

Board Office Use: Legislative File Info.	
File ID Number	25-1783
Introduction Date	8/13/25
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Denise Saddler, Interim Superintendent
Sondra Aguilera, Chief Academic Officer

Meeting Date August 13, 2025

Subject 2025-2026 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

Ask of the Board Approve the 2025-2026 School Plan for Student Achievement (SPSA) for Thornhill Elementary School.

Background In accordance with California Education Code Section 64001, each School Plan for Student Achievement (SPSA) must be reviewed and updated annually by the School Site Council (SSC), including proposed expenditure of funds through the Consolidated Application and the Local Control and Accountability Plan (LCAP). Each plan must also be approved by the local governing board at a regularly scheduled meeting. The SPSA coordinates all educational services at the school and describes how allocated funds will be used to improve academic performance of all pupils to meet proficiency goals established by the California Department of Education.

Discussion The SPSA builds on the premise that students can learn with effective instruction. The plan sets aligned school goals, analyzes student performance data, and implements high leverage improvement actions to direct resources to the areas of greatest need. The SPSA also outlines parent engagement activities linked to student success.

Fiscal Impact Programs listed below are reported in the Consolidated Application and allocated through the School Plan for Student Achievement (SPSA):

- Title I, Part A Schoolwide & Targeted Assistance School Programs
- Title I, Part A Parent & Family Engagement

Attachment(s)

- 2025-2026 School Plan for Student Achievement (SPSA) for Thornhill Elementary School



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

2025-26 School Plan for Student Achievement (SPSA)

School: Thornhill Elementary School
CDS Code: 1612596002216
Principal: Steven Daubenspeck
Date of this revision: 4/29/2025

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: 4/29/2025

The District Governing Board approved this revision of the SPSA on: 8/13/2025

OAKLAND UNIFIED SCHOOL DISTRICT
Denise Saddler, Interim Superintendent
Jennifer Brouhard, Board President

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Thornhill Elementary School

Site Number: 157

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

☐ Title I Schoolwide Program

☐ Comprehensive Support & Improvement (CSI) Grant

☐ Additional Targeted Support & Improvement

☐ Title I Targeted Assistance Program

☐ Local Control Funding Formula Equity Multiplier ☐ Targeted Support & Improvement

The School Site Council (SSC) recommends this comprehensive School Plan for Student Achievement (SPSA) to the district governing board for approval.

Date(s) plan was approved: 4/29/2025

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

☐ Flyers in students' home languages

☐ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

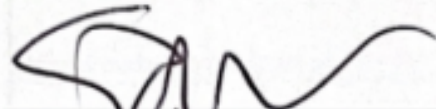
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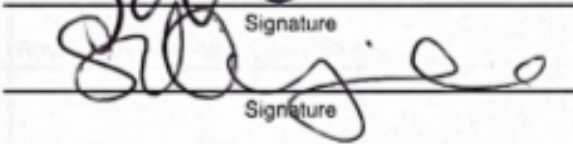
Steven Daubenspeck

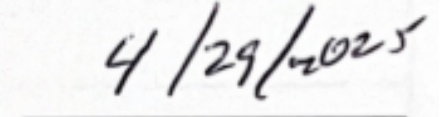
Principal

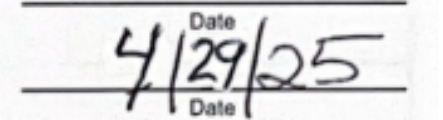
Sarah Wright-Schreiberg

SSC Chairperson


Signature


Signature


Date


Date

SELLS Representative (optional)

Sabrina Moore

Network Superintendent

Lisa Spielman

Director, Strategic Resource Planning


Signature


Signature

Date

5/28/25

Date

5/28/25

Date

2025-26 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 2025-26 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
03/10/25	ILT	ILT to look at school focus to make adjustments for SY 25-26
03/18/25	PTA	Overview budget w/PTA to align fundraising goals to gaps
4/15/2025	Faculty/BIPOC	Review budget and budget priorities for SY 25-26
4/29/2025	SSC	Review and vote to approve SPSA

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 Literacy Program

OUSD's investments in early literacy are intended to ensure that our youngest students develop the literacy skills they need to become empowered community members and lifelong readers, writers, and critical thinkers. To fulfill this vision, Title I-eligible elementary schools receive Early Literacy Tutors to increase the number of third graders who are reading at and above grade level and close equity gaps by providing targeted, evidence-based instruction and data-driven support in the early years.

Summer Learning Program

The District's Summer Learning Program provides targeted support to ensure that students who are behind academically have opportunities to catch up. We prioritize low-income youth, English language learners, foster youth, and unhoused youth for summer enrollment. Summer learning programs focus on academics and social emotional support, but also include enrichment opportunities like art and music. High school sites offer credit recovery for students who are behind in credits needed to graduate.

