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# Board Cover Memorandum

**To** Board of Education

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

**Meeting Date** August 13, 2025

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

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

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

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

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

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

**Attachment(s)**

- 2025-2026 School Plan for Student Achievement (SPSA) for Hillcrest School



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

## **2025-26 School Plan for Student Achievement (SPSA)**

**School:** Hillcrest School  
**CDS Code:** 1612596001911  
**Principal:** Annie Hatch  
**Date of this revision:** 2/27/25

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:** Annie Hatch

**Position:** Principal

**Address:** 30 Marguerite Drive  
Oakland, CA 94618

**Telephone:** 510-879-1270

**Email:** annie.hatch@ousd.org

*The School Site Council recommended this revision of the SPSA for Board approval on:* 2/27/2025

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

**Denise Saddler, Interim Superintendent**  
**Jennifer Brouhard, Board President**

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT RECOMMENDATIONS & ASSURANCES

**School Site:** Hillcrest School

**Site Number:** 127

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:** 2/27/2025

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

☐ Flyers in students' home languages

☒ Announcement at a public meeting

☒ Other (notices, ParentSquare blasts, etc.)

### Signatures:

Annie Hatch

*Principal*

*Annie Hatch*

Signature

4/24/2025

Date

Greg Ko

*SSC Chairperson*

*Greg Ko*

Signature

4/24/25

Date

*SELLS Representative (optional)*

Signature

Date

Sabrina Moore

*Network Superintendent*

*Sabrina Moore*

Signature

4/29/25

Date

Lisa Spielman

*Director, Strategic Resource Planning*

*Lisa Spielman*

Signature

4/29/25

Date

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

[illegible]

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

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

### Early Literacy Program

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

### Summer Learning Program

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

### Transitional Students and Families Unit

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

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

## 2025-26 BUDGET SUMMARY

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$359,526.00

### Federal, State, and Local Funds

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

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

<b>TOTAL PROJECTED FEDERAL, STATE &amp; LOCAL FUNDING:</b>
<b>\$359,526.00</b>

State and Select Local Resources	Allocation
LCFF Supplemental (#0002)	\$12,500
LCFF Equity Multiplier (#7399)	\$0
Expanded Learning Opportunities Program (ELO-P) (#2600)	\$300,000
After School Education & Safety (ASES #6010)	\$0
Community Schools Grant (CCSPP #6332)	\$0
Proposition 28 (Arts & Music in Schools #6770)	\$47,026
<b>SUBTOTAL OF STATE &amp; LOCAL FUNDING:</b>	<b>\$359,526</b>

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

### 1A: ABOUT THE SCHOOL

<b>School Name: Hillcrest School</b>		<b>School ID: 127</b>
<b>CDS Code: 1612596001911</b>	<b>SSC Approval Date:</b>	<b>Board Approval Date:</b>

#### 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.

#### 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, 2023-24

% 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.**

<b>School Goal:</b>	By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp
<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."

**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%	58.5%	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%	91.1%	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%	80.0%	not available until fall 2025	85.0%

**English Language Arts Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
SBAC ELA Distance from Standard Met	All Students	68.2	59.9	not available until fall 2025	72.0
SBAC ELA Participation	All Students	98.6%	99.1%	not available until fall 2025	95.0%
Reading Inventory (RI) or i-Ready Growth of One Year or More (Grades 3-5)	All Students	64.0%	73.0%	not available until fall 2025	80.0%

**Mathematics/Science Measures & Targets**

Measure *SBAC & CAST exclude 10% penalty, if applicable.	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
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SBAC Math Distance from Standard Met	All Students	44.4	29.7	not available until fall 2025	50
SBAC Math Participation	All Students	99.1%	99.1%	not available until fall 2025	95.0%
i-Ready Math at or above Mid-Grade (Grades K-5)	All Students	58.7%		not available until fall 2025	80.0%
California Science Test (CAST) Standard Met or Exceeded	All Students	68.2%	59.7%	not available until fall 2025	80.0%
California Science Test (CAST) Participation	All Students	98.5%	100.0%	not available until fall 2025	95.0%

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

<b>School Goal:</b>	By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY
<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
SBAC ELA Distance from Standard Met	Special Education Students	-1.5	-34	not available until fall 2025	72
SBAC ELA Distance from Standard Met	African American Students	-7.7	2.0	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%	5.6%	not available until fall 2025	20.0%

SBAC Math Distance from Standard Met	Special Education Students	2.9	-70.8	not available until fall 2025	50.0
SBAC Math Distance from Standard Met	African American Students	-42.9	-78.7	not available until fall 2025	0.0
<b>Reclassification Measures &amp; Targets</b> <i>*Reference <a href="#">Stages of ELD Data slides</a></i>					
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
ELL Reclassification	English Learners	50.0%	50.0%	not available until fall 2025	75.0%
LTEL Reclassification	Long-Term English Learners	100.0%		not available until fall 2025	100.0%

