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Board Cover Memorandum

To Board of Education

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

Meeting Date August 24, 2022

Subject 2022-2023 School Plan for Student Achievement (SPSA) for Hillcrest School

Ask of the Board Approval by the Board of Education of the 2022-2023 School Plan for Student Achievement (SPSA) for Hillcrest School.

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

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

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

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

Attachment(s)

- 2022-2023 School Plan for Student Achievement (SPSA) for Hillcrest School



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

2022-2023 School Plan for Student Achievement (SPSA)

School: Hillcrest School
CDS Code: 1612596001911
Principal: Maria McCormick
Date of this revision: 4/19/20

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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: Maria McCormick
Address: 30 Marguerite Drive
Oakland, CA 94618

Position: Principal
Telephone: 510-879-1270
Email: maria.mccormick@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 4/19/2022

The District Governing Board approved this revision of the SPSA on: 8/24/2022

OAKLAND UNIFIED SCHOOL DISTRICT
Kyla Johnson-Trammell, Superintendent
Gary Yee, Board President

2022-2023 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Hillcrest School

Site Number: 127

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

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

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

Date(s) plan was approved: April 19, 2022

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

- | | | |
|---|---|--|
| <input type="checkbox"/> Flyers in students' home languages | <input type="checkbox"/> Announcement at a public meeting | <input checked="" type="checkbox"/> Other (notices, ParentSquare blasts, etc.) |
|---|---|--|

Signatures:

Maria McCormick
Principal

Maria McCormick
Signature

4-19-22
Date

Rebecca McEntee
SSC Chairperson

Rebecca McEntee
MP

5/11/22
Date

Kathleen Arnold
Network Superintendent

K. Arnold
Signature

5.12.2022
Date

Lisa Spielman
Director, Strategic Resource Planning

Lisa Spielman
Signature

5/16/22
Date

2022-23 SPSA ENGAGEMENT TIMELINE**School Site:** Hillcrest School**Site Number:** 127

List the engagements with students, staff, faculty, parents, and community partners that contributed to the development of the 2022-23 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
1/20/2022	SSC	Reviewed with the SSC OUSD budget review, student achievement and intervention
2/8/2022	SSC	Goals and next steps
1/26/2022	Instructional Leadership Team	Needs assessments and student achievement updates
4/19/2022	SSC	Present 22-23 goals and budget

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

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

Early Childhood Education Program

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

Summer Learning Program

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

Transitional Students and Families Unit

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

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

2022-2023 BUDGET SUMMARY

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$65,585.00

Federal, State, and Local Funds

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

Federal Programs	Projected Budget	Final Budget	State and Local Programs	Projected Budget	Final Budget
Title I, Part A: Schoolwide Program (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Base Grant (General Purpose Discretionary #0000)	\$23,295.00	TBD
Title I, Part A: Parent Engagement Activities (Title I #3010)	\$0.00	TBD	Local Control Funding Formula Supplemental Grant (LCFF Supplemental #0002)	\$36,110.00	TBD
21st Century Community Learning Centers (Title IV #4124)	\$0.00	TBD	Local Control Funding Formula Concentration Grant (LCFF Concentration #0003)	\$0.00	TBD
Title IV: Student Support & Academic Enrichment (Title IV #4127)	\$0.00	TBD	After School Education and Safety Program (ASES #6010)	\$0.00	TBD
Comprehensive Support and Improvement (CSI #3182)	\$0.00	TBD	Early Literacy Support Block Grant (ELSBG #7812)	\$0.00	TBD
			Measure G Library Support (Measure G #9334)	\$0.00	TBD
			Measure G1: Teacher Retention and Middle School Improvement Act (Measure G1 #9332)	\$6,180.00	TBD
			Measure N: College & Career Readiness For All (Measure N #9333)	\$0.00	TBD
SUBTOTAL OF FEDERAL FUNDING:	\$0.00	\$0.00	SUBTOTAL OF STATE & LOCAL FUNDING:	\$65,585.00	\$0.00

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	\$65,585.00
TOTAL FINAL FEDERAL, STATE & LOCAL FUNDING:	TBD

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School: Hillcrest School

School ID: 127

School Description

Established in 1950, Hillcrest is a small Oakland school serving students in kindergarten through eighth grades. There is a team spirit that is evident throughout the school that supports an educational program that challenges all students. The needs of all of our students are met in a differentiated, rigorous approach and curriculum decisions are based on data from various District, State and informal assessments. Hillcrest is fortunate to have a community that is actively involved in supportive of school activities and events. After School programs allow students to remain at school to socialize and play or to attend enrichment classes. Talents and dreams are fostered through the wide array of school offerings paid for by the Hillcrest PTA, including music, art, technology, eco literacy, and Spanish.

