OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
                   Sondra Aguilera, Chief Academic Officer

Meeting Date   August 24, 2022

Subject   2022-2023 School Plan for Student Achievement (SPSA) for Thornhill Elementary
                   School

Ask of the Board   Approval by the Board of Education of the 2022-2023 School Plan for Student
                       Achievement (SPSA) for Thornhill Elementary School.

Background   In accordance with Education Code 64001, the School Plan for Student
                       Achievement (SPSA) shall be reviewed annually and updated, including proposed
                       expenditure of funds allocated to the school through the Consolidated Application
                       and the Local Control and Accountability Plan (LCAP) by the School Site Council
                       (SSC). The plans shall also be reviewed and approved by the governing board of
                       the local education agency at a regularly scheduled meeting. The purpose of the
                       SPSA is to coordinate all educational services at the school. The plan shall address
                       how funds provided to the school will be used to improve academic performance
                       of all pupils to the level of the proficiency goals, as established by the California
                       Department of Education.

Discussion   The SPSA builds on a premise that students are capable of learning with effective
                       instruction and includes school goals aligned with activities, provides analysis of
                       student performance data, focuses on student achievement and academic
                       intervention, implements high leverage school quality improvement actions,
                       directs resources where they will most impact student achievement, ensures that
                       all resources are aligned to serve identified student needs, and identifies parent
                       involvement activities associated with student success.

Fiscal Impact   The programs listed below are reported in the Consolidated Application
                       and allocated to school sites through the School Plan for Student
                       Achievement (SPSA):
                       ● Title I, Part A, including Comprehensive Support & Improvement Grant
                       ● Title IV, Parts A and B
                       ● After School Education and Safety (ASES)

Attachment(s)   ● 2022-2023 School Plan for Student Achievement (SPSA) for Thornhill
                       Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2022-2023 School Plan for Student Achievement (SPSA)

School: **Thornhill Elementary School**

CDS Code: 1612596002216

Principal: Steven Daubenspeck

Date of this revision: 5/6/202

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Every Student Succeeds Act (ESSA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact: Steven Daubenspeck   **Position:** Principal

Address: 5880 Thornhill Drive   **Telephone:** 510-339-6800

Oakland, CA 94611   **Email:** steven.daubenspeck@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/6/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Thornhill Elementary School   **Site Number:** 157

☐ Title I Schoolwide Program	☐ Additional Targeted Support & Improvement (ATSI)	☐ LCFF Concentration Grant
☐ Title I Targeted Assistance Program	☐ After School Education & Safety Program	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ Early Literacy Support Block Grant
☐ Targeted Support & Improvement (TSI)	☒ LCFF Supplemental Grant	

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval, and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.

3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.

4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

    Date(s) plan was approved: _____ **May 6th, 2022** _____

6. The public was alerted about the meeting(s) through one of the following:

    ☒ Flyers in students' home languages   ☐ Announcement at a public meeting   ☐ Other (notices, ParentSquare blasts, etc.)

Signatures:

Steven Daubenspeck		5/6/22
Principal	*Signature*	*Date*
Alicia Streight		5/6/22
SSC Chairperson	*Signature*	*Date*
Kathleen Arnold	*K. Arnold*	5.20.2022
Network Superintendent	*Signature*	*Date*
Lisa Spielman	*Lisa Spielman*	5/20/22
Director, Strategic Resource Planning	*Signature*	*Date*
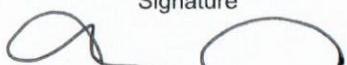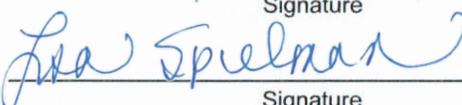
2022-23 SPSA ENGAGEMENT TIMELINE

