

Berkeley Unified School District

Oxford

Elementary School

2006-2007 School Accountability Report Card

1130 Oxford Street
Berkeley, CA 94704
(510) 644-6300

Grades
Kindergarten
through Five

Janet Levenson,
Principal

Berkeley Unified
School District

2134 Martin Luther
King, Jr. Way
Berkeley, CA 94704-1109
(510) 644-6147



Superintendent

Michele Lawrence

Board of Education

Joaquin J. Rivera
President

John T. Selawsky
Vice President

Karen Hemphill
Director

Shirley Issel
Director

Nancy Riddle
Director

Rio Bauce
Student Director

This report covers school policies and activities that took place during the 2006-07 school year. Statistical data in this School Accountability Report Card are based on October 2006 CBEDS data provided by the California Department of Education. Statistical data for suspensions, expulsions, attendance, instructional minutes, and local assessments are provided by the district.

Principal's Message

Oxford School is located on just one acre, and its small size has created a tight-knit community where children feel very nurtured. Our talented staff is dedicated to the academic achievement, social and emotional growth, and general health of every child. In addition to the regular classroom curriculum, students have classes in PE, music, gardening, science, art, and a weekly library visit.

We have very strong parent and community involvement in our classrooms and in the school. Our active PTA sponsors community events and fund-raisers. Parent volunteers work in the classroom, garden, cafeteria, and schoolyard.

Our continual challenge is to meet the needs of our diverse students. We have a strong intervention team that meets weekly to look at the unique needs of every individual student in the school. We provide services to many students with help from our resource teachers, literacy teacher, speech pathologist, community tutors, and more.

Focus for Improvement

Some of the recent focus areas for improvement at this school include:

- We will focus on improving our written language arts curriculum. Our initial efforts in writing have been to encourage creativity, the flow of ideas, fluency, and voice. Now it is time to zero in on form, mechanics, and specific writing skills. We will do this schoolwide, and staff will coordinate the writing curriculum from grade to grade to ensure mastery by the end of fifth grade. We will measure progress on the basis of the quarterly writing samples that are scored and charted on a Writing Assessment Wall.

Data Sources

Data within the SARC was provided by Berkeley Unified School District, retrieved from the 2006-07 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state.

Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/ intervention.

Community & School Profile

Welcome to the Berkeley Unified School District! We serve a city founded on the ideal of quality public education. The proud home to a great public university since 1868, Berkeley also established California's first accredited high school, and in 1968 was the nation's first school district to desegregate without a court order. Our goal is always to give each of our children an equal opportunity to achieve the productive and fulfilled life that education brings.

Berkeley is a community as diverse as any in the nation—and our shared goal is to provide all students with the range of educational experiences that will inspire them to excel. Berkeley teachers are some of the state's experts in teaching classrooms full of students with different achievement levels, learning styles, native languages, and family resources.

The district includes 11 elementary schools, three middle schools, a comprehensive high school, an alternative education program, and an adult education program. Oxford Elementary is an Arts and Academics Magnet School. In the 2006-07 school year, 385 students were enrolled in grades kindergarten through five at Oxford Elementary.

Student body demographics and language information for the 2006-07 year are listed below.

| Language Skills 2006-07 | | | |
|--|--------|-------|------------|
| | Oxford | BUSD | California |
| English Learners | 10.7% | 12.3% | 25.0% |
| Non English Learners | 89.3% | 87.7% | 75.0% |
| Languages Spoken by English Learners | | | |
| Spanish | 43.3% | 62.1% | 85.3% |
| Arabic | 0.0% | 4.4% | 0.5% |
| Urdu | 3.3% | 3.2% | 0.2% |
| Cantonese | 0.0% | 2.7% | 1.4% |
| Vietnamese | 0.0% | 1.7% | 2.2% |
| Thai | 0.0% | 1.2% | 0.1% |
| Portuguese | 6.7% | 1.2% | 0.1% |
| Japanese | 16.7% | 1.1% | 0.3% |
| Filipino/Tagalog | 3.3% | 1.1% | 1.4% |
| All Other | 26.7% | 21.3% | 8.5% |
| Ethnicity | | | |
| African American or Black | 26.8% | 29.1% | 7.6% |
| American Indian/Alaska Native | 0.4% | 0.2% | 0.8% |
| Asian | 5.0% | 7.3% | 8.1% |
| Filipino | 0.7% | 0.6% | 2.6% |
| Hispanic or Latino | 10.7% | 16.9% | 48.1% |
| Pacific Islander | 0.4% | 0.3% | 0.6% |
| White | 35.4% | 29.6% | 29.4% |
| Multiple or No Response | 20.7% | 16.0% | 2.7% |
| Family Factors | | | |
| Low Income Indicator (Free or Reduced Price Meals) | 41.0% | 40.1% | 50.7% |

Discipline & Climate for Learning

Students at Oxford Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. Our discipline philosophy promotes positive rewards for good behavior and character traits such as respect, kindness, and effort. Conflict resolution methods are also taught schoolwide.

