OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Memo

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent
Board Meeting Date	June 26, 2019
Subject	2019-2020 School Plan for Student Achievement (SPSA)

Action

Approval of the 2019-2020 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
- After School Education and Safety (ASES)

Attachment

2019-2020 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

2019-2020 School Plan for Student Achievement (SPSA)

School:	**Thornhill Elementary School**
CDS Code:	1612596002216
Principal:	Steven Daubenspeck
Date of this revision:	5/16/2019

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: 5/16/2019
The District Governing Board approved this revision of the SPSA on: 6/26/2019

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Aimee Eng, Board President

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 (ASES)	☐ 21st Century Community Learning Centers
☐ Comprehensive Support & Improvement (CSI)	☒ Local Control Funding Formula (LCFF) Base Grant	☐ School Improvement Grant (SIG)
☐ Targeted Support & Improvement (TSI)	☒ LCFF Supplemental Grant	☐ Low-Performing Students Block Grant (LPSBG)

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 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 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 Accountability Plan (LCAP).

5. Opportunity was provided for public input on this school's School 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: _May 16th, 2019_

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:

	Signature	Date
Principal	_Karen M. Daubenspeck_	5/16/19
SSC Chairperson		5/16/19
Network Superintendent _Sara Stone_	_Sara Stone_	5.22.19
Officer, State and Federal Programs _MILDRED OTIS_		5/28/19

2019-20 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 2019-20 SPSA. Include ILT, SSC, staff, faculty, students, and othes who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/3/2018	Instructional Leadership Team	Review and discuss school wide strategies and academic needs
12/12/2019	Faculty	general oveview, academic and budget priorities, PBIS
12/19/2019	SSC	review and discuss If Title I alotted what priorities would be
1/14/2019	PTA	explain the budgeting process and school priorities
2/11/2019	Instructional Leadership Team	Met with ILT to discuss
5/16/2019	SSC	review and approve 2019/2020 SPSA

2019-2020 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	$174,849.66

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)	$49,140.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	$49,841.00	TBD
21st Century Community Learning Centers (Title IV #4124)	$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	$0.00	TBD	After School Education and Safety Program (ASES #6010)	$0.00	TBD
School Improvement Grant (SIG #3180)	$0.00	TBD	Low-Performing Students Block Grant (LPSBG #7510)	$0.00	TBD
			Measure G (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:**	**$98,981.00**	**$0.00**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	**$98,981.00**
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	**TBD**

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS & GOALS

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: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Priority Strengths	Root Causes of Strengths
PBIS: 100% protocol for pre-referral interventions on URFs. Strong faculty participation. Strong professional development. PBIS team looks at schoolwide data monthly.	Implementation of key schoowide practices
ELA: Excellent PD. 85% adherence to ELA recommendations as per District instructional minutes recommendations.	Implementation of key schoowide practices - differentiated instruction and focal students protocol
Math: Strong pedagogical interest in academic discussions protocols.	Implementation of Number talks and academic discussion strategies

Science: Strong science leadership team; many schoolwide practices. Participation in NGSS adoption and FOSS. Science Fridays. Strong participation in notebook protocols. Growing participation in science-related field trips. Science PLCs at each grade level.	Science Lead Team and PD. Science Minimum Days for PD, Science Notebooking,
Priority Challenges	**Root Causes of Challenges**
Mathematics- 3rd grade - Students performance on IAB Mathematics is 24% Below Grade level	Students are not fluent in third grade standards and lack conceptual understanding in mathematics - foundational skill and number sense lacking in 2nd and 3rd grade data- word problem complexity
ELA Writing: Not enough students are able to write in three genres, especially writing with evidence.	Lack of consistent implementation of writer's workshop in lower grades.
PBIS: Some students are still struggling to be redirected and to know how to resolve conflicts. Cafeteria consistently has food on the floor and often isn't at the appropriate noise level, although behavior has improved.	Still don't have a culture of consistency on how to resolve conflicts and implementation on of our values: SAFE, MINDFUL and RESPONSIBLE. Culture in cafeteria is not consistently showing responsibility.

