

Board Office Use: <b>Legislative File Info.</b>	
File ID Number	24-1824
Introduction Date	8/14/24
Enactment Number	24-1468
Enactment Date	8/14/2024 er



# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 14, 2024

**Subject** 2024-2025 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

**Ask of the Board** Approval by the Board of Education of the 2024-2025 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)**

- 2024-2025 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

## 2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

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

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Title I Schoolwide Program                      | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement | <input type="checkbox"/> 21st Century Community Learning Centers          |
| <input type="checkbox"/> Title I Targeted Assistance Program             | <input type="checkbox"/> After School Education & Safety Program (ASES)       | <input type="checkbox"/> California Community Schools Partnership Program |
| <input type="checkbox"/> Comprehensive Support & Improvement (CSI) Grant | <input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base | <input type="checkbox"/> Title IV Student Support & Academic Enrichment   |
| <input type="checkbox"/> Local Control Funding Formula Equity Multiplier | <input checked="" type="checkbox"/> LCFF Supplemental                         | <input type="checkbox"/>  |

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 § 6500.
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:** 5/7/2024

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 <hr/> <i>Principal</i>	<div style="text-align: right; margin-bottom: 10px;">                       Benjamin Davis 8/15/2024                      President, Board of Education                 </div> <u>Steven Daubenspeck</u> Signature	<hr/> 4/29/2024 Date
Selam Brown <hr/> <i>SSC Chairperson</i>	<div style="text-align: right; margin-bottom: 10px;">                       Kyla Johnson Trammell 8/15/2024                      Secretary, Board of Education                 </div> <u>Selam Brown</u> Signature	<hr/> April 30, 2024 Date
Sabrina Moore <hr/> <i>Network Superintendent</i>	<u>Dr. Sabrina Moore</u> Signature	<hr/> 5/17/24 Date
Lisa Spielman <hr/> <i>Director, Strategic Resource Planning</i>	<div style="text-align: right; margin-bottom: 10px;">                       Lisa Spielman                      Signature                 </div>	<hr/> 5/17/2024 Date



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

## **2024-25 School Plan for Student Achievement (SPSA)**

**School:** Thornhill Elementary School  
**CDS Code:** 1612596002216  
**Principal:** Steven Daubenspeck  
**Date of this revision:** 5/7/202

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  
Oakland, CA 94611

**Telephone:** 510-339-6800

**Email:** [steven.daubenspeck@ousd.org](mailto:steven.daubenspeck@ousd.org)

*The School Site Council recommended this revision of the SPSA for Board approval on: 5/7/2024*

*The District Governing Board approved this revision of the SPSA on: 8/14/2024*

## 2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
9/26/2023	SSC & BIPOC	SSC welcome to all attendees. SSC training. Establishment meeting and voting of SSC voting members.
10/19/2023	SSC & BIPOC	Review and get feedback: Comprehensive School Site Safety Plan
11/7/2023	SSC & ILT	Review SBAC data and discuss planned strategies & activities for 2024-25 while considering possible budget.
1/9/2024	SSC & ILT & BIPOC	Budget training and review budget to discuss priorities for 2024-25 under the major budget cuts especially to support staffing.
2/21/2024	SSC & BIPOC	Discuss and refine the overall draft SPSA
3/20/2024	SSC & BIPOC	Continue to discuss and refine the overall draft SPSA with a specific focus on Part 3 Strategies and Actions aligned to the school's Needs Assessment; share feedback received from Network Superintendents and other staff (Document review process)
4/24/2024	SSC & BIPOC	SSC may vote to recommend SPSA for Board approval if all SRP edits have been received and made.*

## 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.

### **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.

## 2024-25 BUDGET SUMMARY

### 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	\$130,993.00

### Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	\$0	LCFF Discretionary (General Purpose Discretionary #0000)	\$19,200
Title I, Part A Parent & Family Engagement (Title I #3010)	\$0	LCFF Supplemental (LCFF Supplemental #0002)	\$63,450
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	\$0	Local Control Funding Formula Equity Multiplier (#7399)	\$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	\$0	After School Education & Safety (ASES) (ASES #6010)	\$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	\$0	Community Schools Grant (CCSPP #6332)	\$0
		Proposition 28 (Arts & Music in Schools) (#6770)	\$48,343
		Measure H (Measure H #9339 )	\$0
		Measure G1 (Measure G1 #9332)	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0</b>		<b>\$130,993</b>

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>	<b>\$130,993.00</b>
--	---------------------