Students and parents are informed of school rules and policies through a Parent Handbook sent home at the beginning of the year, which students and parents must review together. Home-to-school communication is facilitated through the weekly newsletter, over-the-phone automated announcements, and the school E-tree.

Students are rewarded for good behavior through a system of positive rewards. Teachers individually recognize students who follow school rules and perform good deeds.

At times we find it necessary to suspend students who break school rules. We report only suspensions in which students are sent home for a day or longer. We do not report in-school suspensions, in which students are removed from one or more classes during a single school day. Expulsion is the most serious consequence we can impose. Expelled students are removed from the school permanently and denied the opportunity to continue learning here.

| | Suspensions & Expulsions | | | | | |
|-----------------|--------------------------|-------|-------|-------|-------|-------|
| | Oxford | | | BUSD | | |
| | 04-05 | 05-06 | 06-07 | 04-05 | 05-06 | 06-07 |
| Suspensions | 1 | 29 | 15 | 1944 | 1290 | 951 |
| Suspension Rate | 0.3% | 10.1% | 5.3% | 21.8% | 14.2% | 10.5% |
| Expulsions | 0 | 0 | 0 | 4 | 39 | 35 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.4% | 0.4% |

Extracurricular and Enrichment Activities

The after-school program at Oxford Elementary offers students a variety of extracurricular and enrichment activities, including, but not limited to: Spanish language courses, chorus, recorder, chess, various sports teams, guitar, art, dance, swimming, and cooking.

Homework

Homework is an integral part of the educational process. It should promote lifelong learning habits, be supplemental to the classroom experience, and provide opportunities for reinforcement and enrichment. Homework is given at all grade levels, primarily in the areas of reading, language, spelling, and mathematics. Additional work in other areas may also be assigned, such as arts, science, creative writing, and other long-term projects.

Instructional Minutes

During the 2006-07 school year, all instructional minute requirements at Oxford Elementary exceeded state requirements. During the 2006-07 school year there were 180 days of instruction comprised of 176 regular days and four minimum days. Minimum days were utilized for parent conferences. Additionally, every Wednesday is a shortened day used for teacher planning and collaboration.

| | Instructional Minutes By Grade Level | |
|---------|--------------------------------------|----------------|
| | Minutes Required | Actual Minutes |
| K | 36,000 | 46,800 |
| 1st-3rd | 50,400 | 51,300 |
| 4th-5th | 54,000 | 54,900 |

School Leadership

Leadership at Oxford Elementary is a responsibility shared between district administration, school administration, instructional staff, students, and parents. Overall administration of school activities, teacher evaluations, schoolwide testing, and daily operations are only a few of the many responsibilities undertaken by our principal. Ms. Janet Levenson has been the principal of Oxford Elementary for three years. She has over 20 years of experience as an educator, including previous positions as a teacher and a lecturer at the University of California, Berkeley.

Working closely with teachers and staff, the principal leads the school's efforts to offer a well-balanced and rigorous core curriculum aligned with state and district standards. Staff members may participate in the following leadership organizations:

- School Governance Council
- Leadership Team
- Grade Level Teams
- Art Leadership Team
- Parent Teacher Association

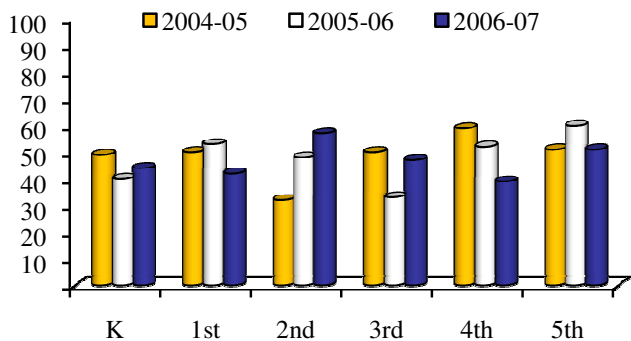
School Enrollment & Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Students are encouraged to have good attendance at school and are given an award for Perfect Attendance.