1C: 19-20 STUDENT GOALS & TARGETS

District Goal: All students build relationships to feel connected and engaged in learning. (Linked to LCAP Goals 5 & 6)

School Goal:	All students feel connected, safe and ready to learn through implementation of PBIS and other positive school culture practices				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
Connectedness	All Students	+5pp	83.41%	86.71%	90.00%
Suspensions	African-American Students	-2pp	0.00%	0.00%	0.00%
Suspensions	Students with Disabilities	-2pp	0.00%	0.00%	0.00%
Chronic Absence	African-American Students	-2pp	4.44%	0.75%	0.75%

District Goal: All students continuously grow towards meeting or exceeding standards in English Language Arts. (Linked to LCAP Goal 2)

School Goal:	All students make significant progress towards ELA goals annually				
Measure	**Target Student Group**	**District Growth Targets**	**17-18 School Baseline**	**18-19 School Target**	**19-20 School Target**
ELA SBAC	All Students	+15 points DF3	63.9	78.9	83.9

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELA SBAC	Students with Disabilities	+20 points DF3	-16.6	3.4	3,4
ELA SBAC	African-American Students	+20 points DF3	27.5	47.5	57.5

District Goal: All students continuously grow towards meeting or exceeding standards in math. (Linked to LCAP Goal 2)

School Goal: All students make gains towards proficiency in SBAC-

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
Math SBAC	All Students	+15 points DF3	41.7	56.7	66
Math SBAC	Students with Disabilities	+20 points DF3	-7.6	12.4	18
Math SBAC	African-American Students	+20 points DF3	1.5	21.5	21.5

District Goal: English Learner students continuously develop their language, reaching English fluency in six years or less. (Linked to LCAP Goal 4)

School Goal: All ELLs are Fluent by Third year attending Thornill

Measure	Target Student Group	District Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
ELL Reclassification	English Learners	16%	36.36%	16.00%	16.00%
LTEL Reclassification	Long-Term English Learners	25%	n/a	N/A	na

District Goal: All students grow a year or more in reading each year. (Linked to LCAP Goal 3)

School Goal: All students make one years growth

Measure	Target Student Group	District Growth Targets	17-18 School Baseline	18-19 School Target	19-20 School Target
SRI Growth of One Year or More	All Grade 3-5 Students	+5pp	62.50%	80.00%	77.00%
SRI Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	2.27%	0.00%	0.00%
K at or above Benchmark	All Kindergarten Students	+5pp	96.97%	100.00%	100.00%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	84.91%	89.91%	95.00%

1D: IDENTIFIED NEED

Describe the basis for establishing the goals above. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard and data from the School Accountability Report Card.

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: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

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.

School: Thornhill Elementary School	SPSA Year Reviewed: 2018-19	SPSA Link: 18-19 SPSA

2: ANNUAL REVIEW & UPDATE OF 2018-19 SCHOOL SITE PLAN (SPSA)

18-19 Language & Literacy Priority:	Writing
June 2021 Language & Literacy Goal:	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.
Theory of Action for Language & Literacy:	Reading Instruction and Writing instruction are intertwined with Reader's Work Shop and Writers Workshop instruction dalily. Good Readers become Good Writers. 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.

Student Performance Indicator:	Student Group:	17-18 EOY Target:	17-18 EOY Actual:
SBAC ELA	All Students	70.4	63.9

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Plan is being implemented as delineated. Additional measures being considered to interven in Mathematics where students have not made adequate progress. for example possible 3rd grade intervention after school Writing / has improved and implementation of science across the school

What evidence do you see that your practices are effective?

Writing portfolios are being used in every class. Schedules reflect implementation of Readers' and Writers' Workshop. Conferring schedules show time allotted to these practices. Growth in curriculum-embedded assessments and SBAC.

