OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To	Board of Education
From	Kyla Johnson-Trammell, Superintendent Sondra Aguilera, Chief Academic Officer
Meeting Date	August 14, 2024
Subject	2024-2025 School Plan for Student Achievement (SPSA) for Hillcrest Elementary School

Ask of the Board	Approval by the Board of Education of the 2024-2025 School Plan for Student Achievement (SPSA) for Hillcrest Elementary School.
Background	In accordance with Education Code 64001, the School Plan for Student Achievement (SPSA) shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the Consolidated Application and the Local Control and Accountability Plan (LCAP) by the School Site Council (SSC). The plans shall also be reviewed and approved by the governing board of the local education agency at a regularly scheduled meeting. The purpose of the SPSA is to coordinate all educational services at the school. The plan shall address how funds provided to the school will be used to improve academic performance of all pupils to the level of the proficiency goals, as established by the California Department of Education.
Discussion	The SPSA builds on a premise that students are capable of learning with effective instruction and includes school goals aligned with activities, provides analysis of student performance data, focuses on student achievement and academic intervention, implements high leverage school quality improvement actions, directs resources where they will most impact student achievement, ensures that all resources are aligned to serve identified student needs, and identifies parent involvement activities associated with student success.
Fiscal Impact	The programs listed below are reported in the Consolidated Application and allocated to school sites through the School Plan for Student Achievement (SPSA): ● Title I, Part A, including Comprehensive Support & Improvement Grant ● Title IV, Parts A and B ● After School Education and Safety (ASES)
Attachment(s)	● 2024-2025 School Plan for Student Achievement (SPSA) for Hillcrest School

**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

2024-25 School Plan for Student Achievement (SPSA)

School:	**Hillcrest School**
CDS Code:	1612596001911
Principal:	Maria McCormick
Date of this revision:	5/16/2024

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	**Position:**	Principal
Address:	30 Marguerite Drive	**Telephone:**	510-879-1270
	Oakland, CA 94618	**Email:**	maria.mccormick@ousd.org

The School Site Council recommended this revision of the SPSA for Board approval on: 5/16/2024
The District Governing Board approved this revision of the SPSA on: 8/14/2024

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

School Site: Hillcrest School   **Site Number:** 127

- ☐ Title I Schoolwide Program
- ☐ Title I Targeted Assistance Program
- ☐ Comprehensive Support & Improvement (CSI) Grant
- ☐ Local Control Funding Formula Equity Multiplier

- ☐ Additional Targeted Support & Improvement
- ☐ After School Education & Safety Program (ASES)
- ☑ Local Control Funding Formula (LCFF) Base
- ☑ LCFF Supplemental

- ☐ 21st Century Community Learning Centers
- ☐ California Community Schools Partnership Program
- ☐ Title IV Student Support & Academic Enrichment
- ☐

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 § 6500.
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:
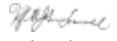
    Date(s) plan was approved: **5/16/2024**

6. 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:

Maria McCormick	*Maria McCormick*	4/23/24
Print name of school principal	Signature	Date
Greg Ko	*Greg Ko*	5/2/24
Print name of SSC chairperson	Signature	Date
Dr. Sabrina Moore	*Dr. Sabrina Moore*	5/3/24
Print name of Network Superintendent	Signature	Date
	Lisa Spielman	5/3/2024
Lisa Spielman		
Director, Strategic Resource Planning	Signature	Date

Benjamin Davis 8/15/2024
President, Board of Education

Kyla Johnson Trammell 8/15/2024
Secretary, Board of Education

2024-25 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 2024-25 SPSA. Include ILT, SSC, staff, faculty, students, and others who were engaged in the planning process.

Date	Stakeholder Group	Engagement Description
12/20/2023	12/20/2023	Shared anticipated budget decisions for 24-25
12/22/0203	12/22/0203	Provided SSC with informations about the budget for 24-25 school year
1/10/2024	1/10/2024	SPSA --the staff collectively reviewed the goals, strategies and actions and provided feedback for changes.
1/23/2024	1/23/2024	Reviewed SPSA process and discussed budget for 24-25
5/16/2024	5/16/2024	Approval of SPSA

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

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

Early 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.

