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

Memo

To Board of Education

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

Board Meeting Date August 26, 2020

Subject 2020-2021 School Plan for Student Achievement (SPSA)

Action Approval by the Board of Education of the 2020-2021 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
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment 2020-2021 School Plan for Student Achievement (SPSA) for Thornhill Elementary School



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

2020-2021 School Plan for Student Achievement (SPSA)

School: Thornhill Elementary School
CDS Code: 1612596002216
Principal: Steven Daubenspeck
Date of this revision: 5/30/2020

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
Address: 5880 Thornhill Drive
Oakland, CA 94611

Position: Principal
Telephone: 510-339-6800
Email: steven.daubenspeck@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/30/2020

The District Governing Board approved this revision of the SPSA on: 8/26/2020

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Jody London, Board President

2020-2021 School Plan for Student Achievement Recommendations and Assurances

School Site: Thornhill Elementary School

Site Number: 157

<input type="checkbox"/> Title I Schoolwide Program	<input type="checkbox"/> Additional Targeted Support & Improvement (ATSI)	<input type="checkbox"/> LCFF Concentration Grant
<input type="checkbox"/> Title I Targeted Assistance Program	<input type="checkbox"/> After School Education & Safety Program (ASES)	<input type="checkbox"/> 21st Century Community Learning Centers
<input type="checkbox"/> Comprehensive Support & Improvement (CSI)	<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) Base Grant	<input type="checkbox"/> School Improvement Grant (SIG)
<input type="checkbox"/> Targeted Support & Improvement (TSI)	<input checked="" type="checkbox"/> LCFF Supplemental Grant	<input type="checkbox"/> 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 30th, 2020

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

<input type="checkbox"/> Flyers in students' home languages	<input type="checkbox"/> Announcement at a public meeting	<input checked="" type="checkbox"/> Other (notices, media announcements, etc.)
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Signatures:

Steven Daubenspeck.

Steven Daubenspeck

May 30th, 2020

Principal

Signature

Date

Hillary Jurrado.

Hillary Jurardo

May 30th, 2020

SSC Chairperson

Signature

Date

Kathleen Arnold

K. Arnold

June 30, 2020

Network Superintendent

Signature

Date

Lisa Spielman

Lisa Spielman

7/1/2020

Director, Strategic Resource Planning

Signature

Date

Jody London

8/27/2020

Jody London
President, Board of Education

Kyla Johnson-Trammell

8/27/2020

Kyla Johnson-Trammell
Superintendent and
Secretary, Board of Education

2020-21 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 2020-21 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

[illegible]

2020-2021 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	\$70,384.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,634.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$46,750.00	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:	\$70,384.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$70,384.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**1A: ABOUT THE SCHOOL****School:** Thornhill Elementary School**School ID:** 157**School Description**

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

School Mission and Vision**Mission**

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

Vision

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

1B: 19-20 STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>College/Career Readiness</i>	Strong Culture of Critical Thinking and Common Core shifts	staff development
<i>Focal Student Supports</i>	Focal Student Intervention by Grade Level Teacher and when funding allows by intervention staff, additional grants to support academic interventions for students in need	Budget Prioritization- School wide Focal Student Approach

<i>Student/Family Supports</i>	Conferences with parents regarding supports for students	Relationships with parents and strong family involvement expectations
<i>Staff Supports</i>	Professional Development Focused on Differentiated Instruction	Teacher Leadership and Strong Teams
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>College/Career Readiness</i>	Teacher Development, Time necessary to become a highly effective teacher in all domains	Teacher Turnover, Need for Stronger Teacher Credentialing programs and coherency among programs.
<i>Focal Student Supports</i>	Insufficient Budget to support struggling readers and writers or students lacking in conceptual understanding of mathematics	Funding
<i>Student/Family Supports</i>	Poor attendance at: PTA nights, Science and Math Nights, Tech Night, before and after school intervention (scholarships available)	parents are working and have little time in the evening
<i>Staff Supports</i>	Not enough time to plan in grade levels, need for further training on writing and early literacy	no funding to support teacher development via Instructional Facilitator or Teachers on Special Assignment

1C: 20-21 STUDENT GOALS & TARGETS

Proposed LCAP Goal: All students graduate college, career, and community ready. (Current Goals 1 & 2)

