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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** June 24, 2026

**Subject** 2026-2027 School Plan for Student Achievement (SPSA) for Thornhill Elementary School

**Ask of the Board** Approval by the Board of Education of the 2026-2027 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)**

- 2026-2027 School Plan for Student Achievement (SPSA) for Thornhill Elementary School



**2026-27 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:** 4/16/2026

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.)

**Signatures:**

LaShante Scott <i>Principal</i>	<i>LaShante Scott</i> Signature	4/20/2026 Date
Ian Storrar <i>SSC Chairperson</i>	<i>Ian Storrar</i> Signature	4/17/26 Date
<i>SELLS Representative (optional)</i>	Signature	Date
Sabrina Moore <i>Network Superintendent</i>	<i>Dr. Sabrina Moore</i> Signature	04/17/2026 Date
Lisa Spielman <i>Director, Strategic Resource Planning</i>	<i>Lisa Spielman</i> Signature	4/17/26 Date

**2026-27 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 2026-27 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.*

Date	Stakeholder Group	Engagement Description
9/15/2025	Faculty	Reviewed SPSA goals and strategies, Reviewed data and identified school needs
10/1/2025	SSC	Facilitated group feedback on SPSA sections, Reflected on progress and challenges
10/20/2025	Faculty	Reflected on progress and challenges, Facilitated group feedback on SPSA sections
11/5/2025	SSC	

## 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 secondary students who are behind academically have opportunities to catch up. We prioritize low-income students, 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.

### Credit Recovery Program

The Credit Recovery program provides opportunities during the school year for students who are not on track for graduation to make up credits. As with summer learning, we prioritize low-income youth, foster youth, and unhoused youth for these supports.

### 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 provides foster youth in OUSD with supplemental support such as tutoring, case management, and social emotional learning. Additionally, the program seeks to ensure that foster youth 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/campgrounds, or somewhere that is not designed for sleeping (e.g., a garage, attic, car, park, or 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.
- **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.

## 2026-27 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$214,172

### 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 Resource 3010	\$0
Title I Parent & Family Engagement Resource 3010	\$0
21st Century Community Learning Centers (Title IV, Part B) Resource 4124	\$0
Comprehensive Support & Improvement (CSI) Grant Resource 3182	\$0
<b>SUBTOTAL OF FEDERAL FUNDING:</b>	<b>\$0</b>

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	
	<b>\$214,172</b>

State and Select Local Resources	Allocation
LCFF Supplemental Resource 0002	\$10,200
LCFF Equity Multiplier Resource 7399	\$0
Expanded Learning Opportunities Program (ELO-P) Resource 2600	\$150,000
After School Education & Safety (ASES) Resource 6010	\$0
Community Schools Grant (CCSPP) Resource 6332	\$0
Proposition 28 (Arts & Music in Schools) Resource 6770	\$53,972
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$214,172</b>

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT**

**1A: ABOUT THE SCHOOL**

<b>School Name: Thornhill Elementary School</b>		<b>School ID: 157</b>
<b>CDS Code: 1612596002216</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date: 6/24/2026</b>

**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 TITILE I students. Need for school grants to support students with Socio Economic Factors that limit additional interventions afterschool

**School Demographics, 2024-25**

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
48.9%	8.1%	20.0%	0.3%	34.1%	14.3%	27.8%	1.9%	0.0%
% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
50.8%	18.4%	11.6%	1.1%	0.0%	0.0%	27.6%	1.4%	94.8%

**1B: GOALS & IDENTIFIED NEEDS**

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

<b>School Goal:</b>	By May 2027, 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
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<b>Identified School Need:</b>	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."
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**Early Literacy Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	40.8%	40.9%	31.1%	70%	80%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	45.6%	81.8%	85.7%	75%	85%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	83.0%	75.8%	71.4%	90%	95%

**English Language Arts Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC ELA Distance from Standard Met	All Students	31.8	33.1	26.9	40.00	50.0
SBAC ELA Participation	All Students	98.8%	98.7%	98.7%	95.0%	97.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	61.3%	65.8%	68.8%	70.0%	75.0%

**Mathematics/Science Measures & Targets**

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
*SBAC & CAST data exclude participation penalty, if applicable.						
SBAC Math Distance from Standard Met	All Students	33.0	39.4	30.9	45.0	55.0
SBAC Math Participation	All Students	98.7%	98.7%	98.7%	95.0%	97.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	63.8%	60.8%	47.9%	52.0%	57.0%

California Science Test (CAST) Participation	All Students	100.0%	98.1%	98.0%	95.0%	97.0%
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**LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.**