Student attendance is carefully monitored to identify those students exhibiting excessive absences. The school makes phone calls home for every student absence, and sends a letter home to parents in the event of chronic absenteeism. Students are referred to the Berkeley Unified School District's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

The following graph indicates the trend in enrollment for the past three years.

Enrollment By Grade Level



Class Size

Because funding for class-size reduction was focused on the early grade levels, our school's class sizes, like those of most elementary schools, differ across grades. The average class size at Oxford Elementary varies across grade levels from a low of 19 students to a high of 33. In 2006-07, the schoolwide average class size was 22.1 students and the pupil-to-teacher ratio was 15.6 to 1. The table below shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution

| | Classrooms Containing: | | | | | | | | | | | |
|-------|------------------------|----|-----|---------------|----|----|----------------|----|----|--------------|----|----|
| | Average Class Size | | | 1-20 Students | | | 21-32 Students | | | 33+ Students | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| K | 19 | 20 | 20 | 3 | 3 | 2 | | | | | | |
| 1st | 20 | 17 | 20 | 2 | 3 | 2 | | | | | | |
| 2nd | 20 | 17 | 19 | 3 | 3 | 4 | | | | | | |
| 3rd | 20 | 20 | 21 | 1 | 1 | | | | 2 | | | |
| 4th | 30 | 25 | 33 | | | | 2 | 2 | | | | 2 |
| 5th | 25 | 30 | 25 | | | | 2 | 2 | 2 | | | |
| K-3rd | 20 | 21 | n/a | 2 | | | 1 | | | | | |

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. The adjacent chart displays the percentage of classrooms at Oxford Elementary that met CSR requirements for the past three years.

CSR Participation

| | 04-05 | 05-06 | 06-07 |
|-------|-------|-------|-------|
| K | 100% | 100% | 100% |
| 1st | 100% | 100% | 100% |
| 2nd | 100% | 100% | 100% |
| 3rd | 100% | 100% | 0% |
| K-3rd | 100% | 0% | n/a |

Substitute Teachers

Berkeley Unified School District does not generally experience difficulty in obtaining qualified substitute teachers. On occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators are reassigned to fill the vacancy, or the students are split up between several teachers.

Teacher Assignment

Teachers who lack full credentials are working under the terms of an emergency permit, an internship credential, or a waiver. They should be working toward their credential, and they are allowed to teach in the meantime only if the school board approves.

During the 2006-07 year, Oxford Elementary had 20 fully credentialed teachers.

Teacher Credential Status

| | Oxford | | | BUSD |
|-------------------------------|--------|-------|-------|-------|
| | 04-05 | 05-06 | 06-07 | 06-07 |
| Fully Credentialed | 19 | 18 | 20 | 515 |
| Without Full Credentials* | 0 | 0 | 0 | 25 |
| Teaching Outside Subject Area | 0 | 0 | 0 | — |

*Data is reflective of teachers with emergency credentials, waivers, and university interns, as reported by the California Department of Education.

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2007-08 school year, the most current available data are reported.

Misassignments/Vacancies

| | 05-06 | 06-07 | 07-08 |
|--|-------|-------|-------|
| Misassignments of Teachers of English Learners | — | — | — |
| Teacher Misassignments (other) | — | — | — |
| Total Teacher Misassignments | — | — | — |
| Vacant Teacher Positions | — | — | — |

The federal law known as No Child Left Behind (NCLB) requires districts to report the number of teachers considered to be "highly qualified." These "highly qualified" teachers must have a full credential, a bachelor's degree, and, if they are teaching a core subject (such as reading, math, science, or social studies), they must also demonstrate expertise in that field. There are exceptions, known as the High Objective Uniform State Standard of Evaluation (HOUSSE) rules, that allow some veteran teachers to meet the "highly qualified" test who wouldn't otherwise do so.