School Goal for May 2023:	85 % of student will be proficient in ELA. 80 % of students will be proficient in Mathematics, 75 % of students proficient in Science
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Instructional Focus Goal: All students experience success in the early years.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
K at or above Benchmark	All Kindergarten Students	+5pp	98.6%	n/a	90.0%
1st Grade at or above Benchmark	All Grade 1 Students	+5pp	95.1%	n/a	90.0%

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	All Students	+15 points DF3	75.1	n/a	75.0

Reading Inventory (SRI) Growth of One Year or More	All Grade 3-5 Students	+5pp	58.6%	n/a	80.0%
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	All Students	+15 points DF3	46.8	n/a	70.0
CAST (Science)	All Students	TBD	68.6%	70.0%	75.0%

Proposed LCAP Goal: Focal student groups demonstrate accelerated growth to close our equity gap. (Current Goals 3 & 4)

School Goal for May 2023: 85% of students proficient in ELA

Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Language Arts.

Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
SBAC ELA	Students with Disabilities	+20 points DF3	13.5	n/a	3,4
SBAC ELA	English Learners	+20 points DF3	-27.0	-7.0	-7.0
Reading Inventory (SRI) Multiple Years Below Grade Level	All Grade 3-5 Students	-5pp	1.1%	n/a	0.0
Instructional Focus Goal: All students continuously grow towards meeting or exceeding standards in Math and Science.					
SBAC Math	Students with Disabilities	+20 points DF3	-46.3	-20.0	-20.0
SBAC Math	African-American Students	+20 points DF3	-0.7	n/a	15.0
Instructional Focus Goal: English Learner students continuously develop their language, reaching English fluency in six years or less.					
ELL Reclassification	English Learners	Reclassify 16%	12.5%	n/a	20.0%
LTEL Reclassification	Long-Term English Learners	Reclassify 25%	n/a	n/a	n/a

Proposed LCAP Goal: Students and families are welcomed, safe, healthy, and engaged. (Current Goals 5 & 6)

School Goal for May 2023: 92% of all Students will feel connectedness. O suspension target

Instructional Focus Goal: All students build relationships to feel connected and engaged in learning.					
Measure	Target Student Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
Connectedness	All Students	+5pp	89.5%	n/a	93.0%
Suspensions	All Students	-2pp	0.7%	n/a	0.0%
Suspensions	African-American Students	-2pp	26.0%	n/a	0.0%
Suspensions	Students with Disabilities	-2pp	5.1%	n/a	0.0%
Chronic Absence	All Students	-2pp	17.0%	n/a	15.0%
Chronic Absence	African-American Students	-2pp	7.9%	n/a	100.0%

Proposed LCAP Goal: All staff are high quality, providing optimal service to our students, families, and staff.					
School Goal for May 2023:		Communication with Families			
Measure	Target Group	District Growth Targets	18-19 School Baseline	19-20 School Target	20-21 School Target
100 % of teachers have scheduled conferences with parents , 100 % of teachers use Email Communication and reply to parents within 48 hours., 100% of teachers use clear and positive language on Report Card comments and provide accurate Data to families	Teachers	n/a	TBD	TBD	100.0%

1D: IDENTIFIED NEED

Instructions: 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: RESOURCE INEQUITIES

Instructions: Do your students have equitable access to funding, effective and experienced teachers, and academic opportunities relative to other students in OUSD and across the state? Briefly identify and describe any resource inequities identified as a result of your needs assessment. How might inequities affect your school programs, and how might you mitigate this impact?

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

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

Instructions: 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.

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL REVIEW & UPDATE	
School: Thornhill Elementary School	SPSA Year Reviewed: 2019-20 SPSA Link: 19-20 SPSA
2: ANNUAL REVIEW & UPDATE OF 2019-20 SCHOOL PLAN (SPSA)	
19-20 Language & Literacy Priority: Writing	
Theory of Change:	Reading Instruction and Writing instruction are intertwined with Reader's Work Shop and Writers Workshop instruction daily. 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.
Related School Goal:	All students make significant progress towards ELA goals annually
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Professional Development in Writing was limited to Non Fiction and Science Note Booking. PLCs have been looking at student writing and have developed strong practices as grade level teams	
What evidence do you see that your practices are effective?	
More detailed student writing, bulletin boards and wrting portfolios. A culture of writer's workshop is in place.	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
NONE	
19-20 Standards-Based Instruction Priority: Mathematics & Science	
Theory of Change:	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.
Related School Goal:	All students make gains towards proficiency in SBAC-
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
Math and Science Professional Develoment is implemented as planned.	
What evidence do you see that your practices are effective?	
Science Note Booking School Wide Mathematical Practices have been alligned to school site Theory of Action in Mathematics	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
NONE	

