School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date
Oxford Elementary School	01-61143-6090302	May 9, 2023

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

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

SSC will determine if we will survey students this year, as we did in 2019. The California Healthy Kids Survey was administered to 5th grade in 2023.
Survey results were shared at the SSC meeting and at a PTA Meeting in May 2023.

Classroom Observations

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

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

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

School-wide expectations:
1. Classroom rules and expectations posted in classrooms
2. Classroom routines and students jobs evident in classrooms
3. School rules "Be Safe, Be Responsible, Be Respectful, Be An Ally and Be Kind" and expectations for behavior posted in classrooms
4. Regular use of Toolbox program in every classroom and in Community Meetings
5. Participation in community meetings recognize students' positive behavior, academic achievement and demonstration of Toolbox tools
6. Suspension and referral data entered in Illuminate
7. System of positive behavior support implemented in classrooms and throughout the school
8. In-classroom social support/community building workshops conducted by school's mental health services provider
9. Word of the Month prograrom som /GS2 gs 0 hniT8om som /Gwsin1ledscns:

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Local assessments in reading, math, and writing guide instruction. TCRWP Reading assessments are given three times yearly and record student comprehension and fluency levels. Assessments for spelling (BEAR), phonics (Fast Track), DIBELS (K-2), reading (TCRWP), district math assessments and Star 360 assessments (grades 3-5 only) are used to assess student performance and monitor progress. They are administered on an ongoing basis and the results are used to provide teachers with data to revise lesson goals and individualize learning. The Literacy coach guides staff on administering and scoring On Demand writing assessments given each trimester.

Annual state assessments identify student proficiency and provide data for analysis of effective instructional practices. ELPAC is administered to all EL students each fall to provide information on their academic progress. Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meetings and grade-level meetings are provided for teachers to study assessments, develop backwards planning, and work on specific plans for differentiating instruction to meet the learning needs of all hopherT5-1 0 32.37790272ress m /P es m SR-1(mest

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

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

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

All site-based and district-wide staff development is aligned with grade level content standards and addresses the professional needs of teachers to increase student achievement. Professional development for staff includes the following content areas: Literacy/Language Arts, Mathematics, PBIS, Social Emotional Learning, and Family Engagement, and Technology.

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

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

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

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

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

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

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

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

1. The number of English Learners has increased slightly, reflecting the pattern in the general population of students.
2. There is a slight increase in students who are being reclassified fluent English proficient, RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

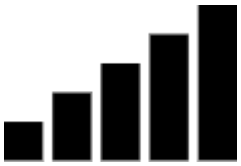
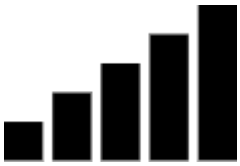
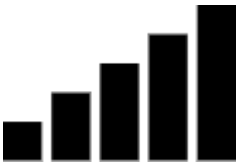
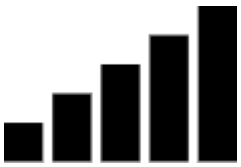
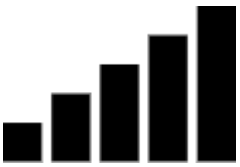
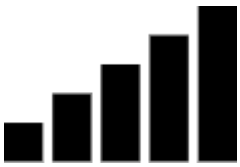
Overall Participation for All Students				
Grade Level	# of Students Enrolled	# of Students Tested	# of Students with	% of Enrolled Students
	20-21			

Listening Demonstrating effective communication skills	
% Above Standard	

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students				
Grade Level	# of Students Enrolled	# of Students Tested	# of Students with	% of Enrolled Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Level 64.9 points below standard 23 Students		 No Performance Level 73.8 points above standard 12 Students	 No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 No Performance Level 7.0 points below standard 23 Students	 No Performance Level 24.5 points above standard 13 Students	 No Performance Level 0 Students	 Very High 101.2 points above standard 43 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
7 Students	5 Students	44.3 points above standard 96 Students

Conclusions based on this data:

1. Overall, our students are performing 42.7 points above standard. This average is influenced by the white students, who performed 101.2 points above standard.
2. Although it's not a statistically significant number of students being tested, our students of two or more races are performing 24.5 points above standard.
3. Although it's not a statistically significant number of students being tested, our African American students are performing 64.9 points below standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

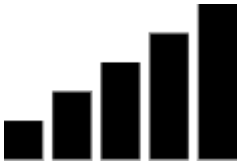
This section provides number of student groups in each level.

