OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Superintendent

June 28, 2017

To: Board of Education

From: Dr. Devin Dillon, Interim Superintendent
              Bernard McCune, Deputy Chief, Office of Post Secondary Readiness
              Vernon Hal, Senior Business Officer
              Marcus Silvi, Coordinator, Office of Accountability Partners

Re: 2017 – 2018 Single Plan for Student Achievement (SPSA)

Action Requested:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Thornhill Elementary School.

Background:

In accordance with Education Code 64001, the Single Plan for Student Achievement (SPSA) shall be annually updated, reviewed and approved, to include proposed expenditure of funds allocated to the school through the Consolidated Application and schoolwide programs, by the School Site Council. The plans shall also be annually 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 site 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 Single Plan for Student Achievement (SPSA).

> ➢ N/A

Recommendation:

The Board of Education is requested to approve the 2017-2018 Single Plan for Student Achievement (SPSA) for Thornhill Elementary Academy.

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2017-2018 Single Plan for Student Achievement (SPSA)

School:	**Thornhill Elementary School**
CDS Code:	1612596002216
Principal:	Steve Daubenspeck
Date of this revision:	6/5/2017

The Single 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:	Steve Daubenspeck	**Position:**	Principal
Address:	5880 Thornhill Drive	**Telephone:**	510-339-6800
	Oakland, CA 94611	**Email:**	steven.daubenspeck@ousd.org

The District Governing Board approved this revision of the SPSA on: 6/28/2017

OAKLAND UNIFIED SCHOOL DISTRICT
Devin Dillon, Interim Superintendent
James Harris, Board President

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

☐ Title I Schoolwide Program	☒ Local Control Funding Formula (LCFF) Base Grant	
☐ Title I Targeted Assistance Program	☒ LCFF Supplemental Grant	☐ 21st Century
☐ After School Education & Safety Program (ASES)	☐ LCFF Concentration Grant	☐ School Improvement Grant (SIG)

The School Site Council (SSC) recommends this comprehensive Single 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 Education Code 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 Single 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 Single Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control Accountability Plan (LCAP).

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

   Date(s) plan was approved: _5/2/2017_

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, media announcements, etc.)

Signatures:

Steve Daubenspeck	*Steve Daubenspeck*	5/2/2017
School Principal	Signature	Date
VICKY GAFFIN	*[signature]*	5/2/2017
Print name of SSC Chairperson	Signature	Date
Alicia Bowman	*Alicia Bowman*	5/8/2017
Network Superintendent	Signature	Date
Marcus Silvi	*Marcus Silvi*	5/25/17
Coordinator, Office of Accountability Partners	Signature	Date

2017-18 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 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
April 27th,2017	School Site Council	Review SPSA

2017-2018 Final Budget

Programs Included in This Plan

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

State Programs	Projected Budget	Final Budget
Local Control Funding Formula Base Grant **… General Purpose Discretionary #0000**	$65,089.45	TBD
Local Control Funding Formula Supplemental Grant **… LCFF Supplemental #0002**	$31,842.09	TBD
Local Control Funding Formula Concentration Grant **… LCFF Concentration #0003**	$0.00	TBD
After School Education and Safety Program **… ASES #6010**	$0.00	TBD
TOTAL:	**$96,931.54**	**$0.00**

Federal Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program **… Title I Resource #3010**	$0.00	TBD
Title I, Part A: Parent Engagement Activities **… Title I Resource #3010**	$0.00	TBD
21st Century Community Learning Centers **… Title IV Resource #4124**	$0.00	TBD
TOTAL:	**$0.00**	**$0.00**

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.

LANGUAGE & LITERACY PRIORITY: Writing

SCHOOL GOAL for Writing:

All students will write Grade Level Writing in three genres: Narrative, Non- Fiction, Persuasive, as measured by performance on the SBAC ELA, with a goal of 80% of students meeting or exceeding standards by June 2018, 84.1% of all students meeting or exceeded the standard by June 2019, and 90% of all students meeting or exceeding standards by June 2020.

SCHOOL TARGETS for Writing:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:

SBAC ELA	All Students	70.19%	75.19%	80.19%

Other Leading Indicators for Writing:

Teachers Progress Monitor Through: Science Writing SIRA, Grade Level Social Studies
Assesments and Lucy Caulkin's 3 Genres of Writing

NEEDS ASSESSMENT for Writing:

STRENGTHS	CHALLENGES
All staff attend writing PD monthly. PD is differentiated by tk-2 and 3-5th. Teachers are using Lucy Caulkin's Rubrics to Calibrate Writing in all 3 genres.	Our multiple tiers of support aren't currently structured to meet all students that are below grade level, with specific concern for students at the upper elementary grades. We have limited resources for tier 2 and 3 interventions. Need for additional Intervention and Acceleration supports. Our tiered intervention systems work although can only serve about 35 percent of our strugling students. Additional resources for Multitiered Supports would create more improved educational outcomes for all students. .