19-20 Conditions for Student & Adult Learning Priority: PBIS	
Theory of Change:	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.
Related School Goal:	All students feel connected, safe and ready to learn through implementation of PBIS and other positive school culture practices
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
PBIS Professional Development is being implemented as planned. The majority of the staff are using the PBIS practices.	
What evidence do you see that your practices are effective?	
Staff using language from specific PBIS trainings and connecting with students with stronger relationships and supports for students	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
NONE	
19-20 Conditions for English Language Learners Priority: English Learner Progress	
Theory of Change:	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.
Related School Goal:	Small Group ELD instruction
Briefly describe the overall implementation of 19-20 practices for this priority. If you changed any planned staffing or activities after completing your SPSA, please describe.	
teacher implementation of practices	
What evidence do you see that your practices are effective?	
student growth in ELA	
Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.	
NONE	
DEPARTURE FROM PLANNED 19-20 SPSA BUDGET	
Please describe any significant differences between your 19-20 SPSA <i>proposed</i> budget and your <i>estimated actual</i> budget for 2019-20. If you made changes, why?	
Reduction in Intervention Support Staff Due to Budget Cuts	

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & PRACTICES				
School: Thornhill Elementary School			School ID: 157	
3: SCHOOL STRATEGIES & ACTIONS Click here for guidance on SPSA practices				
District Strategy: Building CONDITIONS FOR STUDENT LEARNING				
School Priority ("Big Rock"):	PBIS			
School Theory of Change:	By Implementing a school wide Positive School Culture we will develop the relationships necessary for students to feel safe to learn.			
Related Goal(s):	All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	All Students			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
1-1	Teachers teach specific school values: SAFE< MINDFUL<RESPONSIBLE	provide staff development through out the year- Starting with 1st 6 weeks school culture plan.	PBIS data and evidence from student conversations	
1-2	Morning Meeting connected to building relationships among students and between adults and students	ensure all teacher implement classroom meeting protocols	schedules, share outs, asking students	
1-3	All teachers use 5:1 practices as per PBIS Team to ensure healthy relationships with students.	observe teaching practices to ensure 5:1 and Tier 1 interventions are in place	relationships with students are Growth Mindset oriented---	
1-4	Teachers use PBIS practices and Pre Referral Forms	Review PreReferral Forms-Meet with teachers to learn more about challenges and teacher relationships with students	consistent use of Pre Referral Forms	
District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION				

School Priority ("Big Rock"):	Science Writing, Mathematics and Writing accross the curriculum			
School Theory of Change:	By Implementing a strong writing program where students are writing in all genres and across the curriculum, students will have the opportunity to get to Mastery in ELA, MATH and SCIENCE			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
2-1	Implement WRITER's WORKSHOP- Explicit instruction in all components of the writing process. With a schoolwide focus on conferring- (ie teacher-student conference and peer confering) Teachers confer with students in 3 genres: Fiction, Narrative and Non-Fiction	Provide Professional Development in All components of the writing process, genres and conferring protocol	Writing Portfolios accessible in every classroom- All Writing Genres- Confering Schedule	
2-2	SCIENCE Notebooking- 100% of teachers will use PLC structure to ensure Science Writing is strong and using Scientific Thinking and Writing in All grade levels.	PD In science notebooking and science- Teaching Scientific Inquiry Cycle TK-5. Principal and Science Leadership Team collect and read science notebooks	Science Note Books are visible and have a logical progression of writing that are NGSS aligned.	

2-3	Create a Mathematics Culture in your classroom and In Distance Learning Instruction	PD on Mathematical Mindsets Book-- Use Mathematical Practices that include more student talk and less teacher talk. Students have opportunities to explain their thinking. Positive Norms to Encourage in Math class. Math is about learning not performing.	Schedules both Weekly and Daily indicate times that include number talks, mathematical discussions	
2-4	Scientific Inquiry - Explicit Teaching of Scientific Inquiry Cycle in all grade.	Science Team Professional Development in Inquiry Cycle-	student work, journals,FOSS Implementation, academic discussions in science.	