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/campgrounds, 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.

2024-25 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	$120,566.00

Federal, State, and Local Funds

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

Federal Programs	Allocation	State or Local Programs	Allocation
Title I, Part A Schoolwide Program (Title I #3010)	$0	LCFF Discretionary (General Purpose Discretionary #0000)	$20,705
Title I, Part A Parent & Family Engagement (Title I #3010)	$0	LCFF Supplemental (LCFF Supplemental #0002)	$58,050
21st Century Community Learning Centers (Title IV, Part B) (Title IV #4124)	$0	Local Control Funding Formula Equity Multiplier (#7399)	$0
Title IV, Part A Student Support & Academic Enrichment (Title IV #4127)	$0	After School Education & Safety (ASES) (ASES #6010)	$0
Comprehensive Support & Improvement (CSI) Grant (CSI #3182)	$0	Community Schools Grant (CCSPP #6332)	$0
		Proposition 28 (Arts & Music in Schools) (#6770)	$41,811
		Measure H (Measure H #9339)	$0
		Measure G1 (Measure G1 #9332)	$0
SUBTOTAL OF FEDERAL FUNDING:	**$0**		**$120,566**

TOTAL PROJECTED FEDERAL, STATE & LOCAL FUNDING:	$120,566.00

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): NEEDS ASSESSMENT

1A: ABOUT THE SCHOOL

School Name: Hillcrest School		School ID: 127
CDS Code: 1612596001911	SSC Approval Date: 5/16/2024	Board Approval Date: 8/14/2024

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.

Purpose of this Plan

This school has been identified for the following assistance under the Every Student Succeeds Act (ESSA):

• None

The purpose of this schoolwide plan is to improve academic achievement so that all students, particularly the lowest-achieving students, meet state standards. Based on a review of performance indicators for all students, we have identified evidence-based interventions to address the unique needs of each low-performing student group. We will measure effectiveness of these interventions by monitoring implementation and tracking progress towards our student performance targets. Goals, targets, activities, and budget expenditures align to Oakland Unified's LCAP goals and to the specific purposes of Title I and other targeted funding programs.

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

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.

School Demographics, 2022-23

% Male	% Black/African American	% Latino	% Pacific Islander	% White	% Students with Disabilities	% Unduplicated Pupil Percentage	% English Learners	% LTEL
51.3%	8.1%	10.1%	0.0%	42.0%	6.4%	19.1%	1.5%	0.3%

% Female	% Multiracial	% Asian	% Filipino	% American Indian/ Alaskan Native	% Foster Youth	% Socioeconomically Disadvantaged	% Newcomers	School Stability Rate
48.7%	19.1%	14.2%	1.2%	0.0%	0.0%	14.5%	0.6%	91.9%

1B: GOALS & IDENTIFIED NEEDS

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

School Goal:	Standards-Based ELA,History, Mathematics and Science Instruction. Year two of Eureka Math Adoption K-5. Year three of EL Education K-5
Identified School Need:	Provide students targeted intervention in K-2 literacy; 3-8 Reading and Math

Early Literacy Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Reading Inventory (RI) or i-Ready Growth of One Year or More (Kindergarten)	All Students	32.6%	not available until fall 2024	not available until fall 2025	50.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 1)	All Students	61.7%	not available until fall 2024	not available until fall 2025	80.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grade 2)	All Students	72.7%	not available until fall 2024	not available until fall 2025	85.0%

English Language Arts Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	68.2	not available until fall 2024	not available until fall 2025	72.0
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	64.0%	not available until fall 2024	not available until fall 2025	80.0%

Mathematics/Science Measures & Targets

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC Math Distance from Standard Met	All Students	44.4	not available until fall 2024	not available until fall 2025	50.0
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	58.7%	not available until fall 2024	not available until fall 2025	80.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	68.2%	not available until fall 2024	not available until fall 2025	80.0%