ROOT CAUSE ANALYSIS
A lack of tiered interventions to accelerate and support higher-needs students.

MATHEMATICS PRIORITY:	Mathematics

SCHOOL GOAL for Mathematics:

All students will achieve grade-level mathematical understanding by using number talks and personalized learning, as measured by performance on the SBAC Math, with a goal of 90% of students meeting or exceeding standards by June 2018, 95% of all students meeting or exceeded the standard by June 2019, and 100% of all students meeting or exceeding standards by June 2020.

SCHOOL TARGETS for Mathematics:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
SBAC Math	All Students	69.57%	74.57%	90.00%

Other Leading Indicators for Mathematics:

CEOU Assesments and STMATH and Formative Assesments

NEEDS ASSESSMENT for Mathematics:

STRENGTHS	CHALLENGES
We have had a strong focus on Number Talks and Academic Discussions for several years.	Our multiple tiers of support aren't currently structured to meet all students that are below grade level, with specific concern for students at the upper elementary grades. We need to fully implement the CCSS Math standards and Mathematical Practices, continuing to deepen the cognitive rigor of mathematics problem solving and discussion. We also need to continue to build our ability as a staff to use data to plan instruction and interventions.

ROOT CAUSE ANALYSIS
A lack of tiered interventions to accelerate and support higher-needs students.   A need to apply Depth of knowledge to Academic discussions. Need to deepen staff knowledge with data based instruction. The root cause for this lack of data-based instruction is due to a lack of PLCs operating in a manner that doesn't fully complete cycles of inquiry.

CULTURE & CLIMATE PRIORITY: Chronic Absence

SCHOOL GOAL for Chronic Absence:

Overall, there is a discrepancy between chronic absence rates between AA men and the overall student rate, which is less than 5%. However, the chronic absence rate for African-American males is double the school's rate. Overall, we will reduce chronic rates of AA men by 20%, with a 17-18 goal of 8%, an 18-19 goal of 6%, and a 19-20 goal that has no discrepancies with overall school.

SCHOOL TARGETS for Chronic Absence:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Chronic Absence	African American Males	10.00%	9.00%	8.00%

Other Leading Indicators for Chronic Absence:

Weekly Attendance Reports

NEEDS ASSESSMENT for Chronic Absence:

STRENGTHS	CHALLENGES
Increased the amount of time we have an Attendance Clerk at the school to support consistent and timely communication.	Identifying ways to support families whose absences are traveling distances to the school.

ROOT CAUSE ANALYSIS

Root causes of Chronic absences vary from student living far from school to parents taking students on extended vacations withoug principal approval or independent study

Dispproportianate number of chronics students coming from out of catchment area. Some families have transportation issues. Need for more parent/family engagement at the beginning of the year often not met due to competing committments

FAMILY & STUDENT ENGAGEMENT PRIORITY: **Family Engagement**

SCHOOL GOAL for Family Engagement:

Throughout the 2017-2018 school year, parent engagement nights that focus purely on education and developing students' academic needs will happen at least 4 times a year, moving towards monthly education meetings by the 2019-2020 school year. For 2017-2018, we will establish baseline data for attendance and work towards ensuring that there are no disparities between families of color and White families' engagement in school community.

SCHOOL TARGETS for Family Engagement:

Indicator:	Student Group:	15-16 Baseline:	16-17 Target:	17-18 Target:
Parent Attendance at Meetings	All Students	n/a	10.00%	10.00%

Other Leading Indicators for Family Engagement:

Family Engagement Events at Thornhill take on many forms;   Education Nights for Technology, SSC, Fund Raising and Over all Status of the school meetings.

NEEDS ASSESSMENT for Family Engagement:

STRENGTHS	CHALLENGES
We have specific software to support home -school connections. We offer parent nights with specific software being used to support our home school connection and to have parents understand this differentiated approach using technology.	Helping parents to become familiar with software solutions and building culture around using technology-based differentiated supports at home.

ROOT CAUSE ANALYSIS
Different Levels of parent buy in. Some parents prefer less screen time. Some parents do not have technology or internet service at home. There is a lack of culture of using technology as a differentiated support at home.