What are some possible implications for your 2019-20 SPSA?

Mathematics will be highlighted as a focus for 2019-2020 school year.

18-19 Standards-Based Instruction Priority:	Mathematics & Science
June 2021 Standards-Based Instruction Goal:	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 2019, 95% of all students meeting or exceeded the standard by June 2020, and 100% of all students meeting or exceeding standards by June 2021. SBAC SCIENCE TEST - 75% of our students will be proficient on SBAC science.

Theory of Action for Standards-Based Instruction:	NGSS- In order to develop a key understanding of Next Generation Science Standards and allignment to Common Core WRTINTG standards provide teachers with exemplary science professional development and professional learning communities protocols, supports and time. MATHEMATICS- DEVELOP STUDENTS ACADEMIC LANGUAGE IN MATHEMATICS BY IMPLEMENTING NUMBER TALKS.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
SIRA	All Students	TBD	n/a

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

No changes

What evidence do you see that your practices are effective?

Teacher feedback and Science Grade Level PLC notes reflect implementation. Science Fridays are providing opportunities for calibration in writing.

What are some possible implications for your 2019-20 SPSA?

Continued implementation of positive school culture. Continued focus on writing and more of a focus on mathematics . Math pd and intervention systems

18-19 Conditions for Student & Adult Learning Priority:	**PBIS**
June 2021 Conditions for Student & Adult Learning Goal:	By June 2021, Thornhill will have consistent procedures and expectations in the cafeteria, hallways, and playground. Staff will consistently use URFs and pre-referral interventions. Staff and students will follow the three foci: safe, mindful, and respectful.
Theory of Action for Conditions for Student & Adult Learning:	To Improve school culture of cafeteria, hallways and classroom expectations by adhering to a consistent set of pre referral interventions and to continue to educate students and families of our three foci: SAFE, MINDFUL and RESPECTFUL- Beyond adapting a school culture that is conducive to student learning, the overall equity theory is students have not lost instructional time and teachers are positively working with their students using the PBIS protocol and more instructional time is given to students.

Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
Percent of URFs with three pre-referral interventions	All Students	n/a	100%

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.

Monthly Professional Development and Reflective Practices on schoolwide expectations. Being Safe, Mindful and Responsible

What evidence do you see that your practices are effective?

Overall PBIS implementation show results of practices to create a positive cool culture

What are some possible implications for your 2019-20 SPSA?
Teacher PBIS lead vacancy

18-19 Conditions for English Language Learners Priority:	English Learner Progress		
June 2021 Conditions for English Language Learners Goal:	All ENGLISH LANGUAGE LEARNERS will progress at an accelerated rate in both oral language developent and written language development. Students will have multiple opportunities for diferntiated instruction in English. Including regular goal setting with student and parents.		
Theory of Action for Conditions for English Language Learners:	By learning about our students' academic english devopment needs, we can address ELD differentiated instructional practices as well a balanced literacy approach to students linguistic needs.		
Student Performance Indicator:	**Student Group:**	**17-18 EOY Target:**	**17-18 EOY Actual:**
English Learner Reclassification	All Students	n/a (too few to report)	n/a (too few to report)

Briefly describe the overall implementation of 18-19 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.
No changes- continued ELD instruction
What evidence do you see that your practices are effective?
Students are moving; although there are too few students to list specific reclassification rates, we exceeded District targets.
What are some possible implications for your 2019-20 SPSA?
We will continue to implement EL practices as planned. This is reflected in the EL priority of the 19-20 SPSA.

DEPARTURE FROM PLANNED 18-19 SPSA BUDGET
Please describe any significant differences between your 18-19 SPSA *proposed* budget and your *estimated actual* budget for 2018-19. If you made changes, why?
No.