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

School Goal:	In order to reduce the number of students who are multiple years below grade level in 5th and 8th grades, we need to provide students with rigorous math, Science and ELA instruction that is evidence based and differentiated.
Identified School Need:	Opportunities for tier 2 small group instruction

Academic Measures & Targets for Focal Student Groups

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	Special Education Students	-1.5	not available until fall 2024	not available until fall 2025	10.0
SBAC ELA Distance from Standard Met	African American Students	-7.7	not available until fall 2024	not available until fall 2025	15.0
Reading Multiple Years Below Grade Level (Reading Inventory or i-Ready) (Grades 3-5)	Special Education Students	12.5%	not available until fall 2024	not available until fall 2025	20.0
SBAC Math Distance from Standard Met	Special Education Students	2.9	not available until fall 2024	not available until fall 2025	7.0
SBAC Math Distance from Standard Met	African American Students	-42.9	not available until fall 2024	not available until fall 2025	0.0

Reclassification Measures & Targets   *Complete *Part 1 of ELD Reflection*

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	50.0%	not available until fall 2024	not available until fall 2025	75.0%
LTEL Reclassification	Long-Term English Learners	100.0%	not available until fall 2024	not available until fall 2025	100.0%

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

School Goal:	By enhancing their proficiency in implementing practices derived from anti-racist curriculum, gender education, and SEL curriculums (such as Toolbox and Kimochis), along with embracing restorative practices rooted in equity, teachers can foster an inclusive environment. This proactive approach ensures that all students and families at Hillcrest have a positive and enriching experience.

Identified School Need:	Additional supports for new families ----welcome interview				

Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	84.0%	not available until fall 2024	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	not available until fall 2024	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	39.5%	not available until fall 2024	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	63.3%	not available until fall 2024	not available until fall 2025	10.0%

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

School Goal:	Provide high quality professional development for teachers/staff				
Identified School Need:	Culturally Responsive Practices and Equity				

Measure	Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate	All Teachers	77.8%	not available until fall 2024	not available until fall 2025	90.0%

1C: STRENGTHS & CHALLENGES

Goal Area:	School Goal:	Priority Strengths
LCAP Goal 1:	*Standards-Based ELA,History, Mathematics and Science Instruction. Year two of Eureka Math Adoption K-5. Year three of EL Education K-5*	*All teachers have implemented new curriculum and continue to improve instruction for student achievement. TSA's hold regular PLC meetings with grade levels to analyze data, and plan opportunities to ensure academic growth for all students.*

LCAP Goal 2:	*In order to reduce the number of students who are multiple years below grade level in 5th and 8th grades, we need to provide students with rigorous math, Science and ELA instruction that is evidence based and differentiated.*	*Beyond tier one differentiated instruction, students are provided targeted small group intervention by TSAs and teachers during school and after school during ---UED and after school programming.*
LCAP Goal 3:	*By enhancing their proficiency in implementing practices derived from anti-racist curriculum, gender education, and SEL curriculums (such as Toolbox and Kimochis), along with embracing restorative practices rooted in equity, teachers can foster an inclusive environment. This proactive approach ensures that all students and families at Hillcrest have a positive and enriching experience.*	*Tier one instruction is provided to all students and tier two supports is provided for identified students---CSM, School Counselor, Mental Health Specialist--consultation. PD for staff to strengthen their ability to respond to and support student needs. BACR funding of after school enrichment and academic support for middle school students.*
LCAP Goal 4:	*Using an inquiry model teachers and PLCs, staff 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.*	*Provide PD time to deepen the skills needed to respond to students needs. Staff commitment UDL--multiple means of engagement, representation and actions/expression. UDL aims to change the design of the environment rather than to change the learner.*