School Mission and Vision

Hillcrest provides ALL students with equity and access to the knowledge, skills and educational opportunities to achieve high academic standards in a changing global society. We believe that to maximize students' learning potential a school's environment needs to be safe, joyful, and academically rigorous; it must feature high quality instructional practices that are supported at all levels. Furthermore, we believe we must provide ALL students equal access to the knowledge, skills, and educational opportunities to achieve high academic standards in a changing global society while fostering curiosity and passion for learning and encouraging students to take an interest in others as well as in the world around them.

1B: STUDENT GOALS & TARGETS

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

Early Literacy Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
i-Ready Reading at or above Mid-Grade (Kindergarten)	All Students	n/a	91%	<i>not available until Fall 2022</i>	92%
i-Ready Reading at or above Mid-Grade (Grade 1)	All Students	n/a	75%	<i>not available until Fall 2022</i>	85%
i-Ready Reading at or above Mid-Grade (Grade 2)	All Students	n/a	70%	<i>not available until Fall 2022</i>	80%

English Language Arts Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
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SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	All Students	80.7	n/a	<i>not available until Fall 2022</i>	80.7
i-Ready Reading at or above Mid-Grade (Grades 3-5)	All Students	n/a	76%	<i>not available until Fall 2022</i>	85%
Mathematics/Science Measures & Annual Targets					
Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	All Students	69.4	n/a	<i>not available until Fall 2022</i>	80
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	n/a	n/a	<i>not available until Fall 2022</i>	80
CAST (Science) at or above Standard	All Students	60%	n/a	<i>not available until Fall 2022</i>	70%

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

Academic Measures & Annual Targets for Focal Student Groups

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	1.5	n/a	<i>not available until Fall 2022</i>	11.5
SBAC ELA Distance from Standard Met <i>*2018-19 baseline</i>	Latino/a Students	3.4	n/a	<i>not available until Fall 2022</i>	13.4
i-Ready Reading at or above Mid-Grade (Grades 3-5)	Special Education Students	n/a	57%	<i>not available until Fall 2022</i>	70%
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Special Education Students	-23.9	n/a	<i>not available until Fall 2022</i>	-13.9
SBAC Math Distance from Standard Met <i>*2018-19 baseline</i>	Low-Income Students	26.3	n/a	<i>not available until Fall 2022</i>	36.3

Reclassification Measures & Annual Targets

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
ELL Reclassification	English Learners	0.0%	0.0%	<i>not available until Fall 2022</i>	n/a

LTEL Reclassification	Long-Term English Learners	n/a	0.0%	<i>not available until Fall 2022</i>	n/a
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LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Student Connectedness to School	All Students	79%	88%	<i>not available until Fall 2022</i>	90%
Out-of-School Suspensions	All Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	African American Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Out-of-School Suspensions	Special Education Students	0%	n/a	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	All Students	3%	1%	<i>not available until Fall 2022</i>	0%
Chronic Absenteeism	African American Students	7%	5%	<i>not available until Fall 2022</i>	0%

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

Measure	Target Student Group	2019-20 Baseline	2020-21 Outcome	2021-22 Outcome	2022-23 Target
Staff Satisfaction with Professional Development	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	80.0%
Staff Participation in Foundational Professional Learning	All Staff	n/a	n/a	<i>not available until Fall 2022</i>	100.0%

