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Board Cover Memorandum

To Board of Education

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

Meeting Date August 9, 2023

Subject 2023-2024 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

Ask of the Board Approval by the Board of Education of the 2023-2024 School Plan for Student Achievement (SPSA) for Thornhill Elementary School.

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

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

Fiscal Impact The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA):

- Title I, Part A, including Comprehensive Support & Improvement Grant
- Title IV, Parts A and B
- After School Education and Safety (ASES)

Attachment(s)

- 2023-2024 School Plan for Student Achievement (SPSA) for Thornhill Elementary School



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

2023-2024 School Plan for Student Achievement (SPSA)

School: Thornhill Elementary School
CDS Code: 1612596002216
Principal: Steven Daubenspeck
Date of this revision:

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

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

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

The School Site Council recommended this revision of the SPSA for Board approval on: 5/2/2023

The District Governing Board approved this revision of the SPSA on: 8/9/2023

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Mike Hutchinson, Board President

2023-2024 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Thornhill Elementary School

Site Number: 157

- | | | |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> Title I Schoolwide Program | <input checked="" type="checkbox"/> Additional Targeted Support & Improvement (ATSI) | <input type="checkbox"/> LCFF Concentration Grant |
| <input type="checkbox"/> Title I Targeted Assistance Program | <input type="checkbox"/> After School Education & Safety Program | <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"/> Early Literacy Support Block Grant |
| <input type="checkbox"/> Targeted Support & Improvement (TSI) | <input checked="" type="checkbox"/> LCFF Supplemental Grant | |

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

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law, per EDC § 52012.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement requiring board approval.
3. The school plan is based upon a thorough analysis of student academic data. The actions and strategies proposed herein form a sound, comprehensive, and coordinated plan to reach stated safety, academic, and social emotional goals and to improve student achievement.
4. The School Site Council reviewed the content requirements of the School Plan for Student Achievement and assures all requirements have been met, including those found in district governing board policies and in the Local Control and Accountability Plan (LCAP).
5. Opportunity was provided for public input on this school's School Plan for Student Achievement (per EDC § 64001) and the Plan was adopted by the School Site Council at a public meeting(s) on:

Date(s) plan was approved: _____

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, ParentSquare blasts, etc.) |
|-------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------|

Signatures:

Steven Daubenspeck

Principal

Selam Brown

SSC Chairperson

Kathleen Arnold

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning

Steven M. Daubenspeck

Signature

Selam Brown

Signature

K. Arnold

Signature

Lisa Spielman

Signature

May 2nd, 2023

Date

May 2nd, 2023

Date

5/15/23

Date

5/15/23

Date

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **Refugee & Asylee Program:** The Refugee & Asylee Program identifies, supports, and tracks newly-arrived refugee students, providing crucial services in support of their school integration and academic success. In collaboration with community partners and other OUSD departments, the program allows schools to both refer students and reach out for assistance when needed. Specifically, the program offers school enrollment assistance, school orientation, tutoring, family engagement, and targeted summer educational support for refugee students and families. It also provides educational case management for high-need students and social emotional learning opportunities for refugee and asylee students.
- **McKinney-Vento Program:** The McKinney-Vento Program provides supplemental educational services and social support to youth and families who lack a fixed, regular, and adequate nighttime residence. This means students sharing housing with one or more families due to eviction or economic hardship, living in emergency or transitional shelters, staying in hotels/motels, trailer parks/camp grounds, or somewhere that is not designed for sleeping (e.g., a garage, an attic, a car, a park or an abandoned building). This can also include unaccompanied youth (students not in the physical custody of a parent or guardian). The services provided by the program include enrollment assistance, school supplies, backpacks, advocacy, and assistance with transportation.

2023-2024 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	\$87,345.00

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	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,760	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$63,585	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0	TBD	After School Education and Safety Program (ASES #6010)	\$0	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0	TBD	Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$0	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0	\$0	SUBTOTAL OF STATE & LOCAL FUNDING:	\$87,345	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$87,345
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2023-24 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.