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	Standards-Based ELA,History, Mathematics and Science Instruction. Year two of Eureka Math Adoption K-5. Year three of EL Education K-5	The math curriculum implementation is challenging in the upper grades--the shift has uncovered areas of student need--teachers have had to provide additional supports as this shift happens. All Block implementation has been difficult for teachers.
LCAP Goal 2:	In order to reduce the number of students who are multiple years below grade level in 5th and 8th grades, we need to provide students with rigorous math, Science and ELA instruction that is evidence based and differentiated.	With the influx of new students and adding to those students who still have unfinishing learning and gaps from distance learning, has presented teachers in grades 5-8 with a challenge to meet the needs of students.
LCAP Goal 3:	By enhancing their proficiency in implementing practices derived from anti-racist curriculum, gender education, and SEL curriculums (such as Toolbox and Kimochis), along with embracing restorative practices rooted in equity, teachers can foster an inclusive environment. This proactive approach ensures that all students and families at Hillcrest have a positive and enriching experience.	Hillcrest continue to experience racial microaggressions that harm our community. Our ability to respond is getting stronger--still needing community support to extinguish any harmful language.

LCAP Goal 4:	*sing an inquiry model teachers and PLCs, staff 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.*	*Time ---We only have a day with teachers before classes begin. Funding for a week of PD before the start of school to address equitable practices and response would be ideal.*

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

School: Hillcrest School	**SPSA Year Reviewed:** 2023-24
	SPSA Link: [2023-24 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 TSAs continue 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. The addition of a CSM has provided more support for our students and their families.

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

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. Additionally with the addition of the literacy tutor has provided additional support for students.

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.

Identifying more supports for new students who are not yet at grade level in reading and math.

2B: CURRENT YEAR TITLE I-FUNDED PROGRAM EVALUATION

Title I Expenditure	Target Addressed by Expenditure	Actions/Activities *(e.g., what does this person or program do?)*	What is working? Why? What is not working? Why not?	Based on this evaluation, what will you change, continue, or discontinue? Why?
n/a				

2024-25 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): STRATEGIES & ACTIONS

School:	Hillcrest School	SCHOOL ID:	127

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

School Goal:	Effective use of Standards-Based ELA, History, Mathematics and Science instruction by teachers/staff.
Identified Need:	Provide students targeted intervention in K-2 literacy; 3-8 Reading and Math

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
1-1	Use date to inform instruction and meet regularly in PLCs to develop instructional plans for all students.	All Students	Academic	Tier 1 - Universal
1-2	Teachers will attend PD and will implement effective instructional strategies and best practices and attend foundational curriculum training.	All Students	Academic	Tier 1 - Universal
1-3	Monitor and support the implementation of core curriculum through coaching and site based learning walks.	All Students	Academic	Tier 1 - Universal
1-4	Deepen UDL practices K-8	All Students	Academic	Tier 1 - Universal

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

School Goal:	In order to reduce the number of students who are multiple years below grade level in 5th and 8th grades, we need to provide students with rigorous math, Science and ELA instruction that is evidence based and differentiated.
Identified Need:	Opportunities for tier 2 small group instruction

#	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 differentiate instruction provide scaffolds/intervention to raise level of student engagement (high DOK) for all students regardless of current level of achievement. Paying attention to AA, SPED and EL students to challenge and extend their thinking.	All Students	Academic	Tier 1 - Universal
2-2	Tiered instruction --additional intervention supported by PTA funded and Salesforce PIF reading specialist and TSA to provide targeted intervention.	All Students	Academic	Tier 2 - Supplemental
2-3	Implement culturally responsive teaching strategies that support AA students and English Learners	African American Students	Academic	Tier 1 - Universal
2-4	Continue to Implement Universal Design for Learning strategies to support all learners to access and participate in meaningful challenging learning opportunities.	All Students	Academic	Tier 1 - Universal

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

School Goal:	By enhancing their proficiency in implementing practices derived from anti-racist curriculum, gender education, and SEL curriculums (such as Toolbox and Kimochis), along with embracing restorative practices rooted in equity, teachers can foster an inclusive environment. This proactive approach ensures that all students and families at Hillcrest have a positive and enriching experience.
Identified Need:	Create an inclusive and welcoming school where students and families feel a real sense of belonging, then all students