2019-20 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES

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

3: SCHOOL STRATEGIES & PRACTICES		Click here for guidance on SPSA practices

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

School Priority ("Big Rock"):	PBIS		
School Theory of Action:	To Improve school culture of cafeteria, hallways and classroom expectations by adhering to a consistent set of pre referral interventions and to continue to educate students and families of our three foci: SAFE, MINDFUL and RESPECTFUL- Beyond adapting a school culture that is conducive to student learning, the overall equity theory is students have not lost instructional time and teachers are positively working with their students using the PBIS protocol and more instructional time is given to students.		

#	TEACHING PRACTICES & PROGRAMS	LEADERSHIP PRACTICES	EVIDENCE OF IMPLEMENTATION
1-1	Teachers and staff will follow the three foci: safe, mindful, and respectful. Teachers will complete PRIMB forms prior to submitting a URF. Teachers will use consistent procedures and expectations in the cafeteria, hallways, and classrooms. Teachers will reflect on schoolwide data and their own practices.	Lead teachers will attend District PBIS training to learn PBIS practices and then lead this training for their colleagues. The PBIS team will review observations of implementation of PBIS with District PBIS coach. School PBIS team of teachers will meet regularly with district coach.	PD agendas, PRIMB and URF monitoring, observations and recording of hallways and other school spaces
1-2	Office staff and shared teachers will also follow the three foci and school procedures for PRIMB and URFs.	PBIS training will be provided for office staff and shared teachers.	Observations, PRIMB and URF monitoring, PD agendas
1-3	Use transitional kindergarten/kindergarten playdates and transition events to ensure that students and families understand behavioral expectations and procedures as they enter Thornhill.	Hold support meetings and planning opportunities for incoming kinder nights Family night, teachers to visit and support engagement.	Flyers for TK/K transition events, presentation content
1-4	Encourage after-school program staff to become familiar with PBIS procedures and practices used during the school day.	Share PBIS procedures and three foci with after-school program staff to encourage alignment of practices during and after the school day. Ensure that all students have access to after-school programming, regardless of income level.	Materials on PBIS and school procedures

1-5	Teachers and staff will work with the administration to identify and provide support for students in transition or in unstable home environments, including foster and homeless youth.	Support students in transition or in unstable home environments by ensuring that they build strong relationships with adults through the Wright Institute program and other resources.	Check-ins with teachers, office staff, and adults involved with the child.

District Strategy: Providing Equitable Access to **STANDARDS-BASED INSTRUCTION**			
School Priority ("Big Rock"):	Mathematics & Science		
School Theory of Action:	NGSS- In order to develop a key understanding of Next Generation Science Standards and allignment to Common Core WRITINTG standards provide teachers with exemplary science professional development and professional learning communities protocols, supports and time. MATHEMATICS- DEVELOP STUDENTS ACADEMIC LANGUAGE IN MATHEMATICS BY IMPLEMENTING NUMBER TALKS.		
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**
2-1	Teachers will teach science writing, reading and FOSS kits 150 minutes each week. Teachers will participate in monthly science professional development and PLCs using data to inform instruction in science writing, reading, and implementation of FOSS.	Schedule will include additional science collaboration time through monthly PLCs. Thornhill will use a modified instructional schedule to create additional professional development time to focus on science. Teachers will engage in a yearlong book study of science writing implementation.	Science PLC agendas and notes, classroom science instructional schedules
2-2	Teachers will share with parents what students are learning in class and communicate student goals and progress to parents.	School will host academic-based events such as Science Night and Science Engineering Night.	Event flyers, conference notes, report card comments
2-3	Teachers will integrate writing standards during science instruction.	School will offer professional development on science writing and support with the SIRA.	PD agendas, classroom observations, monitoring bulletin boards and examples of student work
2-4	Teachers will engage a in a yearlong cycle of inquiry regarding science writing and implementation of the scientific inquiry cycle.	Science Leadership Team will meet regularly to plan yearlong professional development and deliverables for inquiry cycles, read and implement Next Generation Science Standards, and support implementation of the new FOSS kits.	Science Leadership Team agendas and notes, PLC agendas and notes, end-of-year grade-level shareouts, student writing exemplars- SCIENCE PLC TEAM DRIVE