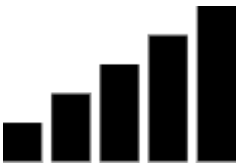
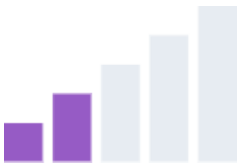
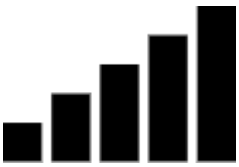
2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High
0	1	0	0	1

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
		
High	No Performance Level	
23.7 points above standard	1.7 points below standard	
113 Students	12 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		
No Performance Level	Low	No Performance Level
6 Students	45.9 points below standard	36.7 points below standard
	36 Students	19 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	2	0	0	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very High 44.2% Chronically Absent 43 Students		No Performance Level 12.5% Chronically Absent 24 Students	No Performance Level Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 52.2% Chronically Absent 46 Students	High 15.8% Chronically Absent 38 Students	No Performance Level Less than 11 Students 1 Student	High 11.3% Chronically Absent 97 Students

Conclusions based on this data:

1. Overall high rate of absenteeism in all students.
2.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

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

Identified Need

Continued need for high quality classroom instruction and curriculum.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments	2023-2024 TCRWP Reading Assessments - Increase in students performing a EMC Q q

As

All students

2062	BSEP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

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

Math Intervention Groups and LLI Reading Intervention groups will be taught by certificated teachers during the school day, coordinating with our Reading Blocks.

- Regular COS (Coordination of Services) team meetings to collaborate and reflect on school wide systems in place to meet the needs of identified students
- Implementation of MTSS, Tier 2 and Tier 3 response (Classroom, Small Group, Mild/Moderate special ed involvement)
- Professional Learning Communities - teachers and intervention/support teachers meet weekly during Wednesday collaboration time to set goals for focus students
- Provide staff with professional development in differentiation and RTI practices
- Use the TCRWP, Fast Track, LLI, Star 360, Wilson, Orton-Gillingham, Slingerland and work samples to support literacy growth

Line 1: RTI Teacher - District Allocation, .20 FTE
Line 2: One instructional assistant in Kindergarten to provide support and offer additional intervention and small group work in reading and math for Kindergarten students. - Oxford BSEP funding $28,749 (.47 FTE)
Line 3: One K-2 instructional assistant will provide support and offer additional intervention and differentiation in classrooms, during reading and math periods. - PTA funding $20,186 (.33 FTE)
Line 4: Instructional Materials for Intervention Groups - Title I, $1,545
Line 5: Instructional Materials - BSEP, $7,245
Line 6: If there are BSEP carryover funds, we would like to hire classified staff from after school program will work during the regular school day to provide intervention and small group work in reading and math for grades 3-5. $5,000

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Allocation

20186

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

Amount(s)	Source(s)
5000	BSEP
5000	BSEP Carryover

Annual R0s058825 1 RG 0.25 w 20.22495359 1703999481 cr

Goals, Strategies, & Proposed Expenditures

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

Goal 2

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

Identified Need

Reduce the number of students with ten or more total absences by 10% of the 2022-2023 percentages (enrollment reported as of June).
Reduce the number of office discipline referrals by 5% annually and reduce the percentage of African American students with referrals by 5% annually.
Maintain 0% suspension status.
Provide English Language Support for identified students.