1C: STRENGTHS, CHALLENGES & ROOT CAUSES

Focus Area:	Priority Strengths	Root Causes of Strengths
<i>LCAP Goal 1: College/Career Readiness</i>	The majority of students leave Hillcrest at or above grade level in reading and math.	The majority incoming students had preschool. Students benefited from a strong ELA and Math program/
<i>LCAP Goal 2: Focal Student Supports</i>	Universal screening is in place K-8. Tier 1 and 2 interventions are well defined for K-8 students.	Reading Specialist and intervention team work together to create a fluid intervention program for students K-8.
<i>LCAP Goal 3: Student/Family Supports</i>	Hillcrest has a mental health specialist who supports staff, parents and students.	Funding for this position is provided by the PTA
<i>LCAP Goal 4: Staff Supports</i>	Hillcrest staff participates in professional development weekly.	Dedicated teachers who are reflective in their practice and seek to strengthen their PLCs
Focus Area:	Priority Challenges	Root Causes of Challenges
<i>LCAP Goal 1: College/Career Readiness</i>	Teacher Development, Time necessary to become a highly effective teacher in all domains	Teacher Turnover, Not maximizing the existing induction and PD provided by OUSD,
<i>LCAP Goal 2: Focal Student Supports</i>	Insufficient Budget to support struggling readers and writers or students lacking in conceptual understanding of mathematics	Thorough PD on the use focal student data
<i>LCAP Goal 3: Student/Family Supports</i>	Finding opportunities to partner with parents in support of student learning	Partnerships are being fostered through teacher/parent conversations. Consistency has been challenging due to COVID .
<i>LCAP Goal 4: Staff Supports</i>	Not enough time to plan in grade levels, need for further training on writing and early literacy	We are addressing this with the addition of Teachers on Special Assignment to support teachers

1D: IDENTIFIED NEED

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

1E: RESOURCE INEQUITIES

The funding from OUSD solely cannot meet the social/emotional or academic needs of the Hillcrest students. Students who are reading below grade level or need extra supports are identified through COST. Those interventions are provided by a combination of Site and PTA funds. Additionally, enrichment classes for students are also funded with a combination of SITE and PTA Funds. The Hillcrest PTA raises money to fund the following: Library tech, Computer Tech, STIP teacher, Reading Specialist, Music program, Mental Health Specialist, art supplies, and .8 FTE teacher for the middle school. This puts an inordinate amount of pressure on parents of the school community, and creates a dynamic that can undermine the culture of the school.

1F: SCHOOL PLAN FOR MEETING ESSA REQUIREMENTS

To ensure that this school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, with special attention to historically underserved student groups, including low-income students, students with disabilities, English learners, African-American students, and Latino/a students. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance targets. Goals, targets, practices, and budget expenditures align to Oakland Unified LCAP goals and to the specific purposes of each funding program.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Hillcrest School

SPSA Year Reviewed: 2021-22

SPSA Link: [2021-22 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 addition of TSAs to support teachers and students K-8 has provided our students with targeted intervention based on assessment data. TSAs routinely meet with PLCs this collaboration has resulted in better academic gains for all students.

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

The data (iready, RI and formative assessments) suggests that small group instruction and targeted intervention has been effective.

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.

None at this time

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities <i>(e.g., what does this person or program do?)</i>	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
Not applicable; this school did not receive Title I funds in 2021-22.				

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School: Hillcrest School

School ID: 127

3: SCHOOL STRATEGIES & ACTIONS

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

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

School Priority: PBIS and SEL

School Theory of Change:

If all teachers develop and deepen their ability to implement practices that emerge from an anti-racist curriculum, gender education, the social emotional learning curriculum Toolbox and Restorative Practices rooted in equity, all students and families will feel included and have a positive experience at Hillcrest.

Related Goal:

Students and families are welcomed, safe, healthy, and engaged.

Students to be served by these actions:

All Students

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
1-1	In year 5 of implementation of the SEL curriculum Toolbox K-5 and RJ practices 6-8 teachers will make adjustments that benefit students : Preventative Circle training for teachers 3-8 and overlapping of both RJ practices and Toolbox in grades 3-5. Year 2 of an anti-racist curriculum will be implemented by Mental health Specialists promoting inclusivity.	Principal, district, PTA--DEI and ILT will partner to provide professional development to staff to refresh Toolbox curriculum, and Circle training for grades 3-8. Principal and leadership will organize school assemblies to create school-wide consistency in messaging. PTA will support a parent information night for full community engagement with use of emotional tools from school.	Holistic Resistance is providing staff with PD and facilitating affinity groups; Full implementation of Toolbox in grades K-2; Circles (class meetings) grades 3-5; RJ groups in grades 6-8; Holistic Resistance hosting 2 community meetings and affinity groups.		