School Site: Thornhill Elementary School   **Site Number:** 157

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
Feb 9th 2022	ILT	budget review for staffing
Feb 17th, 2022	Leadership Team/Intervention Team	staffing and supplies for intervention
3/23/2022	Parent Leaders	review of budget limitations and and need for PTA support in the arts and PE
April 28th, 2022	Staff	budget revies to inform staff on priorities for supplies and interventions supports
May 5th , 2022	FC	next years priorities
May 6th , 2022	SSC and PTA	review and adopt and publicize budget to website

ADDITIONAL TITLE-FUNDED DISTRICT-LEVEL SUPPORTS FOR STUDENTS & FAMILIES

In addition to the actions outlined in this plan, Oakland Unified also provides Title-funded Central supports to high-need OUSD students and families, including low-income students, foster youth, refugee and asylee students, unhoused students, and others. These supports include the following:

Early Childhood Education Program

The OUSD Early Learning team works to ensure that all children are taught and supported to develop the skills and knowledge necessary for success in school. Early Learning programs and schools work together to promote school readiness and to engage families as their children make the transition to TK and Kindergarten, and to partner with families in supporting their child's development and learning by providing appropriate opportunities for families to actively engage in learning. OUSD offers both a subsidized preschool option for low-income families who meet program requirements and a full tuition option for higher income families.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate. Through 2024, our Summer Learning Program will be funded primarily through one-time COVID relief funds to enable us to offer an expanded program to more students, but will return to Title funding when these one-time funds sunset.

Transitional Students and Families Unit

The Transitional Students & Families Unit (TSF) provides supplemental support services to foster youth, refugee and asylee students and their families, and students with uncertain or unstable housing. The Unit's services include enrollment assistance; school supplies and transportation assistance; parent/guardian workshops; academic counseling; summer programming; referrals to school-based and community-based educational, social, and emotional support services; and support to school site staff. Specific services vary by individual student needs and each program's mandates.

- *Foster Youth Program:* The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).

- *Refugee & Asylee Program:* The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.

- *McKinney-Vento Program:* The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$72,860.00

Federal, State, and Local Funds

The School Site Council intends for this school to participate in the following programs:

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	$22,620.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$50,240.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	$0.00	TBD
			Measure G Library Support (Measure G #9334)	$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	$0.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	**$0.00**	**$0.00**	**SUBTOTAL OF STATE & LOCAL FUNDING:**	**$72,860.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$72,860.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Thornhill Elementary School	**School ID:** 157

School Description

Thornhill Elementary is nestled in the picturesque hills of Oakland, with tree-lined streets and friendly neighbors. Thornhill's students reflect the diversity in our local neighborhood as well as the broader Oakland community. Students thrive in Thornhill's nurturing culture, which is as much a reflection of our approach to education as it is of the care and dedication shown by our administration, staff, teachers and parents. Thornhill is deeply rooted in a tradition of whole mind/whole body education as well as academic rigor. Our emphasis on academics is underscored by our high academic achievement – our 2013 API score was 946 – and we have kept this achievement up while maintaining a class ratio of 25:1, transitional kindergarten through third grade. Our rigorous curriculum is aimed at actively engaging students in the learning process while promoting higher levels of thinking. We believe that the delivery of high-quality curriculum - informed by subject matter knowledge and insight into children's needs – should be enlivened by spontaneity and fun. Educators, parents, and students collectively partake in creating a cohesive and caring environment. Our academic rigor, coupled with our approach to social and emotional well-being makes Thornhill not only a vehicle for education, but an ideal environment where all children matter and succeed.

School Mission and Vision

Mission
Our mission, and that of the district, is to educate all students so as to help them meet or raise their aspirations, to enable them to choose from the widest range of personal and career choices possible, and to prepare them to be effective, contributing citizens to society. A broad based curriculum is offered all students. The needs of targeted students (Underprepared, ELL, RSP, GATE) are met in the classroom through enrichment and differentiation of instructional techniques.