NCLB Compliant Teachers

| | % of Core Academic Courses: | |
|----------------------------------|-----------------------------------|---------------------------------------|
| | Taught By NCLB Compliant Teachers | Taught By Non-NCLB Compliant Teachers |
| Oxford | 100.0% | 0.0% |
| All Schools in District | 82.5% | 17.5% |
| High-Poverty Schools in District | n/a | n/a |
| Low-Poverty Schools in District | n/a | n/a |

Curriculum Improvement

For more than six years, panels of scholars have decided what California students should learn and be able to do. Their decisions are known as the California Content Standards, and they apply to all public schools in the state. The textbooks we use and the tests we give are based on these content standards, and we expect our teachers to be firmly focused on them. Policy experts, researchers, and educators consider our state's standards to be among the most rigorous and challenging in the nation. You can find the content standards for each subject at each grade level on the web site of the California Department of Education (CDE). Recent changes to the curriculum during 2006-07 include the adoption of new science textbooks.

Student Achievement & Testing

To obtain accurate and valid measures of educational progress, the district provides students with multiple opportunities to demonstrate what they know and are able to do in the various disciplines of the school curriculum. In Berkeley Unified School District, multiple measures are analyzed to determine whether a student is meeting, exceeding, or falling below rigorous grade level expectations. These include districtwide Diagnostic Reading Assessments (DRA), the Qualitative Reading Inventory (QRI), the SRI (Scholastic Reading Inventory) reading comprehension assessment, and unit tests in core subject areas.

California Achievement Test Survey (CAT/6)

The norm-referenced test (NRT), currently the California Achievement Test, Sixth Edition (CAT/6), shows how well students are doing compared to students nationally in reading, language, spelling, and mathematics. Prior to 2005, all students in grades two through eleven were tested each spring. Currently, only students in grades three and seven are tested. The chart at right reflects the percentage of student scores at or above the national average (50th percentile) in Reading and Mathematics for grade three.

California Standards Tests (CST)

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the Spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and Science (grade 5) for the most recent three-year period, is shown below.

| CAT/6 Norm Referenced Test | | | | | | | | | |
|---------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|------|----|----|
| % At or Above 50th Percentile | | | | | | | | | |
| | Reading | | | | | | Math | | |
| | 3rd | | | 3rd | | | 3rd | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 |
| Oxford | 61 | 61 | 54 | 68 | 61 | 71 | | | |
| BUSD | 23 | 47 | 48 | 41 | 55 | 59 | | | |
| California | 36 | 37 | 38 | 54 | 55 | 56 | | | |
| Subgroups | | | | | | | | | |
| Females | 68 | 77 | 67 | 74 | 54 | 83 | | | |
| Males | 54 | 50 | 43 | 63 | 65 | 61 | | | |
| Socioeconomically Disadvantaged | 33 | 9 | 21 | 42 | 27 | 57 | | | |
| English Learners | * | * | * | * | * | * | | | |
| African American/Black | 33 | * | 18 | 46 | * | 27 | | | |
| White | 93 | 88 | 81 | 87 | 75 | 88 | | | |