#	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	Continue to strengthen PLCs rooted in a shared vision and mission in order to build staff collegiality and too better focus on student achievement and social emotional growth.	All Students	Academic	Tier 1 - Universal
3-2	Reserve time in PD to for staff to deepen their practice of culturally responsive teaching practices and implementation of PBIS, RJ and SEL curriculums. School wide expectations taught to every student; daily/weekly RJ/SEL meetings; Sown to Grow --weekly; implementation of Toolbox; Kimochis and RJ practices.	All Students	SEL / Mental Health	Tier 1 - Universal
3-3	Teachers will continue to use sensory supports as part of tier one instruction.	All Students	Behavioral	Tier 1 - Universal
3-4	Continue to strengthen the practices of our COST, attendance and safety teams to improve student outcomes.	All Students	SEL / Mental Health	Tier 1 - Universal

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

School Goal:	Retain, develop and support high quality staff
Identified Need:	Provide strong PLCs and coaching opportunities at the school site

#	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	TSAs will coordinate with New Teacher Support to establish on-site systems of support and coaching for new teachers throughout the year.	All Students	Behavioral and Academic	Tier 1 - Universal
4-2	Grade Level PLCs Teams will focus on data to improve student outcomes both SE and. academically--with a focus on AA and ELLs.	All Students	Academic and Behavioral	Tier 1 - Universal
4-3	Collaborate with colleagues on standards, curriculum and instruction. Create PD opportunities for this work.	All Students	Academic	Tier 1 - Universal

#	Strategy/Activity	Students Served	Which part of the MTSS Whole Child Domain does this Support?	Which MTSS Tier do these strategies align to?
4-4	Direct new teachers to attend the summer New Teachers Institute and classroom culture building. Reinforce the learning from PBIS to inform the first 20 days of instruction.	All Students	SEL / Mental Health	Tier 1 - Universal

CONDITIONS FOR BLACK STUDENTS *Instructions & resources*

#	STRATEGY/ACTIVITY	STUDENTS SERVED	WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?	WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?
5-1	Work to disrupt deficit thinking, leverage AA students' linguistic and cultural assets to ensure that AA students are engaging with deepening their understanding of grade level standards.	African American	Academic	Tier 1 - Universal
5-2	Use of UDL and CRT strategies during instruction. Teachers build their knowledge of the opportunity gap and have high expectations for students of color.	African American	Academic	Tier 1 - Universal

CONDITIONS FOR ENGLISH LANGUAGE LEARNERS *Stages of ELD Implementation Self-Assessment*

#	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	Establish time for designated ELD in daily schedule for all ELL students	English Learner Students	Academic	Tier 1 - Universal
6-2	ILT conducts an ELL data dive at least two times a year to evaluate and adjust language instruction	English Learner Students	Academic	Tier 1 - Universal

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
4310 - Materials and Supplies	$3,210	LCFF Discretionary	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Supplies for students	127-1
Teacher Education Enhancement	$6,372	LCFF Discretionary	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Monitor and support the implementation of core curriculum through coaching and site based learning walks.	127-2
TSA Classroom 10Mos	$11,123	LCFF Discretionary	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom Teacher on Special Assignment (TSA)	0.07	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		TSAs will coordinate with New Teacher Support to establish on-site systems of support and coaching for new teachers throughout the year.	127-3
4310 - Materials and Supplies	$2,436	LCFF Supplemental	4310	School Office Supplies	n/a	n/a	n/a	Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.		Teachers will attend PD and will implement effective instructional strategies and best practices and attend foundational curriculum training.	127-4
TSA Classroom 10Mos	$55,614	LCFF Supplemental	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom Teacher on Special Assignment (TSA)	0.35	Goal 1: All students graduate college, career, and community ready.		Grade Level PLCs Teams will focus on data to improve student outcomes both SE and. academically--with a focus on AA and ELLs.	127-5
4399 - Unallocated	$15,000	Educator Effectiveness Grant	4399	Unallocated	n/a	n/a	n/a	n/a		TSA will provide intervention and teacher coaching	127-6
4310 - Materials and Supplies	$3,577	Proposition 28 (Arts & Music in Schools)	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of core curriculum through coaching and site based learning walks.	127-7