Vision
Our guiding vision is to ensure that all students have equal access to our core program within the context of the heterogeneous classroom. We attempt to balance classes equitably, based on gender, ethnicity, and academic achievement. We believe that such classrooms provide a rich learning and social environment for all students. Our rigorous curriculum is aimed at actively engaging students in the learning process, while promoting higher levels of thinking. We believe that the delivery of high-quality curriculum will be informed by knowledge of subject matter and insight into the needs of children while enlivened by spontaneity and fun.

1B: STUDENT GOALS & TARGETS

LCAP Goal 1: All students graduate college, career, and community ready.

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	91%	*not available until Fall 2022*	90%

i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	59%	*not available until Fall 2022*	69%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	72%	*not available until Fall 2022*	77%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	All Students	75.1	n/a	*not available until Fall 2022*	65%
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	59%	*not available until Fall 2022*	70%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met *2018-19 baseline*	All Students	46.8	n/a	*not available until Fall 2022*	46.6
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	*not available until Fall 2022*	65%
CAST (Science) at or above Standard	All Students	69%	n/a	*not available until Fall 2022*	71%

LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met *2018-19 baseline*	Special Education Students	13.5	n/a	*not available until Fall 2022*	15.5
SBAC ELA Distance from Standard Met *2018-19 baseline*	African American Students	26.2	n/a	*not available until Fall 2022*	26.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	15%	*not available until Fall 2022*	15%
SBAC Math Distance from Standard Met *2018-19 baseline*	Special Education Students	-46.3	n/a	*not available until Fall 2022*	26.3

| SBAC Math Distance from Standard Met *2018-19 baseline* | African American Students | -0.7 | n/a | *not available until Fall 2022* | 60.0 |

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0%	6%	*not available until Fall 2022*	10%
LTEL Reclassification	Long-Term English Learners	n/a	0%	*not available until Fall 2022*	n/a

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	88%	88%	*not available until Fall 2022*	90%
Out-of-School Suspensions	All Students	1%	n/a	*not available until Fall 2022*	1%
Out-of-School Suspensions	African American Students	3%	n/a	*not available until Fall 2022*	0%
Out-of-School Suspensions	Special Education Students	2%	n/a	*not available until Fall 2022*	0%
Chronic Absenteeism	All Students	4%	1%	*not available until Fall 2022*	3%
Chronic Absenteeism	African American Students	9%	2%	*not available until Fall 2022*	5%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	*not available until Fall 2022*	70%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	*not available until Fall 2022*	100%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
LCAP Goal 1: College/Career Readiness	Strong TK- 2 and 3-5 PD in Lang Arts to support Foundational Skills to be independent readers in 3rd grade. SIPPS early literacy, EL Education implementation	Alignment b/w grade levels, ILT has literacy strength and facilitates PD; Academics is historically a focus of the school, espcially reading and writing.
LCAP Goal 2: Focal Student Supports	Focal Student Conferences 3 times per year meeting w/Principal & teacher to analyze data and set plans for interventions. ELA & Math both covered.	On-going for years of practice, builds capacity in data alalysis for teachers and builds courage and confidence for staff culture to move student academic success.
LCAP Goal 3: Student/Family Supports	Parent involvement, even given COVID, PTA is involved and represented. Teachers welcome parents, culture is financially and emotionally supportive.	Established PTA for many years; organized and communicative. Involvement builds community for families, and provides an education for the whole child.
LCAP Goal 4: Staff Supports	District PD on EL Education has been helpful and onsite support has been helpful; Science PD onsite has been helpful.	Strong content area ILT members and PD facilitation. Care and comraderie amongst the staff.
Focus Area:	Priority Challenges	Root Causes of Challenges
LCAP Goal 1: College/Career Readiness	EL Education as a new curriculum adoption is still working on full authentic implementation; iReady still needs work with implementing Personalized Instruction component	Still adapting to new system given that school had a lot of systems in place before that staff felt worked for students, especially Personalized Instruction. Learning curve with any new curriculum. Work to align teacher's understanding of alignment b/w iReady and SBAC
LCAP Goal 2: Focal Student Supports	Time to manage focal student conferences during challenging times, hard to keep to a schedule. More structured supports needed to look at data during PLC time w/scaffolded support for data analysis.	Hard to get all staff calibrated with differentiation with small group instruction for intervention strategies. Consistency in PLC protocols. Ownership of student data for student success.
LCAP Goal 3: Student/Family Supports	Lack of communication support for leadership. Need to create systems to manage sustainability so community feels heard and instruction can thrive.	Parents are eager to interact with the school and receive communications based on their high level of involvement.
LCAP Goal 4: Staff Supports	Teacher development, mentorship w/BTSA, more mentorship for newer staff to increase support with content area implementation (not ELA now that there's EL Education).	Challenge of disregulated students post distance learning requires higher levels of support for staff, especially those newer to the team.