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

| California Standards Test (CST) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------|-----------|-----------|-----------|-----------|-----------|------------|-----------|------------|------------|-----------|-----------|-----------|-----------|------------|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|-----------|-----------|-----------|
| Combined % of Students Scoring at Proficient and Advanced Levels | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Language Arts | | | | | | | | | | | | Math | | | | | | | | Science | | | | | | | |
| | 2nd | | | 3rd | | | 4th | | | 5th | | | 2nd | | 3rd | | 4th | | 5th | | 5th | | | | | | | |
| | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | 05 | 06 | 07 | | | | |
| All Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | 68 | 43 | 50 | 57 | 51 | 44 | 65 | 75 | 83 | 70 | 57 | 58 | 74 | 59 | 62 | 63 | 63 | 63 | 57 | 79 | 84 | 78 | 67 | 82 | 54 | 46 | 52 | |
| BUSD | 47 | 47 | 51 | 44 | 42 | 40 | 36 | 57 | 57 | 49 | 50 | 52 | 61 | 59 | 64 | 59 | 60 | 58 | 64 | 58 | 58 | 47 | 56 | 52 | 37 | 40 | 41 | |
| California | 42 | 47 | 48 | 31 | 36 | 37 | 47 | 49 | 51 | 43 | 43 | 44 | 56 | 59 | 59 | 54 | 58 | 58 | 50 | 54 | 56 | 44 | 48 | 49 | 28 | 32 | 37 | |
| Females | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | 75 | 53 | 62 | 59 | 62 | 56 | 58 | 73 | 85 | 73 | 47 | 63 | 75 | 63 | 62 | 70 | 62 | 61 | 47 | 69 | 85 | 85 | 58 | 79 | 62 | 33 | 58 | |
| BUSD | 47 | 50 | 54 | 47 | 46 | 47 | 61 | 64 | 62 | 53 | 54 | 57 | 60 | 60 | 61 | 61 | 58 | 59 | 54 | 60 | 58 | 48 | 57 | 54 | 36 | 39 | 41 | |
| California | 45 | 51 | 53 | 35 | 39 | 41 | 52 | 54 | 55 | 46 | 47 | 48 | 55 | 58 | 58 | 54 | 56 | 58 | 51 | 55 | 58 | 45 | 48 | 48 | 26 | 30 | 35 | |
| Males | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | 63 | 37 | 41 | 55 | 45 | 35 | 75 | 77 | 82 | 66 | 73 | 54 | 74 | 56 | 63 | 57 | 65 | 65 | 71 | 88 | 82 | 72 | 82 | 85 | 46 | 68 | 46 | |
| BUSD | 47 | 42 | 49 | 40 | 36 | 34 | 52 | 49 | 52 | 46 | 46 | 45 | 63 | 59 | 66 | 57 | 60 | 57 | 54 | 56 | 60 | 45 | 55 | 50 | 38 | 42 | 40 | |
| California | 39 | 43 | 44 | 29 | 33 | 33 | 44 | 46 | 48 | 39 | 40 | 41 | 58 | 59 | 59 | 56 | 58 | 58 | 50 | 54 | 56 | 43 | 48 | 48 | 32 | 34 | 38 | |
| English Learners | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | * | * | * | * | * | * | 42 | * | * | * | * | * | * | * | * | * | * | * | 42 | * | * | * | * | * | * | * | * | |
| BUSD | 31 | 17 | 25 | 19 | 18 | 11 | 30 | 36 | 37 | 18 | 18 | 23 | 54 | 43 | 45 | 47 | 46 | 40 | 41 | 45 | 50 | 24 | 35 | 28 | 8 | 13 | 12 | |
| California | 23 | 27 | 22 | 12 | 15 | 12 | 19 | 24 | 19 | 13 | 13 | 13 | 43 | 45 | 43 | 39 | 41 | 39 | 32 | 36 | 32 | 22 | 24 | 22 | 6 | 7 | 6 | |
| Socioeconomically Disadvantaged | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | * | 15 | 33 | 22 | 0 | 21 | 32 | 60 | 55 | 48 | 22 | 33 | * | 15 | 63 | 45 | 27 | 29 | 26 | 70 | 55 | 61 | 30 | 76 | 36 | 4 | 29 | |
| BUSD | 29 | 27 | 29 | 23 | 20 | 19 | 37 | 36 | 37 | 28 | 27 | 32 | 43 | 42 | 47 | 45 | 44 | 39 | 40 | 37 | 42 | 30 | 34 | 32 | 17 | 17 | 19 | |
| California | 28 | 33 | 35 | 17 | 22 | 23 | 32 | 35 | 36 | 27 | 28 | 29 | 45 | 48 | 48 | 43 | 46 | 47 | 38 | 42 | 45 | 32 | 35 | 36 | 14 | 18 | 22 | |
| Black/African American | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | * | 0 | 25 | 27 | * | 0 | 44 | 46 | * | 33 | 39 | 27 | * | 9 | 30 | 50 | * | 18 | 33 | 46 | * | 50 | 39 | 55 | 11 | 17 | 18 | |
| BUSD | 26 | 25 | 23 | 19 | 19 | 13 | 33 | 30 | 38 | 23 | 22 | 22 | 42 | 35 | 35 | 37 | 38 | 32 | 26 | 31 | 34 | 25 | 28 | 23 | 12 | 11 | 14 | |
| California | 34 | 38 | 39 | 22 | 27 | 27 | 35 | 37 | 39 | 30 | 30 | 32 | 42 | 44 | 44 | 39 | 41 | 42 | 34 | 38 | 41 | 28 | 31 | 32 | 16 | 18 | 22 | |
| White | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Oxford | 87 | 82 | 93 | 93 | 81 | 81 | 100 | 94 | 100 | 100 | 93 | 94 | 93 | 82 | 100 | 80 | 81 | 81 | 87 | 100 | 100 | 100 | 100 | 100 | 100 | 93 | 87 | 94 |
| BUSD | 78 | 76 | 84 | 83 | 78 | 74 | 91 | 87 | 88 | 84 | 87 | 88 | 87 | 84 | 92 | 86 | 86 | 81 | 86 | 88 | 87 | 74 | 91 | 89 | 75 | 84 | 85 | |
| California | 61 | 65 | 66 | 51 | 55 | 56 | 68 | 69 | 71 | 63 | 63 | 64 | 73 | 74 | 74 | 70 | 73 | 72 | 65 | 68 | 70 | 58 | 64 | 63 | 49 | 52 | 58 | |

* Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

No Child Left Behind

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

Results of school and district performance are displayed below. *Oxford Elementary met all the 2007 AYP criteria.*

| Adequate Yearly Progress (AYP) 2007 | | | | |
|-------------------------------------|-------------------------|-------------|-------------------------|-------------|
| Made AYP Overall | Oxford | | BUSD | |
| | Yes | | No | |
| Met AYP Criteria | English - Language Arts | Mathematics | English - Language Arts | Mathematics |
| Participation Rate | Yes | Yes | No | No |
| Percent Proficient | Yes | Yes | Yes | Yes |
| API | Yes | | Yes | |
| Graduation Rate | n/a | | Yes | |

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. *Oxford Elementary is not in PI.*

The stages of Program Improvement: Program Improvement (PI) is a five-stage process for monitoring, improving, and, if need be, reorganizing any school that receives federal money under the Title I section of No Child Left Behind (NCLB). Schools in PI get extra attention from their district office to help them improve. When a school misses even one of its goals for Adequate Yearly Progress, it is at risk of entering PI. If a school misses the same AYP goals two years in a row, it enters stage 1 of PI. Each year that a school misses any of its AYP goals, it goes one stage deeper into the process. Each stage results in increasingly severe consequences. The first stage gives parents the right to choose another school, and the former school would be required to provide transportation to the new site. In the second stage, students have the right to free tutoring in addition to the option to change schools. The last three stages can result in a change of staff and leadership, the conversion of the school to charter status, transferring the school to another district, or even the school's closure.

Academic Performance Index (API)

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

Oxford Elementary earned a schoolwide growth score of 834 in the 2006-07 school year.

Physical Fitness

In the spring of each year, Oxford Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). In the 2006-07 year, 30.0% of fifth grade students at Oxford Elementary met the HFZ.

Federal Intervention Programs

Program Improvement (PI)

| Program Improvement Status | Oxford | BUSD |
|--------------------------------------|-----------|---------|
| | Not in PI | In PI |
| First Year of PI | n/a | 2004-05 |
| Year in PI (in 2007-08) | n/a | Year 3 |
| Number of Schools Currently in PI | n/a | 8 |
| Percent of Schools Identified for PI | n/a | 50.0% |

API School Results 2007

| | 04-05 | 05-06 | 06-07 | 2007 API Growth Score |
|--|-----------------------|-------|-------|-----------------------|
| | Statewide Rank | 7 | 9 | |
| Similar Schools Rank | 9 | 9 | 4 | |
| All Students | | | | |
| Actual API Growth | 59 | -13 | 7 | 834 |
| Black/African American | | | | |
| Actual API Growth | 66 | n/a | n/a | 685 |
| White | | | | |
| Actual API Growth | 58 | -6 | 11 | 962 |
| Socioeconomically Disadvantaged | | | | |
| Actual API Growth | 54 | -57 | 95 | 768 |

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Counseling & Other Support Services

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part time at our school and some may work at more than one school in our district. Their schedules will change as our students' needs change. For these reasons, the staffing counts you see in the chart below may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) web site. For more information on our specialized programs and staff, please contact the principal.

| Counseling & Support Services Staff | | |
|-------------------------------------|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Counselor* | 1 | 0.4 |
| Psychologist | 1 | 0.3 |
| Speech & Language Specialist | 1 | 0.5 |
| Library Technician | 1 | 1.0 |
| Resource Teacher | 2 | 2.0 |
| Resource Aides | 5 | 5.0 |
| Technology Aide | 1 | 0.2 |
| Occupational Therapist | 1 | 0.2 |
| Special Day Class (SDC) Teacher | 1 | 1.0 |
| Gardening Teacher | 1 | 0.4 |

*Counselor to Pupil Ratio: 1:280

As Oxford Elementary is a full-inclusion school, students with special educational needs are included in the regular classroom setting and are provided assistance on an as needed basis by a Reading Coaches, mentors, classroom volunteers, the Resource Teachers and Aides, the Special Day Class teacher, and other support staff. Every child's needs are evaluated through the Individualized Education Program (IEP) process to ensure that students have the opportunity to achieve their full potential in an environment of academic and emotional support.