1-2	<p>PLCs and the COST process will identify and connect students to extended learning opportunities, targeted intervention and after school and enrichment opportunities--- low income students or students that need additional support, like foster and homeless youth.</p>	<p>Create conditions for an inclusive school environment and one that actively supports ALL of our students, especially our most vulnerable conditions The Hillcrest faculty and administration, in partnership with our PTA and the Adventure Time organization, will ensure that the low-income students, foster youth and ELLs at Hillcrest receive the same types of enrichment opportunities that other students have access to regularly - art, music,drama; hands-on science; organized sports; and opportunities for service and career exploration -- during the school day and through our extended learning programs.</p>	<p>Classroom learning walks, PD agendas</p>		
1-3	<p>Implement welcoming activities for new students and their families</p>	<p>Develop plan to welcome new families and students to ease transition to Hillcrest rooted in our evolving equity plan. Ensure that parents and family members readily understand about the transition to kindergarten.</p>	<p>Welcoming committee and family is organized by PTA; DEI task force hosted grade level mingles; Kindergarten orientation was hosted in August by teachers and principal; Kindergarten screening and parent meeting will take place in Spring of 2022 for the 2022-23 incoming kinder families.</p>		

1-4	Continue to strengthen Professional Learning Communities rooted in a shared vision and mission in order to build staff collegiality and better focus on student achievement. PLCs will do a self assessment and will move one level up on a PBIS/SEL rubric based on key Hillcrest foci for the year	Principal continues to offer PD and release time to organize Professional Learning Communities. PTA will support PTA funded staff in participating PD and attending all staff meetings in 2021-22	PLCs meet once a month during regular PD times. PTA funded staff are encouraged to attend.		
1-5	100% of teachers/staff member teach and implement school wide behavior expectations for all common areas in the first 20 days. Teachers/staff will review expectations throughout the year. Additionally teachers/staff will plan "Hillcrest Day" that celebrates our students while teaching school wide expectations.	Through the DEI steering committee and working groups along with the ILT and Principal leadership, create the conditions for the Hillcrest staff to build our capacity and knowledge of Culturally Responsive Pedagogy and Systems through shared reading of Culturally Responsive Teaching and the Brain	classroom learning walks, PD agendas		
1-6	Teachers provide parents a variety of different ways to engage in the classroom community.	Principal with leadership team builds systems to link educators, students, parents, and caregivers and the community to create a safe and caring school environment.	Communication--YP, Back to School Nights		
1-7	Teachers will continue to use the sensory supports as part of tier one instruction.	Provide time in PD cycle to learn about and implement sensory supports within their Tier 1 instruction	The first Wednesday a month is dedicated to SEL and tools that support neuro diversity including sensory supports--seating, thera bands, brain breaks, Zones of regulation, and mindfulness are used.		

1-8	Teachers in coordination with Hillcrest's mental health specialist and collaboration with Hillcrest's newly formed Diversity, Equity and Inclusion steering committee and working groups will create goals and action plan to address inequities, harm and additionally will implement an anti -racist curriculum K-8 with an emphasis on K-3--evidence based curriculum and strategies.	Provide time in PD cycle to train teachers on preventative circles and anti racist curriculum	Provided to staff at the beginning of year; subsequent PD time is used to share best practices.		
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District Strategy: Providing Equitable Access to STANDARDS-BASED INSTRUCTION

School Priority:	Standards-Based ELA,History, Mathematics and Science Instruction---New Math Adoption K-5
School Theory of Change:	In order to increase the number of students who demonstrate math and science thinking that is at or exceeds grade level expectations when they exit 5th and 8th grades, we need to provide students with a rigorous, cohesive, and focused math and program that is grounded in the math practices, NGSS standards, and 21st century learning. Therefore, if we attend common PD, create common planning time via an elective block, then teachers will be able to gain a deeper understanding of the Common Core Standards and the math and science curriculum, which will accelerate student learning.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
2-1	Use data to inform instruction and meet regularly in PLCs to develop instructional plans for all students	Provide regular collaboration time to look at ELA, science and math standards, assessments, data, and instruction	Agendas		Tier 1