1D: IDENTIFIED NEED

To develop the school goals and targets outlined above, school leadership worked with staff, the School Site Council, and District support teams to review student performance data and complete a root cause analysis for each area of challenge and strength. The school also reviewed Districtwide LCAP targets. Based on this analysis, the school crafted goals and set annual growth targets.

1E: RESOURCE INEQUITIES

Insuficient Funding for Academic Interventions for TITLE I students. Need for school grants to support students with Socio Economic Factors that limit additional interventions afterschool

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW				
School: Thornhill Elementary School		**SPSA Year Reviewed:** 2021-22		
		SPSA Link: 2021-22 SPSA		

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

Briefly describe the overall implementation so far of the current SPSA strategies and actions. If any staffing or activities changed after completing the SPSA last spring, please describe.

No changes

Describe and explain the effectiveness of the strategies and actions to achieve the articulated goals.

Adhenrence to our PD calendar

Describe any changes that will be made to achieve annual goals, outcomes, or strategies/actions as a result of this analysis. Identify where those changes can be found in the SPSA.

Content Area PD may be impacted by the continued need for SEL and PBIS and INCLUSION Professional Development

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Not applicable; this school did not receive Title I funds in 2021-22.				

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Thornhill Elementary School	School ID: 157

District Strategy: Building **CONDITIONS FOR STUDENT LEARNING**

School Priority:	PBIS
School Theory of Change:	By consistently teaching and implementing school wide and classrroom PBIS practices, ensuring that all staff have been trained on and use restorative practices, we will develop the relationships necessary for all students to feel safe to learn.
Related Goal:	Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Teachers teach specific school values: SAFE< MINDFUL<RESPONSIBLE	provide staff development through out the year- Starting with 1st 6 weeks school culture plan.	Bimonthly PBIS meetings / PBIS PD by Staff and OUSD Behavioral Health	n/a	Tier 1
1-2	Morning Meeting connected to building relationships among students and between adults and students	ensure all teacher implement classroom meeting protocols	Daiily Morning Meetings are happening in all classes. Some classes also have end of day meeting	n/a	Tier 1
1-3	All teachers use 5:1 practices as per PBIS Team to ensure healthy relationships with students.	observe teaching practices to ensure 5:1 and Tier 1 interventions are in place	This happening regularly as observed by Principal- Some 1:1 coaching where this is not evident.	n/a	Tier 1
1-4	Teachers use PBIS practices and Pre Referall Forms	Review PreReferal Forms- Meet with teachers to learn more about challenges and teacher relationships with students	USE of PRIMB and URFs	n/a	Tier 1

#					
1-5	Teachers learn about restorative and anti-racist conversations and practices through mental health provider and RJ lead	provide consistent time at each grade level for students to learn anti-racist and restorative practices, with teacher support and participation	Anti Racist Practices taught with BLM Curriculum	n/a	Tier 1

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**					
School Priority:	Science Writing, Mathematics and Writing accross the curriculum				
School Theory of Change:	By Implementing a strong writing program where students are writing in all genres and across the curriculum, students will have the opportunity to get to Mastery in ELA, MATH and SCIENCE				
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.				
Students to be served by these actions:	*All Students*				