2-5	Teachers will plan field trips connected to NGSS standards.	School will seek PTA or other funding for science field trips and will provide resources on local destinations. School will ensure that low-income students have funding to participate in all field trips and school activities.	Number of science-based field trips offered
2-6	Teachers will engage in Mathamatics planning of Academic Language with protocols from Number Talks	Principal will provide Mathmatics PD and planning time for number talks.	Lesson Plans, PLC notes, Walk throughs by ILT and principal

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum		
School Priority ("Big Rock"):	Writing	
School Theory of Action:	Reading Instruction and Writing instruction are intertwined with Reader's Work Shop and Writers Workship instruction dalily. Good Readers become Good Writers. 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.	
#	**TEACHING PRACTICES & PROGRAMS**	**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**
3-1	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. Student Writing is calibrated using the same rubric in each grade level. This is done by Grade Level PLCs every trimester. Develop Student Writing Portfolios that showcase expectations for writing and allow for differentiation, both for students with disabilities and GATE students. Student Writing is calibrated using the same rubric in each grade level. This is done by Grade Level PLCs every trimester.	Regular Obervations and Feedback to teachers. Offer Multi Tiered Supports for Academic Intervention- Provide PD in Data around writing- Provide Achieve the core support.Aligning Expectations around scoring using rubrics. Support and materials for teachers to develop Portfolios.	Portfolios observable- Writing exemplars- Writers Workshop Schedules and observable writing instruction. Evidence of calibrtion with exemplars. SIRA WRITING TASK

Note: The table headers "TEACHING PRACTICES & PROGRAMS", "LEADERSHIP PRACTICES", and "EVIDENCE OF IMPLEMENTATION" appear as a three-column header, so the "School Priority" and "School Theory of Action" rows span the remaining columns.

3-2	Students present their writing with oral presentations. (PPT, Authors Chair, etc) Giving Students more opportunities to read in public.	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.	Author's Chair Schedules.
3-3	Teachers and principal will hold focal student conference three times a year to monitor progress of students below grade level proficiency in order to accelate student progress, focusing on student subgroups where achievement gaps exist: in particular with African American students, Latino students, and Special Education students.	PD on Confering and Goal Setting- observe confering schedules, DATA conferences with teachers Grade Level Data Conferences	Conference schedules submitted, PD is held, observations-- AA and Low income student's interventions in class and out of class
3-4	Reading Instruction and Interventions for low performing African American and Latino Readers. Implementation of Focal Student Protocols. Clear Reading Instruction Interventions.	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration Common Planning Time and PLC for teachers	Data conferences. 3 Yearly focal students data conferences with Principal and Teacher
3-5	Fifth grade teachers will use ELA software to differentiate instruction in reading comprehension, critical thinking, and writing with evidence. This differentation will specifically address the needs of low-performing students reading below grade level and high-performing GATE students reading above grade level by providing reading instruction at each student's level.	Personalized Learning Team and ILT will plan professional development in Personalized Learning and develop a Personalized Learning Plan for grades 1 and 3. Teacher Devlopment will focus on Reading Instruction, particularly in Reading and Comprehension Data Analysis. Data Driven PLCs	Reports on ELA software usage. Achieve the Core Assessments.
3-6	Deepen understanding of Common Core Standards using strategies for success on state testing indicators (SBAC)	Common Core Planning Time provided by principal with Training in Common Core Standards	Walk throughs - PLC notes-- Individual and grade level conferences with teachers
3-7	Teachers will work with Resource teachers, and all other appropriate specialists in order to fully understand and accommodate/differentiate instruction and access for all students with disabilities.	Principal and Leadership team will provide time within work hours for teachers to understand the needs and IEPs of all students with disabilities in their classrooms.	Notes from meetings between Resource Specialists and teachers are uploaded to google docs and show evidence of this practice