School Demographics, 2021-22

% Male	% Female	% English Learners	% Newcomers	% Unhoused	% Foster Youth	% Socioeconomically Disadvantaged	% Students with Disabilities
50.4%	49.6%	4.9%	2.2%	0.0%	0.0%	18.8%	8.5%
% Black/ African-American	% White/Caucasian	% Hispanic/Latino	% Asian	% Filipino	% Pacific Islander	% American Indian/ Alaskan Native	% Multiracial

8.7%	38.7%	16.1%	12.3%	1.1%	0.0%	0.0%	19.1%
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1B: STUDENT GOALS & TARGETS

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

School Goal for College, Career & All Students Reading at grade level by 3rd grade. Focus on early Community Readiness: intervention grades k-2

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	90.9%	71.0%	<i>not available until Fall 2023</i>	90.0%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	58.8%	65.5%	<i>not available until Fall 2023</i>	68.8%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	71.6%	59.3%	<i>not available until Fall 2023</i>	76.6%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	75.1	n/a	56.2	<i>not available until Fall 2023</i>	0.7
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	59.3%	63.3%	<i>not available until Fall 2023</i>	70.0%

Mathematics/Science Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	46.8	n/a	37.9	<i>not available until Fall 2023</i>	46.6
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	51.9%	<i>not available until Fall 2023</i>	65.0%

CAST (Science) at or above Standard	All Students	68.6%	n/a	58.3%	<i>not available until Fall 2023</i>	70.8%
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LCAP Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

School Goal for Targeted Supports for African American students increase academic achievement by one or more Focal Student Groups: grade levels through targeted interventions.

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	13.5	n/a	-26.1	<i>not available until Fall 2023</i>	15.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	26.2	n/a	14.1	<i>not available until Fall 2023</i>	26.2
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	15.0%	50.0%	<i>not available until Fall 2023</i>	15.0%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-46.3	n/a	-4.5	<i>not available until Fall 2023</i>	26.3
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	African American Students	-0.7	n/a	-3.1	<i>not available until Fall 2023</i>	60.0

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
ELL Reclassification	English Learners	0.0%	5.6%	50.0%	<i>not available until Fall 2023</i>	10.0%
LTEL Reclassification	Long-Term English Learners	n/a	0.0%	n/a	<i>not available until Fall 2023</i>	10.0%

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

School Goal for Student & Family Opportunities for the Whole community to come together as a whole to build **Engagement:** an inclusive community that is welcoming to all. Example: January 21st ThornChill event focus on dancing together as a community

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
Student Connectedness to School	All Students	88.0%	87.8%	76.7%	<i>not available until Fall 2023</i>	90.0%
Out-of-School Suspensions	All Students	1.0%	n/a	1.6%	<i>not available until Fall 2023</i>	1.0%
Out-of-School Suspensions	African American Students	2.7%	n/a	1.6%	<i>not available until Fall 2023</i>	0.0%
Out-of-School Suspensions	Special Education Students	2.4%	n/a	1.6%	<i>not available until Fall 2023</i>	0.0%
Chronic Absenteeism	All Students	3.8%	0.5%	16.3%	<i>not available until Fall 2023</i>	3.0%
Chronic Absenteeism	African American Students	8.6%	2.4%	22.9%	<i>not available until Fall 2023</i>	4.6%

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

School Goal for High-Quality Staff: To retain, develop and support high quality staff.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Outcome	2023-24 Target
One-Year School Teacher Retention Rate	All Teachers	84.2%	86.4%	85.8%	<i>not available until Fall 2023</i>	85.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College, Career & Community Readiness</i>	Kinder coming in reading to some degree and reading at 71% by mid year iready	Many parents with Higher Education, Mainly English Only students, TK, Strong Kindergarten literacy instruction
<i>LCAP Goal 2: Focal Student Group Supports</i>	12 % point growth in ELA for AA students in Mathematics	Strong Literacy Support for students