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified School Need:</b>	- 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	2026-27 New Target
SBAC ELA Distance from Standard Met	Special Education Students	-39.6	-19.9	-38.8	-15.0	0.0
SBAC ELA Distance from Standard Met	African American Students	8.6	-3.0	-10.6	5.0	20.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	8.3%	8.8%	20.0%	15.0%	10.0%
SBAC Math Distance from Standard Met	Special Education Students	-37.0	-9.8	-27.5	-15.0	0.0
SBAC Math Distance from Standard Met	African American Students	10.2	5.5	-3.2	15.0	30.0

**Reclassification Measures & Targets** *\*Reference [ELL Progress Data](#)*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target	2026-27 New Target
ELL Reclassification	English Learners	27.3%	12.5%	0.0%	25.0%	50.0%
LTEL Reclassification	Long-Term English Learners	0.0%		N/A	10.0%	50.0%

**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	2026-27 New Target
Student Connectedness to School	All Students	68.3%	77.7%	79.0%	83.0%	85.0%
Out-of-School Suspensions	All Students	3.3%	2.0%	1.5%	1.5%	2.0%
Out-of-School Suspensions	African American Students	7.5%	5.7%	3.0%	0.0%	1.5%
Out-of-School Suspensions	Special Education Students	11.9%	4.1%	3.1%	0.0%	1.5%
Chronic Absenteeism	All Students	49.7%	13.7%	9.9%	6.9%	5.9%
Chronic Absenteeism	African American Students	50.0%	9.7%	6.7%	5.0%	4.0%

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

**School Goal:** By May 2027, 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	2026-27 New Target
One-Year School Teacher Retention Rate	All Teachers	83.9%	86.7%	86.8%	87.0%	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	Our leadership team, including the Principal and TSA, is in classrooms at least twice a month to provide feedback, helping to name trends and identify immediate instructional needs. We hold dedicated "Data Wednesdays" every fourth week to review school-wide data points with the teaching staff, fostering a mindset of frequent data review and its instructional implications. Teachers are given structured time to unpack units and plan lessons backwards, ensuring clear expectations for student performance by the end of each unit. We are leveraging classroom aides to facilitate small reading groups specifically for high-level readers to ensure all students are pushed toward their stretch targets.
<i>LCAP Goal 2:</i>	By May of 2027 - 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	Focal Student Monitoring: We created a comprehensive list of every African American, ELL, and IEP/504 student to cross-reference their data with tiered interventions and ensure they are receiving necessary support. Our new TSA has successfully identified specific skill gaps for ELL students, leading to targeted small-group work on vocabulary building; we anticipate 50% of these students will show improvement on the ELPAC this year. We have identified teachers who successfully closed i-Ready gaps for students with IEPs and are having them lead whole-group share-outs of their best practices. Academic mentors are providing primary support to identified ELL and high-priority students, focusing on phonemic development and individualized scaffolds.
<i>LCAP Goal 3:</i>	1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%	The attendance team has implemented a visible tracking board and monthly prizes to celebrate student attendance, maintaining a strong overall attendance rate. Our team has been highly effective in communicating with families before students reach chronic absentee status, ensuring they understand the implications of attendance. We have partnered with Oakland High for RJ student leaders to engage our 4th and 5th graders in community-building circles focused on kindness and being an upstander.

<i>LCAP Goal 4:</i>	By May 2027, 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.	The reintroduction of a TSA (Teacher on Special Assignment) has allowed for weekly coaching of new teachers and collaborative calibration on feedback between the coach and administration. We provide release days for Kindergarten teachers to plan with the TSA and have established bi-weekly "coach/admin" huddles to ensure next steps for teacher support are timely and effective. We have created an open-door culture where both new and veteran teachers feel comfortable reaching out to the TSA for help with management and planning. One of our staff members is part of the founding OUSD cohort for the CA Certified Wellness Coach program, strengthening our site's focus on teacher wellness.
<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Challenges</b>
<i>LCAP Goal 1:</i>	By May 2027, 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	We are currently recruiting to fill the academic mentor role within the next week, which will require specialized training to ensure they can effectively provide the daily 30 minutes of Designated ELD to support student growth. A significant challenge is the lack of a standardized curriculum for mentors to use for targeted small-group work, necessitating more time for resource development and instructional alignment. While classroom observation time is scheduled, it is consistently difficult to hold that time as "sacred" due to urgent student needs or other external interruptions that arise during the school day.
<i>LCAP Goal 2:</i>	By May of 2027 - 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	While overall attendance is strong, we have identified a need to look more deeply into the specific barriers facing students with IEPs, as this work only began in late December. Although staff are aware of the observation journal, a primary hurdle is ensuring that all feedback is left consistently and in a timely manner, ideally by the end of the school day. As frequent data analysis is a new focus, some staff members still require ongoing support and time to learn how to effectively manipulate and disaggregate data within various platforms.