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Thornhill Elementary School</b>		<b>School ID: 157</b>
<b>CDS Code: 1612596002216</b>	<b>SSC Approval Date: 5/7/2024</b>	<b>Board Approval Date: 8/14/2024</b>

**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.

**Purpose of this Plan**

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

- Additional Targeted Support & Improvement for the following groups: Black/African American Students, Latino Students, Students with Disabilities

The purpose of this schoolwide plan is to improve outcomes for consistently underperforming student groups. Based on a review of performance indicators for targeted students, we have identified evidence-based interventions to address the unique needs of each student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

**Resource Inequities (Briefly identify and describe any resource inequities identified as a result of your needs assessment.)**

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

**School Demographics, 2022-23**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
49.9%	9.7%	15.4%	0.3%	38.4%	11.2%	23.5%	4.4%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.1%	17.2%	12.5%	0.8%	0.0%	0.0%	21.7%	0.5%	95.2%

**1B: GOALS & IDENTIFIED NEEDS**

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

**School Goal:** All students are reading at or above grade level by 3rd grade.

**Identified School Need:** Focus on early intervention in K-2 phonemic awareness, phonics, and sight words.

**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	40.8%	not available until fall 2024	not available until fall 2025	85%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	45.6%	not available until fall 2024	not available until fall 2025	85%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	83.0%	not available until fall 2024	not available until fall 2025	90%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	31.8	not available until fall 2024	not available until fall 2025	51.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	61.3%	not available until fall 2024	not available until fall 2025	70%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	33.0	not available until fall 2024	not available until fall 2025	53.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	54.8%	not available until fall 2024	not available until fall 2025	70.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	63.8%	not available until fall 2024	not available until fall 2025	70.0%

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

**School Goal:** African American students increase academic achievement by one or more grade levels.

**Identified School Need:** Identify focal students in each grade and use targeted intervention to support academic growth.

**Academic Measures & Targets for Focal Student Groups**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-39.6	not available until fall 2024	not available until fall 2025	-15.0
SBAC ELA Distance from Standard Met	African American Students	8.6	not available until fall 2024	not available until fall 2025	26.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	8.3%	not available until fall 2024	not available until fall 2025	18%
SBAC Math Distance from Standard Met	Special Education Students	-37.0	not available until fall 2024	not available until fall 2025	-20.0
SBAC Math Distance from Standard Met	African American Students	10.2	not available until fall 2024	not available until fall 2025	23

**Reclassification Measures & Targets** *\*Complete [Part 1 of ELD Reflection](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	27.3%	not available until fall 2024	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%	not available until fall 2024	not available until fall 2025	10.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>					
<b>School Goal:</b>	Opportunities for the whole community to come together to build an inclusive community that is welcoming to all.				
<b>Identified School Need:</b>	Family engagement activities include ThornChill, coffee with the principal, BIPOC Panel of Fathers etc.				
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
Student Connectedness to School	All Students	68.3%	not available until fall 2024	not available until fall 2025	83.0%
Out-of-School Suspensions	All Students	3.3%	not available until fall 2024	not available until fall 2025	1.5%
Out-of-School Suspensions	African American Students	7.5%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	11.9%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	49.7%	not available until fall 2024	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	50.0%	not available until fall 2024	not available until fall 2025	25.0%

<b>LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>					
<b>School Goal:</b>	Retain, develop, and support high quality staff.				
<b>Identified School Need:</b>	Staff needs to reflect the diversity fo our students.				
<b>Measure</b>	<b>Target Staff Group</b>	<b>2022-23 Baseline</b>	<b>2023-24 Outcome</b>	<b>2024-25 Outcome</b>	<b>2025-26 Target</b>
One-Year School Teacher Retention Rate	All Teachers	83.9%	not available until fall 2024	not available until fall 2025	93.0%