Tutoring is available for students who require additional help. Students may receive tutoring and academic support both before and after school.

There various methods of support for students whose primary language is not English. Oxford Elementary has an English Language Development Club after school. English Learner (EL) students are taught in the regular classroom by appropriately credentialed teachers. Many teachers possess CLAD (Crosscultural Language and Academic Development) or BCLAD (Bilingual, Crosscultural Language and Academic Development) credentials which qualify them to provide primary language instruction for both English and Spanish-speakers. Teachers have also received Guided Language Acquisition by Design (GLAD) training which assists with instruction for English learners.

High achieving students receive differentiated instruction and participate in enrichment activities within their regular classrooms. The staff strives to meet the needs of all students in the regular classroom.

Textbooks & Instructional Materials

Berkeley Unified School District held a Public Hearing on October 24, 2007, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. The State of California*. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Education. Textbook adoptions are uniform throughout the Berkeley Unified School District.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Trustees for final adoption. The most recent textbook adoptions (as of June 2008) in core curriculum areas for Oxford Elementary are indicated below.

| Textbooks | | | | | |
|--------------------------|--------------------------|--------------|--------------|--|--|
| Subject | Publisher | Grade Levels | Year Adopted | Quality & Availability of Standards-Aligned Textbooks | Percent of Pupils Who Lack Textbooks and Instructional Materials |
| Language Arts | Houghton Mifflin | K-5 | 2003 | All textbooks are in adequate supply and in excellent to good condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials. | 0% |
| Math | Scott Foresman | K-5 | 2001 | | 0% |
| Social Science | McGraw-Hill | K-3 | 2006 | | 0% |
| | Harcourt | 4 | | | 0% |
| | Oxford University | 5 | | | 0% |
| Science | FOSS | K-5 | 2007 | | 0% |
| Visual & Performing Arts | Davis Publications, Inc. | K-5 | | | 0% |

Library

The school's library is stocked with a variety of books that are available for students to check out, and also contains a large collection of reference materials, videos and books on tape for classroom use that tie into curricular areas of study. There are several computer workstations available for student use. The library is staffed by a full time library technician and monitored by a districtwide librarian. Students visit the library on a regular basis with their classes and may also visit during lunch time and recesses.

Computer Resources

We have 34 laptop computers available for student use, which means that, on average, there is one computer for every eight students. All classrooms are connected to the Internet, with one to three computers in every classroom. In the 2007-08 school year, the school will receive a mobile computer lab, which will consist of 20 laptops which teachers may use in their classrooms. Students receive instruction on the Type-to-Learn software program. *For additional research materials and Internet availability, students are encouraged to visit Berkeley's public libraries which contain numerous computer workstations.*

| Computer Resources | | | |
|----------------------------------|---------|---------|---------|
| | 2004-05 | 2005-06 | 2006-07 |
| Computers | 38 | 38 | 34 |
| Students per computer | 7.7 | 7.5 | 8.2 |
| Classrooms connected to Internet | 13 | 13 | 15 |

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies.

Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are: Engaging and Supporting all Students in Learning, Understanding and Organizing Subject Matter for Student Learning, Assessing Student Learning, Creating and Maintaining Effective Environments for Student Learning, Planning Instruction and Designing Learning Experiences for all Students, and Developing as a Professional Educator.

Staff members build teaching skills and concepts by participating in conferences and workshops throughout the year. Every year, the district offers five buy-back staff development days.

School Facilities & Safety

Oxford Elementary School was constructed in 1966 and covers 1.29 acres. The campus was completely remodeled in the late 1990s. Facilities include 15 permanent classrooms, one library, two staff rooms, one multi-purpose room, two teacher resource rooms, a counseling room, and a reading intervention room. The facility strongly supports teaching and learning through its ample classroom and playground space. The chart below shows the results of the most recent school facilities inspection, as of June 2008.