PART C: THEORY OF ACTION

SCHOOL THEORY OF ACTION for Writing:	If we continue to focus on writing as a high leverage critical thinking/metacognitive strategy, we will improve our students' writing outcomes and increase the college readiness of our students. If we offer PD year-round in all three writing genres, teachers will be able to understand the Common Core writing strategies as they pertain to college and career readiness and will be able to develop PLCs around writing to improve our writing outcomes by sharing and implementing best practices.
SCHOOL THEORY OF ACTION for Mathematics:	If we implement number talks, expand use of academic discussions in mathematics, and implement ST Math schoolwide, we will see more conceptual understanding in mathematics and students will be able to articulate their thinking and become critical thinkers in mathematics. If we provide teachers with Number Talks and Academic Discussions in Mathematics and PD in number talks and ST Math/blended learning, they will be better able to collaborate and use data to inform their instruction by implementing specific strategies.
SCHOOL THEORY OF ACTION for Chronic Absence:	If we continue to reinforce positive attendance by acknowledging students and rewarding attendance, hold regular SART meetings with students who are chronically absent, make daily phone calls to families whose students are absent, and make kids feel that school is safe, welcoming, and nurturing, students will attend school and know that the whole child will be served, and our chronic absence rate will fall.
SCHOOL THEORY OF ACTION for Family Engagement:	If teachers and administrators communicate weekly with parents about key events and ways to participate in their child's education, and if we continue to hold monthly family engagement meetings at night with childcare to give parents an opportunity to talk, we will improve community at the school and will build a more inclusive community. If we engage families and students through events like the Walkathon, Carnival, the auction, music nights, technology nights, and other events, families will see their students' success and feel like a part of the community and students will attend school regularly.

PART D: 17-18 STRATEGIES & KEY PRACTICES

Improvement Strategy #1:	Teachers will design or implement tasks that requires students to read, write and discuss across the curriculum and increasingly include tasks with a DOK of 3-4 .

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*
1-1	All teachers will have an Organized Writers Workshop Model to differentiate writing instruction to address the needs of low-performing students as well as high-performing GATE students. These programs will strengthen the instructional core and ensure that it will support all students	Regular Obervations and Feedback to teachers	Offer Multi Tiered Supports for Academic Intervention

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices
1-2	Teacher will use California Common Core State Standards will use standards and the Lucy Caulkin's Writer's workshop model	Coordinate Professional Development in Common Core Standards	Professional Development and Support in CCSS and Lucy Caulkin's Writing
1-3	Student Writing is calibrated using the same rubric in each grade level. This is done by Grade Level PLCs every trimester.	Aligning Expectations around scoring using rubrics.	Offer After School Creative Writing opportunities for students
1-4	Integrating Writing Standards during Science instruction.	Regular Obervations and Feedback to teachers	Professional Development and support with the SIRA
1-5	Develop Student Writing Portfolios that showcase expectations for writing and allow for differentiation, both for students with disabilities and GATE students	Aligning Expectations around scoring using rubrics.	Support and materials for teachers to develop Portfolios.
1-6	Students present their writing with oral presentations. (PPT, Authors Chair, etc)	Regular Obervations and Feedback to teachers	Parent Engagement Opportunities to showcase student writing through Author's Chair. Parents are invited to hear and read student writings and participate in the writing process.

Improvement Strategy #2:	Personalized Learning: Teachers use technology to differentiate instruction, monitor progress of every student, and engage students and their parents/guardians. All grades use technology to support small group/personalized learning around math and literacy.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*
2-1	Teachers in grades 3 and 1 will integrate technology embeded in mathematics curriculum, ELA, Science and Social Studies using Technology Standards to support differentiation of instruction, including instruction tailored for English learners.	Principal and Personalized Learning Team/ILT will attend additional professional development on Blended / Personalized Learning strategies and other Blended Learing Pilot Trainings. In turn as a result of this learning Teachers will have additional opportunities to participate in a Personalized Learning PLCs.	Personalized Learning PLC will meet Monthly. Parent involvement opportunities to learn about Personalized Learning and Technology Intergration through parents volunteering in technology integration classes, Science and Technology Night and Summer Oportunities for TK/K students
2-2	Teachers will differentiate instruction for students reading below grade level with both guided reading and personalized learning through technology.	Personalized Learning Team and ILT will plan professional development in Personalized Learning and develop a Peronalized Learning Plan for grades 1 and 3. Teacher Devlopment will focus on Reading Instruction, particularly in Reading and Comprehension Data Analysis.	Data Driven PLCs