## 1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
<p>LCAP Goal 1:</p>	<p><i>All students are reading at or above grade level by 3rd grade.</i></p>	<p><i>Students entering TK and K with prior reading knowledge and skills.</i></p> <p><i>Literacy tutor working with all grade levels on SIPPS to ensure mastery of phonics and sight words.</i></p> <p><i>Protected intervention time built into each grade levels daily schedule.</i></p> <p><i>46% of students are on grade level or above in reading on the mid year iReady diagnostic.</i></p> <p><i>Progress towards annual typical growth at mid year is 92%.</i></p> <p><i>On average 88% of students are taking a monthly SIPPS mastery test.</i></p>
<p>LCAP Goal 2:</p>	<p><i>African American students increase academic achievement by one or more grade levels.</i></p>	<p><i>Identify focal students in each class.</i></p>
<p>LCAP Goal 3:</p>	<p><i>Opportunities for the whole community to come together to build an inclusive community that is welcoming to all.</i></p>	<p><i>Strong family engagement at the school site.</i></p> <p><i>Many families involved in the PFC.</i></p>
<p>LCAP Goal 4:</p>	<p><i>Retain, develop, and support high quality staff.</i></p>	<p><i>PD based on teacher needs and school goals.</i></p> <p><i>All classroom teachers have agreed to return next school year.</i></p> <p><i>Yearly book study on understanding and dismantling systemic racism.</i></p> <p><i>Positive school culture.</i></p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<i>All students are reading at or above grade level by 3rd grade.</i>	<p><i>Lack of support professionals for intervention.</i></p> <p><i>Students not completing iReady lessons on My Path.</i></p> <p><i>Insufficient spaces in summer school</i></p>
LCAP Goal 2:	<i>African American students increase academic achievement by one or more grade levels.</i>	<p><i>Lack of support professionals for intervention.</i></p> <p><i>Students not completing iReady lessons on My Path.</i></p> <p><i>Insufficient spaces in summer school</i></p>
LCAP Goal 3:	<i>Opportunities for the whole community to come together to build an inclusive community that is welcoming to all.</i>	<p><i>Families who live outside the neighborhood do not always feel welcome</i></p> <p><i>We have been especially challenged to support the chronic absenteeism for the following student groups: African American Students, Latino/a Students, and Special Education Students based on the impact of Pandemic school closures and the OUSD teacher's strike in May 2023- We have community building events twice a years sponsored by the newly created BIPOC committee. These events have been created to ensure pathways to inclusivity and creating a welcoming campust for all families.</i></p>
LCAP Goal 4:	<i>Retain, develop, and support high quality staff.</i>	<i>Lack of diversity in applicants</i>

<b>ATSI Target Student Groups and Metrics</b>					
<b>Measure</b>	<b>Target Student Group</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
		<b>Baseline</b>	<b>Outcome</b>	<b>Outcome</b>	<b>Target</b>
Chronic Absenteeism	Latino/a Students	60.0%	not available until fall 2024	not available until fall 2025	17.9%
Chronic Absenteeism	Special Education Students	59.7%	not available until fall 2024	not available until fall 2025	11.2%

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**

**School:** Thornhill Elementary School

**SPSA Year Reviewed:** 2023-24

**SPSA Link:** [2023-24 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.**

CURRENT YEAR- Overall the implementation has been effective- Resourcing for Interventions Teams/Staff has resulted in a more robust plan for intervention in Reading Instruction

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

2023/2024 - Having 1 reading Tutor and 2 STIPs has bolstered our SIPP instruction for struggling readers. Additionally UED has increased the focus on student who are in the beginning stages of learning to read

**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.**

FUNDING for the 2024/2025 school year ELIMINATES the 2 of the 3 INTERVENTION Teachers- Both STIP SUBS (Intervention Staff) will be reduced based on 2024 Resource Allocation/Projections

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

**2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS**

**School:** Thornhill Elementary School

**SCHOOL ID:** 157

**3: SCHOOL STRATEGIES & ACTIONS**

[Click here for guidance on SPSA practices](#)

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

**School Goal:** All students are reading at or above grade level by 3rd grade.

**Identified Need:** Focus on early intervention in K-2 phonemic awareness, phonics, and sight words.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Continue to Implement New EL Ed Curriculum .. Observation/Feedback focused on ELA indicators/instructional CORE- All teachers will have Learning Targets posted. EL ED word walls. Anchor Charts with visuals. Sound Spelling cards should be posted and visible. Evidence of student writing should be visible or in writing portfolios.	All Students	Academic	Tier 1 - Universal
1-2	ELD Implementation- STIP Sub small group ELD Instruction. Using a Hybrid approach, teachers will integrate ELD into EL ED lessons.	English Learner Students	Academic	Tier 3 - Intensified
1-3	iReady - implementation of MyPath for English Language Arts and Mathematics	All Students	Academic	Tier 1 - Universal
1-4	SIPPS instruction by all teachers K-2 SIPPS Cards posted and visible	All Students	Academic	Tier 1 - Universal

