School Year: 2020-21

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Oxford Elementary School	01-61143-6090302	May 13, 2020	June 12, 2020

Purpose and Description

Briefly describe the purpose of

of

Comprehensive Needs Assessment Components

Data Analysis

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

There are many barriers which may

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
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students		
# of Students Enrolled	# of Students Tested	# of Students

Demonstrating Communicating ability to support Reasoning mathematical

Percentage of Students at Each Written Language Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	*	*	*	*	*	*		*	*	*
2		*	*	*	*	*		*	*	*
3		*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*
5	*	*	*	*		*	*	*	*	*
All Grades	*	6.25	37.50	40.63	*	40.63	*	12.50	32	32

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
All Grades	*	18.75	59.38	65.63				

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report	
Red	Orange
0	0

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian
No Performance Color		No Performance Color
51.6 points below standard		Less than 11 Students - Data Not Displayed
Increased Significantly ++24.1 points 27		

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian
Orange	No Performance Color
21.8	Less than 11 Students - Data Not Displayed for Privacy
Declined -1.5	0
55	

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Blue		[redacted] No Performance Color	[redacted] No Performance Color
0		0	Less than 11 Students - Data 4
Maintained 0 59		Maintained 0 19	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	[redacted] No Performance Color	Blue
0	0	Less than 11 Students - Data 1	0
Maintained 0 58	Maintained 0 54		Maintained 0 104

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	0	0

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

All teachers will be supported in teaching the Common Core State Standards in English Language Arts/Literacy, Mathematics, and the Next Generation Science Standards (NGSS) including the integration of technology to ensure all students have access to the curriculum and technology to be successful.

Students will demonstrate grade level proficiency in literacy with 3rd Grade performance serving as the district indicator of progress toward this goal. By the end of 3rd grade, 80 percent or more of students will meet reading targets by 2020-2021. The applicable student subgroup meeting targets will increase by

Line 7: Financial Support for Literacy Coach and Designated teachers to attend TCRWP conference/training. $2000 BSEP Carryover

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

Amount(s)	Source(s)
	BSEP
6035	BSEP
15455	BSEP
3000	PTA
5040	PTA
2378	BSEP
2000	BSEP Carryover

Strategy/Activity 2

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

All students

Strategy/Activity

Response to Intervention

Differentiation and Intervention - Provide intervention

Identify English Language Learners - verify that all incoming EL students have been identified and tagged in Illuminate, provide the district with information to update EL lists including students that have been mistagged, ensure that CUM and Illuminate files are up to date.

Line 1: Certificated ELD teacher (.40 FTE) - District LCAP

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

Time continues to be a challenge - we need more time for teachers to collaborate and

Goals, Strategies, & Proposed Expenditures

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

African American students
Hispanic or Latino Students
Students with Disabilities

Strategy/Activity

Staff will continue to focus on equity-centered high expectation teaching and learning equitable teaching habits to use in the classroom (i.e. opt in, culturally responsive teaching, high-help/high-perfectionism, multiple perspectives). Ongoing professional reading using a variety of books and articles focusing on self-reflection and changing teaching practices that promote cultural competence and provide a safe environment for courageous conversations.

Discussions and implementation of equity teaching strategies support by Equity teacher leader, Leadership team, Principal and PD team. Oxford staff will attend district PD's in culturally relevant instruction and inclusive practices and strategies for African-American students and English learners. Principal and staff will encourage and create safe space for courageous conversations centered on race, class, privilege, and how these impact students and families in our school.

Staff will keep equity as a focus in district-initiated Professional Learning Communities by identifying focus students (non proficient students) to monitor progress of PLC goals.

PTA will hold equity-based culturally relevant parent training events in 2020-2021.

Line 1: Equity Teacher Leader stipend
Line 2: Equity-based meetings for PTA (cost to be determined)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding

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

Line 1: After school Teacher liaison stipend, district allocation
Line 2: If funds become available from BSEP Carryover, we

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)
21216	PTA
500	PTA

Coffee with the Principal bi monthly morning meetings
Provide food and childcare at the meetings to encourage participation from all families.
Gift cards available for families who need support
Family/Community Events (Back to School Picnic, Harvest Fair, Spring Raffle & Dance, Talent Show)
Kindergarten Information Night
Back to School/Open House
LHS Night Event
Parent/Guardian meetings on Equity, Race and Inclusion

Provide childcare at the meetings to help encourage participation from all families.

Line 1: Parent Involvement, $378 from Title I Parent Involvement

Line 2: LHS Event in the evening (If PTA funds become available)

Line 3: Custodial Services, $600 (PTA funded)

Line 4: Parent support (gift cards, childcare, pizza) $1000 (PTA funded)

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)

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

Amount(s) Source(s)

Strategy/Activity 5

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

Kinder, 4th & 5th Grade Students

Strategy/Activity

Bring more physical education and team building into the school day by providing one physical education class per week for 45 minutes (in addition to classroom teachers' own PE instructional program) for Kindergarten, 4th & 5th grades

Line 1: Hire classified instructional specialist for PE for .13 FTE $9,632 (PTA funded)
Line 2: PE Equipment $500 (PTA funded)
Line 3: PE Equipment $1000 (BSEP Carryover)

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

Amount(s) Source(s)

Parent/volunteer training to support students in small group learning situations if needed for Covid-19 structures/systems

Line 1: Social Emotional/Community Building Support. $3,000. PTA

Line 2: If additional funds become available and are needed for ongoing Social Emotional/Community Building Support. $2,000 BSEP Carryover

Line 3: Emergency & Safety supplies related to Covid-19 needs, Earthquake preparedness, Teacher and Staff PPE, and other emergencies $2,000 BSEP Carryover

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

Amount(s)	Source(s)
3000	PTA
2000	

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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)

Strategy/Activity

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)

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

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

6 Parent

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific

Oxford Elementary (119) 4/23/20 Budget Item	Goal / Strategy		BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	BGT	FTE	Total FTE
Literacy Coach	1/1	1102	6,035	0.05								0.75	0.80
RTI Teacher added to Lit Coach	1/1	1102						0.20					0.20
Literacy Coach	1/1	1102	15,455	0.20									0.20
ELD Teacher	1/1	1102						0.40					0.40
Certificated P.E.	3/3	1102	9,100	0.08								0.48	0.56
Kindergarten Instructional Asst.	1/2	2102	27,580	0.47									0.47
Instructional Assistant (1st -3rd)	1/2	2102							12,365	0.33			0.33
Science Teacher Unallocated Reserve	1/1, 1/3	2,378	913				2,000						
	81,636	19,547	16,425	0.80	103,456		5,000						
	80,215	19,547											
	(1,421)	0											

	1/3	5,000
	1/2	10,000
	1/1	2,000
	2/6, 3/5	2,000
vention	2/2	4,000
Supplies	4/1	2,000
munity Building Support	4/1	2,000
ities		27,000