<i>LCAP Goal 3: Student & Family Engagement</i>	Decrease in Out of School Suspensions for AA students	Working with students and families to develop culturally relevant pedagogy and strong relationships with students of color, Creating a welcoming school.
<i>LCAP Goal 4: Staff Supports</i>	Increase in teacher retention from 84% to 85%	positive school culture
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College, Career & Community Readiness</i>	SBAC MATH SCORES 39%	lack of support in math differentiation, parents not familiar with "New Math"
<i>LCAP Goal 2: Focal Student Group Supports</i>	Decline in AA Math scores by .30 DFS	Insufficient Support/ Math Intervention supports
<i>LCAP Goal 3: Student & Family Engagement</i>	chronic absenteeism for AA students from 8% to 22%	transportation, illness and covid related
<i>LCAP Goal 4: Staff Supports</i>	need for classroom teacher to reflect Oakland's Diversity	recruitment efforts are a challenge with short hiring windows for external hiring-- This impacts the recruitment of AA candidates

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

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

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, Black/African-American students, and Latino 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.

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Thornhill Elementary School

SPSA Year Reviewed: 2022-23

SPSA Link: [2022-23 SPSA](#)

2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

NO CHANGES

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

Adherence to our PD calendar

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

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

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

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

2023-24 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Thornhill Elementary School

School ID: 157

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority:	Science Writing, Mathematics and Writing across 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
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	Unpack and understand new ELA curriculum adoption in order to implement with fidelity and rigor	Provide Professional Development and Teachers Collaboration Time	Grade Level PLC Meet Monthly	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
1-2	Implement Explicit instruction in all components of the writing process within adopted curriculum.	Provide Professional Development in All components of the writing process, genres and conferring protocol	Walk Throughs, Lesson Plans,	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
1-3	SCIENCE Notebooking- 100% of teachers will use PLC structure to ensure Science Writing is strong and using Scientific Thinking and Writing in All grade levels.	PD In science notebooking and science- Teaching Scientific Inquiry Cycle TK-5. Principal and Science Leadership Team collect and read science notebooks	Science PD and Planning Time, Grade Level Science Note Book Calibration	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1

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

School Priority:	ELA
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School Theory of Change:	By providing structured and authentic professional development and PLC time to unpack new ELA curriculum in tandem with student data and intervention planning, all students will receive differentiated, high-quality ELA instruction, and tailored Tier 2 and 3 supports will accelerate learning for students who are not yet at grade level proficiency.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Implement new ELA curriculum	Provide structured PD/PLC time for teachers to unpack, understand and implement with rigor and fidelity	Walk Throughs and PLC for planning	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
2-2	Increase student discourse through the use of sentence stems and academic language for focal students	Protected time for PLC and PD	Walkthroughs, Lesson plans, anchor charts	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
2-3	teachers will differentiate instruction through small group instruction	Time provided for differentiation planning	teachers plan individually and in grade level PLCs	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
2-4	Teachers will augment the curriculum to provide curriculum reflective of all our students, specifically students of color	Receive input from Office of Equity, BIPOC, and school leadership teams	Lesson plans, walk throughs	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1

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

School Priority:	PBIS
School Theory of Change:	By consistently teaching and implementing school wide and classroom PBIS practices, ensuring that all staff have been trained on and use restorative practices, we will develop the relationships necessary for all students to feel safe to learn.

Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
3-1	Teachers teach specific school values: SAFE< MINDFUL<RESPONSIBLE	provide staff development through out the year- Starting with 1st 6 weeks school culture plan.	On Going Yearlong Professional Development and Planning Time	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
3-2	Morning Meeting connected to building relationships among students and between adults and students	ensure all teacher implement classroom meeting protocols	principal walk throughs, weekly schedules	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
3-3	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	PRMB and URF DATA	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 1
3-4	Teachers use PBIS practices and Pre Referall Forms	Review PreReferral Forms- Meet with teachers to learn more about challenges and teacher relationships with students	PRIMB and URF	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 2
3-5	Teachers learn about restorative and anti-racist conversations and practices through mental health provider and RJ lead	provide consistent time at each grade level for students to learn anti-racist and restorative practices, with teacher support and participation	Professional Development with FSMEI, Professional Development on Ethnic Studies Standards by Office of Equity, Staff Meetings, Professional Development/Planning Time, Schedules, Walk Throughs	To retain,develop and support high quality staff.	Tier 1