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

	School Priority ("Big Rock"):	English Learner Progress		
	School Theory of Action:	By learning about our students' academic english devopment needs, we can address ELD differentiated instructional practices as well a balanced literacy approach to students linguistic needs.		
#	**TEACHING PRACTICES & PROGRAMS**		**LEADERSHIP PRACTICES**	**EVIDENCE OF IMPLEMENTATION**
4-1	Targeted ELL Pull out interventions and Newcomers.		ELD Instruction/ PD Align resouces for English Language Learners	On going F& P and SRI Data conferences
4-2	Daily ELD instruction by classroom teacher.		Progress monitor ELD instruction and DATA	DATA coference schedule ant TGSD observations
4-3	Daily Oral Language Devopment Opporutunities for ELL students		Training Teachers on Language Acquisition Theory and the need for students to have oral ELD opportunities.	Observable practices of students speaking English with supportive partnerships.

PROPOSED 2019-20 SCHOOL SITE BUDGET   **Site Number:** 157   **School:** Thornhill Elementary School

BUDGET AMOUNT	BUDGET RESOURCE	DESCRIPTION OF PROPOSED EXPENDITURE	ASSOCIATED LCAP GOAL	OBJECT CODE	OBJECT CODE DESCRIPTION	POSITION NUMBER	POSITION TITLE	FTE	ASSOCIATED SPSA PRACTICE	BUDGET ACTION NUMBER
$7,739.19	Donations	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	4936	Noon Supervisor	0.167	n/a	157-1
$8,705.24	Donations	Noon Supervisor	Goal 5: Students are engaged in school every day.	2905	Other Classified Salaries	3113	Noon Supervisor	0.267	n/a	157-2
$59,412.17	Donations	EEIP (PE)	Goal 5: Students are engaged in school every day.	1105	Certificated Teachers' Salaries	578	Teacher Education Enhancement	0.55	Schedule will include additional science collaboration time through monthly PLCs. Thornhill will use a modified instructional schedule to create additional professional development time to focus on science. Teachers will engage in a yearlong book study of science writing implementation.	157-3
$31,463.29	General Purpose Discretionary	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.80	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration Common Planning Time and PLC for teachers	157-4
$11,677.00	General Purpose Discretionary	Supplies	Goal 2: Students are proficient in state academic standards.	4310	School Office Supplies		n/a		Overall support for academic and social-emotional practices	157-5
$6,000.00	General Purpose Discretionary	Copier maintenance agreement	Goal 2: Students are proficient in state academic standards.	5610	Equip Maintenance Agreemt		n/a		Overall support for academic and social-emotional practices	157-6
$13,862.26	LCFF Supplemental	STIP	Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries		n/a	0.20	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration Common Planning Time and PLC for teachers	157-7

		STIP								
$26,250.51	LCFF Supplemental		Goal 2: Students are proficient in state academic standards.	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.70	Provide Teachers with Professional Development to Understand Data and Implement High Leverage Interventions and Acceleration Common Planning Time and PLC for teachers	157-8
$9,740.00	LCFF Supplemental	Surplus (for another .5 stip with next year's donations)	Goal 2: Students are proficient in state academic standards.	4399	Surplus		n/a		n/a	157-9

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2018-2019
School Site Council Membership Roster – Elementary

School Name: **Thornhill Elementary**

Chairperson :	Hillary Juardo
Vice Chairperson:	Angela Engel
Secretary:	Bonnie Forbes

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member
Steven Daubenspeck	X			
Bonnie Forbes		X		
Sherry Kaetzel			X	
Richard Thompson		X		
Angela Engel				X
Megan Turner				X
Hillary Juardo				X
Susie Gelbron				X
Lorena Caello				X
Jennifer Formoso		X		

Meeting Schedule (day/month/time)	**Wednesday, November 13, 2018 at 3:15PM**

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

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