2-3	Use of ELA software for reading comprehension and critical thinking and writing with evidence.	Data Conferences to track student data and use data to inform instruction.	Teacher Devlopment will focus on Reading Instruction, particularly in Reading and Comprehension Data Analysis.
2-4	Use of software for technology integration in all grades for Mathematics for the conceptual understanding of mathematics, which allows for stronger differentiation (as levels adjust based on performance for both gifted and struggling students)	Regular Observation and Feedback for Teachers	Mathmatics Professional Development and Professional Learning Communities in Mathematics

Improvement Strategy #3:	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data are used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People l Teams l Time l Resources*
3-1	Accelerating student achievement through DATA Cycles of Inquiry	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration	Common Planning Time and PLC for teachers
3-2	Confering with Students with DATA, based on the acheivement gap with lowest performing racial subgroups (African American and Latino Students)	PD on Confering and Goal Setting- observe confering schedules, DATA conferences with teachers	Grade Level Data Conferences
3-3	Attendance Monitoring- Setting goals with students and supporting the most vulnerable populations, specifically our homeless and foster youth populations	Attendance Monitoring and SARB	SART TEAM- Currently Attendance Clerk and Principal
3-4	Targeted ELL Pull out interventions and Newcomers.	ELD Instruction/ PD	Align resouces for English Language Learners
3-5	Teachers provide data in a timely manner to ILT and leadership; this will allow for teachers to proactively contact families regarding student achievement	ILT Team Development Conference	Foster Students and students experiencing homelessness will be supported with the Community Schools Model of wrap around services and advocacy to support Foster Youth needs.

Improvement Strategy #4:	Engage families in meaningful activities at school that encourage families of all backgrounds to feel like they are part of the community.

#	Key Teaching Practices	Related Key Leadership Practices	Key Organizational Practices *People I Teams I Time I Resources*
4-1	Share student goals and progress with parents	Expectations around report card conferences	Minimum Days for Report Card Conferences
4-2	Share with parents what students are learning in class	Engaing parents around student learning in communications home	Academic based events, like Science night
4-3	Support transition between early childhood programs to K to ensure that students are prepared	Hold support meetings and planning opportunities for incoming kinder nights	Family night, teachers to visit and support engagement
4-4	Encourage diverse backgrounds to create affinity groups on site	Partner with PTA to support families and championing their needs and hold spaces for equitable family engagement.	Meetings with PTA leadership, support for equity work.

ADDITIONAL OAKLAND UNIFIED DISTRICT SUPPORTS FOR TRANSITIONAL STUDENTS AND FAMILIES

In addition to the practices outlined in this plan, Oakland Unified School District also provides Central supports to all OUSD transitional students and families, including foster youth, refugee and asylee students, students with uncertain or unstable housing, students in military families, and others. These supports include the following:

Transitional Students and Families Unit

The Transitional Students and Families Unit was launched in 2007 in support of families in transition who need particular support. 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 (McKinney Vento/Homeless). 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 CA 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. By working together with community partners and other OUSD departments, the program allows for school sites to both refer students and reach out to the program for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted educational support for refugee students and families during the summer. Additionally, we provide educational case-management for high-need students, and social emotional learning opportunities for refugee and asylee students, such as our partnerships with Soccer Without Borders and Opera Piccola, a community arts organization.

