

## OXFORD ELEMENTARY SCHOOL

The Oxford School Site Committee has sought to discuss the multitude of issues raised by Measure A, to seek and consider the opinions of the members of our community, and to develop a plan which addresses the ideas, perspectives, and needs of the majority of our community. The following is a summary of our 7 page proposal that was prepared by the Oxford Site committee and submitted to the AD Hoc Task Force on School Organization.

**I. OVERVIEW** The Site Committee of Oxford School recommends that Oxford become a K-5 magnet school. In order to achieve the racial and socioeconomic balance which we as a community desire, we feel compelled to recommend Oxford as a magnet school whose theme centers on the development of the whole child. In order to insure the minimum amount of disruption or unnecessary transition for our students we recommend that the changes we have proposed be implemented through a transition period.

**II. SCHOOL CONFIGURATION** The Site Committee of Oxford School recommends that Oxford become a K-5 magnet school. In order to attract students from outside the neighborhood and to promote an integrated student body, both racially and socioeconomically, we want to give parents the option to make a choice regarding their child's education. To facilitate this choice we are recommending that Oxford become a magnet school with an individual child development curriculum as its theme.

**Individual Child Development Curriculum:** At present Oxford is a small community whose teachers and parents are committed to excellence in the education of all children. The faculty and staff consider that their chief responsibility is to foster the development of the "whole child", i.e. the cognitive, social, moral and emotional aspects which make up all human beings. The curriculum at Oxford is "hands-on" and developmental and takes into consideration the diversity of learning styles among all children. The goal of an Oxford education is to guide children to become independent learners who can solve problems of both an academic and social nature, who care about others and the environment in which we all must live, and who have confidence in themselves as individuals. It is our opinion that by changing the grade configuration from a K-3 to a K-5 model, we will be in a better position to continue to foster and to strengthen this curriculum.

Our concept of a K-5 Oxford School is one which is based on the expansion of ideas and programs which are already operational. Given that Oxford already has the resources and knowledge that would be an integral part of a "Child Development" magnet school, no costs in excess of the expected transitional expenses would be required to develop a K-5 Child Development program at Oxford. Upon initial examinations, we see this site as an appropriate one for a K-5 school and we feel the change to K-5 would not incur any facility costs beyond those appropriated to this site by Measure A. In addition, we are currently negotiating with the U.C. Berkeley's School of Education to develop a partnership which would potentially provide Oxford with more resources.

**III. SCHOOL SIZE** We recommend that a K-5 Oxford remain a small school with a population that would not exceed 300 students. We foresee having twelve classrooms with 25 students in each class. At each grade level there will be two classes.

**IV. INTEGRATION PLAN** We have included the mechanics of an integration enrollment/registration plan that would produce a satisfactory level of integration from both a racial and socioeconomic perspective. This plan is taken directly from the Third Draft of Bert Levy's Integration Plan. Our Integration Plan consists of 5 sequential steps. They are:

- A. In the spring the District submits to Oxford its guidelines for school maximum capacity, class room size, integration plan goals and the majority ethnic group in Oxford's immediate neighborhood from the District are reviewed.
- B. Mandatory preferential pre-registration for the following: 1) Current student preference; 2) Siblings preference; 3) A low-income preference (free-lunch eligible)
- C. Optional neighborhood preference (If 50% of the racial quotas are not met yet.
- D. Pre-registration open to the entire District, and based on integration goals.
- E. Enrollment finalized upon start up of the academic year.

**V. TRANSITION PLAN** We would like to strongly recommend that in the course of changing from a K-3 to a K-5 school that this change be implemented in a manner that is least disruptive to the students. Our proposal includes a transition period of at least two years before our goal of a K-5 school with 2 classes per grade level is actualized. We want to give every student who is currently enrolled at Oxford the opportunity to continue attending this school through the fifth grade if that is the student's choice.

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