Transitional Students and Families Unit

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

- **Foster Youth Program:** The Foster Youth Program seeks to ensure that foster youth in OUSD receive supplemental support such as tutoring, case management, and social emotional learning opportunities. Additionally, the foster youth program seeks to ensure that foster youth in OUSD have access to all rights granted to them under California law (AB 490), such as school stability (the right to remain in their original school when they enter foster care or move, if in their best interests); immediate enrollment (the right to be immediately enrolled in a new school, even without health/education records); partial credit (the right to receive partial or full credit for work completed at other schools, a right that all OUSD students have); and fairness (the right to not be punished for court-related absences).
- **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.

2025-26 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	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$209,607.00

Federal, State, and Local Funds

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

Federal Programs	Allocation
Title I, Part A Schoolwide Program (#3010)	\$0
Title I, Part A Parent & Family Engagement (#3010)	\$0
21st Century Community Learning Centers (Title IV, Part B #4124)	\$0
Comprehensive Support & Improvement (CSI) Grant (#3182)	\$0
SUBTOTAL OF FEDERAL FUNDING:	\$0

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:
\$209,607.00

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$10,300
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$150,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$49,307
SUBTOTAL OF STATE & LOCAL FUNDING:	\$209,607

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Thornhill Elementary School		School ID: 157
CDS Code: 1612596002216	SSC Approval Date:	Board Approval Date:

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.

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

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

School Demographics, 2023-24

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

1B: GOALS & IDENTIFIED NEEDS**LCAP Goal 1: All students graduate college, career, and community ready.**

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified School Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	40.8%	40.9%	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	45.6%	81.8%	not available until fall 2025	85.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	83.0%	75.8%	not available until fall 2025	90.0%

English Language Arts Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	31.8	33.1	not available until fall 2025	51.0
SBAC ELA Participation	All Students	98.8%	98.7%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	61.3%	65.8%	not available until fall 2025	70.0%

Mathematics/Science Measures & Targets

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	33.0	39.4	not available until fall 2025	53.0
SBAC Math Participation	All Students	98.7%	98.7%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	54.8%	59.8%	not available until fall 2025	70.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	63.8%	60.8%	not available until fall 2025	70.0%
California Science Test (CAST) Participation	All Students	100.0%	98.1%	not available until fall 2025	95.0%

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
Identified School Need:	- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-39.6	-19.9	not available until fall 2025	51.0
SBAC ELA Distance from Standard Met	African American Students	8.6	-3.0	not available until fall 2025	26.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	8.3%	8.8%	not available until fall 2025	18.0%

SBAC Math Distance from Standard Met	Special Education Students	-37.0	-9.8	not available until fall 2025	53.0
SBAC Math Distance from Standard Met	African American Students	10.2	5.5	not available until fall 2025	23.0
Reclassification Measures & Targets <i>*Reference Stages of ELD Data slides</i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	27.3%	12.5%	not available until fall 2025	25.0%
LTEL Reclassification	Long-Term English Learners	0.0%		not available until fall 2025	10.0%

LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.					
School Goal:	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%				
Identified School Need:	1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	68.3%	77.7%	not available until fall 2025	83.0%
Out-of-School Suspensions	All Students	3.3%	2.0%	not available until fall 2025	1.5%
Out-of-School Suspensions	African American Students	7.5%	5.7%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	11.9%	4.1%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	49.7%	13.7%	not available until fall 2025	25.0%
Chronic Absenteeism	African American Students	50.0%	9.7%	not available until fall 2025	25.0%

LCAP Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.						
School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	83.9%	86.7%	not available until fall 2025	93.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	<p><i>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</i></p> <ul style="list-style-type: none"><i>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</i><i>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</i><i>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</i>	<ul style="list-style-type: none"><i>- Students that use the iReady program make growth.</i><i>- iReady is utilized in lower grade levels.</i><i>- Parents want to support at home.</i><i>- Teachers provided time during professional development for backwards planning for core content.</i>
LCAP Goal 2:	<p><i>By May of 2026</i></p> <ul style="list-style-type: none"><i>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i><i>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i><i>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</i>	<ul style="list-style-type: none"><i>- IEPs completed on time</i><i>- IEPs are analyzed and adjusted as needed until it meets student needs</i><i>- ELLs receive D-ELD during intervention block</i><i>- Teachers choose 5 focal students at the beginning of the year to focus lessons around and monitor growth as the year progresses</i><i>- Engagement of families to support the needs of students</i><i>- All classes have daily morning meetings for SEL</i><i>- All teachers focus on SEL and developing strong classroom communities the first two to four weeks of school</i><i>- High expectations are held for all students by all staff</i>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<ul style="list-style-type: none"> - COST team established - Attendance team established - Positive school culture developed with clear rules and expectations - Focus on restorative conversations - PD provided for teachers to learn how to support the whole child
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<ul style="list-style-type: none"> - new teachers have a coach that they meet weekly with to develop their craft and check-in on wellness - new teachers also supported by grade level teams