2-2	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	Ensure your teachers receive ongoing professional development the instruction of writing.	Agendas and PD schedule		Tier 1
2-3	Teachers will participate in regular observation and feedback cycles	Ensure classrooms are observed and teachers receive feedback on their ELA, math and science instruction	Walk throughs		Tier 1
2-4	Teacher will work in PLCs to develop schedules that provide adequate time to maximize student learning	Ensure consistent instructional time is scheduled for ELA, math and science	Agendas		Tier 1
2-5	Teachers will participate in implementation training and PD to strengthen math instruction	Ensuring 100% of teachers receive implementation training for newly adopted mathematics curriculum and Number Talks training prior to the beginning of the school year. Professional Development Calendar will allow for K-2 and 3-8 Mathematics content teams to participate cross-grade level planning with their content teams at least once per month.	Agendas and PD schedule		Tier 1

2-6	Teachers will participate in ongoing training and PD to strengthen math instruction	Prioritizing teacher planning time in mathematics during professional development sessions. Provide allocated PD time for teachers to discuss what they are doing to move students. Provide PD and planning time for teachers to implement ST math and develop intervention.			
2-7	Teachers will use data to drive instruction	Ensure that school-wide mathematics data is reviewed three times a year during vertical articulation time. Sixty-to ninety-minute math blocks are implemented school wide.	agendas		Tier 1
2-8	Teachers will conduct kindergarten interviews for all incoming students	Ensure that parents and family members readily understand about the transition to kindergarten.	calendar and survey results		Tier 1

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

School Priority:	Early Literacy and Implementation of New Curriculum Adoption
School Theory of Change:	In order to reduce the number of students who are multiple grade levels behind in reading when they exit 5th and 8th grades, we need to provide students with a rigorous ELA program that ensures all students receive a systematic phonics program K-2 and daily reading instruction that is differentiated and researched-based.
Related Goal(s):	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
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3-1	<p>Teachers will use the adopted curriculum to offer standards based lessons on a daily basis and ensure that there is differentiation through independent leveled reading and small group differentiated lessons, with attention to how their implementation of instructional curriculum and practices support specific learners including struggling readers, Students with Disabilities, African American Students, English Learners and GATE students. Teachers create an environment that supports highly motivated readers. Students are engaged with reading "just right" leveled books.</p>	<p>The principal will meet regularly with content area teams and collaboratively develop plans for groups of readers. Professional Development Calendar will allow for K-2 and 3-5 Literacy teams to cross-grade level planning with their content teams at least once per month. The principal will provide PD for staff to support BAL literacy, differentiated instruction, and phonics program.</p>	<p>Walk throughs, PLC agendas, PD agendas</p>		<p>Tier 2</p>
3-2	<p>Intentional focus on the use of Depth and Complexity elements to add a layer to curriculum that increases rigor and engagement. Instruction focus on evidence based strategies for complex text including the use of Close Reading strategies across other curricular areas in grades 1-8 and increase the amount of exposure to nonfiction text in kindergarten through 8th grade. These strategies will include scaffolding or CRT for students with disabilities, AA or ELs.</p>	<p>Principal will provide ILT with PD on Depth and Complexity elements. Science teachers will specifically be able to target 3rd through 8th grade students in reading nonfiction text and expository and informational writing.</p>			

3-3	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	Leadership will provide professional development for intervention teachers and reading specialist.	Intervention schedules and walkthroughs		
3-4	Teachers will be trained in culturally responsive teaching strategies that support African American students and English Learners.	Principal will develop with PLCs and Equity team PD series that focuses on instructional strategies that are culturally responsive	walk throughs, PD schedules and agendas		
3-5	Teachers differentiate instruction via scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement and will pay particular attention to GATE, AA and EL students to challenge and extend their thinking, and scaffolding for Students with Disabilities and ELLs	Principal communicates high expectations and professional learning opportunities for teachers to examine instructional strategies that support all students. Develop and ensure early identification and provide tiered intervention and differentiation. Additionally Principal will provide time for Special Ed. teachers to attend PD that supports differentiated and scaffolded lessons	walk throughs, PD schedules and agendas		