<b>LCAP Goal 3: Students and families are welcomed, safe, healthy, and engaged in joyful schools.</b>					
<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 School 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.				
Measure	Target Student Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
Student Connectedness to School	All Students	84.0%	76.7%	not available until fall 2025	90.0%
Out-of-School Suspensions	All Students	0.0%	0.5%	not available until fall 2025	0.0%
Out-of-School Suspensions	African American Students	0.0%	0.0%	not available until fall 2025	0.0%
Out-of-School Suspensions	Special Education Students	0.0%	1.9%	not available until fall 2025	0.0%
Chronic Absenteeism	All Students	39.5%	9.4%	not available until fall 2025	10.0%
Chronic Absenteeism	African American Students	63.3%	30.8%	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:		By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.				
Identified School Need:		Specifically: - Match every teacher who is working on an emergency permit, intern credential, or preliminary credential with the most qualified coach. - Provide foundational professional learning during the summer and throughout the school year on classroom culture building, planning and teaching content and curriculum, credentialing, and wellness, organization, and time management. - Monitor the progress of emergency permit teachers as they complete requirements needed for an intern or preliminary credential.				
Measure		Target Staff Group	2022-23 Baseline	2023-24 Outcome	2024-25 Outcome	2025-26 Target
One-Year School Teacher Retention Rate		All Teachers	77.8%	78.1%	not available until fall 2025	90.0%

**1C: STRENGTHS & CHALLENGES**

<b>Goal Area:</b>	<b>School Goal:</b>	<b>Priority Strengths</b>
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"><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>	<p>K-2 iReady data has improved from last year (according to midyear iReady data). By mid-year 100% students have mastered their letter ID (they are more SIPPS ready than ever before)</p> <p>K-2 teachers are committed to teaching phonics, SIPPS, and have greater buy-in to the EL curriculum. This fidelity has resulted in stronger results K-2.</p> <p>Teachers are bought into the "science of reading." As a staff, we read The Knowledge Gap and attended EL Conference</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"><li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li><li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li></ul>	<p>From Fall to Midyear, our Latino and AA students improved in both math and reading iReady</p> <p>Students with IEPs are growing from year to year as a cohort</p> <p>Increased emphasis on our focal students in PD and PLC time</p> <p>3 days of focus on neurodiversity and attending to students IEPs plus PD around cycles of behavior and the "acting out cycle"</p> <p>ELL students reclassifying</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Chronic absenteeism has gone down and our daily average attendance has gone up</p> <p>Suspension rate remains under 2%</p> <p>Attendance team now meets separate from COST so that specific energy can go into supporting our students with at-risk attendance</p>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Teachers have been receiving differentiated PD this year-- new teachers are doing lots of off campus, central trainings</p> <p>PD for the 24-25 year has focused on</p> <p>Staff PD has focused on lifting up promising teacher practices and discussing focal students, collecting data, and cycles of inquiry</p> <p>Staff retention for 25-26 looks like it will be strong</p>

Goal Area:	School Goal:	Priority Challenges
LCAP Goal 1:	<p>By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics:</p> <ul style="list-style-type: none"> <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>	<p>3-5 iready data decreased from midyear last year to midyear this year  We have 3 new teachers in 3-5 and fidelity to curriculum is less good  At this age, our students are more exposed to devices at home and are getting lots of instant gratification input. They are not building up stamina for reading longer texts like they will see in SBAC and iready.  Students have testing fatigue with proximity of SBAC and iready and they start realizing it doesn't matter and give forth less effort.  SBAC data is lower over the past three years because our cohort changed (due to school closure scare) and many students went to private school</p> <p>Goal:  Increase student reading stamina, especially in 3-8th grade  Start SBAC earlier -- right after return from Spring Break-- to decrease testing fatigue and increase time between SBAC and iready</p>
LCAP Goal 2:	<p>By May of 2026</p> <ul style="list-style-type: none"> <li>- Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> <li>- ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY</li> </ul>	<p>Our focal groups still lagging behind our white students in terms of iready data  We have a large group of black students who also have an IEP (double impact)  Lots of SEL/fitting in needs for our students of color</p> <p>Goals:  -- Increase the diversity of our teaching staff/hiring committee  -- buddy families, buddy students, student reflection and RJ and advisory lessons hate speech, joking vs. bullying, and other tier 1 interventions  -- Increase therapy and resources for students in need on site  -- Involve families more in conversations around race, equity, belonging, inclusion</p>