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp 	<ul style="list-style-type: none"> - Students not taking the iReady lessons seriously, preferring to play the games instead of completing lessons. - Finding the time for all grade levels to utilize iReady, both math and reading, in the classroom. - Parents want to support at home, but don't want to have screen time at home or don't know the benefits of iReady. - Teachers not utilizing PLC time to analyze assessments and planning for next steps. -No budget for STIP staff nor Literacy Tutor to provide pull-out small group intervention like SY 24-25
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY 	<ul style="list-style-type: none"> - Designated ELD happening consistently during intervention - Teachers analyzing CEAs to monitor and adjust instruction - Support for students (para-educators) with IEPs not always present. - Teachers need to develop their protocols for students discourse and discussion

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>- Consistency of COST team meets due to scheduling conflicts and student safety response needs; COST members responding to urgent student safety incidents, SpEd team scheduling IEP meetings during scheduled COST meeting which results in Admin and Admin designee required atten. as LEA repres. at IEP mtg.</p> <p>- Lack of supports to be able to provide to students during COST</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>- new teacher PD and site PD conflicted and new teachers felt like they missed things at the school site</p> <p>- more PD could be provided around curriculum and understanding of how to use and modify that curriculum to meet the needs of students</p> <p>- time at the beginning of the year to check-in with new teachers on a daily basis</p>

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW**School:** Thornhill Elementary School**SPSA Year Reviewed:** 2024-25**SPSA Link:** [2024-25 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.

Overall Thornhill's SPSA is being implemented well. Our anti racists lesson planning time and that lead up to the oratorical /BHM assembly for parents was overwhelmingly recieved well. Several student won prizes and the parents turn out was was over 400 parents. Some reflection and feedback that we also need to focus on celebrating all cultures.

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

The Strategies listed in SPSA are working as students are recieving additional intervention. All Staff are looking at CEAs in Math,ELA as well as all other assessments. Our staff are developing their PLCs and working in teams to look at student work.

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.

NOTE: Thornhill's TSA resigned in October of 2024. This has caused a signifcatnt demand on the site lead which has impacted the consistency of support for grade level PLCs and New Teacher Development. Secondly due to teacher feedback Science was our focus and we had to make some adjustments to science PD and specifically the partnership with Chabot Space and Science Center. In particular science professional developent was withdrawn. This lead to a gap in science pd from November - February. March-May Science PD will resume with members of out instructional leadership team. The schools expecations that all students will recieve 100 minutes of science instruction via FOSS and NGSS standards is monitored and evaluated by the principal. There is need to revisited Science Note Booking and the Scientific Inquiry Cycle. Lastly and new change. was The need for School wide writing refocus. At the request of a Faculty Council, the Instructional Leadership Team will be delivering Wrting PD for accross the grade level spans.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure Code <i>(this column will be hidden eventually)</i>	Title I Expenditure <i>(describe expenditure in column a)</i>	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working/not working? Why? <i>Specify evidence/indicators of success/effectiveness in implementing this activity/strategy.</i> INCLUDE qualitative or quantitative data.	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a					

2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES

School:	Thornhill Elementary School	SCHOOL ID:	157
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3: SCHOOL STRATEGIES & ACTIVITIES

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

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

School Goal:	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
Identified Need:	Teachers engage in core professional activities of PLCs including backward planning, student work analysis, and cycles of inquiry. Teachers receive professional development in all core areas."

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Continue to Implement EL Ed Curriculum. Observation/Feedback focused on ELA indicators/instructional CORE- All teachers will have Learning Targets posted. EL ED word walls. Anchor Charts with visuals. Sound Spelling cards should be posted and visible. Evidence of student writing should be visible or in writing portfolios.	All Students	Academic	Tier 1 - Universal
1-2	ELD Implementation- Using a Hybrid approach, teachers will integrate ELD into EL ED lessons.	English Learner Students	Academic	Tier 3 - Intensified
1-3	iReady - implementation of MyPath for English Language Arts and Mathematics	All Students	Academic	Tier 1 - Universal
1-4	SIPPS instruction by all teachers K-2 SIPPS Cards posted and visible	All Students	Academic	Tier 1 - Universal
1-5	After School Program to focus academics,Social Emotional and Physical Needs and interest of students thru hands on engaging experiences	ALL Students	Enrichment/Academic/Physical needs	Tier 1 - Universal

LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.