District Strategy: Cultivating CONDITIONS FOR ADULT PROFESSIONAL LEARNING

School Priority:	Culturally Responsive Pedagogy and Equity
School Theory of Change:	Using an inquiry model teachers and PLCs will identify problems of practice and to explore implicit bias, instructional strategies teachers will be able to reflect on their own practice and implement instructional strategies (Culturally Responsive Teaching) so that all students are successful.
Related Goal(s):	Our staff are high quality, stable, and reflective of Oakland's rich diversity.
Students to be served by these actions:	<i>All Students</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
4-1	Teachers will implement and further deepen their use of Culturally Responsive teaching strategies to reach and teach all students including African American students and English learners.	Provide time for training in the PD plan and the through line will be rooted in the work and principles of NEP and Zaretta Hammond.	Agendas, PD plans, walk throughs.		Tier 1
4-2	Teacher PLC teams will focus on data to improve student outcomes both SE and academically--with a focus on African American and ELLs	Hold regular PLC meetings	Agendas, PD plans, walk throughs.		Tier 1
4-3	Increase the use of evidence based sensory tools in Tier 1 and Tier 2 instruction	Provide time for planning and training	COST team recommends accomodations and tools as part of the COST process; TSA provides teachers with additional support and suggestions		
4-4	Implement anti-racist education K-3	Provide time for planning and training	Weekly lessons		Tier 1



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

School Priority:	Black well-being should be defined to include social,emotional and intellectual support through honoring and valuing our Black Black students and families.
School Theory of Change:	Black well-being should be defined to include social,emotional and intellectual support through honoring and valuing our Black Black students and families. This indicator measures Black Black students and families engagement at the classroom, school site and central office level that intentionally incorporates Black student/family voice and is made visible through school and community connections.
Related Goals:	All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.
Students to be served by these actions:	<i>Black students and families</i>

#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
5-1	Develop partnerships with Black students and families using strategies such as home visits, advisory, restorative circles, and community meetings.	Build structures and target supports to develop partnerships and foster belonging for all Black students and families, especially those with IEPs and from marginalized communities	Engage diverse voices of Black students, staff, and families to and share best practices to improve partnerships and programming--Affinity groups		Tier 1
5-2	Work to disrupt deficit thinking, leverage Black students' linguistic and cultural assets, and build empowering narratives.	Facilitate equity conversations, developing norms for disrupting deficit thinking, and integrate Black student cultures into school-wide rituals and practices.	Provide foundational PD and spaces for ongoing professional learning on asset-based practices, including spaces for cross-group and affinity group dialogue.		Tier 1

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS ([elementary instructions & resources](#))

School Priority:	Reclassification of English Language Learners
School Theory of Change:	100% of ELLs in grades K-5 will have been reclassified by the time they leave 5th grade or within 5 years of entering school.

Related Goals:		All students graduate college, career, and community ready. Focal student groups demonstrate accelerated growth to close our equity gap. Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>English Language Learners</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
6-1	Intervention teacher/classroom teacher will receive training (systematic ELD or discussions for learning) , and intervention teacher will provide ELL students with 150 minutes a week of instruction.	Provide time for the training through PD	Lesson plans and intervention schedules		Tier 1
6-2	Teacher's will use the EL Snapshot to communicate language goals to parents three times a year	Provide printed EL Snapshots to teachers of ELLs and a sample language goals.	Provide updates each Trimester for EL students parents.		Tier 1
6-3	For integrated ELD and math, teachers will teach the language of the task	PD will include a math cycle that teaches teachers how to surface the language demands in the summative tasks	Walk throughs		Tier 1
ARTS, MUSIC AND WORLD LANGUAGES (MEASURE G1)					
School Priority:		n/a			
School Theory of Change:					
Related Goal:		Students and families are welcomed, safe, healthy, and engaged.			
Students to be served by these actions:		<i>All Students</i>			
#	TEACHING ACTIONS	LEADERSHIP ACTIONS	EVIDENCE OF IMPLEMENTATION	IF TITLE-FUNDED: WHAT NEED IS THIS ADDRESSING?	WHICH MTSS TIER DO THESE ACTIONS ALIGN TO?
7-1	n/a				