<i>LCAP Goal 3:</i>	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Because our attendance baseline is already high, it is challenging to identify and implement new, narrowed incentives that specifically reach students at risk of becoming chronically absent. The leadership team is struggling to find intentional time during the school day to visit other sites and learn from their successful attendance and data-monitoring practices.</p>
<i>LCAP Goal 4:</i>	<p>By May 2027, 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>As a newly formed leadership team, we are still refining the rhythm of our work to ensure a consistent cadence where every teacher feels adequately paired with a coach or mentor. We have not been able to conduct joint classroom visits as frequently as planned to calibrate our feedback and support for new teachers. We are moving high-priority items—like the "Good in the Neighborhood" positive shout-outs and informal observation trends—from our "Parking Lot" (The Garden) to the top of our meeting agendas to ensure they remain a consistent focus. We are continuously working to create a culture where staff are excited to receive feedback and view it as a prioritized tool for professional growth rather than a critique.</p>

## 2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

Thornhill Elementary School

SPSA Year Reviewed: 2025-26

SPSA Link: [2025-26 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.

The implementation of our SPSA strategies has focused heavily on creating a culture of data literacy and transparent feedback loops. We have successfully established "Data Wednesdays" for staff to analyze school-wide metrics and have integrated a TSA (Teacher on Special Assignment) to provide weekly coaching and feedback. A primary staffing change since the spring was the departure of our previous academic mentor in late December; we are currently in the final stages of hiring a replacement to focus on providing the daily 30 minutes of Designated ELD for our ELL students. Additionally, we have refined our leadership cadence to include daily huddles and bi-weekly coach/admin calibration meetings to ensure our strategies are staying top-of-mind.

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

Our strategies have been effective in building shared ownership of student data among both staff and families. By utilizing an informal observation journal, we have seen increased engagement in "glows and grows" among teaching staff, leading to more targeted classroom interventions. For families, we held sessions to review goals and key terms, which led to the creation of a specialized slide deck that breaks down complex data like SBAC scores. This has significantly improved the community's ability to engage with our school-wide vision. Furthermore, our attendance initiatives, including monthly incentives and a visible tracking board, have maintained high student engagement, though we are now narrowing our focus to improve attendance specifically for students with IEPs.

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.

As a result of our ongoing analysis and feedback from the community, we are making the following adjustments:

Community Engagement (Part 1): We are incorporating a "how-to" guide and glossary of terms into our parent communications to ensure that families can independently interpret data dashboards and SBAC results.

Instructional Focus (Part 3): We are moving "parking lot" items, such as the weekly "Good in the Neighborhood" positive shout-outs and specific informal observation trends, to the top of our meeting agendas to ensure they remain a consistent priority.

Subgroup Support (Part 3): Following a deep dive into attendance data, we are implementing targeted incentives specifically for students with IEPs to close the gap identified in our late December review.

TSA/Admin Alignment (Part 3): We are building "sacred time" into leadership calendars for joint classroom visits to ensure consistent calibration between coaching and administrative feedback.

**2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION**

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

**2026-27 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIVITIES**

<b>School:</b> Thornhill Elementary School	<b>SCHOOL ID:</b> 157
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<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>	<a href="#">Click here for guidance on SPSA practices</a>
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**LCAP Goal 1: All students graduate college, career, and community ready.**

<b>School Goal:</b>	<p>By May 2027, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <li>-Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY</li> <li>-Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY</li> <li>-Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp</li> </ul>
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<b>Identified Need:</b>	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."
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#	STRATEGY/ACTIVITY	STUDENTS SERVED [1]	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT? [2]	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO? [3]
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	Provide daily foundational skills instruction and progress monitor using curriculum embedded assessments	All 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	Provide weekly collaboration time in PLCs and PD to internalize core curriculum at the module/unit/lesson level across Foundational Skill, Core Literacy, and D-ELD strands, analyze student work/assessments/SIPPS data, and reflect on instruction.	All Students	Academic	Tier 1 - Universal
1-5	Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	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.**