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 AMOUNT	BUDGET RESOURCE	SPECIFIC BUDGET ACTION	ASSOCIATED STRATEGY	ASSOCIATED LCAP ACTION AREA	OBJECT CODE	POSITION TITLE	UPC	FTE	BUDGET ACTION NUMBER
$5,535.91	General Purpose Discretionary	STIP SUB to provide release time and acceleration strategies	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data is used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.	A3.2: Reading Intervention		TEACHER STIP	TCSTIP0494	0.15	157-1
$2,000.00	General Purpose Discretionary	Stipends for teacher leaders	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data are used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take learning.	A2.10: Extended Time for Teachers	1120				157-2
$4,000.00	General Purpose Discretionary	Substitute for teachers to have release time to plan and collaborate	Data Driven PLCs	A2.10: Extended Time for Teachers	1150				157-3
$9,000.00	General Purpose Discretionary	Academic Mentor	Offer Multi Tiered Supports for Academic Intervention	A3.2: Reading Intervention	2928				157-4
$18,886.49	General Purpose Discretionary	Supplies for teachers and students to access curriculum	Teacher will use California Common Core State Standards will use standards with writing process in Lucy Caulkin's model	A2.3: Standards-Aligned Learning Materials	4310				157-5
$5,000.00	General Purpose Discretionary	Equipment maintenance agreement: Copier for teachers	Teacher will use California Common Core State Standards will use standards with writing process in Lucy Caulkin's model	A2.3: Standards-Aligned Learning Materials	5610				157-6
$6,701.02	General Purpose Discretionary	Noon Supervisor	Common Planning Time and PLC for teachers	A3.2: Reading Intervention		NOON SUPERVISOR	NOONSV0087	0.27	157-7
$13,966.03	General Purpose Discretionary	Noon Supervisor	Common Planning Time and PLC for teachers	A3.2: Reading Intervention		NOON SUPERVISOR	NOONSV9999	0.27	157-8
$31,370.14	LCFF Supplemental	Reading Assessment and Targeted Interventions for Struggling Readers and materials, training, and/or FTE for CCTL or Intervention Teacher	Teachers will differentiate instruction for students reading below grade level with both guided reading and personalized learning through technology. Teachers will track student data and use data to inform instruction.	A3.2: Reading Intervention	2400	TEACHER STIP	TCSTIP0494	0.85	157-9

$471.95	LCFF Supplemental	Supplementary and intervention instructional materials for mathematics and/or science learning	Teachers will differentiate instruction for students reading below grade level with both guided reading and personalized learning through technology. Teachers will track student data and use data to inform instruction.	A3.2: Reading Intervention	4310				157-10
$7,381.21	Measure G: TGDS	STIP substitute funding to provide release time for teachers to complete TGDS	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data is used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0661	0.20	157-11
$3,500.00	Measure G: TGDS	Stipends to pay teachers for alternate observations, a component of TGDS	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data are used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.	A2.6: Teacher Evaluation	1120				157-12
$70.49	Measure G: TGDS	Supplies for coaching conversation, specifically focused on teacher goals and priorities	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data are used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.	A2.6: Teacher Evaluation	4310				157-13

$14,762.42	Supplemental Program Investment	STIP Sub for provide release time	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data are used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0661	0.40	157-14
$877.58	Supplemental Program Investment	Supplies	Offer Multi Tiered Supports for Academic Intervention	A2.3: Standards-Aligned Learning Materials	4310				157-15
$14,762.42	Donations	STIP Sub for provide release time	Culture of Mutual Accountability: Develop a culture of mutual accountability wherein schoolwide data is transparent across all grade levels and Professional Learning Communities use data to inform instruction. Through data-driven collaboration, teachers set data goals with principal and teachers set goals with students. Data are used as an on going indicator of progress and supports teachers in devoloping equity centered solution and students to take charge of their own learning.	A2.6: Teacher Evaluation		TEACHER STIP	TCSTIP0661	0.40	157-16
$18,150.68	Donations	Prep teacher to provide release time	Teachers will differentiate instruction for students reading below grade level with both guided reading and personalized learning through technology. Teachers will track student data and use data to inform instruction.	A3.2: Reading Intervention		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP9999	0.20	157-17
$20,571.02	Donations	Prep teacher to provide release time	Teachers will differentiate instruction for students reading below grade level with both guided reading and personalized learning through technology. Teachers will track student data and use data to inform instruction.	A3.2: Reading Intervention		TCHR EDUC ENHNCMNT/IN TVNT PROG	TCEEIP0164	0.20	157-18

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

School Site Council Membership Roster – Elementary

School Name: Thornhill Elementary   **School Year:** _____2016-17_____

Chairperson: Vicky Griffin	Co-Chairperson: Angela Engel
Secretary: Bonnie Forbes	*Parliamentarian:
*LCAP EL Parent Advisory Nominee:	*LCAP Student Nominee:

Place "X" in Appropriate Members Column

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/ Comm.
Steven Daubenspeck	X			
Donnie Forbes		X		
Jennifer Formoso		X		
Brenna Gustafson		X		
Sherry Kaetzel			X	
Angela Engel				X
Hillary Jurado				X
Susan Brindorf				X
Lea Stafford				X
Vickey Griffin				X

Meeting Schedule (day/month/time)	**Last Thursday of each month**

SSC Legal Requirements: (Ed. Code 52852)

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;

Parent/community members cannot be OUSD employees at the site.

1-Principal
3-Classroom Teachers
1-Other Staff
And
5-Parent/Community