**African American and Latino students will increase academic achievement by one or more grade levels**

**School Goal:** African American students increase academic achievement by one or more grade levels.

**Identified Need:** Identify focal students in each grade and use targeted intervention to support academic growth.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Focal student protocols for targeted differentiated instruction- All AA student below grade level receive differentiated instruction by teacher.	African American Students	Academic	Tier 3 - Intensified
2-2	All AA Focal Students in 1st and 2nd grade receive additional pull out for SIPPS instruction- by STIP or Early Lit Tutor	African American Students	Academic	Tier 3 - Intensified

2-3	Latino Students that are focal students are given additional pull out intervention- Targeted Differentiation in Reading Instruction- Additional SIPPS instruction by STIPs and Early Lit Tutor	Latino/a Students	Academic	Tier 3 - Intensified
-----	--	-------------------	----------	----------------------

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

<b>School Goal:</b>	Opportunities for the whole community to come together to build an inclusive community that is welcoming to all.
<b>Identified Need:</b>	Family engagement activities include ThornChill, coffee with the principal, BIPOC Panel of Fathers etc.

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Monthly PTA meetings with BIPOC members included. Fundraising for BIPOC events	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Coffee with the principal during the first 6 weeks of school - Principal is present through out the school and parents have access to the principal daily (informally) Parents know that the anyone on the administrative team can be accessible via appointment through the front office.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Thornhill Benefit Auction/ Fundraising event/ and ThornChill Community Buidling Event, Fall Sweep, Spring Carnival, Walkathon	All Students	Academic	Tier 1 - Universal
3-4	SART TEAM meetings, contact parents,regular check in between student and staff, refer to COST	Special Education Students	Academic	Tier 1 - Universal
3-5	Music listening and participation with Living Jazz	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	SART TEAM meetings, contact parents,regular check in between student and staff, refer to COST	Latino/a Students	Academic	Tier 1 - Universal
3-7	Black Thornhill fathers panel: interview presentation to 4th grade students to address their use of harmful racist language as a "joke"	All Students	Behavioral	Tier 2 - Supplemental
3-8	Professional Development with FSMEI, Professional Development on Ethnic Studies Standards by Office of Equity, Staff Meetings, Professional Development/Planning Time, Schedules, Staff PD time	All Students	SEL / Mental Health	Tier 1 - Universal

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

<b>School Goal:</b>		Retain, develop, and support high quality staff.		
<b>Identified Need:</b>		Staff needs to reflect the diversity fo our students.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Attend ALL recruitment events, Recruit African American Teachers and Leader- 1:1 coaching from Principal and TSA. Teachers will have opportunities to observe teachers with TSA and Principal for the purpose of building teachers understanding of Curriculum, Instruction and Pedagogy. Learning best practices from each other.	African American Students	Behavioral and Academic	Tier 1 - Universal
4-2	Attend ALL recruitment events, Recruit African American Teachers and Leader	Latino/a Students	Behavioral and Academic	Tier 1 - Universal
4-3	Build capacity of Teams and TSA to implement High Quality Professional Development in Anti-Racist Practices, EL ED, Professional Learning Communities, Mathematics and Science	All Students	Academic	Tier 1 - Universal
4-4	Team Buidling Opportunities and individualized Teacher Support and Development both on site and with District EL ED department	All Students	Academic	Tier 1 - Universal

**CONDITIONS FOR BLACK STUDENTS** [\*Instructions & resources\*](#)

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	P1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Anti Racist Practices; Professional Development for Anti Racist Lesson Planning	African American	SEL / Mental Health	Tier 2 - Supplemental
5-3	Continued Support for BIPOC Committee-meetings with BIPOC Leadership and BIPOC Sponsored Community Events Such as Thornchill music and food event	African American	SEL / Mental Health	Tier 2 - Supplemental

5-4	Student voice: BIPOC students' voices on panels to present perspective; harmful racist language, cultural pride and contribution: MLK, Jr. Oratorical school site initiative that levels up to district participation.	African American	SEL / Mental Health	Tier 3 - Intensified
5-5	Read-Ins that welcome parent/guardians, community members to read aloud targeted books to students	African American	SEL / Mental Health	Tier 3 - Intensified
5-6	Read-Ins that welcome parent/guardians, community members to read aloud targeted books to students	Latino/a Students	SEL / Mental Health	Tier 3 - Intensified