<b>School Goal:</b>	By May of 2027 - 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
<b>Identified Need:</b>	- 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	Teachers and staff will know students' IEP goals, develop instructional plans to meet these goals, monitor progress, and make adjustments as needed.	Students with IEPs	Academic	Tier 2 - Supplemental
2-2	Site's master schedule will honor the Least Restrictive Environment mandate by ensuring that all students with disabilities integrate into general education for specials, mealtimes, and special events at minimum, and that all students in SCPs within two grade levels of their chronological grade level in academic achievement have an IEP team decision about general education inclusion for core academics.	Students with IEPs	Academic	Tier 2 - Supplemental
2-3	Develop and implement explicit instructional strategies for ELLs, including GLAD hip-pocket strategies, structured academic discussion, Before-During-After Reading strategies, and language scaffolds (such as sentence frames and visual anchor charts) to ensure equitable access to core curriculum.	English Language Learners	Academic	Tier 2 - Supplemental
2-4	Develop and implement explicit instructional strategies for the Conditions for Black Students, including: providing mirrors/representation in curriculum, fostering a sense of belonging, utilizing culturally responsive pedagogy, and ensuring high expectations with targeted academic support to eliminate the achievement gap.	African American Students	Academic	Tier 1 - Universal

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

<b>School Goal:</b>		1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3% 2. An annual suspension rate below 2%		
<b>Identified Need:</b>		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. Fundraising for BIPOC events.	All Students	SEL / Mental Health	Tier 1 - Universal
3-2	Monthly Coffee with the Principal. Principal is present throughout 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 Building Event, Ruby bridges Walk, Walkathon, Read-A-Thon and Family Math Night	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	Out of School Suspensions: Site Leaders will review all behavior intervention plans and use that review to ensure appropriate discipline and reinforcement is being implemented. Special Educators will develop Behavior Intervention Plans for each eligible student where behavior is impeding learning of self or others to a marked degree over four weeks or longer.	Special Education 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	Host a Black Dad's Panel to foster community partnership and elevate Black male mentorship. This initiative will focus on the "Conditions for Black Students" by increasing student sense of belonging, providing positive identity representation (mirrors), and strengthening the home-school connection to support behavioral and academic success.	3rd-5th	Behavioral	Tier 2 - Supplemental
3-8	Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	All Students	SEL / Mental Health	Tier 1 - Universal

3-9	Utilize the Mosaic Classroom SEL curriculum to provide Tier 1 universal social-emotional lessons, paired with Sown to Grow for weekly student emotional check-ins and reflections. Teachers will use this data to monitor student well-being, facilitate restorative circles, and provide targeted SEL support as needed.			
3-10	Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	Students in After School Programs (Available to All Students)	Academic	Tier 1 - Universal

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

<b>School Goal:</b>	By May 2027, 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.
<b>Identified Need:</b>	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	Identify a leader on site (principal/AP/TSA) whose role it will be to support your new(er) teachers. This person will coordinate with New Teacher Support & Development and Credentials, establish on-site systems of support, and check in on new teachers throughout the year.	SEL / Mental Health	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	Conduct regular observation and feedback, particularly in the first 6 weeks of the school year with a focus on classroom culture building. Integrate a focus on new teachers into your learning walks.	All Students	Academic	Tier 1 - Universal
4-5	collaborative planning At Thornhill, release days are specifically used to allow teachers (such as Kindergarten teachers) to plan directly with the Teacher on Special Assignment (TSA). This provides dedicated time for instructional alignment and resource development that is often difficult to find during a standard school day.	All Students	Academic	Tier 1 - Universal

### CONDITIONS FOR BLACK STUDENTS

#	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 Thornchill 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
5-6	ILT conducts a data dive at least 2x/year to evaluate instruction and ensure students are engaged in grade level texts and tasks with meaningful ways to apply their learning	African American Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS		<a href="#">ELL Progress Data</a>		
#	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	ILT conducts an ELL data dive at least 2x/year to evaluate and adjust language program and instruction	English Learner Students	Academic	Tier 3 - Intensified
6-2	Choose high leverage integrated ELD strategy focus: GLAD hip-pocket strategies, academic discussion, Before-During-After Reading strategies, language scaffolds, learning how English works (i.e. language dives).	English Learner Students	Academic	Tier 2 - Supplemental
	Provide PLC time at least once per month to analyze student language progress and plan next instructional moves.	English Learner Students	Academic	Tier 2 - Supplemental