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

School Priority:	Professional Learning Communities				
School Theory of Change:	PLCs allow for data analysis to improve student outcomes and data driven culture of using assessment to inform instruction. Increase level of professionalism and school learning community to retain teachers and create a joyful space for growth and development.				
Students to be served by these actions:	<i>All Students</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Focal Student Protocol- Teacher Use Data to Inform Instruction for Low Performing Students- Teacher Differentiate Instruction for ALL student with more focus on FOCAL students	Focal Student Conferences with Teachers 3 times a year	Principals Conference Calendar, Focal Student Forms	African American students increase academic achievement by one or more grade levels through targeted interventions.	Tier 3
4-2	Ongoing Professional Development with input from teachers and is led by teachers	Staff surveys and consulting with ILT	PD Agendas	To retain, develop and support high quality staff.	Tier 1

CONDITIONS FOR BLACK STUDENTS ([instructions & resources](#))

School Priority:	Creating anti-racist practices as a school community				
School Theory of Change:	Using awareness (self awareness for those who hold white privilege) and creating an open and accepting culture for Black students and families.				
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.				
Students to be served by these actions:	<i>Black students and families</i>				
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?

5-1	Staff study and awareness of race and accountability amongst staff community.	Book study, surfacing and addressing beliefs towards equity.	Staff PD agendas, PLC agendas, and/ or anti-racist consultant PD	African American students increase academic achievement by one or more grade levels through targeted interventions.	Tier 1
5-2	Anti-racist instruction in differentiation of instructional design to address anti-racist culture	Recruit for staff openings to diversify the school	Lesson plans aligned to OUSDs ethnic studies standards	To retain, develop and support high quality staff.	Tier 1
5-3	focal students selected for equity subgroup	facilitation of focal groups	Teacher and Principal focal student conferences focused on African-American students	African American students increase academic achievement by one or more grade levels through targeted interventions.	Tier 2
5-4	Teachers learn about restorative and anti-racist conversations and practices through mental health provider and RJ lead	provide consistent time at each grade level for students to learn anti-racist and restorative practices, with teacher support and participation	Professional Development with FSMEI, Professional Development on Ethnic Studies Standards by Office of Equity, Staff Meetings, Professional Development/Planning Time, Schedules, Walk Throughs	To retain, develop and support high quality staff.	Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS

Reference your required pre-work: [Stages of ELD Implementation Self-Assessment](#)

School Priority:	ENGLISH LANGUAGE DEVELOPMENT
School Theory of Change:	By continuously developing their language, ELL students will reach English fluence in six years or less.
Related Goals:	Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	WHICH SCHOOL GOAL DOES THIS ADDRESS?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	teachers will provide Designated ELD instruction in grade levels based on student's ability as determined by ELD standards	Support creation of master schedule with same time for Designated ELD at each grade level to enable student groupings	Professional Development and Schedules- Focal Student Conference Discussions	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 2
6-2	ELD Instruction in Small groups	STIP subs and Teacher Training on ELD practices	Schedules for ELD/SIPPS	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 2
6-3	All teachers learn about best practices for ELLs and ALLs, and implement ELD best practices in their classrooms (Integrated ELD) \	Provide teachers with information/time to learn about and implement these practices in their classrooms	District PD on ELD, Planning Time	All Students Reading at grade level by 3rd grade. Focus on early intervention grades k-2	Tier 2