LCAP Goal 3:	<p>1. Increase positive attendance by 1%, and reduce chronic absenteeism by 3%</p> <p>2. An annual suspension rate below 2%</p>	<p>Some chronic absent students remain chronically absent year after year. We could be doing more to celebrate students who are doing well with attendance Need to tighten up procedures for when to suspend, when to write a URF that goes into Aeries etc.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>-- celebrate attendance successes</li> <li>-- clarify discipline procedures in Family handbook</li> </ul>
LCAP Goal 4:	<p>By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.</p>	<p>Professional Development has been ad-hoc and not cohesive</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>-- Working with Lead by Learning and potentially a DEI consultant next year to provide coherent PD sequence focused on our focal students and differentiated based on the varying needs of our teaching staff</li> <li>-- Using extended contract funds to pay teachers to lead PD in the 25-26 year</li> </ul>

## 2025-26 SCHOOL PLAN FOR STUDENT ACHIEVEMENT (SPSA): ANNUAL SPSA REVIEW

**School:** Hillcrest School

**SPSA Year Reviewed:** 2024-25

**SPSA Link:** [2024-25 SPSA](#)

### 2A: OVERALL IMPLEMENTATION & EFFECTIVENESS OF THE CURRENT SPSA

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

Teachers meet and review data in PLC  
New teachers are attending foundational curriculum training (EL, Eureka, FOSS, etc.)  
Coaching is targeted for new teachers/teachers in need of additional support.  
ILT does learning walks focused on curriculum implementation (ex: Math learning walk K-8, Literacy Learning walk K-8, etc.)  
We have not discussed UDL specifically in PD this year bc of competing priorities  
Differentiated instruction happening  
Teachers looking at focal students (AA, EL, IEP students) in PD  
Our two TSAs support students along with our Early Literacy tutor through individual and small group intervention  
UDL happening throughout classes but is not an explicit focus of PD due to competing priorities  
We focused on building community through all-staff PD (rather than PLC) as that was a request of staff this summer  
CRT practices have happened occasionally with PDs from our Behavior Analysts and Evan Fortin and others  
Sensory tools being used across classes  
Attendance team meets separately now to support tier 3 attendance needs  
Our TSAs coach new teachers and support them through observations and debriefs etc,  
Grade level PLCs look at data but not through lens of focal students  
New teachers attended new teacher institute and PD throughout the year  
Haven't been focused on CRT or UDL in PD  
Cannot do designated ELD in schedule because we only have 9 EL students, but we are pulling them in small groups  
ELL data dive happening through ILT

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

Grade level PLCs look at data but not through lens of focal students -- we should add a focus on EL, AA, and IEP students  
UED and CRT PD not happening because of competing priorities-- working with Lead by Learning in 25-26 to support PD focus  
Not possible to do designated ELD with our schedule given the small # of students and limited people on campus



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.

New principal and new teaching staff resulted in revised focus for Professional Development  
 We have not discussed UDL specifically in PD this year bc of competing priorities  
 Want to add additional goals:  
 -- Increase student reading stamina, especially in 3-8th grade  
 -- Start SBAC earlier -- right after return from Spring Break-- to decrease testing fatigue and increase time between SBAC and iready  
 -- Increase the diversity of our teaching staff/hiring committee  
 -- buddy families, buddy students, student reflection and RJ and advisory lessons hate speech, joking vs. bullying, and other tier 1 interventions  
 -- Increase therapy and resources for students in need on site  
 -- Involve families more in conversations around race, equity, belonging, inclusion  
 -- Working with Lead by Learning and potentially a DEI consultant next year to provide coherent PD sequence focused on our focal students and differentiated based on the varying needs of our teaching staff  
 -- Using extended contract funds to pay teachers to lead PD in the 25-26 year to increase buy-in/effectiveness/relevance

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

<b>Title I Expenditure Code</b> <i>(this column will be hidden eventually)</i>	<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	n/a	n/a	n/a	n/a	n/a