PROPOSED 2024-25 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	DESCRIPTION OF STUDENT NEED	RELATED SPSA ACTIVITY	BUDGET ACTION NUMBER
SPANISH	$38,234	Proposition 28 (Arts & Music in Schools)	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Provide all students with music and cultural education.	127-8
4310 - Materials and Supplies	$953	Measure G1	4310	School Office Supplies	n/a	n/a	n/a	Goal 1: All students graduate college, career, and community ready.		Continue to Implement Universal Design for Learning strategies to support all learners to access and participate in meaningful challenging learning opportunities.	127-9
Teacher Education Enhancement	$6,372	Measure G1	1105	Certificated Teachers' Salaries	New	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.05	Goal 1: All students graduate college, career, and community ready.		Teachers will attend PD and will implement effective instructional strategies and best practices and attend foundational curriculum training.	127-10
4399 - Unallocated	$840	PTA/PTO Donations	4399	Unallocated	n/a	n/a	n/a	n/a		Monitor and support the implementation of core curriculum through coaching and site based learning walks.	127-11
Teacher Education Enhancement	$28,673	PTA/PTO Donations	1105	Certificated Teachers' Salaries	4601	Elementary Educational Enhancement/Intervention Program (EEIP) Teacher	0.3	Goal 1: All students graduate college, career, and community ready.		Continue to strengthen PLCs rooted in a shared vision and mission in order to build staff collegiality and too better focus on student achievement and social emotional growth.	127-12
TSA Classroom 10Mos	$92,160	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	7734	10-Month Classroom Teacher on Special Assignment (TSA)	0.58	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of core curriculum through coaching and site based learning walks.	127-13
TSA Classroom 10Mos	$168,451	PTA/PTO Donations	1119	Certificated Teachers on Special Assignment Salaries	8751	10-Month Classroom Teacher on Special Assignment (TSA)	1	Goal 1: All students graduate college, career, and community ready.		Monitor and support the implementation of core curriculum through coaching and site based learning walks.	127-14
Library Technician	$39,961	Measure G, Library Support	2205	Classified Support Salaries	9534	Library Technician	0.5	Goal 1: All students graduate college, career, and community ready.		Implement culturally responsive teaching strategies that support AA students and English Learners	127-15

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Strategic Resource Planning (SRP)

Template ELEMENTARY SCHOOL
School Site Council Membership Roster
2023-2024

SSC - Officers

Chairperson:	Greg Ko
Vice Chairperson:	Fleshe Hesch
Secretary:	Celeste Krumboltz

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?)
Maria McCormick	☑	☐	☐	☐	
Tracey Emerson	☐	☑	☐	☐	**1st**
Naomie Royer	☐	☑	☐	☐	**1st**
Susan Weinberg	☐	☑	☐	☐	**1st**
Ann Fendesack	☐	☐	☑	☐	**1st**
Greg Ko	☐	☐	☐	☑	**1st**
Celeste Krumboltz	☐	☐	☐	☑	**1st**
Flesche Hesch	☐	☐	☐	☑	**1st**
Zach Struyk	☐	☐	☐	☑	**1st**
Brigitte Hoyer Gosselink	☐	☐	☐	☑	**1st**
	☐	☐	☐	☐	
	☐	☐	☐	☐	

SSC Meeting Schedule: (Day/Month/Time)	4th Tuesday of the month at 7:50am

SSC Legal Requirements (EC Sections 65000-65001):

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

1 Principal

3 Classroom Teachers

1 Other Staff

AND

5 Parents/Community Members