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Unpack and understand new ELA curriculum adoption in order to implement with fidelity and rigor	Provide Proffessional Development and Teachers Collaboration Time	Student assessment and principal walkthroughs, daily agendas, and grade level PLC pop-ins	n/a	Tier 1
2-2	Implement Explicit instruction in all components of the writing process within adopted curriculum.	Provide Professional Development in All components of the writing process, genres and conferring protocol	Student Work and student conversations and student journals	n/a	Tier 1
2-3	SCIENCE Notebooking- 100% of teachers will use PLC structure to ensure Science Writing is strong and using Scientific Thinking and Writing in All grade levels.	PD In science notebooking and science- Teaching Scientific Inquiry Cycle TK-5. Principal and Science Leadership Team collect and read science notebooks	Review student work in science journals	n/a	Tier 1

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum	
School Priority:	ELA

School Theory of Change:	By providing structured and authentic professional development and PLC time to unpack new ELA curriculum in tandem with student data and intervention planning, all students will receive differentiated, high-quality ELA instruction, and tailored Tier 2 and 3 supports will accelerate learning for students who are not yet at grade level proficiency.	
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.	
Students to be served by these actions:	*All Students*	

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Implement new ELA curriculum	Provide structured PD/PLC time for teachers to unpack, understand and implement with rigor and fidelity	Student assessment and principal walkthroughs, daily agendas, and grade level PLC pop-ins		Tier 1
3-2	ELD Instruction in Small groups	STIP subs and Teacher Training on ELD practices	ELD instruction for Tier 3 students after focal student conferences; STIP schedules		Tier 3
3-3	teachers will differentiate instruction through small group instruction	Time provided for differentiation planning	As evidenced by Focal Students Protocol and 1;1 DATA conferences with teachers		Tier 2

District Strategy: Cultivating **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**	
School Priority:	Professional Learning Communities
School Theory of Change:	PLCs allow for data analysis to improve student outcomes and data driven culture of using assessment to inform instruction. Increase level of professionalism and school learning community to retain teachers and create a joyful space for growth and development.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	*All Students*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

#					
4-1	Focal Student Protocol- Teacher Use Data to Inform Instruction for Low Performing Students- Teacher Differentiate Instruction for ALL student with more focus on FOCAL students	Focal Student Conferences with Teachers 3 times a year	Data Google Docs - which students are being served, progress towards goals, celebrations, and continuous improvement cycles.	n/a	

CONDITIONS FOR BLACK STUDENTS (instructions & resources)

School Priority:	Creating anti-racist practices as a school community
School Theory of Change:	Using awareness (self awareness for those who hold white privledge) and creating an open and accepting culture for Black students and families.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	*Black students and families*

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Staff study and awareness of race and accountability amongst staff community.	Book study, surfacing and addressing beliefs towards equity.	Walkthroughs to see if curriculum is diversified.	n/a	Tier 1
5-2	Anti-racist instruction in differentiation of instructional design to address anti-racist culture	Recruit for staff openings to diversify the school	Use of BLM curriculum in classrooms.		Tier 1
5-3	focal students selected for equity subgroup	facilitation of focal groups	schedule and focal student forms		Tier 3

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS (elementary instructions & resources)

School Priority:	ENGLISH LANGUAGE DEVELOPMENT
School Theory of Change:	By continuously developing their language, ELL students will reach English fluence in six years or less.

	Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
	Students to be served by these actions:	*English Language Learners*			
#	**TEACHING ACTIONS**	**LEADERSHIP ACTIONS**	**EVIDENCE OF IMPLEMENTATION**	**IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?**	**WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?**
6-1	teachers will provide Designated ELD instruction in grade levels based on student's ability as deterrmined by ELD standards	Support creation of master schedule with same time for Designated ELD at each grade level to enable student groupings	Master Schedule and PD to support		Tier 3
6-2	ELD Instruction in Small groups	STIP subs and Teacher Training on ELD practices	schedules and meeting w/intervention and STIP subs weekly		Tier 3
6-3	All teachers learn about best practices for ELLs and ALLs, and implement ELD best practices in their classrooms (Integrated ELD) \	Provide teachers with information/time to learn about and implement these practices in their classrooms	1-2 PDs in the Fall; use of Content Language Objectives		Tier 2

PROPOSED 2022-23 SCHOOL SITE BUDGET   **Site Number:** 157   **School:** Thornhill Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	$111,631	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8707	10-Month Classroom TSA	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Focal Student Protocol-Teacher Use Data to Inform Instruction for Low Performing Students- Teacher Differentiate Instruction for ALL student with more focus on FOCAL students	157-1
Attendance Specialist	$24,455	One-Time COVID Funding	2205	Classified Support Salaries	2869	Attendance Specialist	0.50	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	ELL Reclassificatio n	teachers will provide Designated ELD instruction in grade levels based on student's ability as deterrmined by ELD standards	157-2
Copier Maintenance	$4,000	General Purpose Discretionary	5610	Equip Maintenance Agreemt		n/a		Goal 1: All students graduate college, career, and community ready.	Chronic Absenteeism	Morning Meeting connected to building relationships among students and between adults and students	157-3
Prep/Enrichment Teacher	$126,781	Parent Group Donations	1105	Certificated Teachers' Salaries	0578	Teacher Education Enhancement	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Reading Inventory (RI) Multiple Years Below Grade Level	STIP subs and Teacher Training on ELD practices	157-4
Substitute Teacher Incentive Plan (STIP) Teacher	$0	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8871	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement Explicit instruction in all components of the writing process within adopted curriculum.	157-5
Substitute Teacher Incentive Plan (STIP) Teacher	$7,576	General Purpose Discretionary	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.10	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement Explicit instruction in all components of the writing process within adopted curriculum.	157-6
Substitute Teacher Incentive Plan (STIP) Teacher	$49,205	LCFF Supplemental	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.65	Goal 1: All students graduate college, career, and community ready.	Reading Inventory (RI) Growth of One Year or More	STIP subs and Teacher Training on ELD practices	157-7
Supplies	$11,044	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	Implement Explicit instruction in all components of the writing process within adopted curriculum.	157-8

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA TARGET	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Supplies	$996	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	teachers will differentiate instruction through small group instruction	157-9

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

THORNHILL ELEMENTARY SCHOOL
School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Alicia Streight
Vice Chairperson:	Ali Metzler
Secretary:	Sherry Kaetzel

SSC - Members *(Mark with a check the peer group that each member represents. Mark only one for each member.)*

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Community Member	Term (1st or 2nd year term?)
Steven Daubenspeck	☑	☐	☐	☐	--
Sherry Kaetzel	☐	☐	☑	☐	2
Richard Thompson	☐	☑	☐	☐	2
Jennifer Formoso	☐	☑	☐	☐	2
Anna Finnell	☐	☑	☐	☐	1
Alicia Streight	☐	☐	☐	☑	2
Ali Metzler	☐	☐	☐	☑	1
Susan Glebron	☐	☐	☐	☑	2
Hillary Juardo	☐	☐	☐	☑	2
Marie Fox	☐	☐	☐	☑	1
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	Regularly on the 2nd Wednesday of the Month

SSC Legal Requirements (EC Sections 65000-65001):

1. Members MUST be selected/elected by peer groups
2. There MUST be an equal number of school staff and parent/ community/student members.
3. Majority of school staff members must be classroom teachers except where school has been approved for a smaller SSC; and
4. Parents/community members cannot be OUSD employees at the site.

1 Principal
3 Classroom Teachers
1 Other Staff
AND
5 Parents/Community Members