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

<b>School:</b>		Hillcrest School	<b>SCHOOL ID:</b>	127 and 230
<b>3: SCHOOL STRATEGIES &amp; ACTIVITIES</b>			<a href="#">Click here for guidance on SPSA practices</a>	
<b>LCAP Goal 1: All students graduate college, career, and community ready.</b>				
<b>School Goal:</b>		By May 2026, we will increase the performance of K-5 students in ELA and Math by the following metrics: -Minimum of 5% increase in %students on grade level in iReady ELA and Math from EOY to EOY -Minimum of 5% increase in % students meeting their stretch and growth targets in iReady ELA and Math from EOY to EOY -Decrease distance from standard SBAC ELA and Math 3rd-5th grade by minimum of 10pp		
<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."		
<b>#</b>	<b>STRATEGY/ACTIVITY</b>	<b>STUDENTS SERVED</b>	<b>WHICH PART OF THE MTSS WHOLE CHILD DOMAIN DOES THIS SUPPORT?</b>	<b>WHICH MTSS TIER DO THESE STRATEGIES ALIGN TO?</b>
1-1	Use data 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	Form a teacher and staff ILT to support instructional decision making, review data, and plan professional development for the staff in the 2025-26 school year	All students	Academic	Tier 1 - Universal
<b>LCAP Goal 2: Within three years, focal student groups demonstrate accelerated growth to close our equity gap.</b>				
<b>School Goal:</b>		By May of 2026 - Black/AA students will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - students with IEPs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY - ELLs will increase the % of students on grade level in i-Ready ELA and Math by 10% from EOY to EOY		
<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 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 two TSAs and PTA funded early literacy coach for reading support	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	Partner with Lead by Learning for teachers to conduct inquiry into their own classrooms focused on our most needy students	All 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	Continue to strengthen PLCs and PD rooted in a shared vision and mission in order to build staff collegiality and to 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
3-5	Integrate mental health clinicians and academic counselors into our school and COST process to provide additional mental health supports	All Students	SEL / Mental Health	Tier 3

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

<b>School Goal:</b>	By May 2025, we will increase access to a strong system of support for new teachers by providing weekly coaching, offering ongoing, differentiated PD focused on common areas of need, increasing engagement in OUSD's credentialing support and progress monitoring systems, and supporting new teacher wellness and stress management. Evidence of progress will be seen in new teacher coaching logs, PD attendance and feedback, teacher movement on the credentialing path, and annual new teacher survey data.
<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	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 , ELLs, and students with IEPs.	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
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		<a href="#"><i>Stages and Actions for ELD Implementation</i></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	Support ELL students through push in and pull out support for ELD, ELPAC etc. facilitated by our TSAs	English Learner Students	Academic	Tier 3
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 2025-26 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 SPSSA ACTIVITY	BUDGET ACTION NUMBER
Salary for .4 FTE of our Visual and Performing Arts Teacher to provide VAPA programming to our K-5 students	\$46,628	Arts & Music in Schools (Proposition 28)	1105	Certificated Teachers' Salaries	10057	Teacher, Elementary Educational Enhancement/Intervention Program (EEIP)	0.4		Implement culturally responsive teaching strategies that support AA students and English Learners	127-1
Materials and supplies associated with our visual and performing arts program	\$398	Arts & Music in Schools (Proposition 28)	4310	School Office Supplies	n/a	n/a	n/a		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.	127-2
After school staff salaries and funds to provide after school enrichment and academic support	\$275,000	Expanded Learning Opportunities Program (ELO-P)	5100	Subagreements For Services	n/a	n/a	n/a		Monitor and support the implementation of core curriculum through coaching and site based learning walks.	127-3
After school consultants for specialized programming	\$25,000	Expanded Learning Opportunities Program (ELO-P)	5825	Consultants	n/a	n/a	n/a		Use data to inform instruction and meet regularly in PLCs to develop instructional plans for all students.	127-4
Mental health contract with Hope Reimagined to provide mental health supports for students	\$12,500	LCFF Supplemental	5825	Consultants	n/a	n/a	n/a		Continue to strengthen the practices of our COST, attendance and safety teams to improve student outcomes.	127-5
Contract with Missoula Children's theatre to provide theatre arts opportunities for up to 100 students (\$4,100) and funding for materials and supplies associated with our art, music, and spanish electives (\$852)	\$4,952	Measure G1: Districtwide Teacher Retention & Middle School Improvement	4310	School Office Supplies	n/a	n/a	n/a		Implement culturally responsive teaching strategies that support AA students and English Learners	127-6
Contracts to BACR for RJ facilitation within our middle school	\$8,000	Measure G1: Districtwide Teacher Retention & Middle School Improvement	5825	Consultants	n/a	n/a	n/a		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.	127-7

[illegible]



## HILLCREST ELEMENTARY SCHOOL

### School Site Council Membership Roster

**2024-2025**

### SSC - Officers

Chairperson:	Greg Ko
Vice Chairperson:	Flesche Hesch
Secretary:	Celeste Krumboltz
PSAC Rep	Flesche Hesch

### 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	Annie Hatch	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	Tracey Emerson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
1	Naomie Royer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2nd
0	Jessica Ross	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1st
1	Ann Fendesack	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2nd
1	Greg Ko	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
0	Celeste Krumboltz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Flesche Hesch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Zach Struyk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
1	Brigitte Hoyer Gosselink	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	2nd
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**SSC Meeting Schedule:**  
(Day/Month/Time)

4th Tuesday of the month at 7:50am

### 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.