School Goal:		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
Identified Need:		- All teachers set goals for CEAs in ELA and Math and analyze at least 1 common assessment - D-ELD in daily schedules for all ELLs - IEPs completed on time - Daily SEL lessons and Sown to Grow is implemented in all classrooms weekly		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
2-1	Focal student protocols for targeted differentiated instruction- All AA student below grade level receive differentiated instruction by teacher.	African American Students	Academic	Tier 2 - Supplemental
2-2	All AA Focal Students in 1st and 2nd grade receive additional pull out for SIPPS instruction- by Early Lit Tutor	African American Students	Academic	Tier 2 - Supplemental
2-3	Latino Students that are focal students are given additional pull out intervention- Targeted Differentiation in Reading Instruction- Additional SIPPS instruction by Early Lit Tutor	Latino/a Students	Academic	Tier 2 - Supplemental

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

School Goal:		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
Identified Need:		1. Develop a highly effective COST and Attendance teams that meet regularly and are data driven. 2. Develop highly effective quality school culture plans and develop the capacity and skill to implement MTSS Whole Child supports.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
3-1	Monthly PTA meetings with BIPOC members included. Fundraising for BIPOC events	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Coffee with the principal during the first 6 weeks of school - Principal is present through out the school and parents have access to the principal daily (informally) Parents know that the anyone on the administrative team can be accessible via appointment through the front office.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Thornhill Benefit Auction/ Fundraising event/ and ThornChill Community Buidling Event, Fall Sweep, Spring Carnival, Walkathon	All Students	Academic	Tier 1 - Universal

3-4	SART TEAM meetings, contact parents,regular check in between student and staff, refer to COST	Special Education Students	Academic	Tier 1 - Universal
3-5	Music listening/Dance with Living Jazz	All Students	SEL / Mental Health	Tier 1 - Universal
3-6	SART TEAM meetings, contact parents,regular check in between student and staff, refer to COST	Latino/a Students	Academic	Tier 1 - Universal
3-7	Black Thornhill fathers panel: interview presentation to 4th grade students to address their use of harmful racist language as a "joke"	All Students	Behavioral	Tier 2 - Supplemental
3-8	Professional Development with FSMEI, Professional Development on Ethnic Studies Standards by Office of Equity, Staff Meetings, Professional Development/Planning Time, Schedules, Staff PD time	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.		
Identified Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
4-1	Attend ALL recruitment events, Recruit African American Teachers and Leaders- 1:1 coaching from Principal and TSA. Teachers will have opportunities to observe teachers with TSA and Principal for the purpose of building teachers understanding of Curriculum, Instruction and Pedagogy. Learning best practices from each other.	African American Students	Behavioral and Academic	Tier 1 - Universal
4-2	Attend ALL recruitment events, Latino American Teachers and Leader	Latino/a Students	Behavioral and Academic	Tier 1 - Universal
4-3	Build capacity of Teams and TSA to implement High Quality Professional Development in Anti-Racist Practices, EL ED, Professional Learning Communities, Mathematics and Science	All Students	Academic	Tier 1 - Universal

4-4	Team Building Opportunities and individualized Teacher Support and Development both on site and with District EL ED department	All Students	Academic	Tier 1 - Universal
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CONDITIONS FOR BLACK STUDENTS		Instructions & resources		
#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	P1.2 Equity Practices: Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-2	Anti Racist Practices; Professional Development for Anti Racist Lesson Planning	African American	SEL / Mental Health	Tier 2 - Supplemental
5-3	Continued Support for BIPOC Committee-meetings with BIPOC Leadership and BIPOC Sponsored Community Events Such as Thornhill music and food event and BIPOC parent panels addressing any/all harmful racist incidents involving students.	African American	SEL / Mental Health	Tier 2 - Supplemental
5-4	Student voice: BIPOC students' voices on panels to present perspective; harmful racist language, cultural pride and contribution: MLK, Jr. Oratorical school site initiative that levels up to district participation.	African American	SEL / Mental Health	Tier 3 - Intensified
5-5	Read-Ins that welcome parent/guardians, community members to read aloud targeted books to students	All Students	SEL / Mental Health	Tier 1 - Universal

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

[illegible]



Strategic Resource Planning (SRP)

THORNHILL ELEMENTARY SCHOOL

School Site Council Membership Roster

2024-2025

SSC - Officers

Chairperson:	Sarah Wright-Schreiberg
Vice Chairperson:	Ian Storar
Secretary:	Jalyn Crum

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

Member's Name	Principal	Classroom Teacher	Other Staff	Parent/Community Member	Term (1st or 2nd year term?)
1 Steven Daubenspeck	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Zachary Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
Rosalie Macneal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Caitlin Dobson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
1 Jalyn Crum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
1 Alison Bunker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Jessica Sanchez	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
1 Ursela Knezevic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Ian Storar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Sarah Wright-Schreiberg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule:
(Day/Month/Time)

Regularly on the 1st Tuesday bi-monthly, 5:30 PM

SSC Legal Requirements (EC Sections 65000-65001):

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