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPISA ACTION	BUDGET ACTION NUMBER
Extended contract including benefit	\$15,000	Educator Effectiveness Grant	1120	Certificated Teachers' Salaries: Stipends	n/a	n/a	n/a	Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.	Student Connectedness to School	Staff study and awareness of race and accountability amongst staff community.	157-1
STIP Teacher	\$102,231	ESSER III (One-Time COVID Relief Support)	1105	Certificated Teachers' Salaries	3824	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	focal students selected for equity subgroup	157-2
Supplies	\$8,028	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	focal students selected for equity subgroup	157-3
To be allocated in Fall 2023.	\$7,232	LCFF Discretionary	4399	Unallocated	n/a	n/a	n/a	n/a	n/a	n/a	157-4
Computer	\$4,500	LCFF Discretionary	4420	Computer < \$5,000	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Provide Professional Development and Teachers Collaboration Time	157-5
Copy machine maintenance	\$4,000	LCFF Discretionary	5610	Equip Maintenance Agreement	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.	Staff Participation in Foundational Professional Learning	Teachers will augment the curriculum to provide curriculum reflective of all our students, specifically students of color	157-6
10-Month Classroom Teacher on Special Assignment (TSA)	\$64,084	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	8707	10-Month Classroom Teacher on Special Assignment (TSA)	0.50	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Provide Professional Development and Teachers Collaboration Time	157-7
Supplies	-\$499	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.	i-Ready Math at or above Mid-Grade	Focal Student Protocol-Teacher Use Data to Inform Instruction for Low Performing Students- Teacher Differentiate Instruction for ALL student with more focus on FOCAL students	157-8

PROPOSED 2023-24 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 SCHOOL GOAL	RELATED SPSA ACTION	BUDGET ACTION NUMBER
Library Technician	\$42,756	Measure G, Library Support	2205	Classified Support Salaries	New	Library Technician	0.50	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	Teachers will augment the curriculum to provide curriculum reflective of all our students, specifically students of color	157-9
10-Month Classroom Teacher on Special Assignment (TSA)	\$6,408	Other Donations	1119	Certificated Teachers on Special Assignment Salaries	8707	10-Month Classroom Teacher on Special Assignment (TSA)	0.05	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Teachers learn about restorative and anti-racist conversations and practices through mental health provider and RJ lead	157-10
carryover unallocated	\$92	Other Donations	4391	Carryover, Prior Year	n/a	n/a	n/a	n/a	i-Ready Reading at or above Mid-Grade	Implement new ELA curriculum	157-11
10-Month Classroom Teacher on Special Assignment (TSA)	\$19,225	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	8707	10-Month Classroom Teacher on Special Assignment (TSA)	0.15	Goal 1: All students graduate college, career, and community ready.	Staff Satisfaction with Professional Development	Ongoing Professional Development with input from teachers and is led by teachers	157-12
carryover unallocated	\$839	PTA/PTO Donations	4391	Carryover, Prior Year	n/a	n/a	n/a	n/a	Staff Participation in Foundational Professional Learning	Anti-racist instruction in differentiation of instructional design to address anti-racist culture	157-13
Early Literacy Tutor	\$22,162	Rainin Foundation Grant	2105	Classified Instructional Aide Salaries	6819	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	teachers will differentiate instruction through small group instruction	157-14
Early Literacy Tutor	\$22,162	Universal Prekindergarten Planning & Implementation Grant	2105	Classified Instructional Aide Salaries	6819	Early Literacy Tutor	0.40	Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade	teachers will differentiate instruction through small group instruction	157-15



Strategic Resource Planning (SRP)

THORNHILL ELEMENTARY SCHOOL

School Site Council Membership Roster

2022-2023

SSC - Officers

Chairperson:	Selam Brown
Vice Chairperson:	Nancy Steimle
Secretary:	Erin Proudfoot

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
Steven Daubenspeck	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Teresa Contreras	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1st
Anna Finnell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
Nancy Steimle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Melina Nobusada	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
Ali Metzler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Marie Fox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
Selam Brown	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Erin Proudfoot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
Matthew Shell	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1st
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

SSC Meeting Schedule: <small>(Day/Month/Time)</small>	Regularly on the 3rd Tuesday of the Month, 5:30 PM
-----------------------------------------------------------------	----------------------------------------------------

SSC Legal Requirements (EC Sections 65000-65001):

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

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