<b>CONDITIONS FOR ENGLISH LANGUAGE LEARNERS</b>		<a href="#"><i>Stages of ELD Implementation Self-Assessment</i></a>		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
6-1	ELD Students are receive ELD instruction out of classroom by STIP sub- There are 10 ELD students.	English Learner Students	Academic	Tier 3 - Intensified
6-2	Thornhill will continue to do ELD instruction with a Hybrid/Integrated approach where in ELD is linked to the EL Ed Lessons with targeted vocabulary development	English Learner Students	Academic	Tier 2 - Supplemental

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	\$5,000	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to Implement New EL Ed Curriculum .. Observation/Feedback focused on ELA indicators/instructional CORE- All teachers will have Learning Targets posted. EL ED word walls. Anchor Charts with visuals. Sound Spelling cards should be posted and visible. Evidence of student writing should be visible or in writing portfolios.	157-1
1120 - Teachers Salaries Stipends	\$6,200	LCFF Discretionary	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Build capacity of Teams and TSA to implement High Quality Professional Development in Anti-Racist Practices, EL ED, Professional Learning Communities, Mathematics and Science	157-2
5610 - Equip Maintenance & Repairs	\$8,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to Implement New EL Ed Curriculum .. Observation/Feedback focused on ELA indicators/instructional CORE- All teachers will have Learning Targets posted. EL ED word walls. Anchor Charts with visuals. Sound Spelling cards should be posted and visible. Evidence of student writing should be visible or in writing portfolios.	157-3
4310 - Materials and Supplies	\$2,724	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Continue to Implement New EL Ed Curriculum .. Observation/Feedback focused on ELA indicators/instructional CORE- All teachers will have Learning Targets posted. EL ED word walls. Anchor Charts with visuals. Sound Spelling cards should be posted and visible. Evidence of student writing should be visible or in writing portfolios.	157-4
Teacher STIP	\$60,726	LCFF Supplemental	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.55	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Focal student protocols for targeted differentiated instruction- All AA student below grade level receive differentiated instruction by teacher.	157-5

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSPA ACTIVITY	BUDGET ACTION NUMBER
5825 - Consultant	\$15,000	Educator Effectiveness Grant	5825	Consultants	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.		Anti Racist Practices; Professional Development for Anti Racist Lesson Planning	157-6
5825 - Consultant	\$9,600	Proposition 28 (Arts & Music in Schools)	5825	Consultants	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Music listening and participation with Living Jazz	157-7
Teacher STIP	\$13,735	PTA/PTO Donations	1105	Certificated Teachers' Salaries	9868	STIP Teacher	0.15	Goal 1: All students graduate college, career, and community ready.		ELD Implementation- STIP Sub small group ELD Instruction. Using a Hybrid approach, teachers will integrate ELD into EL ED lessons.	157-8
4391 - Carryover - Prior Year	\$798	PTA/PTO Donations	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		n/a	157-9
Teacher STIP	\$49,685	PTA/PTO Donations	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.45	Goal 1: All students graduate college, career, and community ready.		Continue to Implement New EL Ed Curriculum .. Observation/Feedback focused on ELA indicators/instructional CORE- All teachers will have Learning Targets posted. EL ED word walls. Anchor Charts with visuals. Sound Spelling cards should be posted and visible. Evidence of student writing should be visible or in writing portfolios.	157-10
Teacher STIP	\$59,517	PTA/PTO Donations	1105	Certificated Teachers' Salaries	9868	STIP Teacher	0.65	Goal 1: All students graduate college, career, and community ready.		ELD Implementation- STIP Sub small group ELD Instruction. Using a Hybrid approach, teachers will integrate ELD into EL ED lessons.	157-11

**PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Library Technician	\$56,133	Measure G, Library Support	2205	Classified Support Salaries	9556	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		ELD Students are receive ELD instruction our of classroom by STIP sub- There are 10 ELD students.	157-12



Strategic Resource Planning (SRP)

**THORNHILL ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2023-2024**

**SSC - Officers**

<b>Chairperson:</b>	Selam Brown
<b>Vice Chairperson:</b>	Nancy Steimle
<b>Secretary:</b>	Anna Finnell

**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?)
1 Steven Daubenspeck	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
1 Teresa Contreras	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
1 Nancy Steimle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2nd</b>
1 Anna Finnell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
1 Zachary Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1st</b>
1 Selam Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
1 Jessica Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2nd</b>
1 Matthew Shell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
1 Alison Bunker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>
1 Danielle Clark	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1st</b>

<b>SSC Meeting Schedule:</b> (Day/Month/Time)	Regularly on the 1st Tuesday bi-monthly, 5:30 PM
--	--

**SSC Legal Requirements (EC Sections 65000-65001):**

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