PROPOSED 2022-23 SCHOOL SITE BUDGET

Site Number: 127

School: Hillcrest School

DESCRIPTION OF PROPOSED EXPENDITURE	BUDGET AMOUNT	BUDGET RESOURCE	OBJECT CODE	OBJECT CODE DESCRIPTION	PCN	POSITION TITLE	FTE	RELATED LCAP GOAL	RELATED SPSPA TARGET	RELATED SPSPA ACTION	BUDGET ACTION NUMBER
10-Month Teacher on Special Assignment (TSA)	\$104,493	One-Time COVID Funding	1119	Certificated Teachers on Special Assignment Salaries	8751	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	Close the achievement gap	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	127-1
10-Month Teacher on Special Assignment (TSA)	\$29,654	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom TSA	0.23	Goal 1: All students graduate college, career, and community ready.	Close the achievement gap	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	127-2
10-Month Teacher on Special Assignment (TSA)	\$104,493	Parent Group Donations	1119	Certificated Teachers on Special Assignment Salaries	8751	10-Month Classroom TSA	0.50	Goal 1: All students graduate college, career, and community ready.	close the achievement gap and provide teacher coaching	Teachers will attend PD and will implement strategies and best practices. K-8 will focus on K-8 writing across the curriculum--science, math, history/social studies)	127-3
10-Month Teacher on Special Assignment (TSA)	\$99,277	Salesforce Principal Innovation Fund	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom TSA	0.77	Goal 1: All students graduate college, career, and community ready.	Student Connectedness to School	Reduce chronic absences	127-4
Attendance Specialist	\$12,382	General Purpose Discretionary	2205	Classified Support Salaries	2617	Attendance Specialist	0.20	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Materials	Materials	127-5

Prep/Enrichment Teacher	\$54,783	Parent Group Donations	1105	Certificated Teachers' Salaries	4601	Teacher Education Enhancement	0.45	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Close achievement gap	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	127-6
Substitute Teacher Incentive Plan (STIP) Teacher	\$73,309	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8747	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	College/Career Readiness	PLCs and the COST process will identify and connect students to extended learning opportunities, targeted intervention and after school opportunities--- low income students or students that need additional support, like foster and homeless youth.	127-7
Substitute Teacher Incentive Plan (STIP) Teacher	\$66,078	One-Time COVID Funding	1105	Certificated Teachers' Salaries	8748	STIP Teacher	1.00	Goal 1: All students graduate college, career, and community ready.	Materials	Materials	127-8
Supplies	\$10,913	General Purpose Discretionary	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	i-Ready Reading at or above Mid-Grade and close the achievement gap	Tier 2 reading instruction is supported by PTA funded Reading Specialist in grades K3. Additionally, a reading interventionist (if funded) will provide intervention grades 2-8 with SIPPS and Read Naturally. All students not reading on grade level receive intervention to close the opportunity gap that would include Students with Disabilities, African American students and English Language Learners	127-9
Supplies-Supp	\$6,456	LCFF Supplemental	4310	School Office Supplies		n/a		Goal 1: All students graduate college, career, and community ready.	Close the achievement gap	Teacher PLC teams will focus on data to improve student outcomes both SE and academically--with a focus on African American and ELLs	127-10



Strategic Resource Planning (SRP)



School Site Council Membership Roster
2021-2022

SSC - Officers

Chairperson:	Rebecca McEntee
Vice Chairperson:	Geraldina Lionetti
Secretary:	Erika Feller

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 Maria McCormick	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
2 Tracey Emerson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2
3 Jessica Ross	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
4 Brendan Smith	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
5 Caroline Simmons	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1
6 Zoe Sylvester	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2
7 Nicolas Rowe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	1
8 Erika Feller	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2
9 Genevieve Cox	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
0 Stacie Drese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
1 Geraldina Lionetti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
2 Rebecca McEntee	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
3 Kelsey Krausen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1
4 Greg Ko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	1

SSC Meeting Schedule: (Day/Month/Time)	Once every 6-8 weeks at a time and day to be determined.
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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