Strategy/Activity

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

Discussions and implementation of equity teaching strategies support by Equity teacher leader,

Leadership team, Principal and PD team. Oxford staff will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners.

Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege, and how these impact students and families in our school.

Employ after school staff to work with students during the regular school day, strengthening the academic connection between the day program and after school.

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

Certificating Tutoring - after school, focus students

Line 1: After school Teacher liaison stipend, district allocation
Line 2: If funds become available from BSEP Carryover, we would like to fund certificated tutoring after the regular school day. ($5000 BSEP Carryover)
Line 3: Hire classified staff to provide additional tutoring and classroom support. - $4000 PTA
Line 4: Hire classified staff to provide additional tutoring and classroom support - $11,090 BSEP
Line 5: Certificated Tutoring - Title IV, District Allocation - $2092

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

Amount(s)	Source(s)
	District Allocation
5000	BSEP Carryover
4000	PTA
11090	BSEP
2092	District Allocation

Strategy/Activity 4

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

All Students

Strategy/Activity

Positive Behavior Support:

Oxford's PBIS team will continue to meet and strengthen systems for supporting positive student behavior. School rules, procedures, and behavior management policies will be written, explained, practiced, and supported with sensitivity toward all students' social and emotional health as well as cultural and linguistic differences.

Teachers will teach a minimum of six lessons from the Welcoming Schools curriculum. Students will be taught lessons including but not limited to empathy, emotion management, problem solving, and cooperation, family diversity, gender stereotyping and bullying.

School counselors will do class presentations and hold "lunch bunches" to support student community.

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

Amount(s)	Source(s)
22725	PTA
1500	BSEP
2000	BSEP Carryover

Goals, Strategies, & Proposed Expenditures

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Build School Community

- Parent Education and Information will provided in partnership with the PTA, Site Council, ELAC and the After School Program. These events will be hosted both on and off the school site in an effort to reach all families.
- Provide forums and educational events on topics identified as critical by diverse parent/guardian groups
- Coffee with the Principal bi monthly1 2.0[illegible]All Students

- Gift cards available for families who need support
- Family/Community Events (Back to School Picnic, Otterpalooza, Spring Raffle & Dance, Talent Show)
-

Describe any changes that will be made to this goal, the annual outcomes, metrics, or

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Identified Need

All students

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS Assessments K-2	2022-2023 DIBELS data	Student Growth in DIBELS assessments
Star 360 Assessments 3-5	2022-2023 Star 360 Data	Student Growth in Star 360 in Reading and Math

Adjust scheduling to impact interventions provided

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

Proposed Expenditures for this Strategy/Activity

List t(6(6(6(mtou(t)1(e)-1(s TJ)1(thisa(t)1(d f)-1(dentndto isourc(s)] (s T(dent7-1 0 11.25599957 Tm /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.

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

Amount(s)	Source(s)
0	

ANALYSIS

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

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source(s) using one or more of the following: LCFF, F)nt2(or)-1( )1(thegJ /if Fedthegg one orore o(ent1(g) or

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, F)nt2(or)-1( )1(thegJ /if Fedthegg one orore o(ent

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$280,313.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
	$0.00
BSEP	$95,63 /GS2 gs 0 g [($0.00)] TJ /(BSEP

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be

Oxford Elementary (119) 5/10/23																						
Budget Item								**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**BGT**	**FTE**	**RES.**	**FTE**	**RES.**	**BGT**	**FTE**	
													0.20								
2/1	1102					0.60							0.60								
3/2	1102	10,395	0.08							0000	Release	0.48	0.56								
1/2	2102	28,749	0.47										0.47								
1/2	2102						20,186	0.33					0.33								
1/3	1102	2,546	0.02	48,370	0.38	0.20							0.60								
3/3	2182						12,266	0.16													
4/1	1116						5,400														
2/3	2146	11,090					4,000														