| School Facility Conditions | | | | |
|---|----------------------------------|------|------|---|
| Date of Last Inspection: 10/1/07 | | | | |
| Overall Summary of School Facility Conditions: Good | | | | |
| Item Inspected | Facility Component System Status | | | Repair Needed & Action Taken or Planned |
| | Good | Fair | Poor | |
| Gas Leaks | X | | | |
| Mechanical Systems | X | | | |
| Windows/Doors/Gates (interior/exterior) | X | | | |
| Interior Surfaces (walls, floors, & ceilings) | | X | | Cracks on floor tiles throughout school |
| Hazardous Materials (interior/exterior) | X | | | |
| Structural Damage | X | | | |
| Fire Safety | X | | | |
| Electrical (interior/exterior) | X | | | |
| Pest/Vermin Infestation | X | | | |
| Drinking Fountains (inside/outside) | X | | | |
| Restrooms | X | | | |
| Sewer | X | | | |
| Playground/School Grounds | | X | | Grass needs refurbishing |
| Roofs | X | | | |
| Overall Cleanliness | X | | | |

Safety

The safety of students and staff is a primary concern at Oxford Elementary. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, teachers and noon supervisors monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire drills are held once a month and earthquake and intruder drills are held quarterly.

The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment. Key elements of the safety plan include Physical Safety, Anti-Bullying, and Emotional Safety.

Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in spring 2007.

Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The district maintenance staff has indicated that 100% of all toilets on school grounds are in working order.

Cleaning Process and Schedule

The district administers a scheduled maintenance program, including regular inspections, to ensure that all classrooms and facilities are well-maintained and in good repair. A team of one full time (day) and one part time (evening) custodian promptly addresses facility maintenance issues and cleans the campus on a daily basis. A work order process immediately alerts district personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Deferred Maintenance Budget

The district participates in the state School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and flooring. For the 2007-08 school year, the district budgeted \$800,000 for the deferred maintenance program. This represents 1.0% of the district's general fund budget. The district's complete deferred maintenance plan is available at the district office.

Parent and Community Involvement

Parents and the community are very supportive of the educational program at Oxford Elementary. Parents contribute time in a variety of ways on the Oxford Elementary campus, including participating in the PTA's fundraising and/or committees, volunteering in their student's classroom by working with small groups, correcting papers, and other ways of donating their time. Parents may also participate in the School Governance Council and groups such as Families of Color United for Success.

Numerous programs and activities are enriched by the generous contributions made by local businesses and organizations, including the Rotary Club, which donates dictionaries to fifth grade students every year.



Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having between 5,000 to 9,999 Average Daily Attendance (ADA) throughout the state. The following information is based upon data from the 2005-2006 school year, which is the most current data at the time of publication. The table at right illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

The following table illustrates the average salaries of teachers and administrators at the district and state levels.

| Average Salary Information Teachers - Principal - Superintendent 2005-2006 | | |
|--|-----------|------------|
| | BUSD | California |
| Beginning Teachers | \$34,200 | \$38,479 |
| Mid-Range Teachers | \$57,292 | \$60,306 |
| Highest Teachers | \$71,090 | \$74,193 |
| Elementary Principals | \$97,981 | \$92,985 |
| Middle School Principals | \$102,960 | \$98,305 |
| High School Principals | \$110,766 | \$107,384 |
| Superintendent | \$196,959 | \$155,314 |
| Salaries as a Percentage of Total Budget | | |
| Teachers Salaries | 35.1% | 40.8% |
| Administrative Salaries | 6.5% | 5.7% |

| Average Teacher Salaries 2005-06 | | |
|----------------------------------|--------------------------------|----------|
| School & District | Oxford | |
| | BUSD | \$57,786 |
| | Percentage of Variation: ____% | |
| School & State | Oxford | |
| | All Unified School Districts | \$58,776 |
| | Percentage of Variation: ____% | |

Expenditures & Services Funded

Berkeley Unified School District spent an average of \$7,584 to educate each student (based on 2005-06 audited financial statements). The table at right provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Total expenses include only the costs related to direct educational services to students. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA). More information is available on the CDE's Web site, <http://www.cde.ca.gov/>.

In addition to general state funding, Berkeley Unified School District receives state and federal funding for the following categorical, special education, and support programs:

-
-
-
-
-
-
-
-

| Expenditures per Pupil 2005-06 | | |
|--------------------------------|--|---------|
| Oxford | Total | \$7,185 |
| | From Restricted Sources | \$1,954 |
| | From Unrestricted Sources | \$5,231 |
| BUSD | From Unrestricted Sources | \$4,978 |
| | Percentage of Variation between School & District: 5.1% | |
| California | From Unrestricted Sources | \$4,943 |
| | Percentage of Variation between School & State: 5.8% | |

Contact Information

Parents who wish to volunteer or participate in Oxford Elementary's leadership teams and school activities may contact the school office at (510) 644-6313.