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Teacher Education Enhancement: Certificated staffing to support enriched core instruction and classroom differentiation	\$48,113	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10679	Teacher Education Enhancement	0.60			Provide daily foundational skills instruction and progress monitor using curriculum embedded assessments	157-1
Extra Compensation for Certificated Staff: Hourly pay for teachers to engage in after-school planning, PD, or student interventions	\$3,083	Arts & Music in Schools (Proposition 28)	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Build capacity of Teams and TSA to implement High Quality Professional Development in Anti-Racist Practices, EL ED, Professional Learning Communities, Mathematics and Science	157-2
School Office Supplies: Essential materials and resources to support daily school operations and student needs.	\$2,776	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies			0.00			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	157-3
This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being.	\$125,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services			0.00			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	157-4
This funding will support academic intervention and enrichment programs through after school providers. Through this partnership, students will have access to caring adult mentors, structured activities, and opportunities that build self-esteem, resilience, and a sense of belonging. The program helps extend learning beyond the school day while supporting students' academic success and overall well-being.	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants			0.00			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	157-5
Instructional Planning & Collaboration: Extra compensation for teachers to participate in Professional Learning Communities (PLCs) and data analysis.	\$10,200	LCFF Supplemental	1122	Certificated Teachers' Salaries: Extra Compensation			0.00			Monitor and support the implementation of core curriculum through coaching and site-based learning walks to systematically collect teacher practice data for cycles of improvement around focal indicators.	157-6

**PROPOSED 2026-27 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
Community School Coordination: Staffing (e.g., Program Manager) to lead school culture plans and MTSS Whole Child supports.	\$93,514	Learning Recovery Emergency Block Grant (LREBG)	2305	Classified Supervisors' and Administrators' Salaries	9844	Program Mgr Community School	0.50			Student Connectedness: Leaders monitor usage of Sown to Grow, both reading and response data. Leaders ensure teachers have time to respond to S2G weekly. Teachers administer Sown to Grow weekly	157-7
Early Literacy Reading Tutor: Classified staffing to provide targeted, evidence-based reading instruction for primary students.	\$38,127	Measure AA (The Oakland Children's Initiative)	2105	Classified Instructional Aide Salaries	6819	Early Literacy Reading Tutor	0.80			Develop explicit strategies for Conditions for Black Students (see conditions for Black Students Tab)	157-8
Core Curriculum Implementation Support: Materials and staffing to support the "EL Ed" curriculum and instructional core indicators	\$92,280	Measure G, Elementary Prep	1105	Certificated Teachers' Salaries	1595	Teacher Education Enhancement	0.70			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.	157-9
Library Support Services: Staffing or resources to maintain and enhance library access for all grade levels.	\$56,457	Measure G, Library Support	2205	Classified Support Salaries	9556	Library Technician	0.50			Read-Ins that welcome parent/guardians, community members to read aloud targeted books to students	157-10
Teacher Education Enhancement (VAPA Focus): Certificated staffing to support the integration of visual and performing arts into the core curriculum and classroom differentiation.	\$39,548	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	1595	Teacher Education Enhancement	0.30			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	157-11
Teacher Education Enhancement (VAPA Focus): Certificated staffing to provide specialized arts instruction and support student engagement through creative expression.	\$59,914	Measure G, Visual & Performing Arts	1105	Certificated Teachers' Salaries	10102	Teacher Education Enhancement	0.40			Professionals such as consultants, enrichment teachers, and support staff will meet student needs outside of the duties of homeroom classroom teachers by providing quality after school literacy intervention and instruction as well as enrichment classes in the after school program.	157-12
Instructional Coaching & PD (TSA): Certificated TSA to lead professional development, provide 1:1 teacher coaching, and coordinate instructional strategies and school-wide academic initiatives.	\$150,352	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	10678	TSA 11Mon 12Pay	1.00			Build capacity of Teams and TSA to implement High Quality Professional Development in Anti-Racist Practices, EL ED, Professional Learning Communities, Mathematics and Science	157-13





Strategic Resource Planning (SRP)

**THORNHILL ELEMENTARY SCHOOL**  
**School Site Council Membership Roster**  
**2025-2026**

**SSC - Officers**

<b>Chairperson:</b>	Ian Storrar
<b>Vice Chairperson:</b>	Ursula Knezevic
<b>Secretary:</b>	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?)
LaShante Scott	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
Rosalie Macneal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Caitlin Dobson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Nancy Steimle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>1</b>
Jalyn Crum	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<b>2</b>
Ursula Knezevic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
Ian Storrar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>2</b>
Erin Yeager	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Sophie Astier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>
Erik Squire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>1</b>

<b>SSC Meeting Schedule:</b> <i>(Day/Month/Time)</i>	1st Wendnesdays of the month @ 8:15 am
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**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