District Strategy: Developing **LANGUAGE AND LITERACY** Across the Curriculum

School Priority ("Big Rock"):	English Language Arts			
School Theory of Change:	By providing ELA instruction and ELD instruction for English Language Learners,			
Related Goal(s):	All students continuously grow towards meeting or exceeding standards in Language Arts. English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
3-1	Implement Reader's Workshop and Writer's Workshop - Detailed Conferring with students about Writing Process- Revising, Editing Etc. Use of Scaffolds,	Provide Detailed PD in the Writing Process- Detailed Video exemplars of Conferring Protocol .	SRI, F and P DATA- Student Writing Portfolios, Student Writing on Classroom Walls and Bulletin Boards	
3-2	ELD Instruction in Small groups	STIP subs and Teacher Training on ELD practices	ENGLISH Fluency	

District Strategy: Building **CONDITIONS FOR ADULT PROFESSIONAL LEARNING**

School Priority ("Big Rock"):	PROFESSIONAL LEARNING COMMUNITIES			
School Theory of Change:	By using a clear protocol based tool to look and data to inform instruction and to collaborate in meaningful ways, teachers can use data regularly			
Related Goal(s):	All students experience success in the early years. All students continuously grow towards meeting or exceeding standards in Language Arts. All students continuously grow towards meeting or exceeding standards in Math and Science. English Learner students continuously develop their language, reaching English fluency in six years or less. All students build relationships to feel connected and engaged in learning.			
Students to be served by these actions:	<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
4-1	Focal Student Protocol- Teacher Use Data to Inform Instruction for Low Performing Students- Teacher Differentiate Instruction for ALL student with more focus on FOCAL students	Focal Student Conferences with Teachers 3 times a year	SRI and F and P , SBAC	

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS				
School Priority ("Big Rock"):	English Language Development			
School Theory of Change:				
Related Goal(s):	English Learner students continuously develop their language, reaching English fluency in six years or less.			
Students to be served by these actions:	<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE I-FUNDED: WHAT NEED IS THIS ADDRESSING?
5-1	see Language And Lit			

PROPOSED 2020-21 SCHOOL SITE BUDGET
Site Number: 157
School: Thornhill Elementary School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
INTERVENTION	\$25,049	General Purpose Discretionary	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELD Instruction in Small groups	157-1
SUPPLIES	\$8,871	General Purpose Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Draft LCAP Goal 1: All students graduate college, career, and community ready.	Implement WRITER's WORKSHOP- Explicit instruction in all components of the writing process. With a schoolwide focus on conferring- (ie teacher-student conference and peer confering) Teachers confer with students in 3 genres: Fiction, Narrative and Non-Fiction	157-2
INTERVENTION	\$44,772	LCFF Supplemental	1105	Certificated Teachers' Salaries	3824	STIP Teacher	0.60	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	ELD Instruction in Small groups	157-3
PE	\$23,203	Parent Group Donations	1105	Certificated Teachers' Salaries	578	Teacher Education Enhancement	0.20	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	n/a	157-4
PE	\$56,732	Parent Group Donations	1105	Certificated Teachers' Salaries	1595	Teacher Education Enhancement	0.40	Draft LCAP Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	n/a	157-5
INTERVENTION	\$23,203	Parent Group Donations	1105	Certificated Teachers' Salaries	3496	STIP Teacher	0.20	Draft LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	STIP subs and Teacher Training on ELD practices	157-6
Unallocated	\$549	Parent Group Donations	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	157-7
COPIER	\$3,000	Parent Group Donations	5610	Equip Maintenance Agreemt	n/a	n/a	n/a	n/a	n/a	157-8



Strategic Resource Planning

2019-2020

School Site Council Membership Roster – Elementary

School Name: **Thornhill**

Chairperson : Hillary Jurado

Vice Chairperson: Angela Engel

Secretary: Bonnie Forbes

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

Meeting Schedule
(day/month/time)

TBD (usually the last Thursday of each month at 3:15 pm)

SSC Legal Requirements (EC Sections 65000-65001):

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

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