District Allocation 3,394 Other 10,153 Other 1,928 Other

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Line 3: Art Supplies Prop 28 $ 3,394 Line 4: Instructional Specialist - Dance (.16) 10,153 Prop28 Line 5: $ 1,928 from Prop 28 for allocated reserve		

Annual Review

SPSA Year Reviewed: 2025-26

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.

Wellness & Belonging
Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Foster safe, welcoming and inclusive school climates that are humanizing, and culturally and linguistically responsive for students and their families, so that all students are ready to learn and fully engaged.

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	2025-2026 Results	Defined priorities for the community
Participation in schoolwide events	Attendance at assemblies, evening and weekend events	Increased attendance in school wide events.
Attendance Records	2025-2026 Attendance Records	Reduction in the number of absences for the 2025-2026 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 • 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 every other week at drop off	All Students	PTA PTA

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• 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 Line 1: Funding for schoolwide events Line 2: PTA unallocated reserve: $ TBD		
3.2	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 teacher to coordinate games at recesses • Increase FTE of certificated teacher to coordinate PBIS initiatives	All students	
3.3	Ensure that all students have the materials, supplies and equipment that they need to be successful at Oxford. Line 1: Site BSEP Carryover 5,000 Line 2: Instructional Materials - PTA $6,000 Line 3: Site BESP Carryover indirect cost $ 2,377	All Students	5,000 BSEP Carryover 6,000 PTA 2,377 BSEP Carryover

Annual Review

SPSA Year Reviewed: 2025-26

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.

We also received two grants to increase Parent Educational Opportunities.

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. The goal is to have a person dedicated to providing mindful activity planning and restorative justice practice at recess.

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.

Partnership & Engagement
Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Build authentic partnerships between families, school staff, and educational partners that leverage the strength of the diverse skills and talents in our community and build capacity to promote successful outcomes for 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.

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 • COST Team and RTI Team will review data • 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	All Students	District Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	• Teacher release days to review data and plan instruction to address the needs of students. • Ensure a Literacy block in order for intervention specialists are able to push into classrooms to support students • Monitor instructional minutes Teacher Release Days - District Allocation		
4.2	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.	All	0
4.3	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. Summer Planning to align certificated and classified PD to the objectives and goals of the SPSA: Line 1: Certificated Hourly - Extra Duty $1516 Line 2: Classified Hourly - Extra Duty - $781	All	1516 BSEP 781 BSEP
4.4	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.	All	0

Annual Review

SPSA Year Reviewed: 2025-26

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 2026-2027 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2026-2027 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.

Equity Multiplier
Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 5: Within three years, all students, and particularly all students at Berkeley Technology Academy will demonstrate growth towards being prepared for college or a career.

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.2	Supports for Students Experiencing Homelessness: Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.3	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.	Students Experiencing Homelessness	0
5.4			

Annual Review

SPSA Year Reviewed: 2025-26

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	$322,742.60
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	$114,301.00
BSEP Carryover	$52,377.00
District Allocation	$0.60
Other	$37,451.00
PTA	$118,613.00

Subtotal of state or local funds included for this school: $322,742.60

Total of federal, state, and/or local funds for this school: $322,742.60

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	114,301.00
BSEP Carryover	52,377.00
District Allocation	0.60
Other	37,451.00
PTA	118,613.00

Expenditures by Budget Reference

Budget Reference	Amount
	310,292.60

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	BSEP	114,301.00
	BSEP Carryover	52,377.00
	District Allocation	0.60
	Other	37,451.00
	PTA	118,613.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	209,922.00
Goal 2	97,146.60
Goal 3	13,377.00

Goal 4	2,297.00
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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Beth Cornwell	Principal
Erik Danielson	Classroom Teacher
Mike Della Penna	Classroom Teacher
Zora Raskin	Classroom Teacher
Deirdre Sproul	Classroom Teacher Other School Staff
Jaffer Abbasi	Parent or Community Member
Brett Berning	Parent or Community Member
Daphnee St. Pierre	Parent or Community Member
Susanna Moore	Parent or Community Member
Phebe Kemp	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

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 05/04/2026.

Attested:

EV Cornwell	Principal, Elizabeth Cornwell on 5/06/2026
Erik Danielson	SSC Chairperson, Erik Danielson on 5/6/2026

Kathy Fleming
Director of Local Resources

Kathy Fleming — Signature

6-9-26 — Date

J Illhoogendyk — Signature

6/10/26 — Date

Jill Hoogendyk
Associate Superintendent, Educational Services

SITE BUDGET SUMMARY 2026-27

Oxford Elementary (119) May 20, 2026	Goal / Strategy	Obj Code	BSEP Site Funds Resource 0852		Title I Resource 3010		Prop 28 Resource 6770		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Centrally - Funded BSEP		Other Resources			Total FTE
Budget Item			**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**RES.**	**BGT**	**FTE**	
Literacy Coach	1/1	1102	33,315	0.25									0863/0841	0.75				1.00
ELD Teacher	2/1	1102								0.60								0.60
Classifed P.E. Instructional Specialist		2102									33,210	0.53						
Instructional Assistant	1/2	2102									20,678	0.33						0.33
Instructional Assistant	1/2	2102									20,678	0.33						0.33
Math Coach	1/1	1102	67,548	0.50								0.10						0.60
RtI TSA	1/2	1102								0.30			0863-017	0.10				0.40
CCEIS Coordinator		1102															0.10	0.10
Classified IS Dance	2/5	2182					10,153	0.16										0.16
Art Instructional Specialist	2/5	2182					21,976	0.24					0853	0.14				0.38
Certificated Hourly - Extra Duty	4/3	1116	1,516															
Classified Houlry - Extra Duty	4/3	2116	781															
Extended Day Intervention		1116													Title IV			
Counseling (Contract)		5800													Dist-wide			
Instructional Materials	3/3	4300					3,394								0000			
Unallocated Reserve	1/1, 2/5	4380	6,052		0		1,928				5,168							
Indirect Cost (0852 only)	1/1	7340	5,089															
Total Expenditures			114,300	0.75	0	0.00	37,450	0.4	0	0.90	79,734	1.29				0		
Revenue Allocation			**114,300**		**0**		**37,450**				111,613							
			(0)		0		0				**31,879**							
BSEP Site Fund Carryover Priorities																		
Available BSEP site fund carryover: TBD Fall 2026																		
Certificted Hourly	2/1	1116	5,000															
Classified Hourly	2/1	2116	10,000															
Materials, Supplies, Equipment	3/3	4300	5,000															
Counseling Contract	1/3	5800	30,000															
Indirect Cost	3/3	7340	2,330															
Total BSEP Site Fund Carryover Priorities:			**52,330**															